

ROLES AND JUSTIFICATIONS OF USING E-LEARNING FACILITIES IN LEARNING ARABIC AS A SECOND LANGUAGE

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ملخص الدراسة:

يعد تعلم اللغات من خلال التعليم الإلكتروني من أكثر الأمور تحديًا التي يواجهها الأشخاص في حياتهم، سواء كانوا طلابًا أو محترفين أو مسافرين. من خلال التعليم الإلكتروني، يمكن للأفراد تحسين لغاتهم الأجنبية بطريقة سهلة وفعالة. هناك العديد من تطبيقات اللغات المتاحة على الإنترنت، والتي تساعد المتعلمين على تعلم اللغات الأجنبية بسهولة وفعالية. كما تتيح هذه التطبيقات للمتعلمين تعلم اللغة بطريقة ممتعة وتفاعلية، وتوفر مجموعة واسعة من المواد اللغوية، مثل الدروس والألعاب وتمارين اللغة. يمكن للمتعلمين تحسين لغاتهم الأجنبية من خلال الدروس الحية عبر الإنترنت، حيث يمكن العثور على المعلمين والمدرسين عبر الإنترنت، الذين يقدمون دروسًا خصوصية عبر الإنترنت. والتعلم منهم عن بعد، والحصول على ردود الفعل والتعليقات على مهاراتهم اللغوية. كما يوفر مواد تعليمية متنوعة ومتاحة بسهولة، ويساعدون المتعلمين على تحسين مهاراتهم اللغوية بشكل مستمر. إن الاستفادة من التعليم الإلكتروني في تعلم اللغات لها العديد من المزايا، حيث توفر تجربة تعليمية شخصية وفعالة، وتسمح للمتعلمين بتعلم اللغة في أي وقت ومن أي مكان يرونه مناسبًا. في هذه المقالة سوف نناقش كيفية استخدام التعلم الإلكتروني في تعليم اللغة العربية كلغة ثانية لغير الناطقين بها، وقد تم استخدام المنهج الوصفي من أجل الحصول على معلومات علمية حول الموضوع.

الكلمات المفتاحية: التعلم الإلكتروني، تعلم اللغة، الناطقون بغير اللغة، الاكتساب

Abstract

Learning languages through e-learning is one of the most challenging things that people face in their lives, whether they are students, professionals or travelers. With e-learning, individuals can improve their foreign languages in an easy and effective way. There are many language applications available on the Internet, which help learners learn foreign languages easily and effectively. These applications also allow learners to learn the language in a fun and interactive way, and provide a wide range of language materials, such as lessons, games and language exercises. Learners can improve their foreign languages through live online lessons, where teachers and trainers can be found online, who provide private lessons online. And learn from them remotely, and get feedback and comments on their language skills. They also provide diverse and easily available educational materials, and help learners to continuously improve their language skills. Taking advantage of e-learning in learning languages has many advantages, as it provides a personal and effective learning experience, and allows learners to learn the language at any time and from anywhere they see fit. In this article, we will discuss how to use e-learning in teaching Arabic as a second language to non-Arabic speakers. A descriptive research design was used in order to obtain a scientific information on the topic.

Keywords: e-learning, language learning, non-native speakers, acquisition.

INTRODUCTION

E-learning is the expected style of education in the near future in educational and training institutions and among individuals. It is a means that supports the educational process and transforms it from a perspective of indoctrination to the latest methods in the fields of education, publishing and entertainment, by relying on computers, their storage media and networks. Rapid shifts in the field of technology have led to the emergence of new patterns of learning and education, which further consolidates the concept of individual or self-education, where the learner continues his learning according to his energy, ability and speed of learning and according to his previous experiences and skills. E-learning is one of the most successful processes that helps and contributes to the ease of absorbing information in the minds of learners due to its many diverse fields.

