

INTEGRATION OF SYSTEMATIC APPROACHES AND ICT IN THE TEACHING AND LEARNING OF QURANIC LANGUAGE FOR NON-NATIVE SPEAKERS

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Abstract: *The use of ICT in the teaching and learning of Quranic Language reflects the integration of Naqli (revealed) and Aqli (rational) knowledge. This study clarified 8 systematic approaches that will enhance student capability in the teaching and learning of Quranic Language for non-native speakers. The 8 approaches are (i) proper lesson plan, (ii) interesting set induction, (iii) lesson message, (iv) constructive responses, (v) group discussion, (vi) correction and additional input from lecturer, (vii) assessment on teaching outcome, and (viii) conclusion/homework. These eight approaches of Quranic teaching and learning consider 4 pedagogical factors in its implementation; (i) creativity, (ii) reflection, (iii) reciprocity, and (iv) responsibility. Operative and effective teaching requires extensive and substantial commitment to content and subject. Lecturers must have sense of responsibility towards the student understanding level. The results show that the integration of the systematic and proper approaches is very helpful in conducting the teaching and learning process of Quranic Language for non-native speakers. One's success will be achieved when the person grasps deep responsibility, as portrayed by the Sunnah of the Prophet SAW. The integration of Naqli (revealed) and Aqli (rational) knowledge with honourable qualities are the drive to nurture a noble generation and a knowledgeable society.*

Key Words: *Quranic Language, Systematic Approaches, ICT, Teaching and Learning, Non-Native Speakers*

Introduction

The Internet has long been utilized to facilitate language teaching and learning process due to its capabilities, particularly its abilities to provide a one-stop source of information and opportunities for language learners to communicate among themselves either synchronously through chat and online messenger or asynchronously through bulletin board and email. There are many benefits mentioned by researchers from the use of the Internet in education. It serves the objectives of strengthening self-learning and attracting the students' attraction is an interesting way as students can reduce their learning time and increase their achievement (Kern et al, 2017). Hosseinpoor et al. (2017) state that technology in general and the Internet in particular have invaded all areas of modern life, the economy and the media, politics, and communications, as the Internet today has become a way of prominent communications means.

Among the concerns in teaching and learning language is to trigger student interest and motivation in the class. There are a number of teaching and learning tools that are equipped with information and communication technology (ICT) such as computer, internet and courseware in the classroom (Nurkhamimi & Muhammad Sabri, 2014). Another idea in teaching and learning Arabic language and communication is to offer students with proactive environment for the students to grasp the opportunity to grow. This research will discuss creative and proactive ways in teaching and learning Quranic Language, with eight systematic approaches, starting from having a proper lesson plan until making conclusion from the teaching and learning session. The eight approaches in teaching and learning Quranic Language will consider four pedagogical factors in its implementation; creativity, reflection, reciprocity (cooperation), and responsibility. During the implementation, ICT application such as the use of courseware and other multimedia activities is included.

Information Communication Technology (ICT)

The 21st Century Readiness Act asserts that teachers should develop and support the 21st century readiness initiatives to assist students in acquiring the necessary skills such as critical thinking and problem solving, effective communication, collaboration as well as value creation and innovation (Bajabaa, 2017). In the recent years, Information Communication Technology (ICT) is one of learning tools in education (Nurkhamimi, 2014). Computer networks are available worldwide, to be used anytime and anywhere, for the people living in the 21st century. One of the examples of ICT application in teaching and learning language in the introduction of innovative teaching methodology of Arabic Language among Non-Arabic Year 3 speaking students in GEMS Wellington Primary School. The initiative is suggested by the UAE Ministry of Education, where the integration of technology in education is required to complement the efforts in improving the Arabic Language training efficiency (Sirkema, 2007).

The Year 3 students made presentations in Arabic about their learning experience which included learning by using ICT equipment such as MP3 and MP4 player, digital camera, digital camcorder, smartphone and notebook. The learning outcome is very successful and the school will soon adopt similar learning approach to other classes (<http://www.eyeofdubai>). As an Arabic teacher at GEMS Wellington Primary School, Gihan

Ahmed Mansoor thought that learning Arabic by using the latest ICT tools has revolutionised the teaching and learning practices (Albawaba News, 2009). It generates interest among non-Arabic speaking students. The educators should encourage the students to leverage technology as a teaching tool, due to its significance in human life.

