

19 - 20 EYLÜL 2022

*İstanbul Üniversitesi*



YABANCI DİL ÖĞRETİMİ VE  
YENİ YAKLAŞIMLAR

## II. ULUSLARARASI DİL KONGRESİ

Hakemli Bilimsel Bildiriler

المؤتمر الدولي الثاني  
تعليم اللغات الأجنبية والمقاربات الحديثة

Editör  
Doç. Dr. Mahmud KADDUM  
Prof. Dr. Abdullah KIZILCIK



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The Second International Conference on  
Teaching foreign languages and modern approaches  
Referred research papers

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## Yabancı Dil Öğretimi ve Yeni Yaklaşımlar

II. Uluslararası Dil Kongresi  
Hakemli Bilimsel Bildiriler

The Second International Conference on  
**Teaching foreign languages  
and modern approaches**

Referred research papers



**Kitabın Adı** : el-Mu'temeru'd-duveliyyu's-sânî  
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## Students' Perceptions of Learning EFL in the Multicultural Classroom in Moroccan Higher Education

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### Abstract

In today's globalized world, classrooms in higher education are becoming increasingly multicultural with the changes higher education environments have witnessed in recent decades. In particular, it has become more common for educational institutions to receive international students as a result of the internationalisation of higher education. In the case of Morocco, the number of foreign students joining higher education institutions has grown significantly over the last two decades. This has led to new issues and challenges. To deal with these issues and challenges, learners' views are of paramount importance. This study aims at investigating students' perceptions of learning EFL in the multicultural classroom in a Moroccan higher education institution, namely Dar El Hadith El Hassania. To this end, a questionnaire survey and a semi-structured interview were used to collect information. The research questions explored the following: (i) learners' attitudes towards learning EFL in the multicultural classroom, (ii) the perceived advantages of learning EFL in the multicultural classroom, (iii) the encountered difficulties and problems of learning EFL in the multicultural classroom, and (iv) the learning needs of culturally diverse students in the multicultural classroom. The main results show that participants indicated positive attitudes towards their EFL learning experience in the multicultural classroom. They also demonstrated a good perception of the advantages of learning English in the multicultural classroom, most of which pertain to intercultural knowledge, enhanced learning outcomes, improved communication skills, and positive learning environment. As for the problems and difficulties, participants

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related most of them to either differences in students' cultural backgrounds, learning styles, English levels, and communication skills, or to teachers' behaviours and practices. Students also expressed their needs and mentioned their preferred learning activities in this kind of classrooms. To conclude, the results suggest that the multicultural classroom provides a favourable context for successful EFL learning and an opportunity to foster values of tolerance and understanding among students with diverse cultural backgrounds. The paper concludes with some implications for dealing with multicultural classrooms to improve the quality of EFL learning.

Keywords: EFL learning, students' perceptions, multicultural classroom, higher education, Morocco.

### Introduction

The present paper is concerned with the teaching of English as a foreign language to higher education students in multicultural classrooms. In particular, it has three main objectives, namely (i) to address the issue of EFL learning in the context of multicultural classrooms, (ii) to investigate learners' attitudes towards learning EFL in the multicultural classroom, and (iii) to survey advantages, problems and learning needs in this EFL context. In order to achieve these objectives, the following research questions were formulated to guide the present study:

1. What are learners' attitudes towards learning EFL in the multicultural classroom?
2. What are the perceived advantages of learning EFL in the multicultural classroom?
3. What are the encountered difficulties and problems of learning EFL in the multicultural classroom?
4. What are the learning needs of culturally diverse students in the multicultural classroom?

The paper is organized into four main sections. Section one presents a background related to the topic of the research. Section two describes the research methodology. Section three presents and discusses the results of the study. Finally, section four includes the main conclusions and some pedagogical implications.

### 1. Background

#### 1.1. Previous Research

In the literature, there is no single definition of a multicultural classroom. One of the definitions provided considers a multicultural classroom as a classroom made up of

students from different cultural backgrounds. For instance, Nadda (2017:742) states that “a multicultural classroom is one in which there is a blend of students from various cultures to form a diverse learning environment”. This definition stresses cultural diversity as one of the main characteristics of a multicultural classroom. As it is known, cultural diversity includes elements such as: race, ethnicity, religion, language, disability, among others. Accordingly, students come from different racial, ethnic, religious, and linguistic backgrounds and, therefore, have different experiences, knowledge, perspectives and insights to the learning. Note that cultural diversity may refer to the different forms of cultures co-existing in the same society or relating to different societies. For the purposes of this study, we will adopt a more specific definition of a multicultural classroom, namely that it refers to a classroom made up of a combination of domestic and international students (i.e. students who cross a national border to study and are not residents or citizens of the destination country). This definition better describes and suits the context of the study. It is adopted by authors, such as Dalglis (2002), Theodoridis (2015), and Witsel (2003).

The multicultural classroom has been shown to offer a good opportunity for students to profit from a number of benefits. For instance, students gain enhanced learning outcomes; increased intercultural knowledge, understanding, and empathy; and better preparation for employment in the global economy (for more details, see Wells et al, 2016). However, learning in a multicultural classroom may pose a number of challenges which cause critical limitations to both learning and teaching. According to Witsel (2003), the main issues and challenges raised in the multicultural classroom are related to different learning styles, different logic structures (i.e. different ways of organizing thought and argument), variations in communication, and varying levels of English language competency. To deal with these challenges, teachers need to be prepared to implement the effective teaching strategies that satisfy the needs of classrooms made up of a combination of domestic and international students (see Halim, 2018).

As for the learning needs in the multicultural classroom, there is an emphasis in the literature on the importance of culturally responsive teaching. In particular, teaching has to build on the cultural knowledge, prior experiences, frames of reference and performance styles of culturally diverse students to make learning encounters more relevant and effective for them (see Brown-Jeffy & Cooper, 2011, and Saban, 2013). The learning needs in this kind of classrooms also include teacher immediacy behaviours, such as verbal and nonverbal behaviours that reduce physical and/or psychological distance between teachers and students (for example, the use of humour, frequent use of student name, encouragement of discussion,

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encouraging future contact with students, sharing of personal examples, smiling, eye contact, ...etc.). In addition, differentiated instruction and instructional clarity are required to satisfy the different needs of culturally diverse students. In other words, teachers are asked to vary their teaching strategies and provide instruction that helps students come to a clear and accurate understanding of important concepts or ideas (for more details, see Saban, 2013).

### 1.2. The context of the Study: Dar El Hadith El Hassania Institution

Dar El Hadith El Hassania Institution is a higher education institution for Islamic studies, situated in Rabat, Morocco. It was founded in November 1964 to train scholars in Hadith sciences (i.e. the Noble Tradition of the Prophet Muhammad) and, more generally, in all Islamic sciences and disciplines. In August 2005, the institution was reorganized as part of the renewal of the religious field. As a result of the reform, it has become an institution of limited access with admission criteria and requirements. More importantly, human sciences courses (namely, law, economics, religions, history, sociology, psychology, philosophy, logic, research methods, and computer skills) and language courses<sup>(1)</sup> (namely, French, English, Spanish, and Hebrew) have been introduced. Accordingly, English language has become a compulsory component of the curriculum and has been given high importance by including it in all modules and study programs.

The main English course goals at Dar El Hadith El Hassania Institution include the following: (i) to enable students to communicate with English speaking people, either in speech or in writing; (ii) to enable students to use reference material in English for academic achievement; (iii) to broaden students' understanding of religious issues and help them achieve the necessary language ability to deal with such issues; (iv) to raise students' awareness as to cross-linguistic and cross-cultural differences for a better understanding of language systems and other communities' beliefs and values, (v) to help students grow as individuals and learners; and (vi) to help students achieve the necessary language ability to pass the English tests at each level.

The student population consists of both national and international students. Foreign candidates who are proposed by their respective national governments may submit their application files to gain admission and follow their training within the institution. These

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(1) The list of language courses also includes Turkish language which has been taught since the academic year 2020-2021.

candidates must meet the same criteria as those required from their Moroccan peers. A good number of international students join the institution each year, as the table below demonstrates.

**Table 1: Statistics related to students formally enrolled during the academic year 2021-2022:**

Level	Moroccan Students	International Students	Total
Undergraduate level	84	9	93
Postgraduate level	85	16	101
Doctoral program	35	18	53
Total	204	43	247
Percentage	82.60 %	17.40 %	

As can be seen in the table above, 43 international students (out of 247 students) were formally enrolled at the institution during the academic year 2021-2022. Thus, the institution attracts a good percentage of international students (17.40 %) although it is an institution of limited access.

## 2. Methodology

The present study addresses the issue of EFL learning in the context of multicultural classrooms in Moroccan higher education. In particular, it attempts to explore students' perceptions and views related to the topic of the study.

The participants in this study were 53 students from the Master program at Dar El Hadith El Hassania Institution, Rabat, Morocco. 26 of them were 1<sup>st</sup> year students and 27 were 2<sup>nd</sup> year students. The population of postgraduate students was targeted to gain significant feedback as they are supposed to have more experience in learning EFL in the context of multicultural classrooms.

As for the instrument, a questionnaire and a semi-structured interview were used to collect data. The questionnaire was delivered online using Google Forms. It included two

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sections: section one consisted of five questions to provide background information about the participants, while section two consisted of seven questions to elicit participants' perceptions. The format of the questionnaire adopted was a combination of questions in checklist format and open-ended questions where participants were encouraged to elaborate on the issues addressed. The questions focused on students' attitudes towards learning English in the multicultural classroom, and their perceived advantages as well as problems and difficulties. The interview, on the other hand, was conducted in person with five participants to get more qualitative data on students' perceptions. Three of the informants were Moroccan students and two were international students. During the interviews, the following questions were addressed:

1. How would you describe the overall classroom climate?
2. Does your multicultural classroom provide a favourable context for successful EFL learning?
3. What are your learning needs in the multicultural classroom?
4. What type of activities do you prefer your teacher to employ in the multicultural classroom?

### 3. Results and Discussion

#### 3.1. Students' Questionnaire

##### 3.1.1. Participants' Background Information

Out of the fifty-three participants, 70% were Males and 30% were females. Their age was between 23 and 37. As for students' nationalities, 70 % of them were Moroccan, 9 % were Mauritanian, 7 % were Guinean, 6 % were Nigerian, 4 % were Senegalese, 2 % were Ivorian and 2 % were Turkish. These details appear in table 2 below.

**Table 2: Participants' nationalities**

Nationality	Percentage
Moroccan	70%
Mauritanian	9%
Guinean	7%
Nigerian	6%

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Nationality	Percentage
Senegalese	4%
Ivorian	2%
Turkish	2%

With respect to students' mother tongues, 72% of them mentioned Arabic as their mother tongue, 9% mentioned Amazigh; a language spoken in Morocco, Mauritania, and some other North African countries; 8% mentioned Malinké; a language spoken in Guinea; 6% mentioned Yoruba; a language spoken in Nigeria; 4% mentioned Wolof; a language spoken in Senegal; 2% mentioned French, and 2% mentioned Turkish. These results are summarised in table 3 below.

**Table 3: Participants' mother tongues**

Mother tongue	Percentage
Arabic	72%
Amazigh	9%
Malinké	8%
Yoruba	6%
Wolof	4%
French	2%
Turkish	2%

In the questionnaire, respondents were asked how long they had been learning English in the multicultural classroom. Significantly, all of them had experienced learning English in the context of this kind of classrooms. Their experience ranges from 1 year to more than 6 years, as demonstrated in the following table:

**Table 4: Participants' English learning experience in a multicultural classroom**

Years of experience	Percentage
More than 6 years	14%
6 years	15%
5 years	24%
4 years	4%
3 years	15%
2 years	24%
1 year	4%

Details of participants indicate that students taking part in this study were culturally diverse students from different nationalities (7 nationalities) and with different mother tongues (7 mother tongues), which entails that they represent a multicultural student population. Moreover, all of them had previous experience in EFL learning in the multicultural classroom, which indicates that participants are eligible to evaluate the experience and provide helpful feedback.

### 3.1.2. Learners' Attitudes

In the questionnaire, students were given three statements and asked to indicate the degree of agreement or disagreement with each statement to investigate their attitudes towards their EFL learning experience in the multicultural classroom. The obtained results are summarized in table 5 below where:

SA=Strongly Agree; A=Agree; U=Uncertain; D=Disagree; SD=Strongly Disagree

**Table 5: Students’ attitudes towards their EFL learning experience in the multicultural classroom**

Items	SA	A	U	D	SD
1. I feel comfortable with learning English in a multicultural classroom.	36%	60%	4%	-	-
2. Learning English in a multicultural classroom helps me learn English better.	21%	55%	19%	5%	-
3. My relationship with peers from other nationalities in the class is good.	62%	38%	-	-	-

From the results presented in table 5, it can be seen that item 1 “I feel comfortable with learning English in a multicultural classroom” got a high score in that 96% of participants either strongly agreed or agreed with the statement. With respect to item 2 “Learning English in a multicultural classroom helps me learn English better”, the majority of students (76%) either strongly agreed or agreed with the statement, 19% were uncertain, while 5% disagreed with the statement. As for item 3 “My relationship with peers from other nationalities in the class is good”, it got a high score in that all students either strongly agreed or agreed with the statement. These results show that students had positive attitudes towards their EFL learning experience in their multicultural classroom, which implies that they enjoyed learning in such a context.

### 3.1.3. Perceived Advantages of Learning EFL In the Multicultural Classroom

Participants were asked whether there were a number of advantages of learning English as a foreign language in the multicultural classroom. Out of the fifty-three participants, 49 students said yes, while only 4 students said no. Students who chose yes were asked to list some of these advantages. Their answers can be summarised as follows:

discovering other people’s cultures and learning styles

learning new things every day

sharing our culture with others

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improving English language learning

opportunity to learn new languages

increased motivation to learn

acquiring and improving communication skills with culturally different students

establishing relationships with culturally diverse students

learning to be tolerant with other people and to accept differences

learning to be careful with choice of words when talking

These results indicate that students demonstrated a good perception of the advantages of learning English in the multicultural classroom. In particular, students were aware that learning English in this context enabled them to gain a number of benefits which pertain mainly to intercultural knowledge, enhanced learning outcomes, improved communication skills, positive learning environment, networking skills, and values of tolerance and acceptance of difference. Note that these results agree with the findings of some studies in the literature, such as Wells et al (2016).

### 3.1.4. Perceived Problems of Learning EFL In the Multicultural Classroom

Participants were also asked whether there were some problems and difficulties in the multicultural classroom. Out of the fifty-three participants, 19 students said yes, while 34 students said no. Students who confirmed these problems and difficulties were asked to mention them. Their answers can be summarised as follows:

problems in communication

different learning styles and objectives

problems in English pronunciation

different levels

teachers give more attention and explanation to international students, which is time consuming

teachers use some examples from the Moroccan culture to illustrate things and this could

be unclear to international students

misunderstandings concerning students' manners

On the basis of students' answers, it is clear that the major problems and difficulties in the multicultural classroom are related to factors which pertain primarily to differences in students' cultural backgrounds, learning styles, English levels, and communication skills. In addition, some of the problems mentioned relate to teachers' behaviours and practices, which demonstrates the need for teachers to undergo appropriate training on how to deal with multicultural classrooms.

### 3.2. Students' Interview

#### 3.2.1. Learners' Attitudes

In the interview, students were asked how they would describe the overall classroom climate to get more feedback on their attitudes towards their EFL learning experience in the multicultural classroom. Significantly, all of the interviewed students reported that the classroom climate was a positive one and they seemed well satisfied with learning English in this context. In this respect, one international student stated, "The classroom climate is perfect educationally, socially, emotionally and in all respects". A second one reported, "The atmosphere is positive. I feel comfortable, welcomed and involved. We are lucky to be among Moroccans". Another domestic student declared, "In general, it's very good". It is important to note here that both domestic and international students held the same positive attitude towards their English language learning experience in the context of the multicultural classroom.

The interviewees were also asked whether their multicultural classroom provided a favourable context for successful EFL learning. Interestingly, all respondents strongly confirmed that their classroom provided a favourable context for successful EFL learning. One domestic student reported the following, "If I study just with Moroccan students, it will not give the same result as now with international students. This helps me improve my learning and mastering of English". Another international student noted, "We learn from different cultures and from students coming from countries having English as the 1st foreign language". A third one stated, "I've studied English in the multicultural classroom since I was in 1st grade. This has been very helpful for me".

Accordingly, the results of students' interview show that all of them had positive attitudes

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towards their EFL learning experience in their multicultural classroom. These results match the findings of students' questionnaire.

### 3.2.2. learning needs in the Multicultural Classroom

In the interview, a question was designed to explore students' learning needs in the multicultural classroom. The interviewed students reported several learning needs. One interviewee, for instance, mentioned, "The curriculum should include activities that fit international students." Along the same idea, another one reported, "The teacher should come up with materials that include different cultures." One student added, "In terms of instructions, teacher's language has to be characterized by clarity." A fourth one stated, "We need teachers to be systematic in their inclusive way and methods." The fifth participant pointed out, "Solve the problem of different levels." Participants mentioned other needs related to teachers' behaviours. In this respect, one interviewee reported, "The teacher has to give opportunity to all students to express themselves." Another one stated, "Students need to be treated equally with no discrimination." A third one pointed out, "The teacher from the 1st day should help students to get to know each other, help them accept each other and integrate in the class." Finally, a student stressed, "To allow students to suggest what they need to learn not to impose things to learn."

These testimonials suggest that students were aware of their learning needs in the multicultural classrooms. Moreover, the expressed needs include the following: teaching activities which contain content relevant to students from various cultures and nationalities, clarity of instruction, inclusive ways and methods, solving the problem of different levels, and teacher's responsive behaviours. It is noteworthy that these results are closely related to the findings of the literature which mention culturally responsive teaching, teacher immediacy behaviours, differentiated instruction and instructional clarity among the primary needs of learners in the multicultural classroom (see section 1.1. above).

### 3.2.3. Preferred activities in the Multicultural Classroom

The interviewees were asked what type of activities they preferred their teacher to employ in the multicultural classroom. The main results can be listed as follows:

diversified activities which facilitate interaction between national and international students (mixed groups activities)

more conversations, presentations, and round tables to allow students to talk about their cultures

videos, songs, and programmes about all the cultures in the class

audio materials with speakers from diverse cultures

cultural days about international students' cultures

organizing field trips so as to help students integrate with each other and also practise the English language in another context

using religious texts to spread values of tolerance, acceptance of difference and equality

These results reveal that students' preferred activities include diversified in-class activities which address content relevant to students from different cultures and nationalities. In addition to this, students highlighted the importance of para-curricular activities which allow for spontaneous and closer interaction among students.

#### 4. Conclusions and Implications

In the light of the results of the study and related foregoing discussion, a number of conclusions can be drawn. Almost all participants, including domestic and international students, demonstrated positive attitudes towards their multicultural experience at Dar El Hadith El Hassania Institution. Participants also displayed a good perception of the advantages of learning English in the multicultural classroom. Most of these advantages pertain to intercultural knowledge, enhanced learning outcomes, improved communication skills, positive learning environment, networking skills, and values of tolerance and acceptance of difference. As for the problems and difficulties participants faced as learners of English in the multicultural classroom, they showed a satisfactory degree of awareness and pinpointed quite pertinent ones. These problems and difficulties relate either to differences in students' cultural backgrounds, learning styles, English levels, and communication skills, or to teachers' behaviours and practices. Besides this, participants came up with ample and interesting ideas regarding their needs and preferred learning activities. The expressed needs include a number of elements, such as: teaching activities which contain content relevant to students from various cultures and nationalities, clarity of instruction, inclusive ways and methods, solving the problem of different levels, and teacher's responsive behaviours. The preferred activities range from diversified in-class activities to para-curricular activities. As a matter of

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fact, students' responses regarding the problems and difficulties they faced, as well as their needs and preferred activities do provide valuable input for course designers and classroom teachers in order to develop appropriate teaching and learning materials and foster efficient teaching and learning strategies.

Based on these conclusions, the following implications can be outlined:

The multicultural classroom curriculum should consist of a variety of teaching strategies that value cultural diversity, and should include content that reflects the perspectives, products and practices of the cultures in contact.

Teachers need to be trained to effectively implement strategies that satisfy the needs of students in the multicultural classroom through culturally responsive teaching and differentiated instruction.

Flexible teacher roles and well-designed learning environments should be promoted to help turn superficial cultural differences into welcoming, enriching and empowering learning opportunities.

Teachers should be encouraged to take an active role in reconsidering teaching materials, classroom practices and pedagogy, assessment methods and para-curricular activities.

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## Appendix

### Questionnaire

The objective of this questionnaire is to survey learners' views on learning English as a foreign language in multicultural classroom. In this study, multicultural classroom is made up of domestic students and students from other nationalities.

I would be grateful to you if you could spare some time to respond to the items below. The information will be used for research purposes only. Your contribution is totally anonymous.

Thank you in advance for your contribution and for the time you will devote to completing this questionnaire.

#### Section 1:

1. Gender:

Female

Male

2. Age: .....

3. Nationality: .....

4. Mother tongue: .....

5. For how long have you been learning English in a multicultural classroom?

.....

#### Section 2:

6. I feel comfortable with learning English in a multicultural classroom.

strongly agree

agree

uncertain

disagree

strongly disagree

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7. Learning English in a multicultural classroom helps me learn English better.

- strongly agree
- agree
- uncertain
- disagree
- strongly disagree

8. My relationship with peers from other nationalities in the class is good.

- strongly agree
- agree
- uncertain
- disagree
- strongly disagree

9. There are a number of advantages of learning English as a foreign language in a multicultural classroom.

- Yes
- No

10. If yes, can you list some of these advantages.

.....

.....

11. There are some problems and difficulties in the multicultural classroom.

- Yes
- No

12. If yes, can you list some of these problems and difficulties.

.....

.....

**Thank you very much for your cooperation**

## Teaching English for Specific Purposes: Online, or not Online, that is the question

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**Abstract:** Many Teaching/learning references discuss and highlight the importance of relevancy when it comes to choosing the materials and tasks that should meet the students' needs. The same applies to teaching/learning any second language. However, students' needs may differ when they learn the same language as a general language or as a language for specific purposes online. The question to address in this study is: would online English for Specific Purposes be more appealing to the students than face-to-face? To find the answer to the question the researcher distributed a questionnaire to the students who did their preparatory course (General English Course) online before joining their program at the university. The questions helped the students draw a comparison between both experiences. This in turn showed that the majority of students prefer to learn their ESP course online.

**Keywords:** Online learning, ESP, English, face-to-face, pandemic

### 1. Introduction:

The definition of ESP, according to Anthony (2018), is language teaching that puts learners' professional or academic needs as a priority, and consequently, gives importance to the used materials for helping the learners deal with these needs. This includes using relevant vocabularies/jargon, texts, and contexts. This focus on learners' needs makes ESP favorable for many institutions that provide practical programs like medicine and engineering.

In Turkey ESP courses, like other courses, had to go through the virtualization process during the COVID-19 pandemic. Many universities teaching practical sciences like medicine, Engineering... et c. decided to include English for specific purposes ESP in the list of subjects to be offered online after the Higher Education Ministry issued a decree that universities can shift 40% of the classes to the virtual domain. The purpose of that was to reduce the number

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of students coming to the campus at a time. However, as Kimball rightly stated, “with every innovation comes a new abuse” (Kimball, n.d.). The process started with many problems and pitfalls. Moreover, the virtual class was simple and unsatisfactory for teachers’ and learners’ needs. Gradually universities started developing their own electronic platforms and supporting them with many virtual educational tools. This helped push online education to a higher level of professionalism.

Readers may wonder: after easing the preventive measures and lifting many restrictions around the gathering of students and their presence at the university campus, have all the lessons returned to be taught face to face? To answer the question, we need to look at some facts.

First, in Turkey, the Higher Education Ministry issued a decree that universities can shift 40% of the classes to the virtual domain. The purpose of that was to reduce the number of students coming to the campus at a time during the pandemic (Yükseköğretim Kurumlarında Uzaktan Öğretime İlişkin Usul Ve Esaslar, 2020). And considering that English is taught as a compulsory course in most of the Turkish universities in accordance with the fifth article of the Higher Education Act No. 2547, many universities teaching practical sciences like medicine, Engineering... et c. decided to continue teaching English for specific purposes ESP online to avail the 40% rule. This helped universities save space and materials. However, the influence of moving the ESP class from the campus to the virtual domain is still not clear. That’s why as an ESP instructor I decided to address this concern by sending questionnaires to my students to get their feelings and suggestions for the online courses.

### 2. Background:

In a paper I presented with Abdulmoghni last year, a comparison was made between the reaction of the students in both Turkish and Yemeni universities toward the online learning experience. The paper shows that 58% of the Turkish participants do not prefer online classes over traditional classes, 57% believe that online classes do not have any effect on their motivation to learn and discover, and 56% of the Turkish students in the study disagreed with the statement that online learning is better than face-to-face classes since it initiates in the learners the importance of taking responsibility of their learning, and 69% agreed with the statement that they feel more comfortable to learn in the classroom than through online classes. (Abdulmughni & Abdulmoghni, 2021)

Moreover, the students' responses to the questions about traditional classrooms were positive and showed that they preferred face-to-face learning. For example, 75% of the Turkish students agreed with the statement: "I like traditional classroom learning more because I like to be in the same room with my teacher and classmates." Also, 75% of the Turkish students agreed with the statement: "I learn better in the classroom because I can hear, see, do, and work with others" (Abdulmughni & Abdulmoghni, 2021). The results of last year's study show that students were not in favor of online learning.

### 3. Methodology

#### Profile of the Samples

The study's purpose was to collect data from university students (Bezmi Alem Vakif University) who have been through the experience of attending online general English classes and currently attending online professional/medical English classes. The Medical/Professional English classes are taught synchronously on Microsoft Teams (two hours/week) and asynchronously as self-study assignments on Cengage MindTap (two hours/week). The total hours per course is four hours per week.

The evaluation of students' progress is carried out through weekly assignments, online presentations, an online midterm exam on KEYPS, and a final exam on KEYPS. The students were allowed to sit the exams at home. However, this is changing soon as the faculties approved the department's request to get the students to sit the exams on campus.

The table below (table 1) demonstrates the profile of this study.

**Table 1**

Sample profile

Country	Major of study	No. of Subjects	Types of Courses	Educational Level	Age
Turkey	Medical Ss.	23	Academic English, Professional English, General English	Undergraduate	16 - 20

### Research Tools

A questionnaire was the tool chosen as a research medium to collect data for the present study. The questionnaire consists of 21 MCQ questions and 9 open-ended questions. It was built based on a Likert scale with three options 'Agree, Not sure, Disagree' and the questions are divided into four categories:

Psychological factors

Gadgets and technology factors

Learner's autonomy

Learning styles

Microsoft Forms were used to share the questionnaire with the respondents through the web.