E-learning is also known as: employing a flexible learning method using technological innovations or information network equipment via the Internet based on multi-directional communications, and providing educational material that is concerned with interactions between learners, teachers, experts and software at any time and in any place (Al-Gharib Zaher, 2009, 39). It is also known as any learning achieved by the learner through electronic technological media is a type of e-learning, but the more accurate meaning now is that this concept is applied to education and learning provided via networks (Mohamed Al-Desouki, 2015, 201).

CONCEPT OF E-LEARNING

There are multiple definitions of the concept of e-learning, depending on the tools used. Some definitions consider the mere use of a computer and its components to be e-learning, while others consider education based on various communication networks, and others combine both opinions.

E-learning is defined as: providing electronic educational content via computer-based media and its networks to the learner in a way that allows him to actively interact with this content, with the teacher, and with his peers, whether synchronously or asynchronously, as well as the possibility of completing this education at the time and place and at the speed that suits his circumstances and abilities, in addition to the possibility of managing this learning also through these media (Hassan Zaytoun, 2005, 24).

E-learning is also known as “education that provides digital educational content through electronic means, which include computers and their software that include interactive features that are available online, via information and computer networks such as local area networks (LANs) in classrooms or schools, and Internet networks (Intranet) that are spread across a group of schools, or the educational district, or the university, and global networks (Intranet) that are currently spread all over the world, in addition to the possibility of broadcasting via satellite, and the use of audio-visual means, interactive television and compact discs (CD-ROM).

By analyzing the previous definitions, it can be said that there are different points of view in defining e-learning, but these definitions all share a vision of e-learning via the Internet as a system that works to benefit from the capabilities of the Internet in providing educational courses, as it works to provide many interaction tools to benefit from them in students' performance of various educational activities, and this type of education is characterized by achieving the greatest amount of electronic interaction between the teacher and the student, which exceeds the limits of place and time.

JUSTIFICATIONS OF USING E-LEARNING

Among the most important advantages and justifications of e-learning are what many educators have mentioned in reference to the importance of employing it in education. The most important of these advantages and justifications can be summarized as follows: (Hassan Shehata, 2009, 119); (Mohamed Al-Malah, 2010, 73); (Jamal Al-Sharqawi, 2012, 32); (Walid Al-Halfawi, 2011, 24-25); (Hamdi Abdel Aziz, 2008, 27)

- Increasing the possibility of communication between students, and between students and the school, through the ease of communication between these parties in several directions, such as: discussion boards, e-mail, and chat rooms. Researchers believe that these things increase and motivate students to participate and interact with the topics presented.
- Developing the learner's ability to acquire, employ, produce, and exchange knowledge, in addition to developing problem-solving and decision-making skills. It allows the learner the freedom to begin learning the subjects he wishes to study, with the freedom to choose the educational activities that suit him.
- The diversity of knowledge sources as a result of connecting to different websites on the Internet, developing reading and research skills, in addition to the ease and speed of updating electronic content.
- Making the learner the focus of the educational process, which provides the teacher with advanced administrative capabilities that facilitate his work and increase his ability to evaluate.
- E-learning provides flexibility, convenience, money, time, connectivity and interaction for learners and those involved in the educational process.

From the perspective of e-learning management systems (LMS), one of the most important components of e-learning is that it is an integrated system for managing the educational process entirely or partially online, and includes course management, synchronous and asynchronous communication tools, management of tests and assignments, course registration, and monitoring of student learning (Mohamed El-Dessouki, 2015, 212). E-learning management systems have

emerged as a result of the increased offering of e-courses on the Internet and the increasing demand for enrollment in open education or distance education via the Internet, where the need has emerged to combine the different forms of online learning systems in a single framework that brings them together (Nabil Gad Azmy, 2008, 270).

The learning management system is the infrastructure for e-learning. E-learning management may be commercial software (closed source) or free software (open-source OSS) that is used, modified and distributed. Therefore, learning management systems are software that pertains to educational activities in terms of the course of study courses, interaction, training, exercises, evaluation, etc., and their statement is in:

- Registration: means entering and managing learner data.
- Scheduling: means scheduling the course and setting the learning plan.
- Delivery: means making the content available to the learner.
- Tests: This means conducting tests and evaluating students.
- Communication: This means communication between learners through e-mail, forums, or other means of communication.
- Tracking: It means following up on the learner's performance and issuing reports on it (Abdul Hamid Bassiouni, 2007, 258-165).

Learning Content Management Systems (LCMS) are complementary systems to each other. Learning Content Management Systems (LCMS) are an umbrella that covers both LMS and CMS. We note that all of these systems, regardless of their names, must cover a group of main departments, which are as follows:

- Educational material management.
- User management (regardless of user privilege, student, teacher, manager).
- Managing activities (homework, assignments, quizzes, etc.)
- Communication management (the means available for communication between the course instructor and his students, such as: email, chat programs, discussion forums).

Course management systems are divided into two types of systems:

- Closed systems: It is the learning that is exclusive to a specific entity or institution, and a copy of it can be obtained in exchange for a sum of money determined by the company. Among the most important closed systems are the following:

A) Blackboard Course Management System.

B) Web Course Tools (Web CT).

C) Schoolmen System.

- Open systems: Open systems can be divided into the following:
 - a) Claroline system.
 - b) Top Class Course Management Systems.
 - c) Moodle Course Management System.

The study of (Primož & Tomaz, 2007) concluded that it is necessary to pay attention to open-source software such as the Moodle model in teaching mathematics and physics, as students' beliefs towards open-source software were positive. Therefore, this study recommends the necessity of focusing on open-source resources in higher education institutions.

And the study of (Arthur & Suwat, 2006) was interested in providing e-learning content to support the education of secondary school students. The study concluded that students accepted the use of e-learning programs in teaching and learning mathematics.

Therefore, it is preferably to adopt the Moodle system to develop the skills of Arabic language teachers in building electronic courses. Therefore, the capabilities of the electronic course management system "Moodle" are reviewed, by introducing the system and its advantages for both the learner and the teacher (Hanan Khalil: 2008, 43).

- Moodle System: Moodle is an open-source software distributed under the Public License, which means that anyone has the right to download, install, use, modify, and distribute it freely. It is easy to use and even develop and includes activity modules, for example: forums, resources, magazines, tests, surveys, choices, tasks, etc. (Mohamed El-Dessouki, 2015, 215).

Among the advantages of the Moodle system that can be used well in education, as mentioned by: Saba (2005, 67-76) (Abdul Hamid Basyouni, 2007, 2007, 276-283), (Ahmed Abdul Majeed, 2008, 26-31), is that this system is not only a container for courses, but educational activities can be developed through it, so it is considered: one of the Course Management System (CMS), one of the Learning Management System (LMS), and one of the Learning Content Management System (LCMS).

- Moodle can be installed on any computer that can run PHP, can support SOL databases (e.g. MySQL), and can run on Windows, Mac, and many Linux variants (e.g. Red Hat or GNU).

- Moodle contains multiple interactive tools including: forums, content management (resources), a quiz hub with different types of questions, blogs, quick science groups, database activities, polls, chat, student achievement file, and support for more than seventy languages that support interactive interfaces.
- A suitable tool for building electronic curricula (collecting, tabulating and displaying).
- It is concerned with the lesson unit to create several pages that display the content or part of it, and at the end of each page a question or a link to the next, previous or another page can be added.
- The system allows the teacher to register his students or register themselves automatically without referring to the teacher.
- Automatically correct and record grades according to teacher-defined criteria for multiple-choice, true-false, or other test types.
- The teacher can create discussion groups according to tasks and educational level, or the system can create them.
- The system provides chat rooms and forums for educational dialogue.
- The system supports global SCORM standards.