ICT and multimedia activities can be used in Quranic Language teaching and learning especially in assigning homework and in-class exercises to students. This is a part of learning process to help the students in memorising and revising what they have learnt in class. Assignments are also provided for students to practice problem solve and handle case studies.

The activities also utilise technological innovation in mobile devices, that the increase of awareness among people and significant development in mobile user modeling and personalisation place the students at the centre of learning process (Zainuddin et al., 2017). Multimedia presentation is used to describe a topic visualize it with certain objects and process. This is proven by a statement come from a Year 3 student in GEMS Wellington Primary School, Maheen Shariff. He emphasised:

“I learned about body parts in Arabic via my Nintendo DS. I did this by drawing them on the DS, then capture them with a camera. After that I sent them to the laptop by using Bluetooth. I can now learn language and technology at the same time and I do really enjoy it!”

(TradeArabia, 2009, para.13)

The multimedia activities help students to comprehend some topics taught in classroom by using several exercises prepared beforehand (Milkova, 2008). As a result, students can expand and improve their ICT knowledge (Lloret et al., 2009).

Native and Non-Native Speakers

According to the Cambridge Online dictionary (<http://dictionary.cambridge.org>), native speaker is defined as someone who speaks a particular language since the person is a baby, rather than learning it during childhood or adulthood. Davies, A. (2009) describes a native speaker as someone who learns to speak in native language. From this definition, a person who does not learn a language during childhood is not regarded as a native speaker of the language. Language that is learnt later in life is therefore not considered as native language.

Lee (2005) compiled the distinct features of a native speaker. According to Lee, a native speaker is someone who has acquired the language in early childhood and keeps using the language. The individual has intuitive knowledge regarding the language and has a fluent spontaneous discourse. The person has to be competent and able to communicate in different social settings, recognised by a language community and does not have foreign accent. Lee also added another feature in identifying native speaker. Besides learning the language since childhood, a person is said to be a native speaker if the language is kept being used by him or her.

Looking at the definition given by Davies and Lee, foreign language learners is not considered as native speakers. However, foreign language users who master the use of foreign language by sounding like a native is said to be near native. Medgyes (1999) used the term ‘pseudo-native’ to classify someone who is close to but not the native speaker of English. According to Medgyes (1999), ‘pseudonative’ speakers can be identified by the pronunciation. They have idiomaticity level lower than average and lack of conceptual knowledge. Besides, they depend on repetition and routine language and their awareness on cultural and contextual norm is limited. Lastly, pseudonative speakers are less coherent and consistent in judging their own pronunciation and language of other people.

Systematic Approaches in Teaching and Learning of Quranic Language

The establishment of systematic approach in teaching and learning (Maimun Aqsha Lubis et al., 2009) is adapted as an effort to establish a successful teaching and learning method Quranic Language in class. The four pedagogical factors that are considered in its implementation are;

- i. **Creativity:** Creativity is a commitment to transfer new knowledge and generate new ideas. Creativity involves a complex and sophisticated cognitive thinking. The role of lecturers is to stimulate and encourage creativity in a variety of ways. Students can design awards or bulletin board in Arabic to demonstrate problem solving or creativity skills in real world scenario. Creativity environment triggers the use of right brain. This factor should be applied in the second approach (to prepare set induction which is relevant and interesting) and eighth approach (to come up with conclusion and give

- homework to students). Creativity is to have the ability to produce, innovate and improve i.e. in terms of quality.
- ii. **Reflection:** It is lecturer willingness to reflect on teaching. Lecturers are aware to synchronise teaching and learning customised to the student learning styles. Documented reflection is vital to know to what extent learning takes places and serves as resource for further research. Left brain is more dominant when it comes to reflection. This factor should be applied in the first approach (to provide lesson plan, prepare teaching aids, resources and classroom attendance, reflect the previous lesson plan to come up with a better lesson plan) and seventh approach (to measure and evaluate the teaching and learning objectives, reflect on the teaching outcomes which are stated in the lesson plan). The system implemented as well as teaching, learning and school administration aspects should always be scrutinised, evaluated and improved.
 - iii. **Reciprocity:** Lecturers encourage participation among students in a collaborative way. Peer learning and knowledge sharing in group will enhance students' self-directedness, motivating them to value ideas from teammates and being involved as a team. This factor should be applied in the third approach (to put an effort to cooperate in teaching and learning in the classroom) and fifth approach (to be in group discussion or in-class exercise with other students).
 - iv. **Responsibility:** Effective teaching requires commitment to content and subject matters. Lecturers must be responsible towards the student understanding level. This factor should be applied at the fourth approach (to come up with constructive response via question and answer techniques) and sixth approach (to do group presentation and gain additional input from the teacher). One's success will be achieved when the individual grasp deep responsibility, as portrayed by the Sunnah of the Prophet SAW.

