

# Fostering the use of Technology for Teaching and Learning of Arabic Language: A case study

Popoola Kareem Hamed, Sultan Fahd Aljuhaish

**Abstract—** The use of technology is drastically becoming an important indicator of human progress in all schemes of human endeavors such as business, economics, education etc. There are many Es nowadays such as e-business, e-learning, e-banking and many others. No doubt that technology is useful for effective teaching and learning. However, limited attention has been given to Technology for Teaching Arabic Language TTAL (Stone, 2003). The primary objective of this paper is to explore the usage of technology in teaching of Arabic language and to investigate the teachers' perceptions in the integration of technology to Arabic language learning. The methodology used in this study is qualitative where a Principal and 3 Arabic teachers were purposely selected to be interviewed. The main findings of this study are: Technology promotes the effective teaching and learning of Arabic language, Arabic teachers' awareness and Inadequate, Inappropriate of Technological Materials. And recommend the need more Arabic technological materials to promote the active learning of Arabic language.

**Index Terms—** Teachers' Perceptions, Technology, Arabic Language, Fostering.

## I. INTRODUCTION

Arabic language is one of 3000 languages in the world. It is one of the wider world languages being a rich vocabulary, synonyms, the presence of words countermeasures, simile and metaphor, the derivation of words, eloquence, rhetoric, and the language of the Quran Last divine religions. All this adds her sanctity. According to Mario Bell, the author of the story of language, that Arabic language is the universal language in the civilizations of the Middle Ages, and was a tributary great for English and many Europeans to get a knowledge, the Dictionary Litre has cited lists of the vocabulary borrowed from Arabic language, and the first Spanish, then French, Italian, Greek, Hungarian, as well as Armenian, Russian and others, and is estimated in the thousands Vocabulary that borrowed from Arabic language. According to Shaykh al-Islam Ibn Taymiyya, Arab tongue is the slogan of Islam and the Arabic language is a part of religion does not leave him, and it is indivisible, it came down by Book of our Lord, and become learned, mastery and knowledge of rules and secrets obligatory duty, because the understanding of the Quran, Sunnah and knowledge of the Islamic duties that things learn us how to be a Muslim. This is not taken, but understanding the Arabic language of the Quran, religion and

heritage. The current era is the era of communication technology and its applications in all knowledge, the use of technology is drastically becoming an important indicator of human progress in all schemes of human endeavors such as business, economics, education etc. There are many Es nowadays such as e-business, e-learning, e-banking and many others. Technology is useful for effective teaching and learning so we must realize that we must deal with education in a different way from the past that is to use modern technology which helps the learners to learn Arabic language. There's no doubt that using modern technology help us in the educational process, so Arabic teachers should know how to implement their lessons according to the modern theories of teaching.

## II. BACKGROUND OF THE STUDY

This study deals with a number of Arab and foreign studies that have a relationship directly or indirectly with this study. Educators (Jonassen, 1996; Salaberry, 1999; Rost, 2002) indicate that the current computer technology has many advantages for second language learning. Computer and its attached language learning programs could provide second language learners more independence from classrooms and allowing learners the option to work on their learning material at any time of the day. Once implemented, it can be expected that the cost for computer technology is considerably lower than for face-to-face classroom teaching, and when used in conjunction with traditional second language classroom study, students can study more independently, leaving the teacher more time to concentrate effort on those parts of second language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation. Conducted Hajri (2003) study aimed to know the effectiveness of the educational computer program in mathematical achievement among third grade students in the Kingdom of Bahrain, the study sample consisted of 60 students were divided into two groups equally: the first group was taught using the computer with the traditional method either the traditional method was used to teach the second group, the results showed that the first group got the best result during the exam. Chun and Plass (1996) found that visual, multimedia-based annotations combined with verbal annotations helped learners retain word meaning better than verbal annotations alone, illustrating how reading can be enhanced with new technologies. Other researchers have concluded that "drills don't lead to skills" (Blyth, 1999, p. 40) and have directed their efforts at using technology that requires that students deal with meaning rather than just form. This conclusion was not supported at least by the subjects in Blyth's study. He noted that "students reserved their highest praise for the 'drill-'n-kill' rote grammar exercises and their