### Data Analysis and interpretation

In this section, we will look at the data gathered from the questionnaire, which consists of two sets of questions. The first set has questions about the online general English class and the second set includes the questions about the online ESP class. To clarify the similarities/differences between the students' answers to the two parts of the questionnaire, the answers to the questions about General English and English for Specific Purposes were put in the same table. This way, we can see if the students have different preferences for both classes.

Tables 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 show the students' responses to 22 statements about online general and medical English classes. Meanwhile, tables 13, 14, 15, 16, 17, 18, 19, and 20 show the responses to 8 statements about online classes in general.

### **Q1. Online General/Medical English classes are more fun than face-to-face classes.**

Out of 23 participants, 16 students agreed that online Medical English classes are more fun compared to 14 students who supported the same statement for online General English classes as we can see in (see table 2). This shows learners' attitudes toward online language classes.

**Table 2:** Total responses to the 1st question.

	General English	Medical English
Agree	14	16
Not sure	9	6
disagree	0	1

**Q2. I usually feel motivated to attend online General/Medical English classes rather than going to the institute.**

Out of 23 participants, 18 students agreed that online Medical English classes motivate them to attend their classes (see table 3). This means 78% of the learners feel more motivated to attend online classes rather than face-to-face classes.

**Table 3:** Total responses to the 2nd question.

	General English	Medical English
Agree	17	18
Not sure	3	2
disagree	3	2

**Q3. Distance education for General/Medical English makes me feel I want to learn and discover more.**

18 out of 23 participants think that online Medical English classes motivate them to learn more (see table 4).

**Table 4:** Total responses to the 3rd question.

	General English	Medical English
Agree	17	18
Not sure	5	2
disagree	1	2

### Q4. When attending online General/Medical English classes I am so focused on activities that I lose track of time.

16 out of 23 agreed that they maintain their focus during online Medical English classes. This means students feel engaged in their online classes (see table 5).

**Table 5:** Total responses to the 4th question.

	General English	Medical English
Agree	15	16
Not sure	6	3
disagree	2	3

### Q5. When I did my General/Medical English course, I liked online learning because I can learn without a teacher.

16 students out of 23 agreed with this statement which shows that online classes support their autonomy and independency (see table 6).

**Table 6:** Total responses to the 5th question.

	General English	Medical English
Agree	14	16
Not sure	5	3
disagree	4	3

### Q6. Online General/Medical English classes are good because I am more responsible for my learning process.

The purpose of adding this question was to cross-check the results of the previous statement. We can see that in both questions students agreed that they prefer online classes because they feel more responsible for their learning (see table 7).

**Table 7:** Total responses to the 6th question.

	General English	Medical English
Agree	18	19
Not sure	3	2
disagree	2	1

**Q7. Online learning for General/Medical English is better because I can manage my time better.**

82% of the participants believe that online learning helps them to manage their time better than face-to-face learning (see table 8).

**Table 8:** Total responses to the 7th question.

	General English	Medical English
Agree	19	19
Not sure	4	1
disagree	0	2

**Q8. I participated more in my General/Medical English online classes.**

This is another statement to cross-check the results of the previous statements relevant to learners' motivation and engagement. 78% of the participants agreed that online classes encourage them to participate more compared to traditional classes (see table 9).

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**Table 9:** Total responses to the 8th question.

	General English	Medical English
Agree	17	18
Not sure	6	3
disagree	0	1

**Q9. In my online General/Medical English course, I was satisfied with the amount of time I spent speaking with my teacher online comparing to my face-to-face classes.**

Only 65% of the participants feel they get enough time talking with their teachers compared to the time they get in the traditional classes (see table 10). Therefore, more research should be conducted to explore the reasons for this.

**Table 10:** Total responses to the 9th question.

	General English	Medical English
Agree	16	15
Not sure	7	6
disagree	0	1

**Q10. Having the General/Medical English classes online makes attendance optional. So, I don't feel like attending my classes anymore.**

This question was added to check if students prefer online classes because they can skip the attendance rule easily. However, 69% of the students disagreed with the statement (see table 11).

**Table 11:** Total responses to the 10th question.

	General English	Medical English
Agree	4	3
Not sure	2	3
disagree	17	16

**Q11. Having the General/Medical English classes online makes it easy for me to miss my classes.**

The purpose of adding this question was to cross-check the result of this statement with the result of the previous one. 65% of the students disagreed with the statement (see table 12). Again, the results yield the same conclusion that online classes do not affect students' attendance negatively.

**Table 12:** Total responses to the 11th question.

	General English	Medical English
Agree	9	4
Not sure	2	3
disagree	12	15

**Q12. I like traditional classroom learning more than online classes because I like to be in the same room with my teacher and classmates.**

Only 17% of the participants agreed with this statement (see table 13). This result tells a lot about learners' attitudes towards online learning.

**Table 13:** Total responses to the 12th question.

	General
Agree	4
Not sure	5
disagree	13

### Q13. I find it difficult to adapt to the new system of online learning.

Only 9% of the participants agreed with this statement (see table 14). This shows that learners getting familiar more and more with online learning.

**Table 14:** Total responses to the 13th question.

	General
Agree	2
Not sure	3
disagree	17

### Q14. The physical presence of my teacher helps me learn better.

Only 17% of the learners agreed with this statement (see table 15). This shows that the physical presence of the teacher in the class is not important anymore for most of the learners.

**Table 15:** Total responses to the 14th question.

	Responses
Agree	4
Not sure	7
disagree	11

### Q15. I feel more comfortable learning in the classroom than through online classes.

Only 13% of the participants agreed with this statement (see table 16). This result supports the previous statements. Students prefer online learning to face-to-face learning.

**Table 16:** Total responses to the 15th question.

	Responses
Agree	3
Not sure	4
disagree	15

### Q16. I still could not get used to learning online.

The result of this question confirms that learners now feel more confident using the virtual domain to attend their classes. No one of the participants agreed with the statement (see table 17). This shows that learners got used to online learning.

**Table 17:** Total responses to the 16th question.

	Responses
Agree	0
Not sure	2
disagree	20

### Q17. I face difficulties working/opening some applications or using some programs.

Only 17% of the participants agreed with the statement. The majority disagreed with it (see table 18), which shows that learners' competency in using applications and platforms improved, and this made the online learning experience rewarding.

**Table 18:** Total responses to the 17th question.

	Responses
Agree	4
Not sure	2
disagree	16

### Q18. When I have online classes, I always have a device (laptop, tablet, computer... etc.) I need.

Here most of the learners (78%) agree that technological gadgets are available when they need to use them (see table 19). This could be another reason for the fast acceptance of online learning.

**Table 19:** Total responses to the 18th question.

	Responses
Agree	18
Not sure	2
disagree	2

### Q19. I learn better in the classroom because I can hear, see, do, and work with others.

In this question, we can see that 39% of the participants have doubts about whether the virtual environment could substitute the traditional classes where students could use all their senses while learning. However, 47% of the responses show that they do not learn better in the face-to-face classroom (see table 20).

**Table 20:** Total responses to the 19th question.

	Responses
Agree	2
Not sure	9
disagree	11

## 5. Conclusion and Discussions

The questionnaire's results yielded valuable information regarding learners' attitudes (a sample from Turkey) towards online learning. The participants' majority agreed that they feel

more satisfied with online classes rather than face-to-face classes. When it comes to learners' autonomy, the majority of the respondents confirmed that online learning gives them more autonomy comparing face-to-face learning. Interestingly, this response contradicts the responses we got from the participants last year, in which 56% of the participants disagreed with the statement that online learning helps them to be responsible for their learning process. This indicates that students are gradually taking on the virtual learning responsibility instead of depending on their teachers.

The statement regarding the importance of the physical presence of the teacher got many negative responses in this study, which also contradicts the responses I got for last year's study. Participants last year stated that the physical presence of the teacher is important for them. This shows that students are getting more familiar and skillful in navigating the virtual system, platforms, and materials. This was confirmed by the participants agreeing that Online learning is better because it enabled them to manage their time better. And with most of the respondents negating having a problem with the accessibility or availability of technological sets, we can assume that virtual learning started to get its place as an alternative to face-to-face learning.

To conclude, the responses show that learners prefer to learn in virtual classes over traditional classrooms because they have full control over their study time, access to recorded lectures, and class materials.

### 6. Suggestions for further research

The current research suggests the following topics for further research:

Comparison between the students' performance before and after applying the rule of sitting the exam at the campus.

Factors affecting learner's attitudes towards online learning.

Teaching methods and learning styles in online classes.

Difficulties students face while using virtual systems and how to solve them.

Learner's role in modifying the virtual class.

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## Teaching Arabic in Australian Islamic Schools A Case Study

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### Abstract

This paper presents the findings of research on how Arabic is taught in Australian Islamic Schools and how it can be improved. The method adopted in the research project involved in-depth group discussions and interviews with Arabic teachers, curriculum coordinators and schools' leaders, as well as a systematic review of the Arabic program documents, textbooks and assessment processes adopted by the participant schools and teachers.

Four interrelated aspects that directly influence the students' learning of Arabic constituted the primary focus of this research: students' needs and interests, Arabic programs and resources, teaching methods and practices and the assessment processes.

One of the key findings of the research is that the lack of interest and motivation in learning Arabic among Islamic schools' students is the one of the most crucial challenges that needs to be addressed. This lack of interest, as the paper will elaborate, is primarily the direct result of three main constraints that are limiting teacher's ability to motivate students:

The content taught is not relevant to the lives of the students.

The level of difficulty of the material taught does not match closely with the abilities and levels of the students.

The teaching methods and strategies implemented are not effective or engaging.

Together, these three main hindrances, and other issues that will be explained in the paper, are causing student behaviour problems in class, particularly at the upper primary and secondary levels, which is adding to the frustration and demotivation of the Arabic teachers and students.

The paper also provides specific recommendations to address these issues and assist

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Australian Islamic schools develop effective strategies to improve the Arabic teaching programs and develop student-centred resources that help Arabic teachers make the teaching and learning relevant, engaging and responsive to the needs of the students and aspirations of the school community.

Keywords: Arabic language, Islamic schools, Australian curriculum, second language teaching

# Teaching Arabic in Australian Islamic Schools: A Case Study

## Introduction

Since the early 1980s, Arabic language has been formally taught in Australian schools as part of the national curriculum, namely when the first two accredited Islamic schools were established in 1982. Since then, Arabic has been recognised as one of the main foreign languages to be taught in primary and secondary schools and tertiary institutions across Australia (ACARA, n. d.). Prior to that, the teaching of Arabic was limited to afterhours school settings, Islamic centres and private tutoring. The demand for Arabic language education, particularly since the 1990s, has been increasing alongside with the growing number of Islamic schools and the rising awareness of Arabic-related business and employment opportunities.

There are different types of Arabic learners and teachers in Australia. Arabic learners can be categorised into two main groups, learners of Arabic as second language and learners of Arabic as a background language. The former mainly consists of Muslim students who come from non-Arabic speaking families, while the latter consists of students who come from Arabic speaking background, where both Arabic and English are used at their homes. Islamic schools cater for both types of learners.

Furthermore, with the shortage of qualified teachers of Arabic as a second language, it is typical to find four types of Arabic teachers employed in Australian Islamic schools, as follows:

**Non-qualified, non-subject specialists:** These teachers are mainly from Arabic speaking background who might hold a degree in another field. Some of them might have many years of teaching experience.

**Subject-content specialists:** These teachers are mostly immigrants who received their university qualifications in Arabic language and literature, or a related field, from Arabic universities, but do not have teaching qualifications.

**Qualified teachers:** These teachers mainly hold teaching qualifications, but not necessary subject specialists. They might include teachers who studied science, maths or any unrelated field in their undergraduate study, and then obtained postgraduate degrees in teaching.

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Accredited teachers: This group includes teachers who obtained their qualifications and accreditation in teaching non-Arabic related subject, but later transferred to Arabic teaching.

This paper expands on a limited body of research conducted at eight Australian Islamic schools that include all the above-mentioned types of Arabic learners and teachers. The research started in 2019, but it was interrupted by the Covid-19 restrictions, which obstructed the researcher from travelling inter-state. An initial research report was produced in 2020. In 2021-2022, some of the participant and other schools decided to further build on the research and implement the recommendations provided in the initial research report, particularly with regards to curriculum reform and customisation which included the development of K-10 personalised Arabic textbooks.

The initial investigation and data collection involved field research conducted on four primary and secondary schools which was supplemented with additional research, including further virtual interviews and meetings with Arabic teachers and Islamic schools' leaders of several Islamic schools across three Australian states. The aim of the research was to collect information about how Arabic is taught in these schools, evaluate the effectiveness of their Arabic programs and propose effective solutions and strategies that help in overcoming existing shortcomings and build on areas of strength.

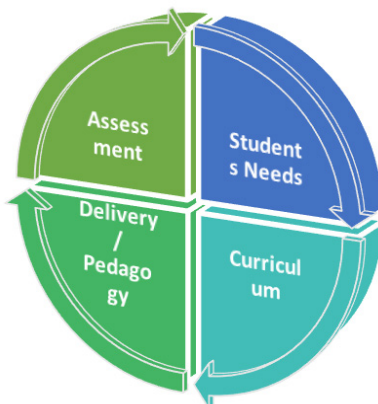
The research mainly focussed on the following four interconnected components that influence the students' learning of Arabic language:

Students needs and interests.

Arabic teaching and learning resources.

Pedagogical practice and delivery.

The assessment processes.



With regards to the methods of data collection, three methods were employed to collect data and provide an accurate evaluation of the current situation of the Arabic programs. This includes a combination of quantitative and qualitative research as well as document analyses, as follows:

Teacher questionnaires.

In-depth group discussions and individual interviews.

Careful reviews of the Arabic program documents, resources and assessment papers.

The Arabic teachers were asked to complete a questionnaire to express their views on specific aspects of the Arabic program, students' levels, competencies and interests and the effectiveness of the teaching methods and strategies implemented (see Appendix A). The teacher questionnaire was supplemented with small group discussions as well as in-depth individual interviews with the Arabic teachers (see Appendix B). This process was followed by a careful and thorough review of the program documents, textbooks and other teaching/learning material and resources available. Throughout the process, all teachers were very cooperative and showed strong commitment to contributing to the improvement of the Arabic program. They acknowledged that there are several areas of concerns that need to be addressed, including the need for curriculum reform and teacher training programs.

The discussions and interviews with the Arabic teachers revealed that there are concerns among the teachers with regards to their 'perceived' lack of interest and motivation in learning Arabic among many of their students. After thorough reviews and analysis of the program documents and teaching and learning resources, it was clear that several interconnected aspects were contributing to the lack of motivation among students and teachers.

First, the content of the textbooks used is largely not relevant to the life of the Australian Muslim students.

Second, the difficulty level of the teaching and learning material is not suitable, and it does not cater for the diverse abilities and levels of the students.

Third, the teaching methods and strategies implemented by the Arabic teachers are not effective in providing positive and engaging learning experiences for the students.

Furthermore, all the above as well as other issues explained in this paper, contributed to negative student behaviour which caused a major challenge for the Arabic teachers. This behaviour problem exasperates further as students move up across the upper primary and

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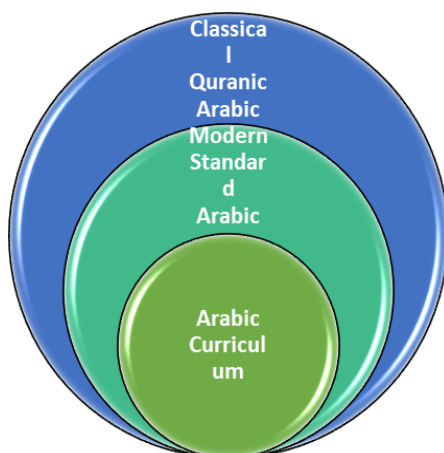
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secondary levels, where the students become increasingly disconnected and disengaged, adding to more frustration and demotivation among the teachers and students.

In the following, the paper provides a detailed analysis and examination of the above-mentioned challenges and provides effective solutions and strategies to improve the quality and outcome of the Arabic program with a list of recommendations that help Islamic schools improve and customise their Arabic program to make the Arabic teaching and learning meaningful, relevant to the lives of the students and responsive to the needs and aspirations of the students, schools and the community.

### Teacher perception of the objectives of the Arabic Program

In the group discussions, the Arabic teachers were asked about their perceptions towards the objectives of the Arabic program and why teaching Arabic is important for their schools and students. Although there was a unanimous agreement with regards to the objective of helping the students understand the Quran, a confusion about the alignment of this objective with the “Australian Curriculum: Arabic F-10” arose during the discussions. Some teachers seemed to be unsure whether their role was mainly to follow the Australian Curriculum and prepare students to be able to do Arabic as part of their high school certificate study, or to focus on helping students understand the Quran. Some teachers thought that the latter is not consistent with the Australian Curriculum, which is based on Modern Standard Arabic rather than Classical/Quranic Arabic. This confusion needs to be addressed as teachers’ perception of the objective of the program influences their planning, collection of resources and teaching methods and strategies.



While there was strong agreement among the teachers that the use of different variants of colloquial Arabic does not contribute to the achievement of the objectives of their Arabic program and/or does not help the students understand the Quran, there were differences of opinion with regards to putting more emphasis on Classical Arabic or on Modern Standard Arabic. Hence, the majority agreed that Arabic teachers should refrain from using their colloquial variants in their Arabic classes as this will cause confusion for the students (Alosh, 2005). When asked to comment on the similarities and differences between Classical Arabic and Modern Standard Arabic, the teachers confirmed that both forms of Arabic are consistent with regards to the grammatical and sentence structures, though Classical Arabic is more complex and vastly richer in vocabulary (Abdussalam, 2010). They emphasised that, while Modern Standard Arabic is the language variant adopted by the Australian Curriculum, and it is the language of the literature, education and the media across the Arab world, their school is more interested in classical Arabic as most of their students are from Muslim families who come from non-Arabic speaking background and, therefore, they want their children to learn Arabic to understand the Quran.

This perception is influencing the teachers' approaches and methods and creating unnecessary confusion. The learning of Modern Standard Arabic should not be viewed as an obstacle to understanding the Quran. When the students learn the simpler form of Arabic, which is the Modern Standard Arabic, they will find it easier to understand the Classical/Quranic Arabic, build their vocabulary according to their interests and needs and augment their listening, speaking, reading and writing skills. In fact, one of the common mistakes among some of the Arabic teachers is their emphasis on teaching complex grammatical and sentence structures that even native Arabic speakers find it difficult to use (Gully, et al., 2015).

Consequently, unlike other classroom or subject teachers, the Arabic teachers have been left with two visions or frames of reference; the Australian national Curriculum, on the one hand, and the vision of helping children understand the Quran, on the other. These two different orientations can lead to incoherent or isolated teaching and learning experiences. Planning of lessons, units and other teaching and learning programs is not intended to produce isolated learning opportunities. A clear vision with specific objectives, which informs the direction of the student's learning journey, provides teachers with "a frame of reference that helps them to evaluate their current practice" and determine what resources are needed and what students will do to meet the objectives (Department of Education and Training, 2018).

It is important that Arabic teachers, departments or coordinators develop a coherent vision

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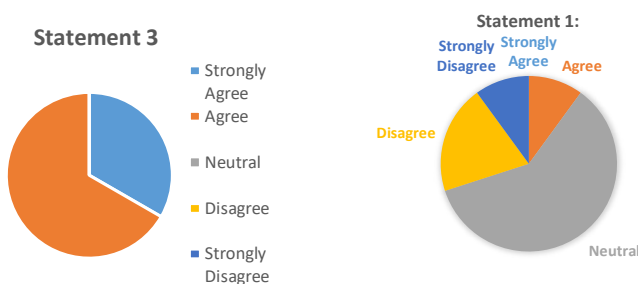
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for their Arabic programs and personalise their teaching resources to reflect the aspirations of their school communities. An effective approach needs to incorporate the objective of helping the students understand the primary sources of Islam and the objectives of the national curriculum of preparing students to gain access to a world of career opportunities available for bilingual Arabic speakers.

An inspiring vision should be clear, specific and timely. It should articulate to students and school communities that the Arabic program aims to help the students understand the Quran and, at the same time, prepare them to be able and confident to continue their Arabic learning journey in their senior high school or tertiary study, as this will open for them numerous career opportunities in the future. Islamic schools should educate their Muslim communities, parents and secondary school students, and raise their awareness of the fact that, in addition to helping the students understand the primary sources of Islam, learning Arabic will enable them to gain access to a world of exciting career opportunities in Australia, abroad as well as through the online medium. Bilingual Arabic speakers are in high demand in government, economic and humanitarian initiatives, including government relations specialist, foreign-service officer, development program officer, translator, interpreter or legal assistant for law firms who work with Arabic companies or clients. In addition, numerous job opportunities are available and increasingly growing within the Muslim community's sector, including in Islamic schools and organisations.

### Students Needs and Interests

To provide effective learning experiences that motivate students, teachers need to understand and cater for the diverse needs, abilities and interests of their students (Jolly & Bolitho, 2010). Therefore, during the individual interviews and group discussion as well as in the teacher questionnaire, teachers were asked to comment on their students' interest in learning Arabic, their participation and behaviour in class and their language competencies.



Most teachers emphasised that the majority of students do not show interest in Arabic for various reasons. The most important reason indicated was that the content of the textbooks is, to a large extent, not relevant to the lives of the Australian students. This point will be discussed in detail in the next section. Some teachers explained that parents are interested in Arabic, but they cannot help their children at home as most of them come from non-Arabic speaking backgrounds. One of the teachers mentioned that “some students do not show interest or participate in the Arabic class, but they perform well in the exams”. This could be due to the fact that the material taught is not suitable or engaging, or that the assessment papers are too easy for the level of the students.

### The teacher questionnaire: A Case Study

In the following, the paper presents the responses collected from one of the participant schools. Statements one and two of the teacher questionnaire are related to the student’s interest in learning Arabic:

**Statement 1:** The students show interest in learning Arabic.

Only one of the ten teachers who completed the questionnaire agreed that the students show interest in the subject, three teachers disagreed or strongly disagreed, and six chose neutral!

**Statement 2:** The students are always eager to participate in class.

Three teachers agreed that students are eager to participate in class and three disagreed, while four chose neutral.

One of the teachers who selected neutral wrote in the comments section that only parents (and some students) are interested in Arabic. Another teacher explained in the interview that some students might choose not to participate in the class because they are too shy rather than due to lack of interest.

**Statement 3:** The language competency of students varies significantly.

There is a unanimous agreement on this point as all respondents chose ‘agree’ or ‘strongly agree’.

This indicates that the Arabic program must cater for diverse levels of students, which should be reflected in the teachers’ planning of teaching and learning, as will be discussed below.

With regards to the levels of students’ competency in Arabic, the teachers were asked in

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the interview to assess the average level of their students in Arabic using a scale of 1-10. All answers came within the range of 4-6. Teachers were also asked to describe the progress and improvement of students by using “good, very good, excellent, average or below average”. Most answers were “below average”. When asked to explain why, they mentioned different challenges, such as lack of student interest, non-Arabic speaking background, and unengaging textbooks. Some teachers, particularly of primary school, stressed that students consider the Arabic class as a free time and don’t take it seriously.

**Statement 4:** The students’ behaviour in class is challenging.



None of the teachers disagreed on this point. Seven out of ten agreed/strongly agreed and three selected neutral. In addition, during the interviews, almost all teachers confirmed that the behaviour of the students in the Arabic class is a major concern.

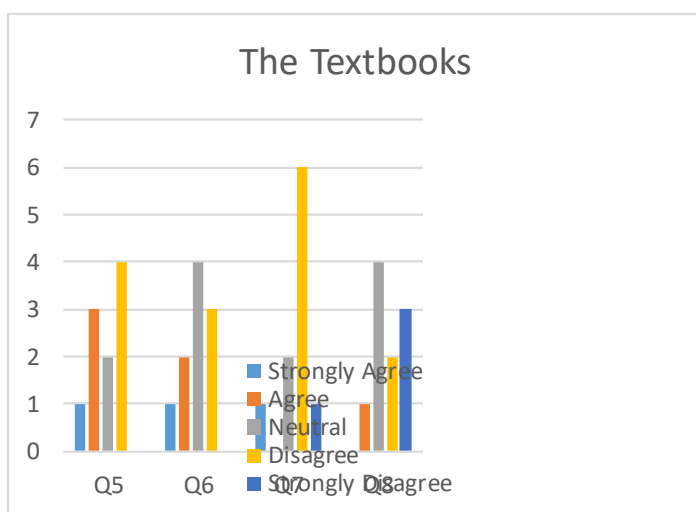
When asked if the school has a clear discipline policy in place, all teachers agreed. However, it became evident through the discussion that the majority of the teachers are not consistently applying the discipline policy and/or lack behaviour management skills.

The teachers were also asked if this is “affecting the teaching and learning”. Most of them stressed that it is strongly impacting on the teaching and learning process. For the question of “how can this be resolved/improved”, some teachers mentioned that they have tried everything, but nothing seems to work.

Arabic teachers need to develop classroom management strategies to address behavioural problems. As such, student behaviour management should be identified as an area of improvement for Arabic teachers. Effective classroom management strategies can work best when teachers are able to build positive relationships with students and provide them with engaging and relevant learning opportunities.

### Program Resources: The Arabic Textbooks

Teachers' perspective on the Arabic textbooks they use was sought through the interviews and teacher questionnaire. In addition, a thorough review of the textbooks was conducted after the interviews. Two separate sets (series) of textbooks are being used in both campuses of the school, one set for the primary and one for secondary school. For the primary school, teachers are using "I Love and Learn Arabic" (أحب وأتعلم العربية). This series consist of 11 books for eight levels, and it was written and published in France primarily for French speakers and other Arabic learners in Europe.



For the secondary school, namely years 7-9, teachers are using "Arabic between your hands" (العربية بين يديك). This series consists of 8 books for 4 levels.

For years 7 and 8, students are using level one, book 2, which is comparable to the levels of years 3-4 in primary school. Book 1 of level 2 is used for year 9. This series is written and published in Saudi Arabia and mainly intended for adult learners or university students who travel to Saudi Arabia for study.