According to Maimun Aqsha and Mohammed Sani (2009), these 4 factors can be applied in the eight implementations of systematic approaches, as shown in Figure 1.

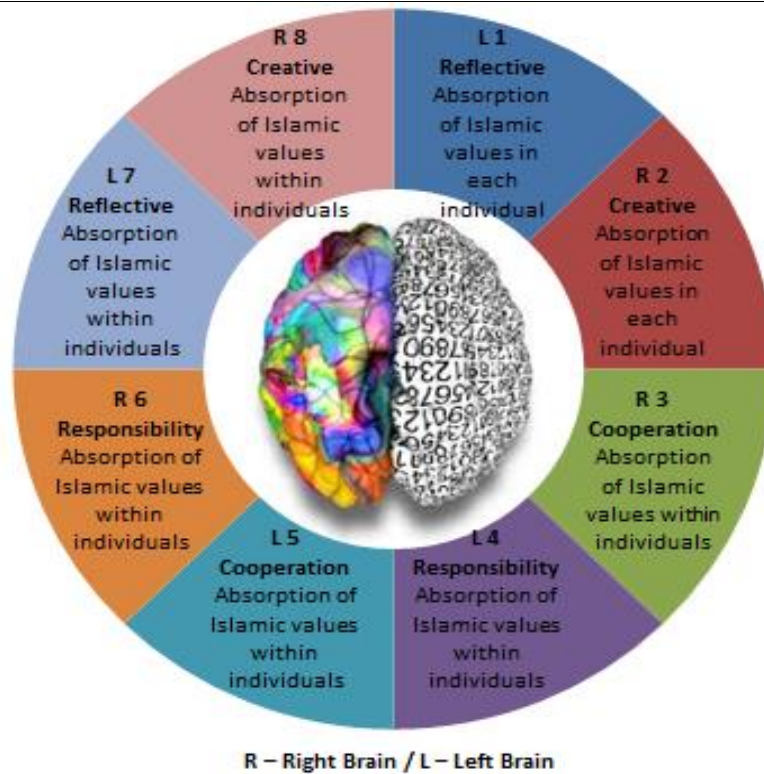


Figure 1: *Eight implementation styles of the systematic approach*

The details for each approach are shown in Figure 2, Figure 3, Figure 4 and Figure 5, which are feasible through expansion of strategies, methods and techniques via ICT applications such as courseware and Web 2.0 tools.

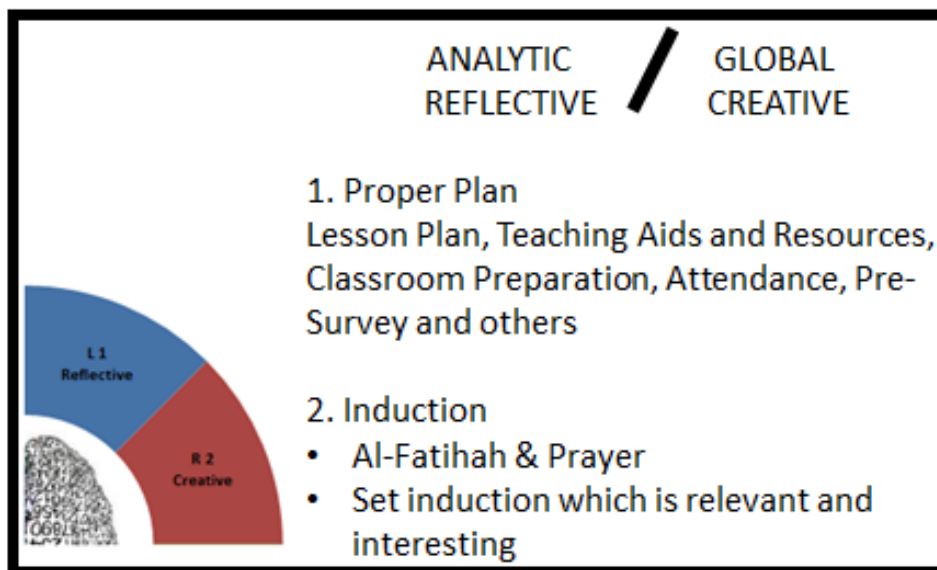


Figure 2: *Proper Plan and Set Induction*

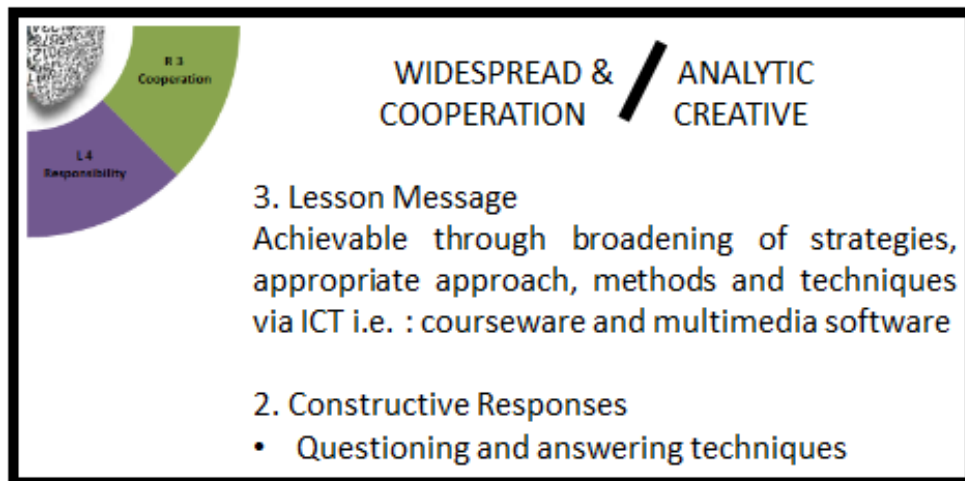


Figure 3: Lesson Message and Constructive Responses

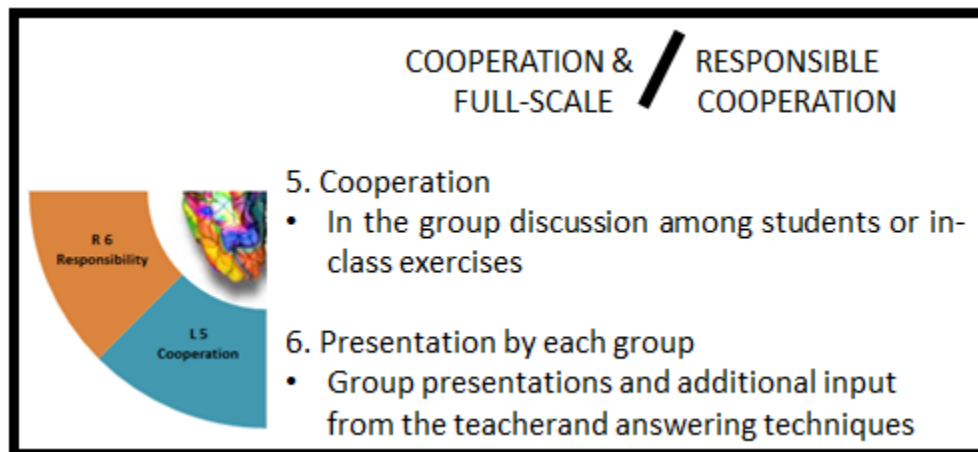


Figure 4: Cooperation, Correction and Addition

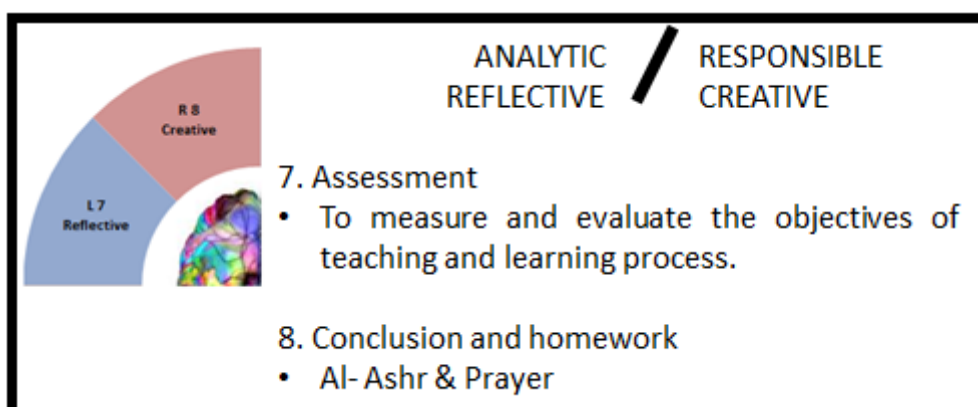


Figure 5: Assessment and Conclusion

Technology Enhanced Arabic Learning

Technology is significant in the learning of language worldwide, at all education levels including Arabic. It is used at primary level, as much as at postgraduate level. Nowadays, universities and institutes provide computer as learning tool for students to gain knowledge and experience. With computer, students can understand what their lecturers have taught in class. Internet provides information and students can have access to information faster than before. Also, it provides a lot of information and is beneficial as learning tool in education. Students can gather information from the internet and exchange their views and opinions with others. Maimun Aqsha Lubis et al. (2010) mentioned that this activity a good practice among students. In fact, the act of knowledge sharing reflects the integration of Naqli and Aqli knowledge. At that same time, the teaching and learning objectives in the classroom can be achieved.

In addition, there are many ICT tools such as interactive CD, smartphone applications and multimedia software. For example, the use of Microsoft PowerPoint, online Arabic dictionary and Quran-in Word application can support the Quranic Language teaching and learning in classroom setting. Students should be encouraged to improve their Arabic vocabulary by using educational websites and playing games in Arabic.

Having class exercises and presentation in group are the main practices in teaching and learning. In general, homework and in-class exercises are for students to revise the lesson they have learnt in class, as a part of the learning process. The exercises are to prepare them in problem solving and critical thinking. According to Melor (2007), there are many methods available to be used in teaching and learning. One of them is the use of multimedia activities. Lecturers can attract student interest by utilising courseware, as well as Web 2.0 collaborative tools such as Todaysmeet, Blendspace and Padlet, to encourage them in learning Quranic Language via think-pair-share activities. The term Web 2.0 refers to a new generation of World Wide Web tools that enable users to create and share their own content. Web 2.0 applications facilitate online interaction between users. This depends on user behavior, in which they need to active, cooperative, and interactive for the applications to work (Bingimlas, 2017).

On the other hand, some Web 2.0 tools like Screencast-O-Matic can be used for weekly assignment where students can record their own video in Arabic without having to

buy a high-end video camera. Meanwhile, formative assessment is conducted by using tools such as Kahoot and Socrative. The tools are easy to use but not many Arabic instructors are aware about this. The eight approaches in Quranic Language teaching and learning can fulfill pedagogy aspects, because lecturers are able to measure learning outcomes.

In the first step, lecturers need to prepare lesson plan prior to class session. In the second step, the lecturers need to motivate students to learn Quranic Language by drafting an interesting set induction. The third and fourth steps encourage lecturers to master the subject because the lesson will be taught via question and answer techniques. The fifth and sixth steps stimulate students to be more creative, cooperative and responsible in group discussion and presentation. The seventh step measures and evaluates the teaching and learning outcomes. The eighth step enables students to understand the main points and get them ready for their homework. Therefore, the use of multimedia in teaching and learning Quranic Language can improve student language proficiency increase student user experience with ICT.

Conclusion

Eight systematic approaches in teaching and learning Quranic Language are helpful guide for teachers to conduct Arabic learning in class. The materials are understandable and teaching and learning processes become more effective. Furthermore, the application of the eight systematic approaches will assist lecturers to assess the objectives or teaching outcomes. For instance, once the lecturers reach step seven, which is the measurement and evaluation stage, they can identify the effectiveness of teaching and learning easily. Finally, these 8 systematic approaches will help lecturers to be more confident and successful educators, in line with Islamic teachings and values. However, the different set of 'systematic approaches' may appear in the other settings because this study focuses only on Quranic Language. More research is needed to directly design and develop the appropriate approach for other foreign languages like Mandarin, Korean, Japanese, Italian, Russian and so on.

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