ROLE OF E-LEARNING IN TEACHING THE ARABIC LANGUAGE

Arabic language is distinguished among the languages of the world by its long, continuous history, and its intellectual and literary strength. It is also one of the richest languages in the world in terms of vocabulary. The flexibility, breadth, and comprehensiveness of the Arabic language is not only indicated by the abundance of its vocabulary - which is in the hundreds of thousands - but also by the abundance of tributaries and methods that feed it, and allow it to generate and add to it, such as analogy, derivation, Arabization, and others. This means that it is a language open to continuous communication throughout the ages. Teaching the Arabic language is no longer based on mere indoctrination, personal endeavors, or individual efforts. Rather, it has become a science based on solid principles and rules and develops according to the results and scientific research in the fields of language and methods of teaching it. For the success of e-learning with the Arabic language, it is necessary to update education by developing its curricula to keep pace with the era of modernity, in addition to developing the teacher's qualifications for e-learning, and enabling the learner to master his Arabic language: its basic skills and functional methods, while serving the new information society, the free open world, and the technology revolution with a conscious mind, and developing and qualifying him for the requirements of his era with thinking and creativity, while mastering the computer culture with its programs.

The use of technology in developing Arabic language education requires facing the challenges of the technological era in a way that contributes to updating the methods of teaching Arabic as a second language and its learning activities. It also contributes to achieving educational goals, raising the level of teaching, improving teaching and learning processes, and increasing students' achievement. After integrating technological innovations into teaching and learning processes, there is the systematic and purposeful spread of technological innovations within the educational learning system with all its elements and dimensions according to standards at the level of academic achievement of learners, and increasing its effectiveness and efficiency. Integrating technological innovations into teaching and learning processes is not a luxury or a secondary matter, but rather a vital and justified matter due to the great benefits that result from it for learners and teachers as well.

Technological innovations are innovative solutions to many of the problems of teaching the Arabic language, to raise the efficiency of education and increase its effectiveness in a manner that suits the nature of the current era. These solutions may be material, resulting from the communications and computer revolution, such as: devices, tools and educational materials, or intellectual, resulting from the cognitive revolution, and the development in the field of educational and behavioral sciences, and communications sciences, represented in the various theories and strategies in the field of teaching the Arabic language as a second language, which were designed and adapted to suit the communication situation, which made it characterized by interactivity, individuality, diversity and integration (Al-Shahat Saad, 2004, 74). Among the most important examples of technological innovations that can be employed in teaching and learning the Arabic language communicatively is multimedia technology, which includes texts, images, drawings and video clips, to present specific educational content in an integrated interactive manner via the computer and the Internet. There are also many devices that are considered technological innovations, such as: data show, modern language labs, electronic boards, and satellite channels (visual and audio), (Walid Salem Al-Hafawi, 2006, 87).

Some of the quality standards in e-learning for the Arabic language:

- Quality Standards of Electronic Instruction

Talking about the importance of standardization in e-learning has become inseparable from talking about e-learning itself, due to the importance of standardization in producing distinguished e-learning (Majdi Al-Qasim, Hussein Bashir, and Ahlam Al-Baz, 2011, 183). The aim of applying quality in education is to achieve the highest level of the previously set goals for the educational institution in the best ways, with the least effort, and in the shortest time in light of the available capabilities, so that e-learning contributes to achieving quality in the educational process by providing programs to prepare human resources from teachers and specialists in educational technology; as well as preparing studies and research through which new educational methods and approaches are reached and curricula and courses are designed and developed to take into account all the conditions that allow effective learning in addition to the diversity of educational materials

available through e-learning from video, pictures, drawings, audio materials, etc. (Al-Gharib Zaher Ismail, 2009, 34) and (Mohammed Khamis, 2010, 111). Therefore, accreditation means that educational programs, services, teaching and administrative bodies, equipment and supplies must meet specific standards in order to be recognized by various educational institutions, externally carried out by the accreditation body that employs specialists trained in institutional evaluation, and this process is carried out in light of pre-set standards (Hussein Bashir, 2008).

Among the studies that were interested in proposing standards for the quality of e-learning for Arabic language is the study (Muhammad Abdo, 2008), which is:

1- First field - listening:

- Dealing with electronic audio media.
- Understand what he is listening to.
- Criticism and appreciation of the audience.

2- Second field - Speaking and oral communication:

- Good electronic preparation for oral communication.
- Choose what is appropriate to express the situations.
- Adherence to the etiquette of speaking with listeners.

3-Third field - reading:

- Fast browsing while maintaining comprehension.
- Understand the text being read well.

4-Fourth field - writing:

- Organize the topic well.
- Quality of content and style.
- Editing expressive topics electronically.

THINGS TO CONSIDER BEFORE ADOPTING E-LEARNING IN TEACHING AND LEARNING THE ARABIC LANGUAGE

There are a number of requirements that can be taken into account when adopting the technical approach in teaching and learning the Arabic language, including:

- The necessity of reconsidering the design of Arabic language curricula so that attention is directed towards producing electronic curricula and educational software, where educational content is presented on CDs, or in the form of pages through multimedia, relying on Internet technologies, through a group of multimedia, represented in the use of: text, audio, video, still graphics, animation, and illustrations.
- Preparing the Arabic language teacher before service to deal with modern technologies, and integrating them into his preparation programs, so that they become a basic requirement of his preparation, so that he acquires the skills necessary to use them in different educational situations.
- Conducting in-service training courses for Arabic language teachers and supervisors on integrating education and communication technologies into Arabic language teaching.
- Preparing the school environment and providing it with modern communication mechanisms, such as computers, networks, multimedia, search mechanisms, an electronic library, and Internet portals, to be used in teaching the Arabic language.
- Adopting modern teaching methods that depend on the learner's activity and allow him to learn independently according to his ability, needs and characteristics.
- Adopting modern assessment methods that are compatible with the technical approach and its applications, focusing on student achievement and providing the necessary feedback.
- Despite the many studies that address e-learning for various categories, it is noted that there are few studies that focus on employing e-learning in teaching the Arabic language. This gives special importance to training Arabic language teachers on free, open source e-learning programs and focusing on the Moodle program for training teachers due to the ease of this program.

CONCLUSION,

by reviewing the information, knowledge and literature provided, a good body of knowledge was formed about e-learning, its advantages, justifications and management systems from different angles and perspectives, e-learning and methods of employing it in teaching the Arabic language, and quality standards in e-learning. By reviewing the previous studies that we addressed, it becomes clear that we agree on the advantages of e-learning and its justifications and the necessity of focusing on the use of open-source sources in educational institutions, as students' beliefs towards open-source software were positive, and following traditional methods in teaching the Arabic language leads to alienation of the youth. In the current era, the era of science, information culture, the era of educational technology, information and the Internet, language has become the very existence, and this existence has become linked to the professional development of the Arabic

language teacher. Therefore, it was necessary to acknowledge the urgent and pressing need for the Arabic language teacher's needs, and the ability to meet his demands and the requirements of the era, provided that this does not fall solely on the shoulders of the specialization, but rather it is necessary to look at the technological aspect, in the field of educational technology, information technology, and the Internet. From here it is noted that e-learning must be employed for the benefit of the Arabic language, through the preparation of studies and specialized training programs in this field, as recent years have witnessed exceptional leaps in the ability of e-learning to make information flow at a tremendous speed; as satellite channels and the global Internet, which made access to information and knowledge fast, this transformation imposed by the development of high-tech technology, has affected the view of the future, which must also affect the growth of benefit, and people of science and thought with educators and teachers of the Arabic language in particular, and also learners, as the new variables must be taken into account in crystallizing a new vision, as it is not possible to deal with this elite of individuals, except with the tools of the present age, and with a living and effective culture, towards a new horizon, so it is necessary to find new horizons, and benefit from educational technology according to the needs of teachers.

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