Manuscript received May 21, 2015

Popoola Kareem Hamed, International Islamic University Malaysia  
Sultan Fahd Aljuhaish, International Islamic University Malaysia

greatest disdain for the Internet activities that emphasized critical thinking skills and synthesis of information” (p. 52). Nielsen and Carlsen said that “structured grammar drills and exercises which aim at making the learner more confident in the use of specific rules should preferably take place outside the classroom” (2003, pp. 96-97). Other researchers have developed various types of activities for Arabic including “listen and fill the gaps,” “listen and sort the jumbled text,” “listen and repeat,” as well as “nine text-based exercises” (Cushion & Hémar, 2003, p. 260). In a study (Badawi, 1998: 21) using educational technology in university, researcher explained during his reconnaissance on 600 students from Helwan University in Egypt. The results showed that at 16% of university professors are using some education technology, 77% do not care, and the use of advanced educational technology equipment was 9%. In a study (Al-Abdullah, 1997: 16) about the importance of educational technology at the University of Damascus, 216 students were selected for this study researcher reached the following conclusions: 25% of university professors used the tradition methods, lack of familiarity with using a computer as an organ of information and education technology reached 73%, and claim to provide high-end devices, and training by students and professors. According to (Carter and John 1986: 37) said that the use of educational technology is still less than the assumed in some universities in America, he worked in his study to explore the views of 512 university students in each of the Kolomeos and Otnz Ohio.

### III. RATIONALE OF THE STUDY

A lot of studies have been conducted to elucidate the numerous evidence on the effectiveness of using technology in teaching language. Based on this scenario, the adoption of using technology in teaching and learning Arabic language via the gadget would be crucial, therefore, this paper is significant because it will be useful to the proprietors of madrasah, curriculum designers and planners, curriculum implementers and the students and will enhance the student motivation in learning of Arabic Language.

### IV. THE STATEMENT OF THE PROBLEM

Arabic language is like other languages. It is very crucial for Muslims to learn the language for better understanding of their religion and other daily purposes. Nowadays, many Arabic teachers are using the traditional method to teach this language, such as teaching with chalk and talk or white board. However, using the conventional method is stressful to achieve the goals and objectives of teaching and learning Arabic language among the students. Thus, educators, curriculum designers and curriculum implementers should integrate the use of technology into the classrooms for effective teaching and learning Arabic language.

### V. RESEARCH OBJECTIVES

- To explore the effectiveness of technology in teaching of Arabic language
- To investigate the teachers' perceptions in the integration of technology to Arabic language learning
- To understand the strengths and weaknesses of teaching Arabic language via technologies.

### VI. RESEARCH QUESTIONS

1. How does technology contribute to the effectiveness of Arabic language teaching and learning?
2. What are the teachers' perceptions in technology integration to teach Arabic language?
3. What are the strengths and weakness of teaching Arabic via technology?

### VII. LITERATURE REVIEW

Using technology in teaching languages is a subject of much concern for researchers in across the world. Researchers from different countries demonstrate great interest in investigating using a technology in education. This section will trace relevant literature in the area of using technology in teaching. Language and culture are related closely to each other. Traditionally, a language education has involved learning how it is used in native speaking countries. However, “[t]he global spread of English into diverse multilingual contexts has brought with it the development of many varieties of English” (McKay & Bokhorst-Heng, 2008). To increase authenticity in the teaching of a language as an international language, instructors need to “re-emphasize the context of use, to re-define the participants, and to reconsider the nature of EIL” (Shomoossi & Ketabi, 2008, p. 182). Arabic education should understand the status of Arabic in all of its varieties and functional, and prepare students to communicate across cultures. In their standards for FL learning, the American Council on the Teaching of Foreign Languages (ACTFL, 1996) asked for implement of the “five Cs” of language learning: communication, culture, connection, comparison, and community. Communication is the backbone of language learning. Understanding the cultural (the first language and learner's language) leads to increase consciousness of the interdependent relationship between languages and cultures. Connection shows to interdisciplinary instruction, which helps learners with detailed information about the language and its cultures from multiple disciplinary perspectives. Comparison shows that the growing awareness of the items linguistic and cultural perceptions by comparing and contrasting the language and studied the native language. Lastly, the society indicates that learners can use the language within an international framework and actively participate in multi-lingual communities beyond the classroom. Clearly, sociocultural ingredient is an important feature of education FL (FLE). It is expected that students and insight understanding cultural interactions and reaction in the connection settings. Recently, intercultural competence has been the central concern for educators in EFL classrooms (Liaw, 2006). Cultural exchanges are not merely a meeting between cultures, but should “be seen and analyzed as a complex process” (Stire, 2006, p 5). As mentioned above, the teaching of authentic cultural dimension assists students to gain language competence and cultures needed to communicate. What matters most in this complex process reactive is what teachers do to access the aims. Byram model offers just a connection between intercultural communication and FL, educators should put the best teaching strategies for specific contexts (Byram 0.1997 and Byram et al, 2002). Traditionally, it has been decontextualized cultural learning in the classroom and endured similarity of minimal effective communication scenarios. Via telecommunications, and can overcome the

deficiencies in the classroom by using web-based tools to deliver the ingenious texts and experiences intercultural communication in true classrooms (Byram 0.1997 and Byram et al, 2002). Web 2.0 technologies (blogs, Skype, and social networking sites) to simplify the online practices which allow classrooms to fasten with the world (Peters, 2009). Moreover, online education societies, such as ePals Global Community and International Education and Resource Network (iEARN), and the provision of cooperative projects that authorize educators and learners to construct the trajectories of communication between the indigenous cultures. Studies show that by incorporating technology into school curricula, teachers authorize students to experience various cultures and cultivate their language skills through targeted educational situations relevant to real-life events communicative (Cunningham, Fagersten, & Holmsten, 2010; Cziko, 2004; Greenfield, 2003; Kilimci, 2010; Lee, 2007; Richards, 2010; Smith, 2000; Wu & Marek, 2010; Wu, Yen, & Marek, 2011). This allows students to “develop meaningful relationships with one another and to use the language they are studying to do so” (Thorne, 2005). However, using technology in teaching and learning Arabic language becomes an issue in schools and Madrasas. This study bridges the gap between teaching and learning Arabic language and implementation of technology.

#### VIII. RESEARCH DESIGN

As mentioned above that aim of this study is to garner and investigate the difference perceptions in the teaching and learning of Arabic language incorporated with the use of technology and to explore the pros and cons in the fostering of the technology in to teaching and learning Arabic. This part of study provides a detailed descriptions of research methodology been used, including the rational approach to the study, process of data collection, synthesis and analysis and trust worthiness of participants and limitation of the study. A qualitative research methodology has been designed for this study based on the Creswell (1998), qualitative research is best suited for any study requires inquires specifically to explore the human instructional styles as leader in society. The goal of such qualitative research is to “interpret phenomena in terms of the meanings people bring to them” (Denzin & Lincoln, 2008, p. 4). The targeted population of this study is the total number of 72 teachers and 620 students in Saudi schools (primary, intermediate, and secondary) in both male and female schools in Kuala Lumpur. The objectives of the schools can be summarized as follows: 1 - Service Arabic language of the Qur'an and dissemination in the region. 2 - Maintain proper Islamic faith, according to the method of Sunnis and Ancestors. 3 - Instilling Islamic values and ethics of the Islamic religion among students. Non probability sampling is used in qualitative research to intentionally select a population to study the central phenomenon (Creswell, 2008). In this study, Principal and other four Arabic teachers of selected school were interviewed to response to the posed questions. A total of three main questions with other related sub questions were conducted for interview for the purpose of this study. The interview were bilingual in nature, where the researchers used both Arabic and English languages to conduct the interview due to the interviewees' comfort and luxury in a specific language. The data of this study were collected through the extensive interview along with the use of both audio recording

and jut note to ensure that the information was accurately portrayed for the effectiveness of the study. In depth portraits of a small number of respondents would however, provide a fuller access to their views across the range (Gronn, & Ribbins, 1996).

#### IX. FINDINGS

Technology for Teaching Arabic Language (TTAL).

Adopting the use of technological devices in education process is providing an alternative way for teaching and learning process, by using a several technological tools, such as computer system, iPADS, enhance the great features for Language learning. Also, implying the Learning Management System (LMS) and link them with Electronic voting system (EVS) offer effective solutions to display multimedia. It is properly making the communication more efficiently (Pein et al., 2009, Al-Fahad, 2009). Technology for Teaching Arabic Language (TTAL) is crucial among the Arabic language teachers to ensure the effective and active learning for Arabic students learners. The findings from the principal and teachers who involved in this study depict that Arabic language as some other languages which can be taught via the technological tools. It is also highlighted that teaching pedagogy is facing a massive challenge which is technological revolution on the most fields, thus teaching Arabic Language incorporate with technology assists the teachers to promote the creative, active and conducive learning environment. The principal of the selected school describes technology as an effective tool in teaching and learning process. However, there are gaps in the implementation of TTAL.

***“Technology in teaching is effective but not yet massively implement in teaching of Arabic language”***

The similar point is noted from Male Teacher ( a )who directly explained the important of technology for Arabic language learning. He stated that majority of students are using different electronic tools such as tablets, android mobile phones, iPad, etc. which can be useful for their better understanding of Arabic Language learning.

***“The concept of technology is wide and there is no doubt that the importance of the technology to facilitate and simplify the learning process, especially in teaching and learning the Arabic language”***

Male Teacher (b) highlighted that traditional education process presents the learning materials to students in classrooms using a traditional way which seems to be suitable for Arabic teaching languages .although modern education using technology to make education process more effective and interactive.

***“I use technology in teaching Arabic as sources and students can read it in their homes not in the classroom because of the presence of key problems hindering the adoption of technological means such as key individual differences among students. For example, in a lesson (Joazem present tense) I need to use the whiteboard more than once, and then write in color and erase then write again until the students understand the examples well and find myself in a comfortable position for the use of the traditional method with time allocated for the period (45***



*minutes) compared with individual differences among students, it is easier for the teacher to cover the curriculum and walking through the course outlines"*

The same trend is vivid from the responses given by other two female teachers that TTAL has been adopted widely for Teaching Arabic Language in the educational field in several countries for teaching languages specifically in the pronunciation of difficult words. They highlighted the important of technology for the effective teaching and learning environment and it motivates the student towards an active learning.

*"There is no doubt that technology has contributed positively in teaching and learning of Arabic language in the classroom. from my experience, previously I used the traditional method but now I am using modern technology in most lessons and found that students enjoy the lessons that offer to them through technology .In addition, I noted that when I use technology in teaching the students can understand the lessons better than when I used the tradition method" .*

The findings from this study show that using Technology for Teaching Arabic Language (TTAL) is crucial. Besides it promotes the student to become active learners rather than passive way. The usage of modern technology for teaching within madrasahs and schools will make the educational processes more cost-effectively and enable the learners to be well trained for their better preparation to live and work in a technologically based society.

#### X. ARABIC TEACHERS' PERCEPTIONS ON (TTAL).

##### Technology Assisted Learning (TAL)

Adopting the use of technology in teaching and learning has become indispensable in the learning process. It makes the teaching process be dynamic among the learners, especially in teaching and learning Arabic Language. The result from this study demonstrates the need to increase the use of technology in terms of the methods used in Arabic language teaching and specifically during activities and evaluation. According to male Arabic teachers who said:

*"I use technology in teaching Arabic as sources and students can read it in their homes not in the classroom"*

The students should learn proper basis of language, form letters and how to correct pronunciation of the letters, as well as a way to link letters to get a word, and to connect words to get a sentence, this requires the use of TTAL to achieve the learning objective that is noted from Arabic female teachers:

*"I'm currently working as Arabic language teacher for the first grade of primary school which the student learns letters, the correct pronunciation, and shape the letter then moves to link letters to get a word with meaning and after this stage moves to learn how to connect the short words with each other's to form useful phrase can read, write and pronunciation"*

#### XI. TRADITIONAL TEACHING METHOD

Conventional teaching pedagogy may be also deemed restricted in some cases for Arabic language learning. This conventional has been a tried-and-tested method which seems to be effective in giving the Arabic grammar rules. Some

classes are successful when it involves rote learning where students depend on memorization of rules of grammar. According to Arabic male teacher (B)

*"I need to use the whiteboard more than once, and then write in color and erase then write again until the students understand the examples well and find myself in a comfortable position for the use of the traditional method with time allocated for the period(45 minutes) compared with individual differences among students, it is easier for the teacher to cover the curriculum and walking through the course outlines,"*

#### XII. PROBLEMS OCCURRED DURING IMPLEMENTATION OF (TTAL).

Technology for Teaching Arabic Language (TTAL) has become the focus of much more attention from the Educational Muslim Scholars (EMS). This has also brought to the Innumerable problems associated with implementation of technology during Arabic language instruction. The findings from this study highlight some of difficulties that Arabic teachers would face which include:

##### (a) Inadequate and Inappropriate of Technological Materials:

The result from interviewed Arabic teachers gives the background information of the problems that related to the implementation of (TTAL).Female Arabic teachers said that:

*" There is no doubt that the Arabic language lacks the programs that may be used technological devices such as tablets and smart computer which helps to acquire this language, they must unite and work as one team of researchers, teachers and designers programs to develop programs which contribute to learning Arabic language"*

The other Arabic male teacher also stated the related view point that Arabic teaching also requires the use of technological equipment that will help to promote conducive learning environment for the student. The study noted from him that:

*"For my experience, I bought a display device (projector) and a computer on my own expense"*

##### (b) Workshops for teachers on (TTAL).

The finding from the study shows that most of Arabic teacher are familiar with use of this method TTAL .However, there is a need for Arabic teachers training to promote the method of adopting the technological tools during their instruction. As one of interviewed Arabic female teacher said:

*"According to the Ministry of Education asking us to use the modern methods and technology in the presentation of lessons and do not evade its application, but many teachers who does not know how to deal with technology need to get training in using the technology".*

The same trend also noted from Arabic males teacher who declared that the use of (TTAL) enhances the better understanding for the Arabic learners, however many Arabic teachers are unfamiliar with that modern system due to their

acclimatization to the conventional method of teaching Arabic. Hence there should be training programs for Arabic teacher on how to use this new method.

***“ It obstacles to the use of technology in teaching Arabic language is the preparation and training of teachers Many of the teachers do not know how to use the technology and how to deal with computers and modern equipment .”***

#### CONCLUSION

Arabic Language has been teaching in schools and Madrasahs for special purposes with stages return back to the dawn of Islam where this language has been taught and studied to understand the Holy Quran and the Sunnah and Islamic heritage from the original texts. Then the development of teaching and learning to include for the purposes of syntax, where almost the efforts of individuals and the entire group focused on understanding the rules of the Arabic language briefing, save vocabulary and structures, and to understand literary texts. Ninety percent of the world's Muslims do not speak Arabic as their mother tongue. Following the daily prayers, when you read the Qur'an, or even in simple conversations to each other, and the Arab rolls of any Muslim in the tongue easily. Can be broken or greatly accented, but most Muslims make an attempt to talk and understand at least certain Arabic. Regardless of their linguistic, cultural, and racial differences, Muslims form one community of believers. This community is based on the common faith in one God, and guidance sent down to mankind. His final revelation to mankind, the Qur'an, has sent more than 1,400 years in the Arabic language. Thus Arabic as a common language among these varied community of believers. The original Arabic has been preserved on text of the Qur'an from the time of revelation. Translations have been done into different languages, but they all refer to the original Arabic. In order to complete understanding of the wonderful lyrics of their Lord, Muslims make every attempt to understand the wealthy and poetic classical Arabic. Since understanding Arabic is so significant, most Muslims try to pick up at least the basics. Arabic is written from right to left in the script is unique, and may seem complicated. However, it has a simple Arabic alphabet that once learned, is very precise in conveying of the correct pronunciation of each word. The findings from this study depict the effectiveness of using Technology for Teaching Arabic Language (TTAL) for positive, conducive teaching and learning. Hence there is a need for Arabic teacher training on teaching Arabic incorporate with technology to promote them in dealing with education in a different way from the past that is to use modern technology which helps the learners to learn Arabic language.

#### REFERENCE

- [1] Alasaadi Hamed,(2012), The Utilization of Technology in Teaching of the Arabic Language in Secondary Schools in Riyadh, Saudi Arabia
- [2] Bente Maegaard,Khalid Choukri, Chafik Mokbel, Mustafa Yaseen, (2005), Language Technology for Arabic.
- [3] Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: CA, Sage.
- [4] Dr.Haytham Mahmood, The Effect of Teaching the Arabic Language using Blended Strategies in Developing Verbal

- Communicative Skills of Seventh Grade Students in Jordan.
- [5] Fraenkel, J.R., and Wallen, N.E. (2007). *How to design and evaluate research in education*. 6th. Ed. Boston: McGrawHill.
- [6] MICHAEL D. BUSH, JEREMY M. BROWNE, and Brigham Young University, (2004) Teaching Arabic with Technology at BYU, CALICO Journal, 21 (3), p-p 497-522.
- [7] Reinders, H. (2009). Technology and second language teacher education. In A. Burns & J. Richards (Eds.), *Second language teacher education* (pp. 230-237). New York: Cambridge University Press. Rosetta Stone. Fairfield Languages Technologies. 165 South Main Street.
- [8] Harrisonburg, VA 22801 USA.
- [9] Silverman, D. (2006). *Interpreting qualitative data: Methods for analyzing talk, text and interaction* (3rd ed.). London: Sage.
- [10] Solanki D. Shyamlee, M Phil.,( 2012) , “Use of Technology in English Language Teaching and Learning”: An Analysis