Upon review of the contents, it became apparent that the books are not relevant to the life of Australian students, do not reflect the achievement standards stipulated in the Australian Curriculum for their respective year levels/stages, and do not cater for the diverse needs and abilities of students. For example, many lessons contain information about African countries and cities, such as their national flags, names of cities and maps of national/geographical

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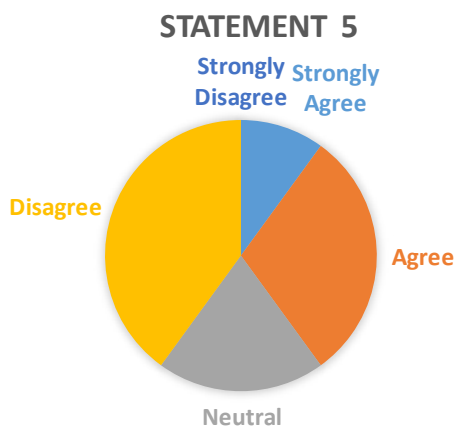
boundaries of countries such as Mali, Chad, Ghana, and Kenya etc. There is no information about Australia and no mention of any Australian cities and places. This indicates that the books are mainly addressing people who come from Africa to Saudi Arabia for work or study.

Another important example is the information presented about monetary values and banknotes, where students need to read, write and speak about Saudi Riyal, and identify the pictures of different types of Saudi banknotes.

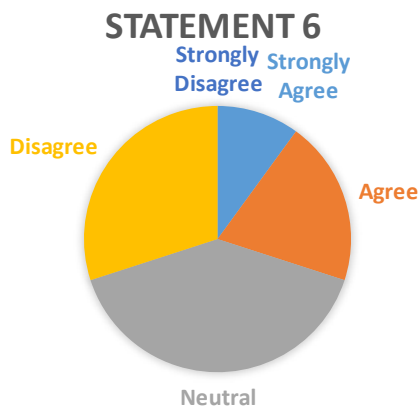
In the individual interviews, the teachers were asked to comment on four statements. In general, all Arabic teachers believe that the textbooks do not cater for the diverse needs and abilities of the students. Most of them also think that the textbooks do not reflect the achievement standards stipulated in the Australian curriculum. In the comments section where they were asked to list three things they prefer to change; five teachers identified the textbooks as one of the things they prefer to change.

More importantly, most of the teachers agreed in the interviews, as well as in the questionnaire, that the students do not find the textbooks interesting.

**Statements 5:** The content of the textbooks we use is suitable.



**Statements 6:** The textbooks provide clear information about the goals and objectives of every lesson/unit.

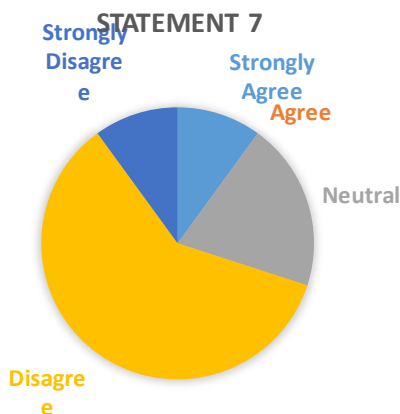


Although the numbers of the teachers who agreed/strongly agreed and those who disagreed on statements 5 and 6 were equal, the overwhelming majority emphasized that the students do not find the textbooks easy and interesting (statement 7).

Oddly, some of the teachers who agreed with statement 5 commented that the books should be changed and that they do not cater for the diverse abilities of students.

In addition, upon reviewing the textbooks, it appeared that the textbooks do not provide information about the goals and objectives of every lesson/unit. The teacher or learner would have to figure out the objectives of the lessons from the titles or by going through the content of the lessons. In fact, many of the lessons have the title “reading”, “dialogue” or “grammatical structures” rather than a topic-title.

**Statement 7:** Students find the textbooks easy and interesting.



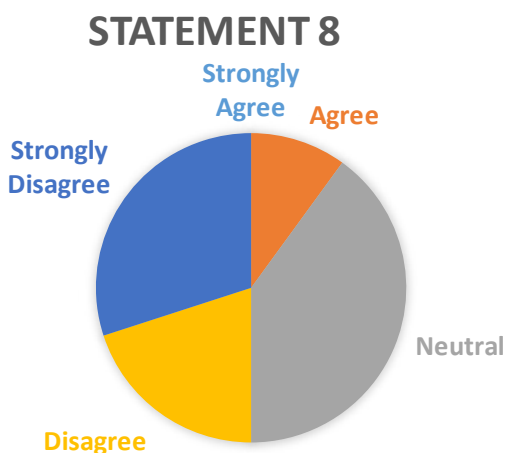
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Seven teachers disagreed/strongly disagreed with statement 7, two were neutral and only one chose 'strongly agree'.

This also aligns with what the teachers stressed in the interviews as almost all of them indicated that the students do not show interest in Arabic because the content of the textbooks is not relevant to their life.

**Statement 8:** The textbooks include a wide range of engaging exercises.



Similarly, for statement eight, only one teacher agreed that the textbooks include a wide range of engaging exercises, whereas five disagreed/strongly disagreed and four chose neutral. After reviewing the textbooks, the researcher found that the textbooks do include a wide range of exercises and activities. However, clearly the teachers were indicating that these exercises are not engaging students. This is, most likely, due to the fact that the topics are not relevant to the life of students or their abilities.

### Program Documents:

In the individual interviews the teachers were asked about the scope and sequence and other program documents they use for their lesson planning. Primary school teachers said that they do not have a scope and sequence document. Secondary school teachers said that they do have a scope and sequence, but most of them indicated that they do not refer to it for planning their teaching and learning programs. Some teachers stated that they use the

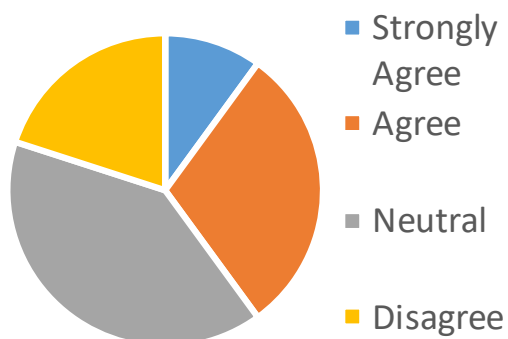
previous years' term planners and adjust them for their lesson planning. Upon reviewing the program document presented, no scope and sequence document was sited. The Arabic department needs to develop a personalised scope and sequence with clear sequential expectations specifying what teachers are ought to teach in every stage or year level as well as the expected achievement standards.

Furthermore, the review of the term planners showed inconsistency in terms of structure, contents and/or learning objectives. Some planners refer to the Australian Curriculum and include the "content descriptions", "strands" and "sub-strands" stipulated in the Australian Curriculum F-10: Arabic. Some of these planners, however, were very vague in terms of the learning and teaching activities. It is not clear how teaching and learning is delivered or how the teachers would know that the learning objectives mentioned in the planners are met. Some of the secondary planners include "Learning objectives - Descriptor" and "Grammar Descriptor", while others do not refer to the Australian curriculum at all and are solely based on topics and exercises from the textbooks.

The term planners also show that, for years 7-9, only one unit is being taught per term, and that teachers are spending 4 weeks for revision and assessment after completing the unit. As the textbook consists of 8 units, two units should be covered per term for students to complete the entire textbook. With regards to the teachers' opinions, the teacher questionnaire included two statements (9-10) about the Arabic program in general and two statements (11-12) about the scope and sequence, as follows:

**Statements 9:** Our Arabic program caters for the diverse language competencies of students.

### Statement 9



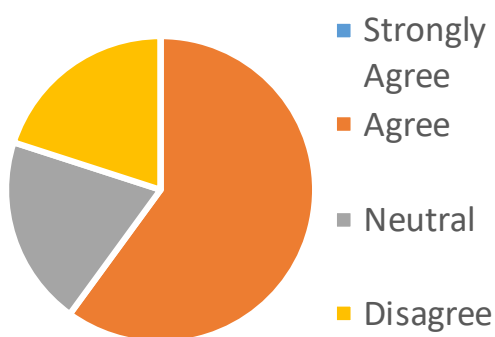
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Four teachers agreed/strongly agreed with this statement, while four selected neutral and two disagreed. Considering that all teachers confirmed that the “language competency of students varies significantly” (see statement 3 above) and that they are mainly relying on the textbooks, it was important to probe on this point in the individual interviews. Therefore, when the teachers who agreed with this statement were asked to explain how do the textbooks or the program “cater for the diverse language competencies of students” all answers were vague. Some teachers indicated that the textbooks include a variety of exercises. Others mentioned that they address this issue in their planning and teaching by preparing classwork for the weaker students.

**Statements 10:** The Arabic program sets out clearly what students are expected to learn.

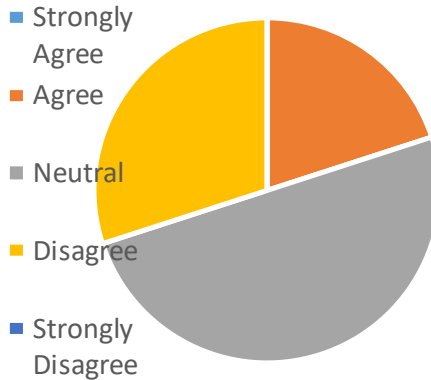
### Statement 10



For statement 10, six teachers agreed, two chose neutral and two disagreed. The difference between the teachers who agreed and those who disagreed, as the interviews revealed, is that the former were thinking of the units they need to teach from the textbooks, while the latter were thinking of the program documents such as the scope and sequence.

**Statements 11:** The scope and sequence assist in planning programs that meet the diverse needs of students.

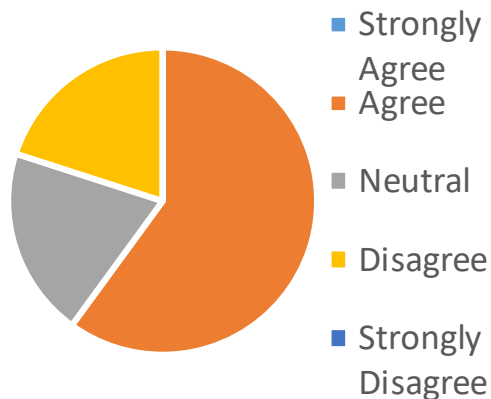
### Statement 11



Two teachers agreed with this statement, five selected neutral, and three disagreed. Considering that teachers do not refer to a scope and sequence for their planning, and that all primary teachers confirmed that they do not have a scope and sequence, it is likely that teachers who agreed were referring to the scope and sequence of the Australian Curriculum, even though they are not referring to it.

**Statements 12:** The scope and sequence include clear content descriptions and achievement standards.

### Statement 12



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Seven teachers agreed, two neutral and one disagreed. As the case with the previous statement, even some of the primary Arabic teachers who confirmed that they don't have a scope and sequence agreed with this statement.

### Assessment Strategy:

In the individual interviews, teachers were asked to explain the assessment process they follow and if there is a systematic assessment strategy for the Arabic department. The primary school teachers indicated that they do not conduct any semester or end-of-year exams. However, they conduct regular formative assessments during class.

Secondary school teachers mentioned that they conduct semester and yearly exams as well as ongoing formative assessments. Upon reviewing the exam papers, it was clear that the level of difficulty of years 7-9 exam papers is similar to the exercises and activities taught at year levels 3-4. When teachers were asked to comment on this during the interviews, they explained that the exams are suitable for the levels of the students and that they don't want all students to fail.

In addition, the exam papers are not balanced in terms of assessing the four skills: listening, speaking, reading and writing. In fact, listening and speaking skills are not assessed at all, while reading and writing are assessed at the most basic levels (e.g., identifying words or pictures and joining and separating letters).

### Language Teaching Methods and Strategies

This paper does not intend to suggest or promote a specific method of teaching. However, it is widely recognised that language teaching is more effective and engaging when a range of approaches and methods are employed (Ellis, 2013). As such, while there is no one specific method which works best for all students in all situations, it can be ineffective or counterproductive to stick to one method of teaching, as students are diverse in the way they learn and engage in learning experiences.

To explore the teachers' familiarity with the predominant methods of teaching Arabic for non-native speakers, a range of questions were asked during the interviews. Initially, the teachers were asked if they prefer to apply a particular method, and if there is a common approach or method used by all Arabic teachers, such as the grammar-translation, communicative language teaching, or audio-lingual methods. Familiarity with different

teaching methods and approaches allow the teachers to be more conscious of what they do in class, what is or is not working and what other options and strategies can be tried.

Therefore, teachers were requested to explain some of the main activities and exercises that they consistently implement in their classes. Although the Arabic textbooks currently used, particularly for secondary school, promote communicative approach, most teachers appeared to be mainly applying the traditional grammar-translation method. As such, the most common activities implemented in the Arabic classes include translating texts and phrases from Arabic to English, copying words or phrases and practicing grammatical rules. Some teachers are also conduct audio-lingual activities, where the students listen to recordings and repeat spoken Arabic materials, or the teacher pronounces new vocabulary or sentences that the students would repeat aloud.

When asked if they have previously attended any teacher-training workshops specifically for teaching Arabic as a foreign language, only one teacher mentioned that she attended one or more training. The rest of the teachers stressed that they are unaware of the availability of any such opportunities in their state/city. Most of the teachers confirmed that they did not receive any formal teacher-training or qualifications in teaching Arabic as a foreign language, and they were openly willing to participate in future opportunities whenever they become available.

The teachers were also asked about the importance of teaching the four skills, and if they emphasise one or more of these skills over the others. All the teachers emphasized the importance of balancing the four skills in teaching the Arabic language. They also stressed that they give the four skills equal attention. However, when they explained the types of activities and exercises that they mainly implement in class, and the types of homework they assign to their students, it appeared that writing (mostly copying) and, to a lesser extent, reading are taking much more attention and focus than listening and speaking skills. This is not the best practice according to many second language acquisition experts who emphasize the importance of balancing the four language skills (Spada & Lightbown, 2013).

Providing students with more opportunities to use and re-produce the language, through speaking and writing (rather than copying) activities, not only helps them improve their communication skills in the target language, but also enhances their ability to retain what they learn and build on it. Teachers need to encourage pair or small group activities that allow students to engage in learning experiences that particularly promote speaking and listening skills.

### Conclusion

This paper has elaborated on the findings of research on how Arabic is taught in Australian Islamic Schools and how it can be improved. The research explored the teachers' perceptions towards the objectives of the Arabic program and level of students' interests, needs and motivation. It also reviewed and examined the Arabic program documents and textbooks, the assessment process and the teaching methods and strategies implemented by the Arabic teachers in the participating schools.

One of the important issues that need to be addressed is the lack of clarity with regards to the main objective of the Arabic program. Some teachers seemed to be unclear about the correlation between the objectives of the Australian Curriculum and helping the students understand the Quran. The research indicated that Australian Islamic schools need to develop and customise Arabic programs and resources that cater for the needs and interests of Australian Muslim students to make the teaching and learning of Arabic meaningful, relevant and responsive to the aspirations of their students and communities.

With regards to student interests and teachers' understanding of students' needs, the research showed that most of the teachers indicated that the majority of their students do not show interest in learning Arabic. This lack of interest or motivation, as the paper has explained, is due to three interconnected challenges:

1st The contents and topics of the textbooks are not relevant to the lives of the students.

2nd The level of difficulty of the material taught is does not match with the levels of students and/or does not address their diverse abilities and needs.

3rd The teaching methods and strategies applied are not engaging.

The findings also identified 'student behaviour management' as a priority area of improvement for Arabic teachers. Most Arabic teachers, according to the questionnaire and the individual interviews, find the behaviour of the students in class as challenging. Arabic teachers need to develop effective student behaviour management skills, build positive relationships with students and provide them with engaging, relevant learning opportunities. Keeping students busy with engaging activities in class is the best way to minimise disruption and behaviour problems. This indicates the need for teacher training in two areas, student behaviour management and creating engaging activities to provide positive learning experiences.

With regards to the Arabic textbooks, the findings demonstrated that the textbooks are full of information and contents that are not relevant to the lives of Australian Muslim students, not suitable to the levels and abilities of students (especially for years 5-9) and do not reflect the sequence and achievement standards stipulated in the Australian Curriculum. The primary and secondary schools are using two completely different series of textbooks that are written for different types of learners and not coherently sequential in terms of their topics and levels of difficulty. They do not cater for the diverse abilities of students. As such, as the majority of the teachers emphasized, the students do not find the textbooks interesting.

As for the program documents that teachers use for planning teaching and learning programs, while the primary Arabic teachers confirmed that they do not have scope and sequence, almost all teachers, including the secondary, are using and customising previous years term-planners rather than referring to one master scope and sequence document. If the teachers keep customising previously customised planners, there is the risk of ad hoc content delivery, and they might end up doing something completely different from what is stipulated in the curriculum. Therefore, the teachers, including at the primary level, need to have one coherent scope and sequence document which clearly specifies what they need to teach at every grade level.

Issues were also found with regards to the assessment process and exam papers. The findings indicate that the assessments and exam papers are not balanced in terms of both the level of difficulty and the assessment of the four language skills: listening, speaking, reading and writing. The exam papers include questions that appear to be samples of the type of exercises covered in class that do not effectively focus on the four language skills in a balanced manner.

The findings show a need for teacher training in the areas of student behaviour management and teaching Arabic as a foreign language. To make the Arabic class interesting, teachers need to develop effective teaching strategies that emphasize pair/group work, task-based and student-centred activities and provide more authentic learning experiences.

## Recommendations

### Professional development and teacher training

With the shortage of formally qualified and experienced Arabic teachers in Australia,

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teacher training and development becomes a priority for all schools that offer Arabic language programs. There is also a scarcity of professional development opportunities for teachers of Arabic for non-native learners. Consequently, an ongoing PD programs for Arabic teachers is urgently needed.

### Lesson observation and feedback

Conducting regular lesson observation sessions by senior/experienced teachers, followed by constructive feedback, especially after PD sessions, will help identify what teachers are implementing, how teaching and learning is progressing and what areas of improvement require further attention. This will also help planning future PDs on a continuous basis.

### Personalised Arabic Textbooks

Personalised textbooks are more engaging and effective than the one-size-fits-all model of the traditional textbooks. Consequently, Islamic schools need to develop their own personalised/customisable textbooks that cater for the needs, interests and abilities of their students. Customisable textbooks enable schools and teachers to control what to include or remove in the future based on implementation and trial. Relevant content enables the teachers to provide engaging learning experiences for their students.

### The language of instruction in Arabic classes

It is easier for students to learn a new language when they have more opportunities to experience the target language in authentic situations. In order to provide students with authentic Arabic learning experiences, it is recommended that Arabic teachers increasingly use the Arabic language as the main language of instruction in the class. When giving instructions in Arabic, teachers should ask the students to repeat the instruction to make sure they understand.

### Organising an annual workshop

Islamic schools and other educational institutions and centres that offer Arabic language programs should collaborate in organising annual workshops that encourage discussions on modern approaches to Arabic language teaching and help Arabic teachers network and exchange ideas.

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### Appendices

#### Appendix A: Teacher questionnaire

Name \_\_\_\_\_ Year levels taught \_\_\_\_\_

Please circle the number that corresponds with your level of agreement with each statement, with 1=Strongly Agree, 2=Agree, 3= Neutral, 4=Disagree, and 5=Strongly Disagree.

	1	2	3	4	5
The students show interest in learning Arabic					
The students are always eager to participate in class					
The language competency of students varies significantly					
The students' behaviour in class is challenging					
The content of the textbooks we use is suitable					
The textbooks provide clear information about the goals and objectives of every lesson/unit					
Students find the textbooks easy and interesting					
The textbooks include a wide range of engaging exercises					
Our Arabic program caters for the diverse language competencies of students					
The Arabic program sets out clearly what students are expected to learn					
The scope and sequence assist in planning programs that meet the diverse needs of students					
The scope and sequence include clear content descriptions and achievement standards					

**Please comment**

1. List three areas of strength that you can identify in the teaching of Arabic at The School:

.....  
.....  
.....

2. List three aspects you would prefer to change or improve in the future?

.....  
.....  
.....

### Appendix B

#### Questions Used for Teacher Interviews

##### The Arabic teachers

- ❖ How long have been teaching at this school?
- ❖ Have you taught in other schools?
- ❖ How long have you been teaching Arabic?
- ❖ Why did you choose to teach Arabic?
- ❖ Why is teaching Arabic important for this school?
- ❖ What do you, as a team, want students to achieve?
- ❖ Do you think you are achieving that? Why?
- ❖ If you, as a team, want to change anything, what would it be?
- ❖ What would you add or improve?

##### The students

- ❖ Do you think the students are interested in Arabic? Why do you think so?
- ❖ How would you describe the levels of the students in Arabic?
- ❖ (Using a scale of 1-10 for the average student)
- ❖ How would you assess the progress and improvement? (Good, very good excellent, average or below average)
- ❖ What are the challenges that students face when learning Arabic?

- ❖ How would you describe the behaviour of the students? Why?
- ❖ How is that affecting the teaching or learning process?
- ❖ How can this be addressed?

### The Arabic Program and Resources

- ❖ Do you have a scope and sequence?
- ❖ Does the scope and sequence assist in planning teaching and learning programs that meet the diverse needs of students?
- ❖ Do you think the Arabic textbooks are suitable to the levels of students?
- ❖ What is the best thing about these textbooks?
- ❖ Are they useful? Easy to use? Adaptable? Relevant?
- ❖ What would you like to change, remove or add to them?
- ❖ Do they align with the Australian Arabic curriculum F-10?
- ❖ Do they cater for the diverse levels and abilities of student?
- ❖ What element of the language skills do they emphasise most? Writing, reading, listening, speaking
- ❖ Are you aware of any other available of resources: internal and external
- ❖ Do you have a clear assessment strategy that all teachers follow?
- ❖ Can you explain it? (Formative and summative assessments)
- ❖ Do you have a consistent homework policy?

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❖ What types of homework do you assign mostly? writing, reading, translation, memorisation of vocab/spelling, etc.

### Teaching Methods and Practices

Is there a common teaching method used by all Arabic teachers?

In your opinion, what is the difference, if any, between teaching Arabic for native and non-native Arabic speakers?

From your observation and/or discussions with the teachers, what are some of the teaching strategies used by Arabic teachers?

Do you prefer communicative approach or traditional methods?

Do you use technology in your Arabic classes?

Which of the following language teaching methods do you prefer and mainly use?

The Grammar-Translation Method

Audio-Lingual Method,

Communicative language teaching

Have you attended any PD training specifically for Arabic teaching?

Are you aware of any external PD training opportunities for Arabic teachers?

### Challenges and areas of improvement

❖ What are the challenges that teachers face when teaching Arabic?

❖ What are some of the areas of strength of the Arabic department?

❖ What are some of the areas of improvement?

❖ How do you compare the teaching of Arabic with other subjects?

In terms of:

availability of resources,

ease of planning lessons and teaching,

students' progress and attitudes,

curriculum and content covered,

teacher support available; training and development, lesson observations, meetings.

## Reflection on Online Learning amid COVID 19 Lockdown Pedagogical Implications

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### Abstract

Similar to other countries' quick responses to school and university closure in a time of pandemic crisis, online learning was adopted in the Moroccan educational system with no exception. The aim was to maintain teaching and learning while keeping teachers, faculty members and students safe. However, not only has early research reported the importance of online learning but it also reveals students' low satisfaction as far as this teaching method is concerned (ouchen, 2021). In this regard, the present research paper presents some follow up reflections related to a previous study on online learning published in 2021. The objective has been to elaborate more on those prior findings by conducting further interviews with 90 faculty members from different universities In Morocco. Accordingly, the study revealed highly pertinent results; firstly, all the professors reported a number of different challenges related to online learning. They also suggested some enlightening pedagogical implications and solutions that would enhance online learning in particular and inspire the educational sphere at large.

**Key words:** Online Learning; Learners' satisfaction; Pedagogical Implications; Reflection

### Introduction

The unexpected outbreak of the pandemic COVID19 with most schools shut across the globe has made learning possible through only one teaching mode, that of online learning. Similarly, the Moroccan educational system, with no exception, has shifted from taking place in a real classroom setting to a distance world whereby teaching is undertaken remotely and on digital platforms (ouchen2021). It is difficult to evaluate such a teaching experience as the real results of online learning because it took place at the outbreak of the crisis, and it was not planned earlier. Hodges, et al., (2020) states that “Typical planning, preparation, and development time for a fully online university course is six to nine months before the course is delivered”, which was not the case in most universities around the country. In line with this, early research has reported students’ low satisfaction as far this teaching mode is concerned (Ouchen 2021). For this purpose, the present study purports to bridge this gap by conducting follow up interviews with faculty members to make them reflect on further issues related to online learning in higher education. The main questions which the present study addresses are associated with online learning challenges and some insightful pedagogical implications.

### 1. Literature Review

Distance learning is an ancient teaching method that has been used for over 100 years with correspondence courses as one of its earliest means (Doug 2002). With the revolution of technology, the concept of distance learning has come to include other forms such as radio, television and videotaped lecture courses (Imel, 1996; Moore & Lockee, 1998). Recently, the emergence of the internet has opened wide dimensions to distance learning making it instant, more interactive and practical; this includes digital platforms, where learners and teachers meet and interact at the same time, live and recorded video instruction, mail courses, etc.

Literature is vast with definitions of distance learning; Keegan (1995) states that distance education or distance training refer to a learning process whereby the learner and the teacher are technologically separated; the learner does not have to travel to “a fixed place, at a fixed time, to meet a fixed person, in order to be trained”. Greenberg (1998), in his turn, defines distance learning as “a planned teaching/learning experience that uses a wide spectrum of technologies to reach learners at a distance and is designed to encourage learner interaction and certification of learning”. Teaster, et al. (1999) contend that the primary concern of distance learning is that the teacher and the learner are “separate in space and possibly time”.

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However, Hodges, et al. (2020), in their definition draw a clear cutline between online learning and emergency remote teaching. They state that “Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster”. As they put it in their own words, “emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances”. In this sense, what the educational system, all over the world, has been offering as a response to schools and universities closure at the time of covid 19 crisis cannot be evaluated as online, digital or distance learning but emergency remote teaching. Such an abrupt shift in the teaching learning process has raised different attitudes ranging from in favour of it to totally against it.

While the value of this shift in the teaching and learning process remains hotly debatable, several studies and theories have always stressed upon the merits of technology use in classroom practices. A robust body of research refers to the new “crop” of learners as “digital natives” who were born and have grown in a digital world. They prefer learning in a digital atmosphere using the latest technology tools different from their ancestors who are referred to as “digital immigrants” and whose digital inclinations are lower (Glasser, 1998; Prensky, 2001; Beck & Wade, 2004, Deubel, 2006; Bakkali & Ouchen 2020). Most research carried out on digital learning, at large, reveals a number of multi-dimensional positive results that nurture and boost learners’ performance and competence (Barab& Roth, 2006; Gee, 2003; Steinkuehler, 2008, Bakkali & Ouchen 2020).

Similarly, Doug (2002) claims that distance learning displays various merits in the field of education. With this type of learning, financial issues are solved such as lack of physical classes due to the ever-increasing number of enrollments. Chang (2012) conducted a study on students’ satisfaction with online collaborative learning. The results reveal that both groups, Flemish and Chinese, express their satisfaction with online learning at three levels: environment, performance and knowledge construction.

## II. Summary of the findings of the previous study

The study examined learners’ satisfaction with online learning at the level of five variables: Content transmission, Understanding, Communication skills, Independence spirit, and finally Teachers’ performance and their teaching method. Overall, the results revealed students’ low satisfaction in relation to nearly all the above-cited variables. Students presented a set of convincing challenges that hinder their learning process; some of them referred to faculty

members' lack of professional training in this new teaching method. The situation was as such because neither did policy makers nor faculty members expect classes to be held virtually; thus, efforts, preparations were mainly directed to real classroom settings. Instructors' lack of readiness leads to low performance on their part and to learners' low satisfaction. Such an assumption has been confirmed by Hodges, et al., (2020), who attest that it is impossible for every faculty member to suddenly become an expert in online teaching and learning under such circumstances. Other challenges are related to ICT equipment and logistics which do not always offer a suitable alternative to classroom learning especially with the absence of speed internet connection, digital gadgets, trained professors among others.

### III. Findings of the present study

#### Online learning challenges

According to the interviews conducted with 90 faculty members from different universities in Morocco, a number of challenges that hinder the success of online learning has been cited. Some of them are technical bound; this means that did neither professors nor students receive qualified trainings on the use of tools, platforms dedicated for online learning. This lack of experience has put them in front of some unprecedented challenges especially during the lockdown when no external technical support was allowed to take place. Other challenges are related to psychological readiness to deliver a course via a virtual mode; this uncomfortable state happens to novice professors as well as to expert ones. They feel a sort of stress due to the internal feeling of being spotted at; differently from when being in a face to face classroom.

Faculty members' interviews also address the quality of the overload content which makes it difficult to sustain students' motivation and involvement all along the session. Both professors and students find it hard, if not impossible, to keep focused during an online class; students attention may fade away very early during the course. Internet coverage at a large scope is another impeding factor of online learning; the latter can never take place in the absence of an internet service and a digital gadget. The transition from classroom instruction to online learning has taken place abruptly when nobody was thinking about it as the likely only possible alternative in education. The issue of readiness is at play once again; the Ministry of Education has thought of two national television channels to reach students with difficult access to the Internet; however, unequal chances prevailed between students with internet access and those who lack it. With TV classes, students cannot ask instant questions and

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receive immediate feedback that may facilitate the understanding process.

Online learning during Covid19 lockdown has also presented some challenges related to assessment; professors could not keep track of their students' formative or summative evaluation. In the absence of a reliable tool that can assess students' development throughout the online courses, high degree of cheating can take place. It is difficult to evaluate students online because they can check exercises or quizzes resorting to some support and other extra resources.

### Pedagogical Implications

Due to the changes brought by the digital turn and the outbreak of Covid 19, online learning has become a mandatory skill on the agenda of educators worldwide. There has been a sudden and unplanned transition from a typically classical mode of teaching to a newer and more challenging one. Yet, faculty members have managed to make the best of it and suggested a number of fruitful pedagogical implications. In this sense, it has been reported that a geographically broad and diverse population can attend without having to move to a fixed place at a fixed time. Online learning enables them to save time, energy, and money by learning anytime and anywhere (Ouchen 2021). Doug (2002) attests that online learning solves the problem of overcrowded physical building schools. This means that the government should set up digital and reliable infrastructures that allow students to access resources and activities on an equal basis. In reference to the technical challenge, faculty members suggest that technical trainings and assistance should be granted to all the professors and students. Access to in-service training helps professors acquire skills to communicate remotely and more confidently. Given the current experience, teaching should be maintained in a hybrid way; in this way, professors and learners get more familiar with it and once the situation requires it everyone is there for it. Consequently, it is high time the educational sector should fill the gaps in "digital literacy, information literacy, online education and open licensing for all educators at all level" (Bozkurt, et al. 2020).

Another intrinsic pedagogical implication that the present study reveals is autonomous spirit that significantly shows in learners' way of learning. The Covid 19 pandemic along with the subsequent lockdown enhance self-directed learning; learners acquire a new learning skill by depending to a greater degree on themselves. This is an insightful potential for educators; education has to shift from mere learning to learning to know; from imparting information

to information literacy; from being content-centred to be methodology focused (Bozkurt, *ibid*). Education must become more flexible, where the student has more independence and autonomy, using educational technologies (Gopinathan, et al. 2022). Collaborative learning has also become the new norm; learners tend to learn from their peers. From the outbreak of the pandemic to present time, students have started learning within a virtual cycle, for example whatsapp groups, zoom meetings, Moodle among others. Covid-19 fires up the transition to Collaborative Learning and this gives some implications to educators; there is a need to rethink the models and practices involved in the teaching and learning process. The learners should not be viewed as passive agents but as active and engaged members in the learning situation. Research shows that collaborative learning is enjoyable and engaging for students, especially when it is conducted digitally using innovative learning technologies (Glasser, 1998; Prensky, 2001; Beck & Wade, 2004; Barab& Roth, 2006; Deubel, 2006; Gee, 2003; Steinkuehler, 2008 Bakkali& Ouchen 2020).

### CONCLUSION

At the time the government was thinking about expanding digital literacy among all the vital sectors in Morocco, a step which was initiated by the development of “Morocco Digital 2025” in 2017, Covid 19 pandemic- the first of its kind- emerged. The latter made radical changes by affecting healthcare, economy, social life and education. In the educational sphere, the situation was marked by doubtful feelings of self-security as it was the case all over the world; this pushed policy makers to close all the schools and universities while maintaining the continuity and delivery of instruction through the online mode. A deep reflection on the part of faculty members shows that not only has this uncomfortable and stressful experience of online learning revealed some challenges but it reports some insightful pedagogical implications that serve, significantly, the educational field at large.

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## The Impact of Using Technology on English Language Learning in Libya

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### ABSTRACT

The development of technology has impacted every aspect of our lives in the 21st century and essential part of education. The recent implementation of technology in education has exerted significant pressure on academics, especially during the COVID-19 pandemic, which made online courses accessible to all students. This correlation-type study investigates the relationship between technology and Libyan students' difficulties in the English language learning process. The theoretical framework includes independent and dependent variables, technology and language learning difficulties are considered the independent variables, whereas English language learning is regarded as the dependent variable. This study aims to determine whether a relationship exists between these two variables. In other words, this study attempts to determine the specific independent variables that are positively or negatively correlated with the dependent variable. Thirty Libyan students at the college of education- Waddan, (Aljufra University) participated in this study. A questionnaire was employed as a research instrument to accomplish the research objectives. The results of this study revealed that utilizing modern technologies have a mixed impact on English language learning. In addition, the findings show that Libyan students face numerous difficulties in a foreign language. These difficulties include (a) lack of computer competence, (b) weak ability to use computer-assisted language learning (CALL) tools, (c) spending considerable time translating new words using a hard copy dictionary, and (d) inability to take effective notes (computer-aided self-assessment), (e) lack of language laboratories with CALL tools, and (f) Lack of participation because English teachers do not encourage students to use their own

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technology devices during the class to enhance learning with additional materials by searching online for related concepts such as video, audio, or any demonstrations and simulations of learning concepts. In other words, they don't use the web to share digital files related to their course (e.g., audio files, movies, digital documents, and websites) with other students. Besides, Libyan students don't have to take massive open online courses (MOOC). Based on these results, Libyan students lack proficiency in a second/foreign language learning and must make more effort in improving their language competency by using modern technologies to enhance academic success.

**Keywords:** Technology, difficulties, English language learning

### 1.0 Background and Rationale

Life has become easier and more pleasant after the emergence of modern technologies that are designed to perform some basic tasks that are previously performed by humans. This type of technology has also enabled people to perform their work more creatively. It has become very widespread nowadays that one will feel outdated without using these tools. As computer systems become more intelligent, they are used in more work-related situations that previously required human labor.

Recently, educational technology plays a vital role as a communication tool between teacher and student. It refers to the use of technology in facilitating the learning processes, and in improving the performance of learners. It can empower teachers and learners, promote change and foster the development of twenty-first-century skills. Improving education quality is a priority for most developing countries in which governments are encountering a challenge to identify efficient ways to use their scarce resources and raise the quality of education.

According to Alsulami (2016), there is a positive effect of digital technology in enabling students to be more proficient in language learning. He illustrates that language learning such as English as a foreign language via using computer software, social networking websites, online video and audio tools (i.e., Skype, MP3 players, and YouTube), tablet apps and smartphones have an approval rate from students in improving students' language learning because they prefer utilizing this modern technology to enhance their four skills (speaking, reading, writing, and listening), which is mainly a crucial tool in developing their creativity. Besides, the use of educational technology in learning English can definitely have a positive impact on the student's performance levels.

Rahman (2016) states that the implementation of technology in the classroom can enhance the effectiveness of the learning and teaching process. Teachers act as facilitators, designers, guides, and assistants during the teaching process. Therefore, the technical competence of teachers is very important. If teachers are incompetent, such as in presenting multimedia content, applying systematic teaching models, and utilizing multimedia sources, they cannot integrate technology into their teaching. They must also maintain close contact with computer programmers as well as collaborate with group leaders in maintaining the operation and management of various educational technology tools, such as e-learning, discussion forums, and online tests. Applying educational technology can have an impact on English language teaching, for instance, to encourage and motivate the students to be more connected to their lessons while the teachers will be focused broadly on professional development in subject knowledge.

Karimi & Hamzavi (2017) add that the progress and the development of different types of educational technology in different fields help English teachers and language learners to obtain various ranges of knowledge, thereby making language learning more interesting to these learners. Nowadays, computer technology has been implemented in language classrooms to support second/foreign language learning and to explore evidence of how computer technology can enhance the acquisition of language skills.

Bhosale et al. Salunkhe, & Surve (2020) illustrate that technology has a positive influence on education and at the same time may also posture negative effects. Instructors and learners should take advantage of this in a good light and remove the disadvantages which are pulling back many learners as well as schools from achieving superiority. It is thus time for every nation to present a more technologically armed education sector in the future.

Language learning in Libya has recently adopted the communicative language teaching approach, which refers to the ability of language learners to utilize contextually, socially, and culturally appropriate language in communicative contexts. However, most Libyan students are experiencing difficulties in developing their communicative competence beyond the classroom because they need a supportive learning environment. Therefore, special efforts are required to help Libyan students improve their language learning and practise their target language.

The teaching strategy of the flipped classroom assists Libyan students to improve their English language. Furthermore, it motivates and encourages them to be independent learners,

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and highly responsible for their learning, yet it also enhances the relationship between teacher and students. This model could be useful as an English teaching technique to improve Libyan school and university students' achievement in learning English. Braiek & Onaiba (2018) and Ho (2021) emphasize that information and communication technologies play an important role in today's daily life. They provide students with numerous options for learning the English language which can be suitable and fit the learning requirements of the student. So, applying these technologies in learning English is becoming increasingly widespread and productive for learners by using certain kinds of technology such as educational apps, tablets, and smartphones.

Khuong & Tham (2021) point out that during the Coronavirus disease (COVID-19), online learning (e-learning) of English as a foreign language has represented a method to adapt to the restrictions imposed worldwide which disrupted the normal functioning of the entire educational institutions. Using online learning tools, such as: zoom, google meet, and video conference during the COVID-19 pandemic made online courses accessible and affordable. Moreover, they present to the learners a range of activities for developing their language skills. These technologies provide useful and motivational media for both integrated skills and separate activities.

### 1.1 Research Problem

Online Learning has become widespread in educational institutions because the rapid development of the Internet equips computers with additional features that facilitate worldwide communication and provide users with real-time access to materials, especially during coronavirus mainly when the COVID-19 pandemic spread worldwide.. Therefore, many countries have integrated computer technologies into learning English. However, many students and teachers in Libya have some difficulties and barriers in applying these technologies in English language learning.

The process of applying educational technology in Libya is a challenge for both students and English teachers because Libyan students do not utilize new technologies, such as computer-assisted language learning (CALL) tools, in their learning. Moreover, the Libyan government does not encourage students to learn a foreign language and does not provide all educational institutions that are equipped with key facilities, such as language laboratories with CALL tools. Besides, the existing equipment and facilities in these institutions also have

some limitations, and most Libyan teachers are also not trained on how they can employ such technology in the classroom.

As mentioned above, Libyan students encounter several difficulties in learning English. These difficulties include (a) lack of computer competence, (b) weak ability to use computer-assisted language learning (CALL) tools, (c) spending considerable time in translating new words using a hard copy dictionary, and (d) inability to take effective notes (computer-aided self-assessment), and (e) lack of language laboratories with CALL tools and (f) Lack of participation in the classroom or online course. Also, one of the reasons behind this lack of proficiency in a foreign language is ascribed to the traditional English teaching methods which are still applied in Libyan schools and universities. Using traditional teaching methods makes Libyan students feel bored in their classes, thereby affecting their learning performance. These methods emphasize comprehension as students passively receive information from their teachers. Therefore, these students neglect the information on the sheets that are provided to them by their teachers because the amount of such information is too excessive for the brain to handle within a single period.

Most Libyan students are not competent and their deficiency is obvious in using the English language in real-life situations. In this regard, they do not have the opportunity to practise language skills.

### 1.2 Aim and Objectives

The aim of this study is to investigate the effect of using educational technology on the achievement and performance of students in learning English at the universities in Libya. The objectives of this study are as follows

1. To determine the obstacles facing the adoption of educational technology and their effects on student achievement and English language learning.
2. To identify the factors that assist Libyan students in achieving their objectives and goals for adopting Educational Technology.
3. To examine whether technology enhances the motivation of Libyan students in English language learning.
4. To find out the attitudes of Libyan students toward the use of current modern technologies and the internet in learning English.

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5. To explore the suitable technology that Libyan students used in the Covid-19 pandemic, which allowed them to connect with their teachers while away from class.

### 1.3 Research Questions

To achieve the research objectives, the following questions must be answered:

1. Does a correlation exist between educational technology and the difficulties that are encountered by Libyan students in English language learning?
2. What are identify the factors that assist Libyan students in achieving their objectives and goals for adopting Educational Technology?
3. Does the using of technology enhances the motivation of Libyan students in English language learning?
4. What are the attitudes of Libyan students toward the use of current modern technologies and the internet in learning English?

### 2.0 Literature Review

Previous studies on the importance of utilizing new technology in learning English and other related literature are reviewed in this paper.

### 2.1 History of Using Technology

Technology was developed in the second half of the 20th century. Computers, which were used in schools in developed countries during the 1950s, continue to develop throughout the world. These devices have become more powerful, faster, easier to operate, more convenient, cheaper, and more capable of processing and storing a larger amount of data than before. Various computer equipment, such as hard disks, CD ROMs, laser disks, and printers, has also developed rapidly. Using this equipment enables computer programs to produce sound, pictures, and videos. At the end of the 20th century, computer-mediated communication and the Internet have reshaped the use of computers for language learning. Computers are no longer considered tools for information processing and display, but also tools for information processing and communication. With the help of the Internet, language learners can simultaneously communicate with speakers of their target language all over the world (Gündüz, 2005).

According to AlAmmary (2012), Educational technology can motivate students to become more involved, active, and interested in learning. Besides, it promotes the collaborative communication and interpersonal skills of students, and, consequently, changes their attitude toward learning. The experiment has demonstrated that the influence of technology, such as PowerPoint and smart board, is very interesting in that it helps in best using the lecture time, limits disruption by students, provides outstanding approaches for presenting the lecture materials, and improves the concentration and engagement of the students.

### 2.2 Multimedia and Language Learning

Multimedia utilize several forms of communication and have been integrated into the CALL classroom. They include various media, such as texts, graphics, animations, sound, and videos, as well as create various integrative language environments. Students can obtain multimedia resources and navigate their path by pointing and clicking the mouse. Several teaching aids have been placed at the disposal of language teachers over the years. Multimedia projector, mobile phone, sound box, social media, Charts, slides, videos, rewritable CDs and DVD player, and many other technological innovations have replaced the traditional chalk and board, although not completely. Multimedia technology helps students monitor and correct their course of learning, thereby enhancing their learning effectiveness (Jayachandran, 2007).

Rahman (2016) emphasizes that most English teachers tend to apply widely multimedia technology in their classes to teach the language effectively. Moreover, the Internet is available and useful for preparing themselves in teaching language. The Internet plays a vital role in operating different tools which enable them to teach language successfully.

### 2.3 The Technological Competence of Teachers and Students

The computer competence of teachers affects the effectiveness of their teaching. Teachers act as facilitators, designers, guides, and assistants during the teaching process (Warschauer, 1998). Therefore, the technological competence of teachers must be enhanced. If teachers remain incompetent, such as in presenting multimedia content, applying systematic teaching models, and utilizing multimedia sources, they cannot integrate technology into their teaching (Wei, 2005). When applying technology in their classroom instruction, teachers must familiarize themselves with the operation of computers. Teachers with the same abilities and interests must gather together in teacher-development groups to design curricula, arrange

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teaching materials, discuss related problems, and share their experiences to reach their expectations and goals. Teachers must be able to learn how to use computers to improve the computer competence of their students. To push for technology teaching, students must also be familiar with using computers. To reduce their burden and enhance the effectiveness of their teaching methods, teachers must train their students as group leaders to aid them in their courses. They must also maintain close contact with computer programmers as well as collaborate with group leaders in maintaining the operation and management of various educational technology tools, such as e-learning campuses, bulletin boards, discussion forums, online tests, and chat rooms (Wang, 2000).

The academic staff and instructors comprehend that adopting such modern technologies can develop their communication with the learners, reduce the teaching pressure caused by the course material preparation and make the class material available at the time of the discussion. The integration with educational technology will enable teachers to build teaching competencies, and, therefore, will affect their teaching effectiveness and performance. (AlAmmary, 2012)

### 2.4 Computer and Language Skills

Computers have become widespread in educational institutions and homes over the past few years. Based on multimedia computers, integrative CALL tools emerged in the late 1980s and early 1990s, and the Internet was aimed to integrate the four language skills (i.e., listening, speaking, writing, and reading) (Warschauer & Healey, 1998). Language students must involve themselves in a more authentic learning environment. The rapid development of the Internet equips computers with additional features that facilitate worldwide communication and provide users with real-time access to materials.

Computers present learners with a range of activities for developing their language skills. These devices provide useful motivational media for integrated skills and separate activities. Computer software and the Internet provide both students and teachers with materials for integrating language skills. Computers help language learners develop their reading skills in the following aspects: Computers help language learners develop their reading skills in the following aspects: (a) Incidental reading, most CALL programs, whether reading-oriented or not, require the learner to read a text to complete an activity. (b) Reading comprehension, and traditional question-and-answer CALL programs develop learners' reading comprehension,

grammar, and vocabulary. (c) In text manipulation, computers can manipulate continuous text by requiring the learner to inspect the content and structure of the text, such as through shadow reading, which provides students with authentic texts. Sentence structure, speed reading, and close reading are some alternate means of developing the reading skills of language learners (Warschauer & Healey, 1998). (Warschauer & Healey, 1998).

Word-processing programs transform the computer into a sophisticated and flexible writing aid that can improve the writing skills and attitudes of students toward writing. The major principle of word-processing programs is based on the capacity to freely manipulate text. By writing text into the memory of a computer, the writer can play around with the text to his/her satisfaction. The word-processor allows students to practice their writing in a guided, free manner. Vocabulary, grammar, punctuation, and reading tests are relevant in developing the sub-skills that are required for writing (Duber, 2000). By providing something to write about, the computer stimulates both the writing and speaking skills of learners.

Oral communication is critically important in the language learning process. Language classrooms presently emphasize the oral activities in which learners use the language that they have learned to communicate with one another. These activities include simulations, role-plays, and discussion. Computer simulations provide a stimulus for such work by offering students with a focus for their oral activities and a continually changing scenario for them to talk about. Computers contribute to the development of oral skills if they are employed wisely (Hammersmith, 1998). In computer-aided pronunciation, technology increases the access of learners to theirs and others' pronunciation performance through visual displays, such as spectrographic analyses of individual phonemes or amplitude waves showing levels of intensity for isolated words or phrases (Anderson-Hsieh, 1992, 1994; Hardison, 2004; Molholt, 1988). These programs can also provide learners with immediate feedback regarding the accuracy of their utterance compared with that of a native speaker (Landon & Tanner, 2009).

Listening activities that use CALL tools are also critically important in language learning. One method of practicing listening comprehension is the use of a multiple-choice or a fill-in program in conjunction with a CD-R. Aside from providing feedback after answering a question incorrectly, the computer can let the learner re-hear the relevant part of the CD-R to enable him/her to reconstruct a summary of a recorded anecdote on screen with the help of the DVD. These activities not only help integrate listening and writing skills, but also evaluate the listening comprehension skills of learners (Jones & Fortescue, 1987). Moreover, CALL

provides language learners with individualized instruction and immediate feedback on the accuracy of their responses to computerized tasks (Nagata, 1993).

### 2.5 Online English Language Learning

Himmelsbach (2019) states that accessing the internet is one of the benefits of utilizing technology in learning English, this access helps students to find appropriate materials and learning software to interact and open resources from well-known universities in the world. Moreover, they can access data and communicate with others, and immerse themselves in English language learning.

Computer technology and the Internet motivate students to increase their intellectual awareness and enhance their thinking ability. These technologies make learners learn smoothly in English learning by using English-related apps on their phones (mobile applications). Another benefit is that learners can utilize such as computers, tablets, and smartphones to access the Internet to communicate with classmates, friends, and teachers immediately to improve their English language skills (Alsied and Pathan, 2013).

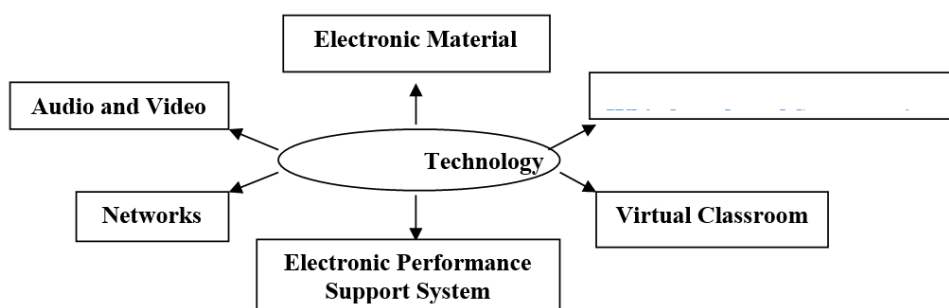
With the help of computer technology and the Internet, E-learning brings changes in pedagogical strategies and ultimately improves the efficiency of teaching and learning English. Language ability is a kind of mental skill, which needs training methods and the right pedagogical strategies to improve teaching efficiency and also enable students to master English easily (Cai, 2012). The accessibility of the internet during English online learning is an important approach to help learners to seek various information and discussion with their classmates about what they have just found out in the world. Online learning should be supported with the proper application in English language Learning, such as; Zoom, WhatsApp Group, Blogs, Edmodo, Email, SeeSaw, Sway, Class Dojo, and Google Classroom to continue their online learning successfully (Sari, 2020). Rifiyanti (2020) points out that shifting face to-face learning to online learning (e-learning), particularly for English language classes is an effective method during the COVID-19 pandemic as the online learning platforms by using, zoom, google classroom or google meet facilitate students to interact with their teachers. Furthermore, implementing proper technology encourages students to engage in the online learning environment.

The need for the internet was very high for students, particularly during the coronavirus (COVID-19), to engage in the online classroom, to search for information, to do assignments,

and so on. Besides, distance learning and videoconferencing are concepts made possible with the use of an electronic classroom accessible to students in remote locations.

### 2.6 Conceptual Framework

Based on the literature review, the issues and theories that underlie this study are illustrated in the following diagram. It shows the types of technology and various learning styles which can help to provide students with a higher quality of education. These kinds have made education accessible to everyone through online learning or in a classroom.



**Diagram 1: Conceptual framework**

This study involves independent and dependent variables. Digital technology and language learning difficulties are used as the independent variable, whereas English language learning is regarded as the dependent variable. This study aims to determine any correlation between the independent variable and the dependent variable as well as attempts to determine whether the former is positively or negatively correlated with the latter.

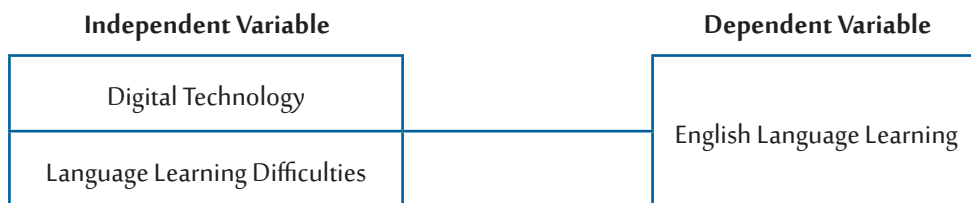


Diagram 2: Relationship between the independent and dependent variables

Two hypotheses have been formed based on the preceding framework. These hypotheses are stated as follows:

**H1:** Technology is positively correlated with language learning.

**H2:**Language learning difficulties are negatively correlated with foreign language learning.

### 3.0 Research Methodology

Research design is a framework that specifies the methods and procedures for collecting and analyzing the data for answering the research questions and problems. This study examines the relationship between technology and the difficulties that are faced by Libyan students in their English language learning process.

#### 3.1 Sample and Instrument

The sampling method and the actual sample size are described in this section. The population of this study is the Libyan students who are studying at the college of education – Waddan (Aljufra University). The sample must be based on some agreed percentage of the population from which it is obtained. This study used the quantitative method which is the most appropriate approach for this kind of research, in which it explores the participants' perspectives and perceptions. Libyan students were targeted by the questionnaire to collect the data. This instrument ( i.e questionnaire) considers how the students are assessed (evaluating student performance), as well as help the researchers identify the technology/computer skills that Libyan students must possess to successfully learn English.

#### 3.2 Data Collection

Data collection is the procedure of gathering and measuring information regarding the variables of the study, which would enable the researcher to answer his/her questions and evaluate his/her research outcomes. The researchers in this study collected the data by questionnaire, therefore, the questionnaire divides into three parts. The first part is demographic data about the participants, including general questions about age and educational level. The second part includes specific questions regarding the use of technology tools. The Likert scale format is used for the second part. The third part is for students to write their beliefs, opinions, and perceptions about the use of technology in the classroom as a learning tool.

#### 3.3 Data Analysis Method

The researchers must identify and describe appropriate data analysis methods for his/her study. Quantitative and qualitative approaches must be described in terms of descriptive

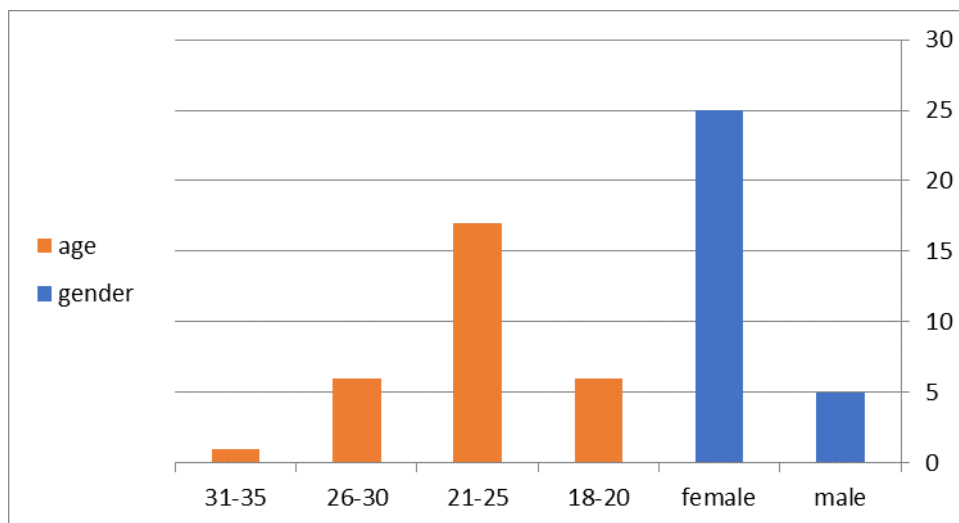
or inferential statistics. The data that is gathered from the questionnaire will be subjected to statistical methods like SPSS (Statistical Package for Social Sciences) software to analyze the data and obtain accurate results. Several analysis procedures, such as descriptive analysis, goodness-of-data test, Pearson correlation analysis, and regression analysis, were performed to determine the relationship between the independent variables (technology) and the dependent variable (English language learning). Descriptive analysis was conducted to understand the characteristics of respondents, including their gender, age, and educational background.

### 4.0 Results

This study aimed to investigate the relationship between technology and the difficulties that Libyan students faced in their English learning. Thirty students of the English Department of Education Faculty at Al-Jufra University participated in gathering data by answering the questionnaire. SPSS Analysis and Microsoft Excel are the programs used by the researchers for analyzing the process of data.

#### Section 'A'

Thirty students participated in the questionnaire. Their ages were between 18–31. They were five males and twenty-five females.



Shape '1' Ages & gender of the students (male/female) who participated in the

questionnaire.

### Section 'B'

The following frequency table shows the students' responses to their attitudes to the importance of technology. Most responses support using technology in the learning process. From the other side, some responses indicate to existing difficulties such as; using technology in the class, the technology isn't available at any time, lack of knowledge about engineering. As well, multitasking with their technology devices sometimes prevents them from focusing on the work that is most important and lack in the role of teachers in training the students on using the technology in the course of study..

Question	strongly agree	agree	neutral	Disagree	strongly disagree	Range	Mean	Std. Deviation
1. I enjoy using technology	20	9	1			2	1.37	0.556
2. I avoid using technology when I can.	4	8	8	5	5	4	2.97	1.299
3. I think using technology in class takes up too much	4	8	12	1	5	4	2.83	1.234
4. I know that technology can help me to learn many new things.	22	6	1	1		4	1.4	0.855
5. Technology intimidates and threatens me.	5	6	6	2	1	4	3.17	1.464
6. Teachers should help students how to use technology in class.	14	8	5	2	1	4	1.93	1.112
7. I would be a better learner if I knew how to use technology properly.	14	4	7	5		3	2.1	1.185
8. I'm very confident when it comes to work with technology at home/at work/at university.	12	9	6	2	1	4	2.03	1.098

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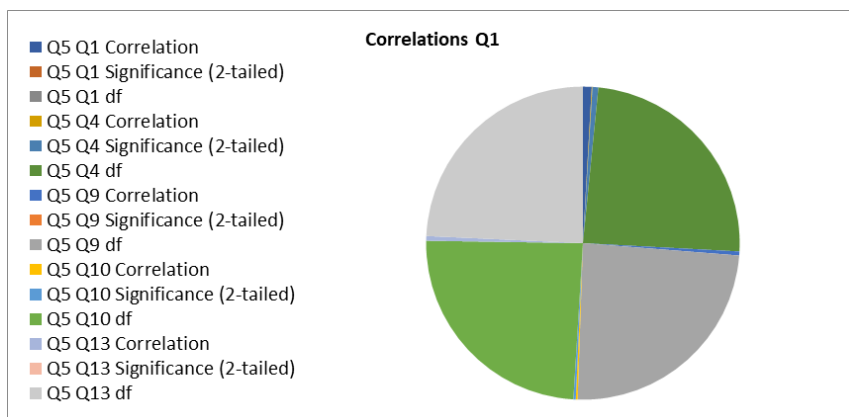
Question	strongly agree	agree	neutral	Disagree	strongly disagree	Range	Mean	Std. Deviation
<b>9.</b> 9-I want to learn more about using technology at home/at work/ at university.	18	7	2	1	2	4	1.73	1.172
<b>10.</b> 10-I believe that I can improve my language skills using the benefits of the internet	17	9	3	1		4	1.63	0.928
<b>11.</b> 11-Using technology in learning languages is not necessary.	2	1	8	8	11	4	3.83	1.177
<b>12.</b> 12-Technology breaks down too often to be very much used.	7	6	14	2	1	4	2.47	1.042
<b>13.</b> 13-I use an electronic dictionary to find out the meanings of new words.	22	5	2	1		3	1.4	0.77
<b>14.</b> 14-An electronic dictionary increases my vocabulary.	15	6	6	1	2	4	1.97	1.217
<b>15.</b> 15-Using distance learning and videoconferencing (online learning) enhance my learning with additional material, audio, and video: examples – demonstrations – simulations of learning concepts.	14	8	3	4	1	4	2	1.203
<b>16.</b> 16-I believe that an electronic classroom (online learning) doesn't help me to achieve goals.	4	7	4	5	10	4	3.33	1.493
<b>17.</b> 17-I am more likely to skip classes when materials from course lectures are available online.	6	4	8	5	7	4	3.1	1.447
<b>18.</b> 18- Use of tablets/laptops in class improves my engagement with the content and class	15	7	5	3		3	1.87	1.042

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Question	strongly agree	agree	neutral	Disagree	strongly disagree	Range	Mean	Std. Deviation
19. 19-Multitasking with my technology devices sometimes prevents me from concentrating or doing the most important work.	6	12	10	2		3	2.27	0.868
20. 20-When it comes to social media e.g. Facebook, LinkedIn). I like to keep my academic life and social life separate.	13	9	5	2	1	4	1.97	1.098

### Frequency table for section 'B'

According to the result above, question 5 (Technology intimidates and threatens me.) was the most question that the students were confused about their answering. In this case, we need to analyze the correlation relationship between this question and (Q1, Q4, Q9, Q10, Q13) which were the most responses judged by them. The result of analyzing this correlation indicates intimidation and threatening of using technology don't cause big difficulty for most of the students in general activities, it can do that in their learning by using technology. Here, the teacher should forward this capacity into learning the English language in the best way. In the following chart, the result of the comparison is very clear.



### Shape '3' The correlation between Q5 and (Q1, Q4, Q9, Q10, Q13)

## Section 'C'

### 4.1 Experience in using the Internet

This section is about 'Experience of using the Internet'. The researchers asked the students about using some activities on the internet to test their background using the technology. Based on the following frequency table, all responses to section 'C', that is about using the internet, were positive responses with high scores that appear clear in this table. This experience will be helpful for teachers to improve their students' level and manage their classes successfully by saving time in the class, if they have good training and enough modern tools in the class.

Num	Question	regularly	infrequently	never	range	mean	Std.Deviation
Q2a	at college	13	14	3	2	1.67	.661
Q2b	at home	24	6		1	1.20	.407
Q2c	at work	9	13	8	2	1.97	.765
Q3a	to communicate with people (e, g e-mail)	18	9	3	2	1.50	.682
Q3b	to find information	17	11	2	2	1.50	.630
Q3c	to read the news	14	12	4	2	1.67	.711
Q3d	to watch films	17	10	3	2	1.53	.681
Q3e	to prepare home assignments (e.g. projects, web quests, etc.)	13	11	6	2	1.77	.774
Q3f	to buy or sell products	16	8	6	2	1.67	.802

Num	Question	regularly	infrequently	never	range	mean	Std.Deviation
Q3g	to learn (e.g online course, using online dictionaries)	18	10	2	2	1.47	.629
Q3h	to have fun (e.g. playing computer games)	18	10	2	2	1.47	.629

### Frequency table for section 'C'

Moreover, the table shows that, all students use the internet in their homes, which means they can learn English online and improve their educational level in general from their homes, if they have good training on using the technology in their learning process.

## 4.2 The Findings

The findings demonstrate that technology is positively correlated with language learning, whereas language learning difficulties are negatively correlated with language learning. They reveal that Libyan students in English department in education college face numerous difficulties in second/foreign language learning as that appear in answering some questions that deals with learning English in the class, which indicates to (a) lack of computer competence, (b) weak ability to use computer-assisted language learning (CALL) tools, and (c) spending considerable time translating new words using a hard copy dictionary, and (d) inability to take effective notes (computer-aided self-assessment), (e) lack of language laboratories with CALL tools, and (f) Lack of participation because English teachers do not encourage students to use their own technology devices during the class to enhance learning with additional materials by searching online for related concepts such as video, audio, or any demonstrations and simulations of learning concepts. In other words, they don't use the web to share digital files related to their course (e.g., audio files, movies, digital documents, and websites) with other students. Besides, Libyan students don't have to take massive open online courses (MOOC). Therefore, Libyan students lack proficiency in a second/foreign language learning and they must do more effort in improving their language competency by using modern technologies to enhance academic success Libyan teachers also should continuously incorporate technology in their teaching to improve the effectiveness of the language learning process.

### 4.3 Conclusion

Two important conclusions may be drawn from this study. First, the process of applying new technology in Libya, particularly before and after coronavirus (COVID – 19 pandemic) is a challenge for Libyan students because they do not apply new technologies, such as computers, laptops, tablets, iPad, smartphones, and video conferencing tools; Zoom, Microsoft Teams and Google Meet in English language learning. Moreover, the Libyan government does not encourage the students to learn a foreign or second language as well as does not provide educational institutions that are equipped with key facilities, such as language laboratories with computer-assisted language learning (CALL tools). CALL can be effectively utilized as a device for enhancing the motivation of learners. Libyan teachers are also not trained on how they can employ such technology in language classrooms. Second, educational technology and language learning are closely interrelated, and the integration of these two can help learners successfully learn a language by increasing their motivation and making them feel that they are learning the real language. Therefore, using computer technology in the language classroom will improve the motivation of learners to study a language. In addition, the online learning platforms and accessible connectivity of the internet in the learning and teaching process are very helpful for them.

The language learning difficulties that are faced by Libyan students can serve as a reference for improving language learning strategies via educational technology. The findings can also aid the teachers, curriculum designers, and material developments in Libya in employing suitable materials to facilitate and improve their learning of a second/foreign language through educational technology. The researchers hope that this study emphasizes the importance of studying the relationships between technology and language learning.

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## Too Close and yet too Far EFL learning in hybrid teaching environments

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### Abstract

Blended learning is a teaching format that integrates both online and face-to-face learning modalities. During the COVID-19 pandemic period, teachers and learners were forced to move to blended learning although they were not ready for the seismic shift to online contexts. The present study aims to investigate EFL students' perceptions of blended learning in Algeria. Precisely, it attempts to answer the following research questions: How do EFL learners perceive blended learning at Mila University Centre? What challenges do they confront, if any? In order to do so, a descriptive exploratory study is conducted and data were collected through a questionnaire with thirty first year English students. The analysis results demonstrate the students' unwillingness to receive courses online especially asynchronously. Clearly, the absence of the teacher, lack of equipment, poor internet connection, distraction and poor time management skills are among the obstacles which prevent the majority of learners to benefit from their courses virtually. Finally, a number of the implications of the study are volunteered.

**Keywords:** Blended learning, students' perceptions, EFL learners, COVID-19 pandemic

### Introduction

With the turn of the 21st century, education has witnessed several changes because of the introduction of new technological tools like the internet connection, web sites, mobile phones, and the like. Now, the teaching learning process cannot occur only with the physical contact between teachers and learners but also virtually via the internet. Both teachers and students can interact by the use of a variety of tools such as e-mails, online applications, social media networks, software, etc. Fusing the two ways of teaching i.e.; face-to-face and distance education is called blended learning. The latter have come to be widely utilized by many educational institutions since the spread of the coronavirus. However, the key actors in the

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educational field have faced challenges, namely the learners who seemed not to be able to cope. Hence, the present study aims to investigate English as a Foreign Language (henceforth, EFL) students' perceptions of blended learning in Algeria after having experienced it for around three years now.

### 1. Blended Learning

Recently, blended learning has arisen as a novel educational trend. In simple terms, blended learning is a relatively new field that combines traditional teaching approaches with distance and online learning (Bonk & Graham, 2012). Neumeier (2005) contended that: "the most important aim of a Blended Learning design is to find the most effective and efficient combination of the two modes of learning for the individual learning subjects, contexts and objectives" (p. 164). Put explicitly, in this formal educational method, students are solicited to engage in active learning at times online (where there is a partial control over pace, time and place) and at times in schools. The most suitable subjects for blended learning are those requiring synthesis, lecturing, extensive reading, etc.

In reality, with the shift to electronic education, new terminology emerged. 'Hybrid learning' is often used interchangeably with 'blended learning' (which is the case in the present paper) although the former indicates that portions of a course are taught in-person and other portions online whilst the latter implies that online sessions and materials are a supplement to face-to-face instruction. The decision to employ the two terms roughly synonymously is also motivated by the fact that both reflect the teaching models adopted at Algerian universities after the outbreak of the coronavirus.

### 2. Advantages of Blended Learning

Among its merits, blended learning helps sustaining a stronger sense of engagement, allowing for more learning opportunities that motivate students to participate in and outside of class settings, promoting "learners' autonomy, providing more individualized language support, promoting collaborative learning, providing opportunities to practice the language beyond the class settings" (Albiladi & Alshareef, 2019, p. 233). Thus, it appears that this educational mode fosters autonomy and brings about a sense of relief. On the one hand, introverts feel freer and, on the other hand, extroverts can connect to teachers and peers via the internet. On their part, Senffner and Kepler (2015) pinpointed that blended learning is flexible and meaningful.

### 3. Challenges of Blended Learning

Mixing teaching in eLearning environments and classrooms has several deficiencies that are easily perceived in EFL Contexts.

#### 3.1. Challenges for Learners

Attending virtual classes, downloading teaching materials from platforms, coming to physical classrooms, or mixing all of these may not be that attainable and/or profitable for some students for these reasons.

- ❖ Access to technological resources like computers, smart phones and internet is not always affordable.
- ❖ Students with digital literacies may find technology-based learning inaccessible without support.
- ❖ Lack of direct contact with teachers while their explanation and guidance are required especially when adopting the asynchronous mode.
- ❖ Students could undergo cognitive overload because instructors may overdo with educational activities and theoretical lessons since they may come across a great range of possibilities that blended learning can offer.

Such a state of affairs can be a source of anxiety, discomfort, loss or failure for the EFL learner.

#### 3.2. Challenges for Educators

Like students, teachers also might find themselves obliged to deal with a number of issues when implementing the blended learning strategy. Firstly, they may not find time for the training in computing and material preparation which are both indispensable for the blended learning mode along with their current teaching tasks. Secondly, many institutions suffer of financial problems; thus, logistics problems are not resolved most of the time. The supply of all

the required digital tools and training has been kept at a minimum level during the pandemic.

### 4. Methodology

#### 4.1. Research Questions

The present paper aims to answer the following two research questions: How do EFL learners perceive blended learning at Mila University Centre? What challenges are they confronting, if any?

#### 4.2. Research Design and Method

This is a mixed method research in which both qualitative and quantitative data were collected and analysed. For the sake of gathering data about the EFL students' attitudes, opinions and experiences related to blended learning, a semi-structured questionnaire was devised to thirty EFL students. Evidently, the questionnaire was chosen for its practicality and affordability although it is usual that some questions are, consciously or unconsciously, left unanswered by the respondents.

#### 4.3. Sample

In order to carry out our study, a sample of thirty first year English students was chosen randomly to answer the questionnaire. They are enrolled at the Department of Foreign Languages at Mila University Centre, Algeria.

### 5. Data Analysis and Results

In this section, the students' answers to the questionnaire items are analysed and reported.

#### Q1: How long have you been studying English?

Table 1: Length of Studying English

Answers	years 10-7	More than 10 years	Total
Numbers	30	0	30
Percentages	100%	00%	100%

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When the students answered this question, it was found that 100% of them studied English for a period that ranges between seven to ten years. This long period suggests that they normally reached the intermediate level and can, more or less, handle the responsibility of their learning while moving to the online mode of teaching.

### Q2: Do you possess the necessary technological tools (like digital phones, laptops and desktop compute) that enable you to study online?

**Table 2: Students' Possession of Technological Tools**

Answers	Yes	No	No Answer	Total
Numbers	23	4	3	30
Percentages	76.66%	13.33%	10%	100%

It is noticed that the majority of the sample (76.66%) had the technological tools that permitted it to get involved in online learning. However, 13.33% of the students had no digital tool and 10% of them preferred not to answer the question. Indeed, those who possess neither smart phones nor computers face a great difficulty in studying using the hybrid approach. The only solution for them is to go the University library; yet, the current student-to-computer ratio is far below the reasonable level. These learners may suffice themselves with face-to-face meetings and the teacher's handouts. Overall, the whole state of affairs suggests that the students have the necessary facilities required for online learning providing that the university allots funds for purchasing and installing more computers and other hardware.

### Q3: Do you have internet connection at home or at the University?

**Table 3: Students' Access of the Internet Sources at Home or at the University**

Answers	Yes	No	Total
Numbers	30	0	30
Percentages	100%	0	100%

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Concerning question 3, the sample's answers reveal that 100% of it has access to internet be it at home or University. In fact, the library of Letters and Foreign Languages Department provides internet services—although many complain of the low internet flow, the limited number of computers and hot-desks, etc. Aside from that, during the COVID-19 pandemic period, the learners studied according to the rotation model i.e.; 15 days of face-to-face learning followed by 15 days online learning. This suggests that they (namely those with no equipment) were mostly deprived of receiving instruction during the distance-teaching fortnight.

**Q4: Are you facing any challenges with the use of the digital tools when studying online? Explain.**

**Table 4: Students' Problems when Studying Online**

Answers	Yes	No	No Answer	Total
Numbers	3	20	7	30
Percentages	10%	66.66%	23.33%	100%

Question four was about the struggles that university students encounter when engaged in online learning, if any. To start with, three students (10%) confessed that they struggle with computers and digital mobiles when using them in their studies. When explaining their answers, the subjects provided the following reasons for considering online learning staggering.

- ❖ Inability to understand the material by oneself.
- ❖ Poor internet connection.
- ❖ Computer illiteracy especially when it comes to the use of Zoom or Google Classroom.

Furthermore, most of the respondents (66.66%) found no difficulty in using technological tools. They argued that they had the material at hand. This can be explained by the fact that at

the University Centre of Mila; one student downloads the lectures, xeroxes them at a printing office and the rest of the students would purchase them. As such, asynchronous online learning does not necessitate learners to entirely deal with technology. Another explanation for the learners' claim of dealing with technology easily could be the subject of Computer Science, which is part of the curriculum. Certainly, it aids the learners to gain knowledge in computing and informatics fields.

It is noteworthy that a minority of seven students (23.33%) did not supply any explanation to their answers.

### Q5: Do you prefer online learning to face-to-face learning? Justify.

**Table 5: Students' Preferences for the Mode of Learning**

Answers	online learning	face-to-face learning	Both	Total
Numbers	5	23	2	30
Percentages	16.66%	76.66%	6.67%	100%

The findings show three types of learners: (1) those who prefer face-to-face learning, (2) those who opt for online learning, and (3) those who like both of them. To begin with, only five students (i.e.; 16.66%) chose online learning because of several reasons. Briefly, they stated that it is less demanding in terms of time and expenditures and it provides independence and flexibility. For instance, one of the students wrote: "I understand better when I study alone." Another one stated the following: "I like online learning because I work in the morning so I have all the night for study." One of the respondents justified his/her answer by the fact that distance learning helps him/her feel comfortable.

More importantly, 76.66% of the participants were inclined to select the physical attendance in classrooms. Most of their responses emphasize the teacher's role in facilitating understanding, answering questions and providing feedback. Interaction and cooperation with either peers or instructors is so pivotal for learning to take place. One student asserted that he/she liked in-person attendance because "when I am with the teacher, I can ask any question." Another one put it as such: "I prefer face-to-face learning because it facilitates the understanding of the information."

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Of the thirty informants, two (which constitutes 6.67% of the sample) considered both virtual learning and physical presence in classrooms are beneficial. They think that they need the teachers' explanations as well as acquiring additional information in online contexts.

### Q.7. Do you think that online learning is as effective as classroom learning? Explain.

**Table 7:** Students' Views about Online Learning Efficiency

Answers	online learning effective	online learning ineffective	No answer	Total
Numbers	8	19	3	30
Percentages	26.66%	63.33%	10%	100%

Question seven explored the sample's opinions vis-à-vis the efficacy of online learning. The answers to this question revealed that 26.66% of the informants regarded online learning as effective as classroom learning. For them, the handouts uploaded to Moodle platform are the same ones presented by the teachers in the classroom. Perhaps, these students find technological tools entertaining and interesting like YouTube videos, group chats, etc.

Yet, most of the respondents (63.33%) put it bluntly that they preferred physical attendance to virtual learning. One of them contended that: "Distant learning is somewhat difficult and I cannot answer some questions." Besides, a student hinted to the necessity of getting in touch with instructors by stating that: "sometimes it is difficult to contact the teachers" whilst another one pointed to the unavailability of resources by explaining that: "many people don't have technological tools and here in Algeria we're all suffering of bad network." In side discussion with the students, they revealed that e.learning has blown their time management skills. They become subject to many distractors at home. On the contrary, traditional learning makes them more committed to their studies. Last but not least, 10% of the sample neglected this question.

### Q.8. a. Are you required to take online examinations?

**Table 8:** Students' Experience with Online Examinations

Answers	Used to take online exams	Not Used to take online exams	Total
Numbers	9	21	30
Percentages	30%	70%	100%

When the informants responded to question 8.a., it was found that 70% of them have never sat for an online exam while 30% of them (about the third of the sample) admitted that they went through such an experience. Clearly, online assessment is not that trendy at the Department.

### Q.8. b. How do you evaluate that experience?

The participants who have already sat for online examinations evaluated the experience in different ways. Five said it was just good, one stated it was hard and another one claimed it was bad whilst one abstained from evaluating the experience. Paradoxically, some of the students who confirmed that they have never had a test online also volunteered evaluations of this mode of assessment. Perhaps, they did not understand the question, they just imagined how it would be, or they based their responses on what they heard from their peers. At any rate, this category of students comprises five who ascertained that internet-based testing is bad and other four who declared that it is good. Truth be said, even the adjectives good and bad are not very telling; they do not describe the situation clearly. Of note, none of the subjects explained the difficulties of on online exams; they just remained at the surface in their evaluations of the matter. As a researcher, I wished they supplied reasons for their dissatisfaction with online examinations: is it because of slow internet connection, inability to afford for technological devices, low concentration in front of screens, distractors at home or library, or else?

### Q.9.a. Do you think that blended teaching/learning should be adopted henceforth at the Algerian universities?

**Table 9: Students' Opinions about Adopting Hybrid Teaching at the Algerian Universities**

Answers	Yes	No	No Answer	Do not know	Total
Numbers	13	14	2	1	30
Percentages	43.33%	46.66%	6.66%	3.33%	100%

In response to this question, distinct answers were provided. Firstly, 43.33% of the informants seem to support the idea of introducing hybrid learning at the Algerian universities in the future. However, 46.66% of them seem to refuse the suggestion. Unfortunately, 6.66% of the sample left the question unanswered and 3.33% of it remained neutral by stating: "I do not know."

### **Q.9. b. Justify your answer, please.**

At the outset, the learners who endorse blended learning think that it is a route to develop teaching and learning and make progress. In a certain way, they want that higher education should take advantage of technology and internet. In addition, they see that e.learning facilitates acquisition, boosts students' autonomy and sustains comfort. Indeed, one should be cautious about the word comfort here. Do the informants mean: online learning assists them study in the comfort of their homes or the online learning week or fortnight (in the Algerian rotation mode) is viewed as leisure time?

Concerning the portion of the students declining the blended learning project in Algeria, they based their opinion on the following arguments. Traditional teaching helps them grasp more whilst distance learning is considered unsatisfactory because it causes: inability to comprehend concepts, failure to cover the program, promotion of laziness, motivational deficit. To quote them, one of the students noted that: "Blende learning is not enough even to complete the program or to develop the level of students, it's adopted while the pandemic but it's time to stop it totally." For another student, face-to-face learning is much better. He/she expressed her/himself this way: "I prefer study at university but study only 15 days are not enough and I don't understand my lessons clear. I hope study every day." Regarding the idea that online learning decreases motivation, one of the students announced that: "It [i.e.; blended learning] will affect our studies and our motivation. It will simply improve our laziness in life."

## **6. Discussion of the Results**

The analysis of the students' questionnaire set out to provide an insight into the EFL learners' perceptions of blended learning. The results showed that the majority of the learners perceive blended learning as being problematic. Among the difficulties they face are: possession of appropriate electronic devices, lack of experience in using digital tools, poor internet services, limited budget to purchase technological tools like laptops and cell phones, lack of

understanding, difficulty in contacting teachers, hindrance of motivation, encouragement of laziness, and poor time management skills.

What is certain is that the explanation and simplification of teachers are pivotal. Learners seem unable to understand difficult notions and complex rules without instructors. Chances for practicing the target language are also undermined. Rightfully, in the absence of classroom interaction, comprehension, motivation are affected negatively.

Drawing on these findings, it appears that online learning should be neglected. Nevertheless, I do not blame the students for refusing online learning for the afore-mentioned reasons; I neither judge online learning to be completely frustrating nor do I call for its abandonment. As an observer, online learning did not succeed in the Algerian context, namely at the University Centre of Mila, because of lack of materials and lack of synchronous instruction. If these two conditions were met, students would benefit from interaction with teachers and be provided with explanations, feedback, opportunities to ask questions, etc. and would not suffer of long periods of interruption that undermine motivation and induce laziness. It is the asynchronous online teaching approach using PDF and Word files (in Moodle Platform) along with total dismissal of recorded videos by teachers and restricted contact with the latter (using emails and Facebook pages) which lie at the origin of most of the learning problems indicated by the participants in this research. Being faced with all those troubles, the learners did not find but to assume that in-person learning is far better than the blended mode of instruction.

### 7. Implications of the Study

Doubtlessly, the results of the current study are primordial. They have implications for teachers, the administration of the University Centre of Mila, and the Ministry of Higher Education and Scientific Research. All of these stakeholders must be aware of the problems delineated in this research and take not only decisions but also concrete measures to eliminate the obstacles. Because most learners are suffering of the online learning strategy, as the results reveal; there must be calls to reinforce blended learning in the right way. Before that the officials opt again for hybridity, solutions should be placed on tables. Again, I think that synchronous online sessions should be scheduled and establishment of constant contact with teachers is fundamental. Additionally, university libraries and students need be well equipped with the required devices, software and IT knowledge to cope with blended learning.

### Conclusion

Technology has revolutionized education. During the pandemic, it swept so quickly to the EFL classroom that stakeholders were not well prepared; hence, many seem to have suffered of blended learning. This study attempted to probe into the EFL learners' attitudes towards it. Unsurprisingly, a large number of the participants were against the continuity of blended learning. Clearly, the absence of the teacher, lack of equipment, poor internet connection, distraction and poor time management skills are among the hurdles that prevent the majority of learners from enjoying their courses virtually. To minimize the challenges, it is recommended that better conditions should be provided for the implementation of electronic education.

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## Teaching oral communication: challenges

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### Abstract

The Covid 19 pandemic outbreak in 2019 caused massive disruptions to all educational sectors causing the surfacing of e-learning. Therefore, this study explores the teachers' knowledge of teaching oral skills in the context of a new educational transformation: the implementation of e-learning in Algerian universities. Using a sociocultural perspective, this research explores how EFL teachers approach teaching oral communication based on their technological abilities. As a result, this research will offer a broad overview of teachers' challenges when teaching oral skills online, as well as examine the growing interest in developing oral communicative competence through various digital learning spaces. This study uses a triangulation methodology that includes a questionnaire to collect quantitative data, an online semi-structured interview with teachers about teaching oral skills online, and a document analysis of teachers' perspectives on teaching online. The findings show that the online interactions were limited to brief exchanges dominated by teachers, demonstrating difficulties in implementing e-learning.

### Keywords:

Oral communication, Oral skills, E-learning, Algerian teachers, Digital learning spaces.

### 1. Introduction

Like any developing country, Algeria has been through numerous reforms that have marked actual changes in the Algerian Educational system. The education policy in Algeria has been through various reforms starting from a French colonial regime during colonisation to a pure monolingual country after independence and the adoption of the Arabization policy, ending with an open 19 government in the twenty-first century (Mami, 2013). However,

in 2019 specifically, the whole world including Algeria was imposed to a short-term reform causing the implementation of distance learning to all education sectors.

These sudden changes caused serious challenges to all teachers. Specifically, when referring to the teaching of oral communication, the literature reveals some important information about the difficulties that teachers witness every time tackling these skills. Putting this in mind, no wonder that teaching oral skills virtually will be easier. Consequently, the current study focuses on the challenges that Algerian teachers face when teaching oral communication using e-learning.

## 2. Literature Review

### 2.1 Oral Communicative Competence

Oral communicative competence is the primary function of a language because it enables speakers to interact effectively. Accordingly, oral communicative learning of English is a vital subject for second/foreign language learning to achieve language learning, improving EFL students' communicative competence. Communicative competence is based on communicating the target language in both ways, oral or written.

In this part of reviewing the literature, the focus is on the oral aspects of communicative competence, which underlines linguistic competence. Linguistic communicative competence is essentially defined as "the use of language as an oral and written instrument of communication, of representation, interpretation, and comprehension of the reality, construction and communication of the knowledge and organization and autoregulation of the thought, the emotions, and the behaviour" (Mayo & Barrioluengo, 2017, p.58). Based on this definition, linguistic competence is an element for building and communicating knowledge. Through constructing meaningful utterances, students can orally/verbally communicate their ideas. Therefore, oral competence is co-related to linguistic competence. By nature, oral communicative competence includes a wide semantic field. The oral expression conveys ideas, thoughts, and beliefs using appropriate semantic, syntactic, pragmatic, and phonological structures. All this is done through linguistic function (Mayo & Barrioluengo, 2017). Oral language is essential because it proves how speakers demonstrate competency through oral communication.

Oral communicative competence has been defined and redefined by many authors. For example, Mayo and Barrioluengo (2017) consider oral competence as the speakers' ability to

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interact effectively with others. Bygates (1991), on the contrary, states that oral competence is how a speaker can form abstract sentences that are produced and adapted to circumstances at the moment of speaking. In other words, the speaker can make rapid decisions about what he/she will say that adequately fit the situation. The definition of this concept displays its necessity for any language speaker, either for social purposes or academic achievement, because a great deal of schools and any content area depends on a student's ability to demonstrate oral communicative competence.

Within the educational setting, it is commonly agreed among EFL educational experts and curricular designers that students should reach a satisfactory level of oral comprehension in the target language. That is, oral communication skills are used to interact with classmates, discuss ideas and thoughts, and express educational needs to teachers. Other tasks might include taking roles, speaking with others inside/outside school, delivering, receiving verbal instructions, participating in pair and group works, delivering educational presentations, negotiating meaning, and engaging in discussions.

### 2.2 Teaching Oral Language Skills

Under these theoretical notions, more speaking practise is required, as well as continued practise of oral expressions, to facilitate oral competence for students. One important fact which should be mentioned is that oral communication is organized around the direct teaching of listening and speaking in an EFL context. Undoubtedly, EFL students need speaking and listening skills to participate verbally in discussions and interact with various audiences. Teaching listening and speaking skills is an essential task for EFL teachers and is of considerable scope. Teachers should adopt the students' speech to different situations and teach them how to show that they can listen, interact with, and respond to others. Therefore, students' ability to listen and speak significantly develops, which will enhance their verbal communicative competence.

#### 2.2.1 Teaching Listening Skills

The importance of listening skills in foreign language learning is undeniable; however, this can often represent a most particularly challenging area for language teachers. According to Gilakjani and Ahmadi (2011), since teachers teach English as a tool for communication, factors such as the study of listening teaching theory and the use of the most advanced listening teaching materials must be given careful consideration. On this premise, teaching listening

skill has two different perspectives: listening as comprehension and listening as acquisition (Richards, 2005).

According to Bao (2017), listening comprehension is based on much complex mental work, which many factors affect the listener's second language comprehension. This view of listening stresses the importance of meaning over form. More precisely, students listen to understand the meaning of the message rather than focus on the spoken message's structure. However, teaching listening as comprehension involves a typical lesson structure that teachers should follow to apply the appropriate listening task. This consists of a three-part lesson sequence, including pre-listening, while-listening, and post-listening, which constitutes a cycle of activities (Richards, 2005; Rost, 2002).

### 2.2.2 Teaching Speaking Skills

Teaching speaking skills is a significant concern in any EFL learning environment and, as has been particularly emphasized, in the communicative language classroom. Teachers aim at involving students in interactional situations, which allow them to convey a given message and interact with one another. Therefore, language teachers need to pay special attention and interest when planning speaking instructions in the EFL context.

The teaching-learning activities have a considerable influence on the learning process. Therefore, language teachers must choose the most appropriate speaking activities to encourage students to communicate. There are four main characteristics of successful speaking activity (Ur, 1996, p. 120):

- ❖ Learners talk a lot: It is student time to speak as much as possible. The teacher should alter her/his position during the speaking activity, giving the allocated time to each activity to students themselves.
- ❖ Participation is even: It is an equal time for all students to participate during the activity. The teacher should monitor the dominant talkative students and provide a fair number of contributions for all.
- ❖ Motivation is high: It is time for students to speak; because they either want to

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participate or are interested in the discussed topic and want to say something related to it.

❖ Language is of an acceptable level: students express their idea using relevant and accessible comprehensive utterances and a level of language accuracy that is acceptable.

### 3. Methodology

The research questions focused on how teachers teach listening and speaking remotely and how teachers use communicative competence to communicate learning content electronically. As a result, the methodology evolved sought to address two key research questions:

1. What pedagogical knowledge underpins teachers' electronic teaching of speaking and
2. listening skills?
3. How do Algerian EFL teachers approach remote listening and speaking instruction?

#### 3.1 Selection of Participants

Due to many limitations- time, money, schools' access, and population size, it was not easy to use a random sampling technique (the probability sampling). Therefore, non-probability sampling was the appropriate sampling technique in this research. I chose to work with four university teachers, specifically at Tahri Mohamed University, Bechar.

The choice of teachers was vital in this study. It is well known within the Algerian community that teachers are seen as better qualified teachers than those who teach other educational sectors, they tend to have more teaching knowledge and professional techniques as far as teaching listening and speaking skills. The more the experience, the better teachers are likely to apply the teaching strategies and methods of teaching oral communication. Therefore, I assumed that this type of teachers, with their wealth level of experience, is information-rich and would deliver valid and meaningful data to this research.

#### 3.2 Data Collection

Three research methods were used as a methodological triangulation strategy to collect a rich data (Lopez & Whitehead, 2013). The study involves a questionnaire with teachers looking at how they teach listening and speaking skills, an online semi-structured interview with four university teachers exploring their pedagogical thinking and believes about the challenges of

teaching oral communication virtually, and document analysis exploring their perspectives and ideas on learning and practicing listening and speaking skills distantly.

Through the questionnaire, I had the chance to experience and examine the status of oral skills in Algerian university. Additionally, the teachers' interviews and document analysis allowed to understand the teachers' thoughts, interpretations, and perspectives of using technology while teaching two of the most difficult skills: listening and speaking.

The interview schedule was prepared before the actual discussions with the teachers. As a former foreign language student and English language teacher at Algerian universities, this reference is particularly relevant to my situation. Knowledge of some facets of the phenomena aided me in developing some comprehensive interview subjects. The preparation of the interview design drew on findings from the literature review to cover two main topics to ask (Table 1). Thus, the interview schedule frame comprised 1) the opening of the interview, 2) the core in-depth questions and, 3) the closure of the interview.

The Teaching of Listening and Speaking Skills	Time for practicing listening and speaking skills. Teaching activities.
Online teaching of oral skills	Teachers' impressions of online teaching. The challenges in teaching listening and speaking remotely.

**Table.1 Topics Covered in Teachers' Interview.**

The design of the questionnaire schedule was based on the teachers' semi-structured interview schedule, which explores three main themes: the practice of listening and speaking skills, online teaching of listening and speaking skills, and the learning environment (online classroom).

Document analysis was another important data collection in this study. Zeegers and Barron (2015) stated that when analysing a document, it is critical to consider all the circumstances that led to its creation, use, and evaluation. Teachers were asked to write a reflective essay about their experiences teaching remote listening and speaking. The analysis of teachers' papers includes some aspects such as their perspectives and ideas on electronically teaching listening and speaking skills.

### 4. Findings

The data analysis yielded several insights into the virtual teaching of oral skills in Tahri Mohamed University. The results of each of the three data collection methods will be thoroughly discussed in the sections that follow.

#### 4.1 Interview Findings:

Overall, the interviews with the teachers provided a clear insight into their pedagogical knowledge as foreign language teachers and their experiences virtually teaching listening and speaking skills in the Algerian environment.

The four teachers expressed their thoughts on frequent issues they encountered when supporting listening and speaking skills in their foreign language classes. The data revealed that the most critical difficulties were the instructional materials and students' language proficiency. The teachers' comments on the students' language knowledge showed that the less vocabulary the students have, the more difficult communication is. This could be related to the teachers themselves. The hypothesis could be that if language teachers taught solid language basics to students in their early years (elementary and secondary schools), this would not be at this late level. Furthermore, the issue of internet and frequent technical problems was a major concern among the teachers. Concerns were also raised concerning students' low motivation and their lack of using technology. The teachers also emphasized their awareness of the impact of this on the students' achievements, but they did not address how they would manage it.

The teachers' remarks highlighted the significance of listening and speaking skills when teaching English as a foreign language. They did, however, focus on the shortness of time, the students' self-confidence, and how teachers are the servants of the lessons. Overall, the comments of the teachers revealed that they faced numerous challenges in their online instruction. Almost equally important, according to the teachers' comments, teaching listening and speaking skills is a challenging task to achieve. This is primarily related to teachers' confidence in listening and speaking, as well as their pedagogical competence, the impact of assessment, and the use of technology. It is also worth noting that the four teachers all agreed on the poor internet quality and the students' low level of technology use.

The teachers also emphasized their awareness of the impact of the teaching environment (online classes), but they did not address how they would manage it. Teachers' perceptions of

the instructional environment were consistent. Significantly, their experiences in unfavourable environments reflected they are seeking to avoid teaching listening and speaking skills. They were more aware that the environment has an impact on student achievement

### 4.2 Questionnaire Findings

The teachers' comments emphasized the need for engaging in various activities to increase students' desire to learn oral skills. When teaching virtually, selecting the appropriate activities not only allows students to interact but also improves their learning competence. This fact emphasizes the significance of lesson planning since it encourages both teachers and students to establish better teaching-learning patterns to fulfil the objectives of the lessons. The data also draws some emphasis on the teachers' and students' knowledge of using ICT tools. They were conscious of their lack of technological tools and how this influences their teaching performance.

Furthermore, the teaching-learning environment was less supportive. Students felt distracted in their online classes, as did the teachers. The study has shown that most of the online classes were focused on instructional talk, which expanded the teachers' talking time with fewer opportunities for students to talk. This has prompted serious concerns regarding teachers' roles. The questionnaire findings showed a mismatch between what they believed was happening in their classes and practice.

### 4.3 Documents Analysis Findings

For the teachers, the teaching-learning environment was less supportive. Students felt distracted in their virtual rooms, as did the teachers. Another source of concern was a scarcity of learning resources. The notion that universities require additional resources discourages students from developing. These findings may provide insight into how teachers and universities might foster a positive and productive atmosphere for a healthy education.

A lack of a conducive learning environment was also a source of concern. Teachers and students were both bothered about the new teaching-learning environment. This resulted in teachers' dominance. This study revealed that teachers did not distinguish between explicit teaching of listening and speaking and more general talk for learning. The new virtual world distracted both the teachers and their students from the main purpose of the lesson, developing oral communication.

### 5. Conclusion

The results of this study show that teaching oral skills specifically listening and speaking is challenging because students are less motivated to speak to teachers virtually. This is a challenging task for teachers to achieve. First, they are under a new reform that carries new philosophies, beliefs, and principles; teachers are still attached to their old teaching habits despite the new Covid specifications. For example, though teachers attempted to motivate students to speak and interact, findings show the potential existence of old teaching habits. Second, it might require much time for teachers and students to change a habitual standard among them. Another issue is the difficulty of assessing oral skills using a virtual teaching-learning atmosphere. Teachers had indicated little experience and low confidence in the assessment of both skills.

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## Ondokuz Mayıs Üniversitesi ADİM Eğitim Sisteminin İncelenmesi ve Örnek Olarak Uygulanması Üzerine Bir Araştırma

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### Özet

Bu çalışmada, Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezinde (ADİM) takip edilen eğitim metodunun incelendiği ve akabinde bunların şartlar dâhilinde Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıflarından birinde uygulamaya konduğu ve akabinde öğrencilere yapılan anket sonuçlarının değerlendirilip sonuçlarının tartışıldığı BAP projesinin tanıtımının yapılması hedeflenmiştir. Proje kapsamında örnek eğitim sistemi olarak Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezinin (ADİM) takip ettiği modelin tercih edilmesinin nedeni merkezin yapısı itibarıyla ülkemizdeki devlet üniversiteleri arasında Arap dilinin öğretime yönelik ilk ve tek müstakil merkez olması yönüyle ayrıcalıklı bir konuma sahip olmasıdır. Çalışma, literatür taraması, ADİM'in eğitim sisteminin incelenmesi ve anket uygulaması ve bunların değerlendirilmesi olmak üzere üç bölümden oluşmaktadır.

**Anahtar kelimeler:** Arapça Eğitimi ve Öğretimi, Ondokuz Mayıs Üniversitesi, Adim Dil Merkezi, Bartın Üniversitesi, Hazırlık Sınıfları.

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### Giriş

Arapça Dil Merkezi (ADİM) Ondokuz Mayıs Üniversitesi bünyesinde tesis edilmiş bir kamu kuruluşudur. ADİM, yapısı itibariyle Türkiye’de devlet üniversiteleri arasında Arapça eğitimine yönelik ilk ve tek müstakil merkez olması yönüyle ayrıcalıklı bir konuma sahiptir. 2016-2017 Bahar yarıyılında Samsun Üniversitesi rektörü Prof. Dr. Sait BİLGİÇ tarafından üniversitenin öğretim üyeleri ve Samsun eşrafının katılımlarıyla ADİM’nin açılışı yapılmış ve akabinde eğitime başlanmıştır. Merkezde Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi öğrencilerine Arapça hazırlık eğitimi verilmektedir. Bartın Üniversitesi İslami İlimler Fakültesi olarak bizler tarafından tam da bu noktada Arapçanın en modern, en etkili ve en kalıcı yöntemlerle öğretilme gayesiyle girişimde bulunulan bu projede, fakültemiz öğrencilerinin Arapça eğitim seviyelerinin yükseltilmesi hedeflenmektedir. Bu bağlamda sahip oldukları üst düzey tecrübelerinden dolayı Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezinin (ADİM) ilgili programının hedefe ulaşma doğrultusunda takip edilmesi uygun görülmüştür. Bu kapsamda projedeki hedeflerimizi gerçekleştirmek amacıyla ADİM müdürü Dr. Öğretim Üyesi Hasan Selim KIROĞLU ile bizzat görüşülmüştür. Kendisi, projenin amaç ve kapsamını öğrenince bundan çok memnun olmuş ve projeye her konuda desteklerini sağlayacağını belirtmiştir.

Bartın Üniversitesi İslami İlimler Fakültesi olarak bu projede genel olarak hedeflerimiz şu şekildedir:

1. Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıfı öğrencilerinin Arapça seviyelerini arttırmak.
2. Öğrencilerin Arapça eğitimi sırasında karşılaştığı sorunları ortadan kaldırmak veya azaltmak.
3. Öğrencilerin Arapça eğitimi sırasında ihtiyaç duydukları materyalleri belirlemek.
4. Arapça Öğretimi Uygulama ve Araştırma Merkezinin (ADİM) Arapça eğitimine dair takip ettiği metotları uygulanmak üzere Bartın Üniversitesi hazırlık sınıflarına taşımak.
5. Öğrencilerin nahiv (sentaks) ve sarftan (morfoloji) oluşan Arapça dil ilimlerine dair bilgi düzeylerini arttırmak.
6. Öğrencilerin Arapça Hazırlık Sınıfı uygulamasında dinleme-anlama (listening - الاستماع), (konuşma/muhâdese/speaking - المحادثة), (okuma-anlama/reading - القراءة), (yazma/writing - التعبير/الكتابة) şeklindeki dört temel dil becerilerini dair bilgi düzeylerini arttırmak.

### 1. KONU, KAPSAM ve LİTERATÜR ÖZETİ

ADİM, özellikle İlahiyat Fakültelerinde öğrenim gören öğrencilerinin, Arap dilinin okuma-yazma-dinleme-konuşma gibi becerilerini kazanmalarına, temel İslâm bilimlerinin ana kaynaklarına münferit olarak ulaşmalarına ve günümüz modern Arap dünyası ile iletişim kabiliyeti kazandırmalarına yönelik stratejiler geliştirmektedir.

ADİM, İlahiyat Fakültesinde öğrenim gören öğrencilere mesleki Arapça eğitimini vermekle birlikte, toplumda kendisini iyi yetiştirme gayretinde olan her bir bireyin ihtiyaç duyacağı alanlarda eğitim programları, kurslar, seminerler, çalıştaylar, ulusal ve uluslararası toplantılar düzenlemeyi ve yayınlar yapmayı planlamaktadır.

Bu bağlamda ADİM Türkiye’de Arapça öğretimi konusunda yetkin kurumların teknik ve tecrübelinden de istifade ederek Arapça öğretimini bir adım daha ileri götürmeyi amaç edinmiştir. Merkez, Arapça konferans ve forum düzenleme gibi Türkiye’de nadir uygulanan etkinlikler ile eğitim programlarındaki aksaklıkları gidermeyi ve öğrencilerin Arapçaya olan ilgisini artırmayı hedeflemektedir. Bu amaçla çalışmamızda Merkezde takip edilen Arapça öğretim yöntem ve tekniklerin neler olduğu, bunların öğretmenler tarafından neye göre ve nasıl seçildiği, bu yöntem ve tekniklerin öğrencilerin Arapça başarılarındaki etkileri, hazırlık sınıflarında alınan Arapça öğretiminin ileri sınıflarda da devamlılığının sağlanıp sağlanmaması ve öğrencilerin Arapça üzerine bilişsel ve duyuşsal görüşleri araştırılacaktır.

Arapça, geniş bir coğrafi alana yayılmış din, tarih, kültür, ekonomi, düşünce, edebiyat ve daha birçok alanda büyük bir öneme haiz aynı zamanda stratejik bir dildir (Soysaldı, 2010, s. 247). Arapça yeryüzünde yaygın olarak kullanılan takriben 225 dil arasında Birleşmiş Milletler Teşkilatı’nın yedi komisyonunda çalışma dili kabul edilen Çince, İngilizce, Fransızca, Rusça ve İspanyolcadan sonra altıncı dildir. Teşkilat tarafından 1946 yılında kabul edilen beş resmi dile Arapçanın eklenmesi, onun evrensel bir dil olduğunu göstermektedir (Civelek, 1998, s. 226). Birleşmiş Milletler, 18 Aralık 1973 tarih ve 3190 sayılı Genel Kurul kararıyla, Arapçayı çeşitli birimlerinde kullanmıştır. Aynı zamanda Genel Kurul, 1980 yılındaki dönem toplantısında Arapçayı, sosyal-iktisadi ve güvenlik konseylerinde çalışma dili olarak kabul etmiştir. Böylece Arapça, dünyanın en büyük dilleri arasına girmiştir (Mahmud en-Naka, 1984, s. 11).

Arapça dersleri, İlahiyat Fakültelerinde öğrenim görmek isteyen öğrencilerin, gelecekteki meslek ve uzmanlık alanlarıyla ilgili bilgi, birikim ve tutumlarını geliştirmelerindeki en önemli etkenlerden biri olacaktır. Bununla birlikte Arapça öğrenme hususunda başarıya ulaşmak adına, öğrencilerin öğrenmeye meyilli olmaları ve bu derse karşı pozitif bir tutum sergilemeleri

oldukça önemlidir. Nitekim tutumlar hem sosyal algıyı hem de davranışları etkiler (Üstüner, 2006, s. 111). Öğrencilerin bir ders ile ilgili duyuşsal niteliklerinin en önemli simgelerinden biri olan tutum, bireyin bir psikolojik objeye yönelik müspet ya da menfî genel duygularıdır (Arpacı, 2014, s. 79). Bireyin bir nesneye ya da uyarana yönelik tutumunun bilinmesi, o nesne ya da uyarana karşı davranışı da tahmin edilebilir. Bu durum pratikte son derece önemlidir (Üstüner, 2006, s. 112). Mesleki eğitimde, mesleği seçen ve o meslek doğrutusunda eğitim alan kimselere gelecekte kariyerlerine uygun bilgiler, duygular ve beceriler kazandırılmaya çalışılır. Bu noktada; müftülük, vaizlik ve meslek ders öğretmenliği yapacak olan bireylerin bu mesleğin gereklerini daha etkili biçimde yerine getirebilmelerine katkı sağlayacak olan Arapçaya yönelik tutumlarının da olumlu olması gerekir. Bu nedenle İlahiyat öğrencilerinin Arapça dersine karşı tutumlarının tespit edilmesi önemlidir. Bu amaçla hazırlık sınıflarında Arapça eğitimi, Arapça eğitiminde karşılaşılan sorunlar ve motivasyon gibi konularda bazı çalışmalar yapılmıştır. Bunlar özetle şu şekildedir:

- ❖ - “İlahiyat Fakültelerinde Arapça Öğretiminin Gerekliliği, Karşılan Sorunlar ve Çözüm Önerileri” (Özdemir, 2004)
- ❖ - “Türkiye’deki İlahiyat Fakültelerinde Arapça Öğretiminde Karşılaşılan Problemler ve Çözüm Yolları” (Soysaldı, 2010)
- ❖ - “Yabancı Dil Öğretimi Bağlamında Arapça Öğretiminde Motivasyonun Önemi” (Soyupek, 2008) ve “İlahiyat Fakülteleri Hazırlık Sınıflarında Yürütülen Arapça Öğretimine İlişkin Öğrenci Başarılarının Tespit Edilmesi” (Soyupek, 2014)
- ❖ - “İlahiyat Fakültesi Öğrencilerinin Arapçaya Yönelik Motivasyonu ve Başarıları” (el-Mahzûmî, 1994)
- ❖ - “İlahiyat Fakültesi Öğrencilerinin Arapça Öğrenmedeki Motivasyon Düzeyleri (Fırat Ün. İlahiyat Fakültesi Örneği)” (Deliçay, 2005)
- ❖ - “Türkiye’de Yükseköğretim Kurumlarında Arapça Öğretimi (İlahiyat Fakültesi Örneği)” (Karaca, 2000)

❖ - “İlahiyat Fakülteleri Hazırlık Sınıflarında Arapça Öğretiminde Kullanılan Yöntemler” (Semerci, 2012)

❖ - “Türkiye’de Arapça Öğreniminin Zorlukları ve Çözüm Yolları” (Usta, 2012)

İsmi geçen çalışmalar ele aldıkları konularda başarılı olmakla birlikte öğrencilerin Arapça dersine ilişkin tutumlarını ele almamaktadırlar. İşte bu proje ile bu eksikliğin de giderilmesi amaçlanmaktadır.

Türkiye’de son yıllarda, özellikle bunun son beş yılında Arapçaya olan ilginin arttığı görülmektedir. Milli Eğitim Bakanlığı (MEB), Arapçayı ilköğretim düzeyine çekmek için 2016-2017 eğitim-öğretim yılında başlamak kaydıyla harekete geçeceğini duyurmuştur. Milli Eğitim Bakanlığında Arapça, ortaokullarda (5, 6, 7 ve 8. sınıflarda) ve İmam Hatip Liselerinde ders olarak okutulmaktadır. Bununla birlikte MEB tarafından Arapçanın ilkokullarda (2, 3 ve 4. sınıflarda) diğer yabancı diller gibi okutulacağı açıklanmıştır. Ayrıca Türkiye Cumhuriyeti Yüksek Öğretim Kurumu (YÖK) da 2020 yılı başında Türkiye’deki üniversitelerde yabancı dil eğitimini verebilecek özellikle Arapça alanında yetkin olan ve akademik çalışmaları bulunan sözleşmeli öğretmenler almıştır (Komisyon, 2021, s. 89). Türkiye hükümeti, Arapça eğitiminin geliştirilmesine yönelik olan bu uygulamalarıyla, her Müslüman ülkede olduğu gibi tarihsel, kültürel gerekçelere dayanarak Arapçanın öğrenilmesini bir görev saymıştır. Ayrıca bu uygulamaların gerekçelerine Arapçanın dünyada 22 ülkede, 350 milyona yakın insan tarafından konuşulan bir dil olması da eklenebilir. Ancak sayısal verilerdeki bu artışa ve Arapça öğretimindeki gayretlere rağmen, kimi zaman eğitim metoduyla, kimi zaman öğretmenlerin Arapça öğretimindeki metotlarıyla, kimi zaman da öğrencilerle alakalı problemler nedeniyle dilin tam bir şekilde istenilen neticelere ulaşmadığı gözlemlenmiştir.

Bu çalışma ile Arapça hazırlık sınıflarındaki Arapça öğretim yöntem ve teknikleri tespit edilecek ve Arapça öğretmenlerinin bu konudaki çalışmalarına fayda sağlayabilecek bilgiler sunulmaya çalışılacaktır. Bu yönüyle proje, Türkiye’de Arapça eğitim öğretimine dair yapılmış en önemli projelerden biri olacaktır. Bunun sebebi ise, projenin öğrencilerin hem Arapça seviyelerini yükseltmeyi hem de bu husustaki eksikliklerini gidermeyi amaçlamasıdır.

Dünyada Arapçaya karşı artan ilgi ve alaka Türkiye’de de kendisini hissettirmektedir. Ülkemizde çeşitli eğitim kurumlarında Arapça öğretimi yapılmaktadır. İlahiyat fakülteleri, eğitim fakülteleri, edebiyat fakülteleri ve Ankara Üniversitesi Dil ve Tarih-Coğrafya Fakültesi bu kurumların başında gelenlerdir. Özellikle dinî kaynakların dilinin Arapça olmasından ötürü

bu dil, ilahiyat fakültelerinden öğrenim gören öğrenciler için büyük bir öneme haizdir.

Türklerde Arapçanın kullanılmaya başlanması, ilk Müslüman Türk devleti olan Karahanlılara kadar uzanır. Türklerin İslamiyet'i kabul etmeleri ile birlikte Arapçaya önem vermeye başlamışlardır. Ayrıca Türklerin Arapçayı öğrenmeye ihtiyaç duymaları olayı, Araplarla etkileşim ve yakın ilişkiler içinde olmaları da etkilemiştir. Arapça ile olan dini, kültürel, siyasi ve askeri ilişkilerimiz Arapçanın öğrenilmesini beraberinde getirmiştir. Özellikle Türklerde Arapçanın önem kazanmasını etkileyen faktörlerden biri de Türklerin Müslümanlığı kabul etmesiyle birlikte Kuran-ı Kerim'in dili Arapça olması olmuştur (Demirbaş, 2016, s. 10). Talas savaşında (751) Türklerin Çin'e karşı Araplarla birlikte savaşmaları sonucunda da Arap-Türk ilişkileri hızlıca gelişim göstermiştir. Türkler ile devam eden askerî, ticarî, mimari ve ilmî ilişkiler iki toplumun iletişimi için Arapça önem kazanmıştır (Doğan & Aydın, 2013, s. 51). Arapçanın bir iletişim aracı olarak, seri ve verimli bir şekilde öğrenilmesi, dini eserleri ve kültürel mirası kavramak açısından değer kazanmıştır (Gündüzöz, 2010, s. 37-38).

İslam dinin kaynaklarının birçoğu Arapçadır. Bu kaynakların okunması tercümelerinden de yapılabilir (Furat, 1989, s. 353). Ancak dini ilimlerde tam bir yetkinliğin kazanılması bu ilimleri asıl kaynağından elde etmekle mümkündür. Bununla birlikte Arapçanın anadili olmadığı toplumlarda insanların bir araya gelerek İslami ilimleri elde etmek için kullandıkları dil Arapça olmuştur. Bu sistemle insanlar, Batı Afrika'dan tutun Güneydoğu Asya'ya kadar istedikleri her bölgede meşhur âlimlerin derslerine katılma olanağına sahip olmuşlardır. Dolayısıyla mutabık oldukları ortak dil İslam memleketlerinde, bilgi ve bilimin dili olan Arapça olmuştur. (Versteegh, 2007, s. 335). Bu da Arap dilinin son derece önemli olduğunu göstermektedir.

Dil-kültür ilişkisi, edebiyat, iletişim, eğitim ve sosyal gibi alanlarda ortaya çıkan bir olgudur. Bundan hareketle, Arapçayı önemli hale getiren diğer bir etken de İslam kültür mirasını ana kaynaklarından inceleme ve değerlendirme imkânı sumasıdır. Zira dil bir toplumda salt bir iletişim aracı olmayıp aynı zamanda o toplumun kültür, inanç, yaşam tarzı, hayat anlayışı ve düşünce biçimini taşıyan bir araçtır. İlmî ve kültürel iletişimin varlığıyla birlikte Müslüman toplulukların arasındaki bağların kuvvetlendirilip devamının sağlanması adına Arapça eğitiminin gerekli ve faydalı olduğu şüphesizdir (Akbaş, 2016, s. 7).

Diğer yandan günümüzde Türk ve Arap milletinin arasındaki ekonomik ilişkiler önemli bir seviyeye ulaşmıştır (Doğan & Aydın, 2013, s. 56). Bundan mütevellit Arap ülkeleri ile olan ekonomik bağlarımız sebebiyle Araplarla olan ilişkilerimizde Arapça öğrenme ihtiyacı doğmaktadır.

Gerek coğrafi gerekse tarihî olarak Arap ve İslam dünyasıyla yakın ilişkiler içerisinde bulunmamızdan ötürü katımızda Arapçanın öğrenilmesi büyük bir önem taşımaktadır. Osmanlı da bu sebeple resmi ve özel eğitim kurumlarında Arapça öğretimine özen göstermiştir. Ancak Türkiye Cumhuriyeti'nin kurulmasıyla birlikte Arapça eğitim ve öğretiminin gerçekleştirildiği kurumlar olan medreselerin kapatılmasıyla Arapça öğretimine son verilmiştir. Buna mukabil sonlandırılan bu öğretim, Cumhuriyetin ilk senelerinde İlahiyat Fakültesi ve birkaç İmam Hatip okulunda resmi bir şekilde icra edilmiştir. Buna göre Arapçanın öğretimi İmam Hatip okullarında 1930'a, ilahiyat fakültesinde ise 1933'e kadar sürmüştür. Bu eğitim kurumlarının kapatılmasıyla birlikte Arapça öğretimi devletin resmi eğitim kurumlarında bir müddet kesilmiştir. Bu süreçten sonra Ankara İlahiyat Fakültesi 1949 yılında, bazı illerde de imam hatip okulunun 1951 yılında açılmasıyla birlikte, Arapça yeniden resmi bir şekilde öğretilmeye başlanmıştır. Daha sonraki senelerde Arapça, edebiyat fakültelerinin Doğu dilleri bölümünde de verilmeye başlanmıştır (Polat vd., 2016, s. 35).

Arapça öğretimi, imam hatip liselerinde ve İstanbul Üniversitesi Fen Edebiyat Fakültesi, Ankara Üniversitesi Dil ve tarih coğrafya fakültesi ve bazı üniversitelerin fen-edebiyat fakültelerine bağlı Arap Dili ve Edebiyatı bölümlerinde, ayrıca Gazi Üniversitesi Eğitim Fakültesi bünyesinde bulunan Arap Dili Eğitimi Anabilim Dalında icra edilmeye devam etmiştir. Bunun yanı sıra 1992 yılında özel eğitim kurumlarında da Bakanlar Kurulu kararıyla Arapça öğretimine izin çıkmıştır (Güney, 2014, s. 206). Günümüzde de resmî ve özel kurumlarda Arapça kursları açılmakta ve öğrenimine teşvik edilmektedir.

Türkiye'de yabancı dillerden bahsedildiğinde akla ilk gelen Batı dilleridir. Ancak bu dillerden evvel Arapça ve Farsça öğretimi yaygın bir şekilde yapılmıştır. Özellikle Arapça öğretimi zaman zaman kesintiye uğramış olsa da 1950'den sonra yeniden gündeme gelmiş ilahiyat fakülteleri ve imam hatip okulların sürdürülmüştür. Ortadoğu ülkeleriyle gelişen siyasî, ticarî ve ekonomik gibi faktörlerin yanında turizm alanında da ilişkilerin artmasıyla "konuşma Arapçası'nın öğretimi için Gazi Üniversitesi'nde 1984 yılında, "Arapça Öğretmenliği" anabilim dalı açılmıştır (Temel, 2015, s. 166). Bunun yanında bazı üniversitelerin Eğitim Fakültelerinde Arapça öğretmenliği, edebiyat fakültelerinde ise Arap Dili ve Edebiyatı ile Arapça Mütercim-Tercümanlık Bölümleri açılmaya başlamıştır. Ayrıca Türkiye'de 2017 yılı itibarıyla İlahiyat Fakültesi veya İslami İlimler Fakültesinin hemen hemen her ilde varlık gösterdiğini ve yaklaşık olarak yüz tane fakülte bulunduğu söylemek mümkündür (Oktay, 2017).

Din konularının güvenilir ve ilmî kriterlere göre analiz edilmesini sağlamak, meslekî adına elde edilen bilgileri kuvvetli kılmak ve düşünsel olarak ileri görüşlü din adamları

topluma kazandırmak için gerekli şartları yerine getirmek maksadıyla tesis edilmiş ilahiyat fakültelerinde de Arapça eğitimi büyük bir öneme haizdir. Zira İlahiyat eğitimini bitirmiş bir bireyden asıl beklenti dini ilimleri kaynaklarından okuyabilecek düzeyde olması yönündedir. Bu beklentinin karşılanması için her dilde olduğu gibi Arapça öğretiminde de var olan dinleme-anlama, konuşma, okuma ve yazma gibi dört unsurun geliştirilmesi elzemdir (Semerci, 2012, s. 36). Bu amaçlar doğrultusunda çoğu İlahiyat Fakültesi bünyesinde bulunan Arapça Hazırlık programlarında bu dört temel becerinin geliştirilmesi hedeflenmektedir.

Arapçanın Türk milleti için büyük bir önem taşıdığını gösteren bir husus da Arapça öğretiminin yapıldığı İlahiyat Fakültelerinde hazırlık sınıflarının bulunuyor olmasıdır (Demirbaş, 2016, s. 12). Fakat 1997 yılında hazırlık sınıfların kaldırılmasıyla İlahiyat Fakültelerinde verilen Arapça derslerinde epey bir düşüş olmuştur. Dolayısıyla, bu fakültelerde hazırlık sınıfı mevcutken eğitim öğretim süreci boyunca toplamda 700 Arapça ders saati varken, YÖK'ün uyguladığı bu kararla İlahiyat Fakültelerinde yaklaşık olarak Arapça ders saati 450'ye kadar inmiştir. 2009-2010 eğitim-öğretim yılı itibarıyla tekrar Arapça hazırlık sınıfları açılmaya başlamıştır (Semerci, 2012, s. 60). Günümüz İlahiyat Fakültelerine baktığımızda ise; Arapça, hazırlık sınıfı bulunmayan bazı İlahiyat Fakültelerinin birinci sınıflarında yaklaşık olarak haftalık 8 saat, ikinci sınıfta ise haftalık 5 saat okutulmaktadır. Hazırlık sınıflarında okutulan Arapça ders saatleri ise genelde 20 ile 28 saat aralığındadır.

İlahiyat Fakültelerinde, Arapça öğretim metotları ve kaynakları fakülteden fakülteye değişmektedir. Aynı zamanda bu değişiklik aynı fakültede görev yapan Arapça öğretim elemanlarının arasında da mevcut olduğu gözlemlenmiştir. Dolayısıyla bu durum günümüzdeki dil öğretim yöntem ve tekniklerini göz ardı etmeden Arapça öğretim metodunda geliştirmek adına yeni bir yol izlemeye ihtiyaç olduğunu göstermektedir (Soysaldı, 2010, s. 257).

## 2. PROJENİN ÖZGÜN DEĞERİ

Arapça günümüze gelene dek öğrenciler tarafından zor öğrenilen, öğretmenler tarafından ise eski usullere göre öğretilen bir dil olmuştur. Günümüzde ise bu durum giderek değişmiş ve Arapça öğretiminde farklı yöntem ve teknikler de kullanılmaya başlanmıştır. Bu sayede öğrencilerin Arapça öğrenimindeki başarı durumlarında da artışlar gözlemlenmiştir. Bu araştırma da yine Arapça hazırlık sınıflarında eğitim gören öğrencilerin hem Arapça seviyelerini yükseltmeyi hem de bu husustaki eksikliklerini gidermeyi amaçlamaktadır. Proje bu yönüyle Türkiye'de Arapça eğitim öğretimine dair yapılmış olan en önemli projelerden biri olabilecek niteliktedir.

Proje kapsamında Arapça öğretim yöntem ve teknikleri tespit edilecek olup Arapça öğretmenlerinin bu konudaki çalışmalarına faydalı olacak bilgiler sunulmaya çalışılacaktır. Diğer yandan proje hazırlanırken ADİM'in Arapça eğitim ve öğretimi noktasında sahip olduğu özellikleri yerinde incelenip görülmek suretiyle bunlar, uygulamaya konulmak üzere Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıflarına nakledilecektir.

Projenin yukarıda bahsedilen özelliklerinin hayata geçirilmesiyle, hazırlık sınıfı öğrencilerinin dört dil becerisinin yükseltilmesinin yanı sıra bu öğrencilerin lisans eğitimleri boyunca görecekları tefsir, hadis ve fıkıh gibi temel kaynakları Arapça olan İslami ilimleri daha iyi anlayıp okuması ve bunlar üzerinde araştırmalar yapabilmesi, yine bu şekilde lisans sürecinde Arapça olarak görülen derslerde verimliliğin artırılması beklenmektedir.

### 3. PROJEDE TAKİP EDİLEN YÖNTEM

Projede şu dört yöntem takip edilmiştir;

1- Veri toplama: Bu aşamada öncelikle konuyla ilgili literatür taraması yapılmış ve bunlarla Türkiye'de Arapça eğitiminin dünü ve bugününe dair bir ön bilgi oluşturulmuştur.

2- Görüşme: Görüşme aşamasında proje kapsamında OndokuzMayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezine (ADİM) gidilmiş ve merkezin yöneticileri, eğitimcileri ve öğrencileriyle görüşmeler yapılmıştır.

3- İnceleme: Bu aşama kapsamında OndokuzMayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkeziyle (ADİM) ilgili inceleme yapılarak merkezdeki eğitime dair notlar alınmıştır.

4- Analiz: Analiz aşamasında ise inceleme aşamasında elde edilen bilgiler değerlendirilmiştir. Bartın Üniversitesi İslami İlimler Fakültesi sınıflarından C şubesinde yapılan uygulama aşamasının sonuçlarının incelenip değerlendirilmesi de analiz aşamasına dahil edilebilir.

### 4. BEKLENEN YARARLAR / UYGULAMAYA AKTARMA / EKONOMİYE KATKI

Projenin beklentilerine geçmeden önce fakültemizin Arapça eğitimiyle ilgili kısaca şunları ifade etmek isteriz:

Zorunlu Arapça Hazırlık Sınıfı'nda eğitim-öğretim süresi, güz yarıyılı 14 hafta, bahar yarıyılı 14 hafta olmak üzere bir yıldır.

Zorunlu Arapça Hazırlık Sınıfı Eğitimi; Arapça Dilbilgisi, Arapça Yazılı Anlatım, Arapça Sözlü Anlatım ve Arapça İmla derslerinden oluşur. Derslerin içerikleri Hazırlık Eğitim Komisyonu tarafından belirlenir. Hazırlık Sınıfında öğrenci başarısı; Yıl içinde yapılan derslerin ara sınav notlarının % 30'u, Yoklama sınav notlarının azami % 10'u ve Yıl Sonu sınav notlarının % 60'ı alınarak değerlendirilir.

Dersler; Arapça Dilbilgisi 30%, Arapça Yazılı Anlatım 25%, Arapça Sözlü Anlatım 25% ve Arapça İmla 20% şeklindedir.

Projemizdeki beklentilerimiz ise şu şekildedir:

1. Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıfı öğrencilerinin genel anlamda Arapça seviyelerini % 80 düzeyinde arttırmak.
2. Fakülte öğrencilerimizin Arapça okuma, yazma, dinleme ve konuşma şeklindeki dört temel dil becerilerini % 80 oranında arttırmak.
3. Fakülte öğrencilerimizin Arapça dil ilimlerine (nahiv-sarf) dair bilgi düzeylerini % 80 düzeyinde arttırmak.
4. Fakülte Arapça hocaları yeni eğitim yöntemleri ve araçları edinmek.

### 5. BAŞARI ÖLÇÜTLERİ VE ALTERNATİF PLAN

1. Hazırlık sınıfında ders veren iki araştırmacının, öğrencilerin okuma, konuşma, yazma ve dinleme şeklinde ifade edilen Arapça becerileriyle nahiv (sentaks) ve sarftan (morfoloji) oluşan Arapça ilimlerine dair becerilerini artırma noktasındaki tecrübeleri.
2. Arapça hazırlık yılı ve bu eğitim yılının olumlu ve olumsuz yönleri ile ilgili iyi araştırılmış birden fazla bilimsel araştırma yapılmış olması.
3. Hazırlık yılı için öğretim amaçlı birden fazla kitap yazılmış olması.
4. Hazırlık yılı ile ilgili yerel ve uluslararası birden fazla bilimsel konferansa katılımın bulunması.
5. Genel olarak Türkiye'de, ana dili Arapça olmayanlara verilen Arapça eğitimi ve özel olarak da hazırlık sınıflarında verilen eğitimle ilgili çok sayıda eski literatürün (araştırma çalışmaları, kitaplar ve mektuplar) okunmuş olması.
6. Hazırlık yılı ile ilgili düzenlenen önceki konferans ve seminerlerin toplanıp incelenmesinin ardından bu konferans ve seminerlerde yapılan önerilerden yararlanılması.
7. (ADİM) merkezine gidip eğitim sürecindeki prosedürlerin yakından incelenmesi; öğrencilerin seçimi, yılın başında seviyelerinin ölçülmesi, okuma, konuşma, yazma ve dinleme

becerilerine ve nahiv ve sarftan oluşan dilbilgisi derslerine ayrılan saatlerin; eğitim dilinin, öğrencilerin seviyesinin nasıl ölçüleceğinin, sınav türlerinin vs. belirlenmesi gibi hazırlık yılıyla ilgili olan tüm mülahazaların kaydedilmesi.

8. (ADİM) merkezinde hazırlık sınıfı öğretiminde görev yapan hocalar ile buluşması, onların not ve yönlendirmelerinin kaydedilmesi.

9. Hazırlık sınıfı öğrencileriyle merkezde buluşarak izlenim ve gözlemlerinin kayıt altına alınması.

10. Merkez yönetimi ile görüşülerek gözlem ve direktiflerinin kayıt altına alınması.

❖ Projeye ilgili bir eksiklik ya da karmaşıklık olması durumunda projenin ilk uygulayıcısı olan Arapça Dil Merkezi (ADİM) (Samsun) ile irtibat kurulması

❖ ADİM’de ilişkin tüm sayısal altlıkların oluşturulması ve yazılım içerisinde analiz haline getirilmesi

❖ Tüm noktalara ilişkin verilerin eksiksiz bir şekilde oluşturulması

Projenin önerildiği şekilde yürütülmesini önemli ölçüde aksatan öngörülmemiş gelişmelerle karşılaşılması durumunda devreye sokulacak alternatif plan;

Projenin taslağa uygun bir şekilde uygulamaya konulması, Samsun Üniversitesi İlahiyat Fakültesi (ADİM) Merkezinde anadili Arapça olmayanlara Arapça öğretiminin verildiği hazırlık sınıfının eğitim niteliklerinin incelenmesi, bunun Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıfında uygulanmasına bağlıdır. Projenin tüm hazırlık sınıflarında uygulanması noktasında bir sorun çıkması durumunda, ek süre talep etmek veya projeyi tüm hazırlık şubelerinde uygulamak yerine sadece bir şubede uygulamak mecburiyetinde kalınabilir.

## 6. Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezine (Adim) Dair Notlar

Bu bölümde çeşitli başlıklar altında ADİM idarecileri, öğretmenleri ve öğrencilerine sorular sorulmuş ve verdiği bilgiler kaydedilmiştir. Akabinde de her başlığın sonunda ‘değerlendirme’ adıyla bir yan başlık açılıp konuyla ilgili düşünce ve önerilerimiz belirtilmiştir. Tanıtım notlarına geçmeden önce ADİM merkezinden ve merkezde okutulan kitaplardan birkaç fotoğrafı paylaşmakta yarar bulunmaktadır:



Fotoğraf 1 ADİM eğitmenleriyle merkez binasının önünden bir kare



Fotoğraf 4 Merkezde okutulan kitaplar. (Sağdaki iki kitap hazırlık sınıfımızda uygulamada okutulan kitaplardır.)

### 6.1. Eđitmen Sayısı

Merkezde hâlihazırda 13Arap, 7 Türk eđitmen bulunmaktadır. Bununla birlikte merkeze dört Arap ve bir Türk olmak üzere beş eđitmen daha alınacağı belirtilmiştir. Bu şekilde her eđitime ortalama 20-25 öğrenci düşmesi hedeflenmektedir.

**Deđerlendirme:** Eđitmen başına düşen öğrenci sayısı dengelidir. Merkezdeki Arapça eđitiminin kalitesinde bunun gözle görülür bir etkisi bulunmaktadır. Bu açıdan fakültemizin hazırlık sınıfına bakıldığında benzer bir oran görülmektedir.

### 6.2. Öğrenci ve Sınıf Sayıları

Merkezde 530 Öğrenci ve 25 sınıf bulunmaktadır. Sınıflar bayan ve erkek öğrencilere ayrı olarak tahsis edilmiştir. Sınıflarda bulunan öğrenci sayıları 20-25 arasındadır. Bu sayının üzerine çıkılmamaktadır.

**Deđerlendirme:** Sınıflarda erkek ve bayan öğrencilerine ayrı şubeler oluşturulması eđitimin kalitesini arttıran hususlardandır. Bu açıdan fakültemizde de 2020-2021 sezonunda benzer uygulamaya gidilmiş ve sınıflar dört bayan, iki erkek şubesi şeklinde bölünmüştür.

### 6.3. Başarı Sınırı ve Geçen Seneki Başarı Oranı

Başarı sınırı 60'dır. Ancak soruların seviyesi yüksek olduğu için ortalama üniversitelere göre bu sınır 70-80 gibi görülmektedir. 2020-2021 eğitim öğretim yılında 99 öğrenci sınıf tekrarı yapmıştır.

**Deđerlendirme:** Merkezde her beş öğrenciden birinin sınıfta kaldığı görülmektedir. Başarısızlık gibi görülebilecek bu durum merkez eđitmenleri tarafından eđitimin ciddi tutulduđunu göstermektedir. Fakültemizde ise merkezin bu oranı 2019-2020 yılında yaşanmış, 2020-2021 yılında ise sınıfta kalan öğrenci sayısında gözle görülür bir azalma olmuştur. Tabi bunda pandemi dönemi ve online sınavların etkisi olduğu yadsınamaz bir durumdur.

### 6.4. Ders Başlama Saatleri

Dersler 08:30 itibariyle başlamakta ve o anki derse göre devam etmektedir. Yani işlenen konuya göre dersin uzaması söz konusu olabilmektedir.

İkinci öğretim öğrencilerinde ise öğlen 13'de ve 15'te başlayanlar gruplar bulunmaktadır.

**Değerlendirme:** Merkezde ders başlama saatleri fakültemizle aynıdır. Ancak ikinci öğretim saatleri fakültemize göre erken başlamaktadır. Bu da geç saatlere eve dönmek suretiyle sıkıntı yaşayan öğrenciler tarafından olumlu karşılanan bir durumdur.

### 6.5. Sınavlar Aralıkları

Her Perşembe öğlen saat 13'te sınav yapılmaktadır. Bu da bir hafta genel sınav, bir hafta kırae (okuma) sınavı ve bir hafta kelime sınavı şeklinde olmaktadır.

**Değerlendirme:** Sınavların sık yapılması öğrenciler tarafından stresli bir sürece girmek olarak yorumlanmış olmakla birlikte öğrenciler nihayetinde bunun kendilerini geliştiren bir yönünün bulunduğunu da kabul etmişlerdir.

### 6.6. ADİM'in Üniversite Dışında Olmasının Nedeni

Merkezin üniversite dışında olmasının artıları ve eksileri bulunmaktadır. Ancak artıları ağır basmaktadır:

#### Artıları:

1. Şehir içinde olduğu için gıda, giyim vs. temel ihtiyaçlara erişim kolaylığı söz konusudur.
2. Öğrencilerin liseden çıkar çıkmaz üniversite ortamına girmesi adaptasyon sorununa neden olabilmektedir. Merkezin şehrin içinde olması ile bu sorunun önüne geçilmektedir.
3. Merkezin İlahiyat Fakültesinden bağımsız bir binada olması öğrencilerin Arapçaya daha iyi odaklanmasını sağlamaktadır.

#### Eksileri:

1. Öğrencilerin çoğunun uzaktan gelmesi sıkıntı oluşturmaktadır.
2. Lisansa geçerken alışma sürecinde sıkıntı yaşamaları söz konusu olabilmektedir.

**Not:** Burada artı ve eksi yönler bizim de değerlendirmelerimizle paraleldir.

### 6.7. Dersler ve Temel Özellikleri

#### 6.7.1. Dilbilgisi

Türkçe dilbilgisi kitabından bazı konuları işlenmektedir. Bunun daha faydalı olduğu görülmüştür.

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Konulara kaideden başlanmamaktadır, örnek cümlelerden başlanmaktadır. Bu şekilde öğrenciler örnekler üzerinden ilgili kaideyi kendileri anlamaya çalışmaktadırlar.

Dilbilgisinin diğer kitaplarla iç içe olması öğrencilerin bildikleri kelimelerle tekrar karşılaşmaları açısından kendilerine güven vermektedir.

İlk üç hafta temel atılmaktadır. Bu bağlamda şu konular işlenmektedir:

- ❖ İsmi işaretler, zamirler: Her dilin en önemli unsurları olduğu için en başta verilmektedir.
- ❖ Mazi ve muzari fiillerin çekimleri: Arapçada fiil cümleleri çok önemli olduğu için buna temel atma babından öncelikle fiil çekimleri ezberletilmektedir.
- ❖ Bitişik zamirlerin tamlama oluşturması: Türkçede olduğu gibi Arapçada da yaygın olduğu için başlarda anlatılmaktadır.
- ❖ Fiil çekimlerinde klasik usul takip edilmektedir.
- ❖ Sarfta altı bab'a birinci dönemin sonlarında girilmektedir. Bunda amaç öğrencilerin kafa karışıklığı yaşamasını engellemektir.
- ❖ Arapça ve Türkçe irab yapılmaktadır. İrabta önemli olan onun mantığını anlamak olduğu için hangi dilde yapıldığı fark etmemektedir.

**Değerlendirme:** Öncelikle konuların Türkçe dilbilgisi kitaplarından işlenmesi öğrencilerdeki kaygıyı azaltmakta ve Arapçanın zor olduğu yönündeki önyargılarını kırmaya katkı sağlamaktadır. Konulara kaideler yerine cümlelerden başlanması öğrencilerin analizde bulunarak kaideyi kendilerinin çıkarmalarını sağlamakta, konuyu daha sağlam öğrenmelerini desteklemektedir. İşlenen konular açısından ise merkezde temel konularla dilbilgisi derslerine başlandığı görülmektedir. Burada bahsi geçen hususlara Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıfları açısından bakıldığında fakültemizde dilbilgisi derslerinde Kavâidu'l-müşeccia adlı nahiv ve sarftan oluşan dilbilgisi setlerinin okutulduğunu, kitapların tamamen Arapça olduğunu, bunların öğrencileri yer yer zorladığı, girişteki kaide kısımlarının birebir tercüme edilmesi suretiyle öğretmenlerin zaman kullanımlarında sıkıntıya sebebiyet verdiği

görülmüştür. Merkezde konulara kaideler yerine cümlelerden başlanması hususuna gelince; fakültemizde okutulan kitapta da benzer bir metodun takip edildiğini belirtmek gerekir. Son olarak, fakültemiz hazırlık sınıflarında okutulan Kavâidu'l-müşeccia adlı setin konu dağılımında bir takım düzeltmeler yapmamız gerektiğini söylememiz gerekir. Şöyle ki setin sarf kısmının birinci cildinde 18, 19 ve 20. ünitelerde bulunan sarf çekimleri önemine binaen tarafımızca 5. ünitenin hemen akabinde işlenmekte ve sarfın en zor konularından sayılabilecek sıfat-ı müşebbehe konusu ise sene sonuna ertelenmektedir.

### 6.7.2. İstima (Dinleme)

Öğrencilere görsel ve işitsel kayıtlar dinletilmektedir.

Öğrencilere sorular okutulup bilinmeyen kelimelerin ortaya çıkarılması gibi uygulamalar yapılmaktadır.

Aynı ses dosyaları tekrar dinletilmektedir. (Genelde 3 kez)

Kayıtlar yarım dakika ve 1 dakika ile başlamakta ve daha sonra 3 dakika üzerine çıkmaktadır.

Kayıtlar dinletildikten sonra mutlaka duyulan şeylerin yazılması istenmektedir. Bu, aynı zamanda imlaya da katkı sağlamaktadır.

**Değerlendirme:** Öğrencilere görsel ve işitsel kayıtların dinletilmesi, bilmedikleri kelimelerin çeşitli yöntemlerle tespit edilmesi, aynı ses dosyalarının tekrar tekrar dinletilmesi ve kayıtların dinletildikten sonra yazılmasının istenmesi öğrencilerin dinleme ve yazma becerilerini geliştiren hususlardır. Fakültemizde ise akıllı tahtaların bulunmaması başta olmak üzere teknik yetersizliklerden ötürü benzeri uygulamalar yapılamamaktadır. Bu husustaki eksikliğin önümüzdeki süreçlerde giderilmesi umulmaktadır.

### 6.7.3. İmla

- ❖ Tek ders şeklinde işlenmektedir.
- ❖ Ders başlarda harfler üzerinde olmaktadır.
- ❖ Her ünite için beş altı alıştırmayı yaptırılmaktadır.
- ❖ Kelimeyi tamamlayıp düzenleme, soru yazma, cevap yazma ve hatayı düzenleme şeklinde alıştırmalar yaptırılmaktadır.

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- ❖ Bir konuda cümle düzenleme ve paragraf oluşturma gibi alıştırmalar yaptırılmaktadır.
- ❖ Muhadese dersine benzer uygulamalar yapılmaktadır.
- ❖ Bağlaçların yazımı üzerinde durulmaktadır.

**Değerlendirme:** İmla dersinde çok çeşitli uygulamaların yapılması faydalı görülmektedir. Nitekim yazım konusu ilahiyat öğrencilerinin genel olarak sıkıntı yaşadığı hususlardandır. Fakültemizde de ADİM'deki kadar olmasa da imla dersinde uygulama çeşitliliği bulunmaktadır.

### 6.7.4. Muhadese

- ❖ Ders sırasında öğrenciler bir iki soru cevaplamaktadır.
- ❖ Öğrenciler kitaplardaki alıştırmaları yapmaktadır.
- ❖ Gördükleri resmi tasvir edip anlatmaktadırlar.
- ❖ Ünite sonu özetler yapılmakta, münakaşalar olmakta ve ünitenin temasına vurgu yapılmaktadır.
- ❖ Öğrencilerden belli bir konu hakkında bir video kaydetmesi istenmektedir. Video kaydetmek istemezse ses kaydı da kabul edilmektedir.
- ❖ Öğrencilere video çekmesi için konu verilirken konuların alt başlıkları hakkında da fikir verilmektedir.

**Değerlendirme:** Merkezde fakültemizdeki muhadese derslerinden farklı olarak öğrencilerden gördükleri resimleri anlatmalarını isteme, belli bir konu hakkında video kaydetmesini isteme ve münakaşada bulunma gibi uygulamalar yapılmaktadır. Ancak bunlardan ilk ikisi akıllı tahta gerektirdiğinden hâlihazırda fakültemizde uygulanması mümkün olmayan uygulama türlerindedir.

### 6.7.5. Kırae (Okuma) Dersi

- ❖ Ezberlenmesi için yeni kelimeler verilmektedir.
- ❖ Derse gelmeden önce bazı hazırlıklar yapılmaktadır.

- ❖ Öğrenci önce metinle baş başa bırakılmaktadır.
- ❖ Ders metinlerini öğrenci okumaktadır.
- ❖ Metinde geçen yeni kelimeler ve harf-i cerli fiil kullanımları tahtaya yazılmaktadır.
- ❖ Soru-cevap üslubu ile işlenmektedir.
- ❖ Sorular en son cevaplanmaktadır.
- ❖ Cemi teksirlere özel önem verilmektedir.
- ❖ Manayı anlama ve konuşma da dersin kapsamındadır.
- ❖ Öğrencilere, "Bunu Türkçe nasıl okuruz?" gibi sorular sorulmaktadır.
- ❖ Öğrenciye sınırlı bir sürede bir metin okutulup sesi kaydedilmektedir.
- ❖ 45 dakika ders işlenmekte, 15 dakika teneffüs yapılmaktadır.
- ❖ Her hocanın 2 veya 3 sınıfı bulunmaktadır. Dilbilgisi bundan ayrıdır.
- ❖ Dersler birbirini desteklemektedir.

**Değerlendirme:** Kelime ezberine çok önem verilmesi fakültemizdeki okuma derslerinde de üzerinde durulmaya çalışılan hususlardandır. Ancak merkezde farklı olarak metinde geçen yeni kelimeler ve harf-i cerli fiil kullanımlarının tahtaya yazılması, soru-cevap üslubunun kullanılması, öğrencilere, "Bunu Türkçe nasıl okuruz?" gibi sorular sorulması ve öğrenciye sınırlı bir sürede bir metin okutulup sesinin kaydedilmesi gibi uygulamalar yapılmaktadır. Bazıları teknik destek gerektiren bu uygulamaların fakültemizdeki okuma derslerinde hayata dökülmesinde öğrencilere fayda olacağı görülmektedir.

### 6. 8. Öğrenci Görüşleri

Öğrenciler, haftalık sınavlar olmasından rahatsızlık duymakta, ancak bununla birlikte bu uygulamanın kendilerini geliştirdiğini fark ettiklerini ifade etmektedirler.

**Değerlendirme:** Haftalık sınav olması öğrencilerin bilgilerini sürekli olarak taze tutmalarını

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sağlamaktadır. Bununla birlikte öğrencilerde bir miktar kaygı ve rahatsızlık oluşturduğu da kendileriyle yapılan görüşmede hissedilmiştir. Bu noktada sınav sıklığı açısından her hafta olmasa da iki üç haftada bir yapılacak yoklama sınavları şeklindeki uygulamaların öğrencileri çok fazla strese sokmadan asıl sınavlara hazırlanmalarına katkı sağlayabilir.

Öğrencilerin derslere olumlu ve olumsuz bakış açıları kendilerine sorulan sorular neticesinde şu şekilde gözlenmiştir:

### 6.8.1. Muhadese

- ❖ Muhadese hocalarının Türkçe bilmesi olumlu karşılanmaktadır. Yer yer Türkçe açıklanması gereken bir konu, kelime vs. olduğunda bunun avantajı görülmektedir.
- ❖ Belli bir konuya bağlı olmaksızın sırf konuşmaya dayalı bir dersin olması da faydalı olur.

**Değerlendirme:** Muhadese dersinde asıl olan, dersin anadili Arapça olan bir hoca tarafından verilmesidir. Türkiye'nin neredeyse her yerinde dikkat edilen bu hususa ADİM'de de dikkat edilmiştir. Ancak fakültemiz öğrencilerinin de dillendirdiği, yer yer hocalarıyla iletişim sağlayamadıkları şeklindeki sorunun da çözümü için anadili Arapça olan hocaların Türkçe bilmelerinin bu yönde önemli olduğu düşünülmektedir. Öğrencilerin de belirttiği gibi söz konusu ders her ne kadar Arapça işlenen bir ders olsa da anlaşılmayan noktalarda yer yer Türkçe izahlara da ihtiyaç duyulmaktadır.

### 6.8.2. İmla

- Duyduğunu yazma alıştırmaları faydalı görülmektedir.

**Değerlendirme:** Fakültemiz imla derslerinde kısmen uygulanan bu metodun son derece faydalı bir metot olduğu düşünülmektedir. Nitekim duyduğunu yazmak gördüğünü yazmanın çok ötesinde bir beceri gerektirir. Bu metot dinleme becerisine de katkı sağlamaktadır. Ancak burada bilgisayar veya hoparlör gibi teknik araçlara ihtiyaç duyulmaktadır. Bu noktada da her eğitmenin aynı imkânlarla sahip olmaması nedeniyle fakültemiz tarafından öğretim elemanlarına destek sağlanması beklenmektedir.

### 6.8.3. Yazılı Anlatım

- ❖ Her hafta okuma ödevi olması, ses kaydı olması faydalıdır.
- ❖ Zaman tutup okuma şeklinde verilen ödevler çok faydalıdır.
- ❖ Metinlerin tercümesi üzerinde de durulsa daha iyi olur.

**Değerlendirme:** Öğrenciler tarafından ses kaydı alınmasının istenmesi, zaman tutulup öğrencilere Arapça bir metnin okutulması son derece faydalı uygulamalardır. Bunların ilerleyen süreçlerde fakültemizde de uygulanması öğrencilerimize katkı sağlayacaktır. Fakültemiz yazılı anlatım derslerinde ağırlıklı olarak tercüme üzerinden gidilmektedir. Dersin temelinin teşkil etmesiyle birlikte tercüme ek olarak burada geçen uygulamalara benzer farklı uygulamalarla çeşitlilik oluşturmak faydalı olacaktır.

### 6.8.4. İstima

- ❖ Ders bazen anlaşılmıyor. Zor gelebiliyor.
- ❖ Kayıttaki sesler biraz daha yavaş okunsa daha iyi olur.
- ❖ Duyulan şeylerin yazıya dökülmesi alıştırmaları faydalı olmaktadır.

**Değerlendirme:** Dinleme dersinin ilk başlarda zor gelmesi doğal bir durumdur. Bu sorun öğrencilerin bol dinlemeler yapmalarıyla zaman içerisinde ortadan kalkacak bir sorundur. Öğrenciler tarafından kayıttaki seslerin biraz daha okunmasının istenmesi de benzer bir zorluğun farklı bir yansımasıdır. Bu sorunun çözümü de aynıdır. Öğrenciler tarafından duyulan şeylerin yazıya dökülmesi imla dersinde benzeri yapılan uygulama olup faydasına dair kanaatlerimiz zikredilmiştir. Fakültemiz hazırlık sınıfları açısından konuya baktığımızda ise öncelikle fakültemizde özel olarak bir istima (dinleme) dersinin bulunmadığını belirtmemiz gerekir. Fakültemiz hazırlık sınıflarında muhadese (konuşma) dersi bulunmakta ve öğrenciler dinlemelerini genel olarak burada yapmaktadırlar. Ancak bu tarz bir dersin müfredata sokulması da ileride düşünülebilecek bir husus olarak görülmektedir.

### 6.8.5. Dilbilgisi

- ❖ Ders anlatımının Türkçe olması faydalı olmaktadır.
- ❖ İrab zor gelmektedir. Bunu aşmak için bol bol irab çalışması yapılmalıdır.

**Değerlendirme:** Merkez'de dilbilgisi dersleri Türk hocalar tarafından verilmektedir. Bunun son derece isabetli bir karar olduğu görülmektedir. Nitekim dilbilgisi anlatan kişinin öğrenciler tarafından anlaşılması için yer yer öğrencilerin anadiliyle karşılaştırmalar yapılması gerekmektedir. Örneğin Arapçada mefulün bih adlı bir öge bulunmaktadır. Bunun Türkçedeki nesneye tekabül ettiği söylenmezse öğrencilerin onu anlamaları güçleşecektir. Şahsım tarafından hazırlık sınıflarında iki buçuk yıldır verilen dilbilgisi derslerinde de bu husus açık bir şekilde görülmüştür. Diğer konu olan irabın zor olması hususuna gelince; öncelikle irap dediğimiz öge Türkçedeki karşılığıyla cümleyi öğelerine ayırmak ve Arapçaya özgü ek bir durum olarak her kelimenin harekesini ve aldığı hareke nedenini tespit etmektir. Bir nevi bir matematik işlemi gibi olabilen bu eylemin diğer dil becerilerine göre daha fazla zihinsel efor harcanmasını gerektirmesi nedeniyle zor görülmesi çok da yadırganacak ya da yadsınacak bir durum değildir. Burada sorun irap mefhumunu öğrencilere anlatırken onların rahat bir şekilde anlamalarını sağlayacak basitlikte konunun kendilerine anlatılması yerine gereksiz detaylara girilmesi, irabın Türkçe değil de zorunlu bir şekilde Arapça olarak yaptırılması gibi hususlardır ve bunların çözümü de aksi yönde atmalıdır. Fakültemizde de dilbilgisinin nahiv bölümünde irap konusu üzerinde çokça durulmaktadır. Fakültemizde de iraplar Türkçe yaptırılmaktadır. Bu şekilde öğrencilerin kendilerini daha rahat ifade ettikleri ve irap mefhumunu daha iyi anladıkları görülmüştür.

### 6. 9. Yöntem

Her sınıfta akıllı tahta bulunmaktadır.

Öğrencilere Arapça film vs. izletilmektedir.

Her öğrenci 3'er dakikalık videolar canlandırmaktadır.

4 hafta sonra farklı hocalar o öğrencileri onunla ilgili sınava tabi tutmaktadır.

Öğrenciler bazı Türkçe kitapları okumaktadır. 2. dönemde ise her öğrenciye o kitapla ilgili daha önce yazdığı yorum yazısı verilip buradan seçeceği 3 cümleyi Arapçaya çevirmesi istenmektedir.

Sınıf içinde ödüllü oyunlar oynatılmaktadır.

Sınıf ikiye bölünmekte, her birine bir paragraf verilip onun üzerinden sorular sorulmaktadır.

**Değerlendirme:** Her sınıfta akıllı tahtanın bulunması son derece faydalı olup fakültemizde de ilerleyen süreçlerde bu imkanların sunulması ümit edilmektedir. Akıllı tahtaların dersin

verimliliğini arttırma yönleri burada anlatılamayacak kadar çoktur. Ancak özetle öğrencilere Arapça film izletme imkanı vermesi, ders kitabının yansıtılması suretiyle dersin hoca tarafından daha hızlı ve etkin bir şekilde işlenmesini sağlaması ve zaman tasarrufu sağlaması gibi önemli ayrıcalıkları zikredilebilir. Merkezde görüldüğü kadarıyla akıllı tahtalar son derece interaktif bir şekilde kullanılmaktadır. Son olarak ödüllü oyunlar mevzusuna gelindiğinde, benzer oyunların fakültemizde de oynatıldığını ve bu hususta öğrencilerden çok güzel geri dönütlerin alındığını belirtmek gerekir.

### 6. 10. Dersler ve Ders Saatleri

Dersler; istima, muhadese, kırae, imlâ ve dilbilgisi dersleridir. Arapça dersler dışında Kur'an dersi de bulunmaktadır.

Derslerde mahreçlere dikkat edilmektedir.

Dilbilgisi 8 saat, kalan dersler ise 4'er saattir.

Ara tatilde öğrencilere ödevler verilmektedir.

Teneffüslerde zil sesi yerine Arapça ilahiler çalmaktadır.

**Değerlendirme:** Fakültemiz hazırlık sınıflarından farklı olarak ADİM'de istima (dinleme) dersi de bulunmaktadır. Öğrencilerin Arapça mahreçlerini düzeltmek adına fayda sağlayacak olan Kuran okuma dersleri de ADİM'de okutulmaktadır. Ancak bu ders fakültemiz hazırlık sınıflarında bulunmamaktadır. Ders saatleri fakültemiz hazırlık sınıflarında uyguladığımızı yakındır. Ara tatillerde öğrencilere ödev verilmesi Arapçayı unutmamalarını sağlaması açısından son derece faydalı olup bizde de ilerleyen senelerde uygulanması umulmaktadır. Son olarak teneffüslerde zil sesi yerine Arapça ilahiler çalınması da öğrencilere Arapça atmosferini yaşatması açısından faydalıdır.

### 6. 11. Ders İşleme ve Sınav Metotları

Öğrencilerin gelişimine dair düzenli toplantılar yapılmakta, raporlar yazılmaktadır.

Alt seviyeyi tamamlayamayan öğrenci üst seviyeye geçirilmemektedir.

Öğrenciler süreç içinde puan ala ala ilerlemektedir.

Devamsızlık hakkı %10'dur. Bunun başarı sağladığı belgelenmiştir.

1000 saate yakın ders işlenmektedir.

## The Second International Conference

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Bir sene içerisinde en az 5000 kelime öğretilmektedir. Kelimelerin eş anlamlıları, zıt anlamlıları, çoğulları vs. ile birlikte bu sayı 20 bini geçebilmektedir.

Test sorularında cevap şıkları beşli olmaktadır.

Sene sonunda başarılı olan ilk otuz öğrenci için yazın iki ay ücretsiz YDS/YÖKDİL kursu verilmektedir.

Öğrencilere hocalarla ilgili anket yapılmaktadır.

Ön plana çıkan hocaya 'Teşekkür Belgesi' verilmektedir.

Arap hocalar Türk hocalara zimmetlenip ortak makale yazmaya teşvik edilmektedirler.

**Değerlendirme:** Buradaki değerlendirmeler farklı maddeler halinde ele alınacaktır:

- Öncelikle öğrencilerin gelişimine dair düzenli toplantılar yapılması, raporlar yazılması son derece faydalıdır. Nitekim yoğunluk içerisinde kimi zaman rehberliğe ihtiyaç duyan öğrenciler gözden kaçmakta, ardından öğrencinin sıkıntılı durumu telafi edilmesi güç bir hal almaktadır. Kanaatimizce ek olarak sınıf temsilcileriyle belirli periyotlarda toplantılar yapılması da faydalı olacaktır.

❖ Merkezde kur sisteminin uygulanması öğrencileri daha fazla gayret göstermeye sevk eden hususlardan biri olarak dikkat çekmektedir. Bu uygulama fakültemizde bulunmamaktadır. Ancak ilerleyen zamanlarda düşünülmesi faydalı olabilir.

❖ Öğrencilerin süreç içinde puan ala ala ilerlemeleri kendilerini motive eden ve gelişimlerini görmelerini sağlayan hususlardandır.

❖ Devamsızlık hakkının %10 olması ADİM'in başarısının baş mimarlarından. Nitekim fakültemizde öğrencilerimize son derece fazla devamsızlık hakkı tanınmasının zararları açık bir şekilde görülmektedir. Öğrencilerin azımsanmayacak kadar büyük bir kısmı devamsızlık hakkını sonuna kadar kullanmayı tercih etmekte ve bu nedenle çoğu zaman önemli konuların işlendiği derslere katılmamaktadır. Bu da bu öğrencilerin sınav sonuçlarına direkt olarak yansımadır. Bu nedenden ötürü fakültemizde de devamsızlık sınırının tekrar gözden geçirilmesi kanaatimizce faydalı olacaktır.

- ❖ Merkezde bir sene içerisinde en az 5000 kelime öğretilmesi, kelimelerin eş anlamlıları, zıt anlamlıları, çoğulları vs. ile birlikte bu sayının 20 bini geçebilmesi alkış alacak bir istatistiktir. Kelime ezberi son derece önemlidir. Çünkü kelime bilgisi yetersiz olan bir öğrenci gramerde ne kadar iyi olursa olsun rahat bir şekilde cümle kuramayacaktır.
- ❖ Test sorularında cevap şıklarının beş seçenekli olması öğrencilerin bilmedikleri soruları rastgele cevaplayıp puan alma ihtimallerini düşürmesi bakımından önemlidir. Fakültemizde ise bu husus dersten derse değişiklik gösterebilmektedir.
- ❖ Sene sonunda başarılı olan ilk otuz öğrenci için yazın iki ay ücretsiz YDS/YÖKDİL kursu verilmesi öğrencileri teşvik eden unsurlardandır. Benzer uygulamaların ilerleyen süreçlerde fakültemizde de yapılması ümit edilmektedir.
- ❖ Öğrencilere hocalarla ilgili anket yapılması fakültemizde de 'Ders değerlendirme anketi' adıyla yapılan bir uygulamadır. Ancak bu uygulamalarda birtakım sorunlar bulunmaktadır. Şöyle ki göz ardı edilemeyecek derecede görülmüştür ki bu anketlerde öğrenciler genellikle ortalamalarının yüksek olduğu derslerle ilgili olumlu kanaat belirtmekte, ortalamalarının düşük olduğu derslerde ise olumsuz kanaat ortaya koymaktadırlar. Bu da söz konusu anketlerin bazı açılardan düzeltmeye ihtiyaç duyduğunu göstermektedir.
- ❖ Ön plana çıkan hocaya 'Teşekkür Belgesi' verilmesi ders hocalarını teşvik eden bir uygulamadır. Benzer bir uygulamanın fakültemizde de yapılması ders verimliliğini arttırabilir.
- ❖ Son olarak Arap hocaların Türk hocalara zimmetlenmesi suretiyle ortak makale yazmaya teşvik edilmesi de akademik kaliteyi arttırması açısından son derece faydalı uygulamalardandır. Benzer uygulama fakültemizde de düşünülebilir.

### 6. 12. Kitaplar

6 Ay boyunca "Lisânü'l-Mubîn" okutulmaktadır.

"Temhîd" adlı kitapta müfredat içerisinde.

Kitaplar Avrupa dil folyosuna göre hazırlanmaktadır.

Her kitapta bütün ders maddeleri bulunmaktadır.

Nahiv ve Sarf için ayrı bir kitap da bulunmaktadır.

Kitaplarda ses dosyası da bulunmaktadır.

**Değerlendirme:** Kitapların Avrupa dil folyosuna göre hazırlanmış olması son derece önemlidir. Her kitapta her dersin bulunması öğrencilerde aşinalık oluşturup onlara cesaret kazandırması bakımından faydalıdır. Son olarak kitaplarda ses dosyalarının bulunması da faydalıdır. Bu hususların fakültemizde de göz önünde bulundurulması eğitim kalitesinin yükseltilmesi açısından faydalı olacaktır.

**Değerlendirme:** Arap hocaların alımında takip edilen üçlü değerlendirme yöntemi farklı açılardan hocaların değerlendirilmesine imkan sağlaması açısından faydalı bir uygulamadır.

### 6. 13. Öğitmenlere Dair

ADİM kapsamında çalışacak öğretmenler işe alınacağı vakit adaylar idare, mevcut öğretmenler ve öğrencilere ayrı ayrı sunum yapmaktadır. Ardından işe alınacak öğretmen bu üç sunumun puanlamasına göre seçilmektedir.

Öğitmen adayları önce kendi hazırladıkları konuları anlatmakta, biraz da kendilerine konu verilip anlatılması istenmektedir.

Türk öğretmenlerin alımı ise YÖK'e bağlı olarak yapılmaktadır.

## 7. Anket ve Sınav Sonuçlarının Değerlendirilmesi

"Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezi (Adim)'nde Anadili Arapça Olmayanlara Yönelik Verilen Arapça Eğitiminin Özellikleri ve Bu Özelliklerin Bartın Üniversitesi Hazırlık Sınıflarında Uygulanması" adlı projenin uygulama aşamasında 2021-2022 Bahar döneminde Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıflarından 21 kişilik nüfusa sahip C şubesi pilot uygulama için seçilmiştir. Uygulama kapsamında Ondokuz

Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezi (Adim)'nde okutulan, Prof. Dr. Ahmet YÜKSEL, Öğr. Gör. Mehmet GÜLER ve Öğr. Gör. Ramazan SAAD EL-ŞİMÎ tarafından kaleme alınan "Arapça Nahiv Bilgisi" adlı dilbilgisi kitabı ile Prof. