

Technology Enabled and Media Based Arabic Teaching: An Indian Perspective

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Abstract:

One of the technical methodologies of learning and teaching Arabic language is the ICT enabled Arabic teaching. ICT is used in education to facilitate the provision of language. It is a simple and attractive method for learners to learn the language. ICT enabled Arabic teaching takes advantages of the possibilities of Computers, Multimedia, Web and Modern Technologies in education through interesting environments instead of traditional classrooms. In addition, it provides an easy approach to learn the language anywhere and at any time. This paper aims to build an Arabic learning language method using ICT.

Key Words: *ICT, Arabic Teaching, India, Approach, E-learning.*

Language is one of the most essential things in our life. It has been a means of communication among people through all the times. Nowadays, people want to learn new languages and there are many more resources to learn in this area. Arabic is the largest member of the Semitic branch of the Afro-Asiatic language family. It has been in the written form since the 6th century AD and has been the language of the Quran.

India has been one of the most well-known non-Arab land, where Arabic language grew and developed through the different periods. After the independence of India, Arabic gained momentum. Departments of Arabic have been established in many central and state universities, Colleges and Institutes considering the demand of the language in different government as well as private sectors in today's globalized world. Indian Government paid considerable attention towards the study and research of Arabic language by including it in the universities as a foreign language. In the 21st century, the demand of Arabic language has increased manifold augmenting career prospects in various fields in the days to come.

In Indian context, learning of Arabic language is increased among the Muslim and non-Muslim speakers in India. Therefore, approaches to learn Arabic language can be moderately discussed. In order to reap the full benefit of the Arabic language, we have to first understand the importance of Arabic language learning methods and techniques, only then we would be able to learn it.

In India, innovation in foreign language teaching began in the 19th century and, very rapidly, in the 20th century, leading to a number of different methodologies, sometimes conflicting, each trying to be a major improvement over the last or other contemporary methods. Some of the methods for the teaching of Arabic language are as following:-Direct Method, Translation Method and Grammar Method. There are various approaches to the teaching of Arabic Language.

Information and Communication Technology Enabled Teaching Approach in Teaching of Arabic Language in India

ICT can be used as a core or a complementary means to the teaching process. ICT refers to forms of technology that are used to transmit, store, create, share or exchange information in any classrooms. Efforts are required on the part of teachers to make use of the available facilities for the best use in teaching. The term, information and communication technologies (ICT), refers to forms of technology that are used to transmit, store, create, share or exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail.

It uses new multimedia technologies and web application to access to resources and services in the world at anytime and anywhere. E-learning consists of computers and networks that transfer knowledge and services in multiple dimensions of interaction. The applications include learning on the web, learning on the computer, and virtual classrooms using information technology. It is a technology enabled language teaching for teaching and learning the Arabic language. It is an approach to find ways of studying and using computer application to do that. It gives an essential technology for assisting language learners to obtain important communication skills. ICT enabled Arabic teaching includes the skills of language (speaking, listening, reading, and writing) or a language area (grammar, vocabulary, pronunciation, discourse) and other things.

Computer and Internet presence in our lives is unavoidable in these days. ICT is a very powerful medium of instruction so as to meet up the challenges in the teaching of Arabic language. Information technology changed many things in the world. Computers, networks are used widely in almost everything. *Anytime* and *anywhere* are the slogans of people living in the 21st century. Many Indian schools of learning Arabic and Islamic thought like Deobandh, Darul Uloom Nadwatul Ulama, colleges and universities under UGC have introduced an innovative teaching methodology by using Information and Communication Technology (ICT) equipment in teaching of Arabic language as learning tools to their students. This initiative is supported and based on UAE Ministry of education and Saudi Arabian Government's Ministry of Higher Education. Both of them are not only financially supportive but also giving suggestions, where the integration of technology with learning of Arabic language is needed so as to complement the efforts to boost the efficiency of Arabic language training. The third year students of these schools of Arabic learning have also made a presentation about their learning experience which included learning the different ICT equipment such as MP3 and MP4 player, digital cameras, digital camcorder, mobile phones and portable laptops in Arabic

Language. For the outcomes, the learning process was found to be very successful among these academic circles and they will apply the same learning approach to other classes.¹

Today's students grew up with the computer. In fact, they know more about computers and use a wider range of computer applications than most of their teachers. Thus, a student who has not mastered the most basic of technologies is exceedingly rare. Though advanced technologies come as second nature to most students, and while students may be comfortable using word processing, e-mail, and the Internet in their personal lives, studies find that teachers nevertheless are hesitant in utilizing technology perse in their teaching.

Computer illiteracy in Arabic Teaching does not only require the availability of Arabic programmed language but also the existence of practical means to use Arabic language itself to converse with the computer. Using computer in preparing the teacher of Arabic is based on showing the relationship of Arabic to computer; this requires the subjection of accurate science handling.

These centres of Arabic learning have now began to appoint teachers who are proficient and skill full in the use of ICTs. Learning Arabic language using the latest ICT tools has revolutionized the teaching and learning practices. It has generated tremendous interest among non-Arabicspeaking children. Besides using ICT equipment as learning tools, exercise is a main practice in teaching and learning process. As part of learning process, the homework and in-class exercise was given to students to help them in remembering and revise what they have learned in classes and assignment as a practice to students in helping them to solve problems and case study. There are many methods that can be used in teaching and learning of Arabic language and one of the methods is by using multimedia activities. Multimedia activities are medium that can be used for students' homework and in class exercise. By this method,

¹ Zubair, Ahamed K. M. A, (2018), Arabic Studies in India (ISBN:978-620-2-34796-9), Noor Publishing, Mauritius, pp:161

students will improve their computers' knowledge.²To make Multimedia activities for Arabic language teaching is more interesting, and for this they need multimedia tools such as Arabic software, Arabic word processing and it need to be installed in a computer and multimedia presentations. Teachings of Arabic language through Multimedia presentations are usually used to describe a topic and illustrate it using visualization of objects and process. They mostly enable to test the explained matter using several prepared exercises in Arabic language.

Arabic language is diffused into all the fields of academics, through impeccable use of ICTs for the teaching of Arabic language. Today, through the ICT use, Arabic language is being taught in many countries like Malaysia, Indonesia, Libya, Pakistan, some of the West provinces of China, parts of Russia like Azerbaijan and in many parts of Africa. Arabic has now been started to be taught through the use of ICTs, using Video Conferencing, Teleconferencing in many parts of Europe such as Spain. France etc. Radio China has also started broadcasting programmes related to academics in Arabic language. Through ICTs, Multimedia softwares such as Quran-in Word and Digital Quran are also being used as support in teaching and learning in Arabic language.³

Therefore, in order to improve the teaching of Arabic language, the usage of ICT equipment in Arabic language needs to be encouraged among students. This activity is good to make speaking practices among students. At the same time, the target and objective of teaching and learning process in Arabic language is also achieved.

CONCLUSION

Through ICT, we can teach Arabic Language interestingly with interactive ideas. This ICT seems to have an extremely positive effect in teaching Arabic language. The idea is to find a way to teach the Arabic language not through traditional method, where learners learn at any

²Zubair, Ahamed K. M. A, (2018), Arabic Studies in India (ISBN:978-620-2-34796-9), Noor Publishing, Mauritius, pp:162

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place and at any time.

The adoption of technology in teaching rests on a number of factors. First and foremost, the technology must serve the specific pedagogical needs of the students and teachers. Internet provides immediate access to a superabundance of authentic listening materials. Word processing in Arabic affords students more time to fine-tune their grammatical constructions and their use of appropriate vocabulary and expressions instead of spending it constantly rewriting an assignment. Word processing and e-mail afford them the opportunity to learn and eventually master the Arabic keyboard. Familiarity with competence in the application is positive indicator of potential use. Employing technology in teaching requires an initial investment in time to learn, manage, and evaluate the technology.

As we increasingly depend on computers for learning, our expectations of language teachers will inevitably change. The best Arabic learning still occurs at the hands of brilliant teachers who use flexible, universal technologies to amplify their pedagogy, not to replace it. Technology in education will be useful, if it is properly planned and organized on pedagogical principles. The transition must be made from technology in education to the technology of education.

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