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Electronic Strategies and Their Importance in Teaching and Learning Arabic Language for Non-Native Speakers and the Sciences of Qur'an

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ABSTRACT

Reaching successful language education requires correct scientific steps based on clear methodological foundations that a person adopts to achieve his aspirations in this field. For this reason, there are differing views among researchers and scientists as they search for the most scientific necessities to reach an effective curriculum in second language education. The theories of modern researchers in this field varied, since the theories of e-learning emerged into the scientific arena, and the divergence between them increased even more since the emergence of applied linguistics, especially educational linguistics, as it is a branch of applied linguistics, and it intersects with the education sciences in the interest in educational problems that have a linguistic basis. It is a science that studies the teaching of languages and its techniques, and the forms of organizing the learning situations to which the learner is subject and taking into account their reflection on the individual and society in terms of developing mental abilities, enhancing conscience and directing social ties. With the theories of learning that differ among themselves in explaining the best way for how human learning takes place and the best ways in that. That is

why this research focused on showing language levels, objectives of linguistic communication, stages of language acquisition and linking it to the communication process, as well as clarifying some e-learning strategies.

1. Introduction

Language is a universal linguistic system that reveals the essence of the human being and his thought, as it is a mirror of his culture, identity and heritage, and the expression of his purposes and aspirations. It is a characteristic of his characteristics, and the social means that his life necessitated for the survival and cohesion of society, and the important factor in the unity of human groups, which highlights his cultural and civilizational heritage and preserves it. It is the element of communication and communication between the individual and the other. Language is the language of the society's culture, and the common public order among its elements. Through it, we learn the degree of sophistication in the behavior and thinking of societies, the ability of man to name his concepts, and the things surrounding him [1]. You do not find a conscious society in life that is keen on teaching its language as it is considered a means of progress and achieving a head start in spreading culture and thought. It must be mentioned that language has three levels, see Figure 1.



Fig. 1: Language levels

The communicative level means that which performs a simultaneous purpose that is limited in time, place and the parties of the discourse, and does not accept notation because it is not necessary to record it, which is most human speech. As for the usual level, it is the one that expresses the meaning of achieving the minimum level of validity and integrity of the system, in a way that delivers the idea to the recipient, is negotiable, and can be circulated and transmitted in other than the special place for which it was established. The creative level represents the high language that combines the advantages of good speech, in its content and formulation, and it is a level of high artistic value, which has components higher than those of the usual language, such as poetry, artistic prose, and some types of speech. This level is often in expressing the feelings, feelings and sentiments in the soul, and it is a literary level that employs language in a special way [2].

One of the most important things in human life is the phenomenon of daily communication that takes place between people of all kinds, and communication between human beings, even though it is multi-means, is the best and most elegant means of language, which is: voices in which the various peoples express their purposes and issues. This language close to human life represents the circle that each of us lives, because the greater the circle of his knowledge of it, the greater his circle of life and culture in the other world, and the narrower the circle of his knowledge necessarily narrows. The same applies

to spreading knowledge and cultures. In order to open the door wide before the other to get to know our Arab and Islamic society, it is necessary to facilitate the teaching of the Arabic language through various curricula and decisions. This makes us ask a question: What are the best ways to teach our Arabic language to non-Arabic speakers?

It must be noted that communication has a number of goals that the language achieves, as people in their daily conversations and communication aspire to achieve goals and fulfill needs, which vary according to the communicative situation and the communicating parties [3]. These goals are:

a) Discovery: Where a person discovers himself and the world around him, Rafiq says to Bouhseini about the discovery: "This concept takes three ranks ranging from the most important to the below, as follows: - Learning and self-identification. The scientist Kleinke summarized this concept and its importance by saying: Self-awareness is the heart of all communication - knowing and discovering the world or the ocean.

b) Close and rapprochement: It is achieved by connecting intimate relationships with others, maintaining and strengthening these relationships.

c) Persuasion and conviction: He says to Bouhseini: "The delusional may fancy that this goal is achieved especially in the commercial or human rights field, but it accompanies human behavior in every detail of his life, which is based on the exchange of interests through the negotiation channel, and practices persuasion in the following areas: The world of ideas and the world of beliefs and the world of behaviors and states. "

Therefore, the researcher believes that language is life and that it is completely linked to man, but one of the most important aspects that distinguishes it is its connection to thought.

Ibn Khaldun says: God distinguished man from other animals by thinking, which made him the principle of his perfection and the end of his bounty over beings and his honor. Animals feel what is outside of themselves, by what God has installed in them of the visible senses: hearing, sight, smell, taste and touch. The person increases among them that he realizes the outside of himself, the thought behind his sense, with the powers that have made him in the stomachs of his brain, by which he extracts the images of the tangible ones, and wanders his mind in them, stripping them of other forms. The thought is to act in those images behind the senses and the mind in them by detachment and synthesis, which is the meaning of the hearts in the Almighty's saying: "Say: He is He who created you, and made for you the hearing, the sight, and the mind a little." [Al-Mulk 23]. And the hearts are plural Fouad, and here is the thought [4]. It ranks:

a) Reasoning matters arranged abroad in a natural or positional order in order to intend to inflict them with his power. And this thought is the most conceptual. It is the discriminating mind that gets its benefits and pension and pays its harm.

b) The thought that benefits opinions and morals in treating people of his gender and their politics. And most of them are endorsements that are obtained

by experience little by little until they are benefited from. This is called the experimental mind.

c) The thought that benefits knowledge or the assumption of what is required beyond the sense is not related to action. This is the theoretical mind. It is perceptions and approvals that are organized on a special regularity on special conditions, so that another information of its kind is useful for perception and approval, then it is organized with others and it is useful for other sciences as well. The purpose of his testimony is to visualize existence as it is by its races, chapters, causes and causes, so that the thought completes that in its reality and becomes a pure mind and a conscious soul, which is the meaning of human reality.

2. THE LANGUAGES

Through the previous presentation of the concept of thought and language in Ibn Khaldun; Note that Chomsky is influenced by this idea; And through his own view of language:

a) Al-Osaili says, quoting Chomsky: Human language is the key to knowing the human mind and thinking. The human being differs from the animal by his capacity for thinking and intelligence, and by his capacity for language, which are the most vital aspects of human activity [5]. It is not reasonable for language to be so important and then turn into mere formal structures devoid of meaning, as descriptors and behaviorists see.

b) Chomsky was influenced by the views of the rational philosophical school that prevailed in the seventeenth century, of which the philosopher Descartes was one of the most famous scholars, - and Descartes was influenced by the Ibn Rushd School in this field - and therefore his views on the nature of language were profound and completely contradictory to the superficiality that characterized the views of his immediate predecessors in their time, as well as being influenced by Humboldt, who linked language with reason [6].

c) Von Humboldt was influenced by the Arabist Sylvester de Sacy, who was well versed in Arabic. As Al-Mousa says: The Arabist Sylvester de Sacy "was a revered ... of the sciences of the Arabic language." And "what he produced from studies in Arabic grammar, and what he translated into French from old grammar and intonation books, clearly indicates that he realized quite well the concepts and approaches of Arab grammarians." Woody Sassi "made ... von Humboldt" and others. "The most important thing that they gained from De Sacy's lessons was to acquaint them, through their studies of Arabic and other Semitic languages, with the Arabic linguistic and grammatical concepts that were lacking in their traditional culture, as was the case with regard to grammar and phonetics." De Sacy was "deeply imbued with the principles of descriptive and explanatory grammar. It represents in his time that doctrine that was transmitted by a number of scholars since the thirteenth century through James Harris and the Spanish Sanctius on behalf of Arab grammarians directly or from scholastic linguists on the authority of Arab philosophers." "In the work these principles de Sacy recited his student von Humboldt." [7].

3. LANGUAGE AS A COMMUNICATIVE ACTIVITY THROUGH THE E-LEARNING STRATEGY

Before we understand the importance of language as a communication activity, we must talk about the process of communication. It is the transfer of ideas, stimuli and information through an interaction between the sender, the message and the receiver, and it takes place within certain social determinants [8]. This must be linked to e-learning, which facilitated the process of communication through various platforms, as shown in Figure 2, [9].

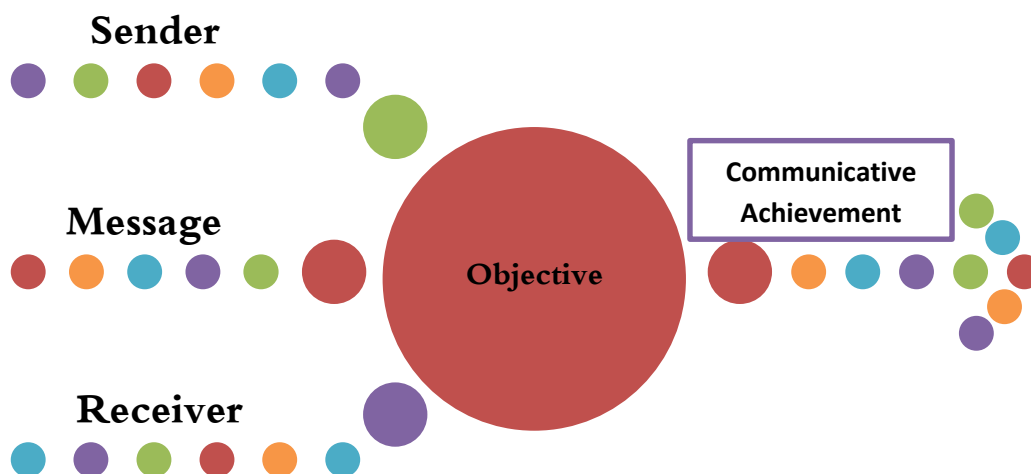


Fig. 2: Communication Elements

The communication process consists of various elements, which are as follows [10]:

- a) The sender: is the source of the message who wants to make an impact in the future, as the future may be an individual or a group, so the sender creates a message that consists of certain symbols and transmits it to the future in order to share with him his ideas and directions, and the individual's ability to send ideas varies according to his communicative ability And its culture, the sender is the main component of the communication process and bears responsibility for the efficiency, effectiveness and continuity of the communication process.
- b) The receiver: is the one who receives the message, decodes it, translates it, then analyzes and interprets it to arrive at what the sender intends, and from here the receiver may be a real or legal personality, and in the event that he receives the message, he will exchange roles with the sender.
- c) The message: It is a fundamental axis in the communication process, as it consists of information, ideas, tone of voice, gestures and impression that the sender shows and moves between the sender and the receiver during the communication process, and it is the point that brings together the sender and

the receiver, so it is important to choose the phrases and symbols carefully, and there are different images of the message from them Words, gestures, tone of voice, appearance, and movements.

There are other aspects of the communication process that are important in achieving what the message aims at when received by the recipient, including [11]:

- a) The medium: it is the channel through which the message is transmitted between the sender and the receiver, and the success of the communication process is closely related to the success of the sender in choosing the appropriate means of communication.
- b) Feedback: It is the immediate reaction from the receiver to the message addressed to him from the sender, and it is what the sender wants from the receiver during the communication process, and the feedback indicates the success rate of the communication process. In the event that the receiver does not understand the message, the sender must reformulate the message and amend the wrong understanding of the receiver.
- c) The objective: is the purpose of the communication process, so the sender must define the goal of conveying the message to the recipient, and specify the recipient to whom he wants to direct the message in a clear and appropriate way for him and for the future.

4. MOTIVATION AND LANGUAGE LEARNING

Motivation means language that it is from the verb to give / to push, it is a motive: desire. It is an industrial source of impulse: desire. As for convention, it is a sweeping, subconscious desire that the individual does not know anything about, but which affects him in order to behave in a certain manner [12].

The motivation or desire of the learner in the educational process plays an effective role. Rather, it is a criterion in the learner's success or failure in learning a foreign language, and control over its four skills (listening, speaking, reading, and writing). Because it directs the activity carried out by the learner and determines it. The use of language and its communication with people is often the natural cause and the first motivation to learn the language. It is also known that when the learner turns to a foreign language society and culture, he increases his desire to communicate with the people of that language, and to integrate with them, and this is beneficial to the learner. Which increases the linguistic income that leads to an increase in his linguistic proficiency and control over language skills [13]. Some studies have shown that the stronger the motivation of the learner towards the foreign language community, the greater the enrichment of the learner's linguistic outcome. Because it leads the learner to assimilate the character who speaks the language, and the process of using the language is one of the best means to learn and preserve it, although the opportunities to use the language vary between learners according to their environments, cultures, and the nature of their lives [14].

So, everyone has an innate tendency to learn. And innate tendencies are born with a person, such as the tendency to walk, hobbies, curiosity and social inclinations.

5. MODELS OF TEACHING STRATEGIES

a) Lecture strategy: It depends on the teacher giving information to his students with the use of simple means such as a blackboard and a book. The student takes the position of the listener, who may be asked to repeat what he listened to. In this method, the teacher represents the focus of the educational process [15].

b) Practical Presentations Strategy: In it, the teacher performs the skills of learning in front of his students, and then asks the students to repeat his performance. In order for the teacher to succeed in this strategy, he must be interested in [16]:

- Ensure students' attention by stimulating them when presenting skills.
- Provide the opportunity for students to participate.
- Create a learning environment.

c) Discovery strategy: Discovery requires reorganizing the information it knows, and using it to see new relationships and concepts. Discovery has many benefits. It helps students learn to track clues, and record results. It also investigates the student to discover new information that was not known to him [17].

d) E-teaching strategy: There is no doubt that technology has moved teaching a qualitative leap for the better, and among the devices that helped in that computer, which contributed in many forms to teaching, including [18]:

- Educational games: It is a method aimed at teaching certain information and skills and conducting competitions between students themselves, and sometimes between students, and programs and applications such as the Kahoot program.

- Problem solving: The method of inquiry and inquiry relies on asking students to come up with concepts and results. In this type of education centered around the student with the participation of the teacher.

- Teaching using Multimedia: It is a term to describe the association of programs and devices that enable the student to benefit from: text, images, sound, presentations, animation, and video clips, and multimedia is concerned with presenting information in the form of texts with the entry of all or some of the following elements: sound, digital images, and graphics Animation, and live video clips, especially in teaching some measures that are closely related to the experience rather than to information or cognitive accumulation, and in this way the student finds himself in front of many options that help him in his learning so that he chooses what he deems appropriate.

Among the services provided by the multimedia in teaching the Arabic language is that it reaches the educational process to its goal and makes the educational process enjoyable and interesting, creating new opportunities to facilitate obtaining information by stimulating the largest number of human senses. A unique ability to give this language sophistication, efficiency, vitality and flexibility.

6. LANGUAGE LEARNING STRATEGIES

As we have previously shown that learning is every act practiced by a person by himself that is intended to acquire new knowledge, skills and values that will help him develop his comprehension, analytical and deductive capabilities, there are factors that affect the learning process (see figure 3), including [19]:

- The surrounding environment and the economic, social and educational potentials available in it.
- An innate willingness of the learner.
- Previous experience.
- Tendencies.
- The mood of the learner.

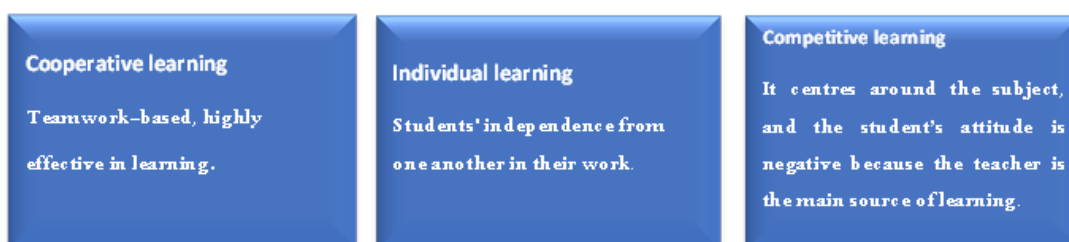


Fig. 3: Learning Types

Conceptualization of learning strategy: They are the behaviors of the learner that affect how they process information. So they are the ideas that students use to complete learning tasks.

Learning strategy refers to the behavioral patterns and thinking processes that students use and influence what has been learned, and which students use to address specific learning problems.

Learning strategies have been classified into several categories, including [20]:

- Classification O'malley & Chamot, 1990
- Mayer Classification, 1988
- Rebecca Oxford classification.

And here we deal in some detail with the classification of Oxford. It developed a new system of language learning strategies, and called it a system because it includes a set of relationships that organize individual and group strategies and link them to the four language skills. Oxford divided its learning strategies into [21]:

- a) Direct Strategies: It includes:
 - Recall strategies:
 - Make mental connections
 - Use of images and sounds
 - Good review
 - Kinetic recruitment
 - Cognitive strategies: These include:
 - practice

- Send and receive messages
- Analysis and inference
- Coordinate input and output
- Compensatory strategies: These include:
 - Smart guessing
 - Overcoming the deficiency in writing and speaking

Note that scholars differ in choosing strategies, which are strategies that do not know static, but rather are renewable, and change from time to time.

b) Indirect Strategies:

They are not directly included in the learning subject itself (See figure 4), but are necessary for language learning, and include [22]:

- Metacognition Strategies
 - Focusing the learning process
 - Planning and organizing learning
 - Evaluating learning
- Sentimental strategies
 - Reducing anxiety
 - Encouraging oneself
 - Determining the emotional level
- Social strategies
 - Asking questions
 - Cooperating with others
 - Empathy for others

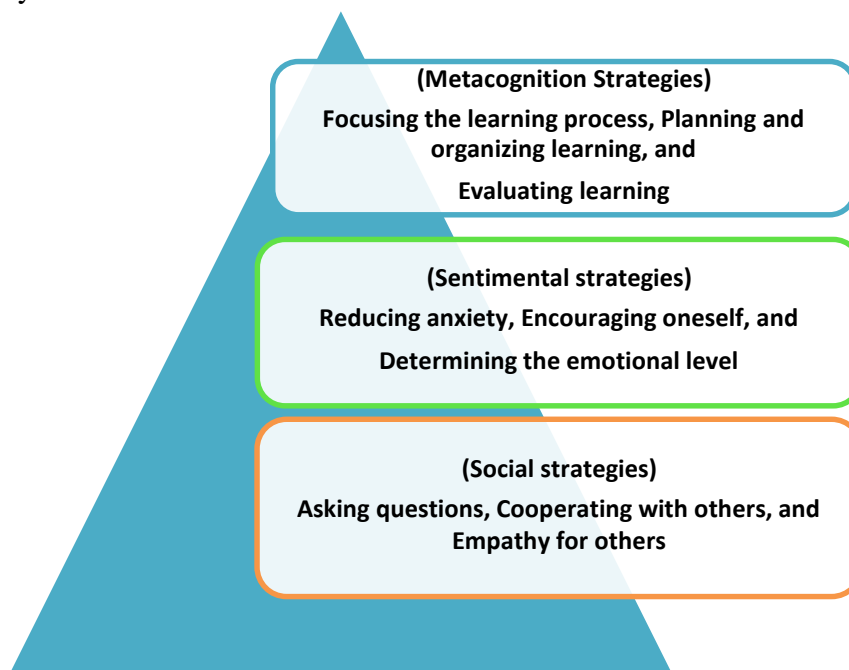


Fig. 4: Indirect educational strategies

7. USING E-LEARNING IN THE SERVICE OF THE QUR'AN

Every Muslim has a love for memorizing the Noble Qur'an, mastering the rulings of its recitation and recitation, and studying its sciences, but the reality of the situation is that there are obstacles that may prevent this from being done in the mosque or in the headquarters of the Holy Qur'an Memorization Center. The traditional method - of teaching the Qur'an - did not include "those whom disease or old age prevented from movement, and it does not include those who stand between them and their target after a distance or a small hand. However, with the tremendous development in the field of e-learning, it became easy to overcome these barriers and break those obstacles, creating an educational environment through an integrated strategy across several Arab sites that contributed to the teaching of the Noble Qur'an. We can extrapolate the conditions in which e-learning can serve the Holy Qur'an [23]:

- Illness and old age who make it difficult to move from one place to another.
- A distance between the learner and the education centers.
- The lack of a hand that prevents them from moving to the educational center or living near it.
- - Places where such institutions are not available, such as some countries, whether Arab or foreign countries.
- The times of seeking a livelihood or studying conflict with times of the relevant institutions.

8. RESULTS AND RECOMMENDATIONS

After addressing a number of issues through this research, we can reach that the benefits that accrue to the learner when using learning strategies, especially the e-learning strategy, are many, including:

There is no doubt that technology has moved teaching a qualitative leap for the better, and this is represented in the use of electronic educational games, problem solving, and teaching using multiple media.

- a) Increase the ability to team work.
- b) Developing students' responsibility to manage the learning process on their own.
- c) The student gains self-satisfaction in the learning process.
- d) Make the student able to come up with solutions to the problems encountered.
- e) Changing the old concept of students that the teacher is the only source of knowledge.
- f) Enhances the student's self-confidence.
- g) Learning strategies are one of the necessary skills for study. The student must choose the learning strategies that are commensurate with the different study tasks and monitor his success in using the strategies he chooses. Educators have indicated that teaching students how to learn is a fundamental goal in the educational process.

We can simplify the process of choosing a learning strategy through figure 5, which shows the number of options available to the learner through which he can achieve effective learning.



Fig. 5: Model learning strategies

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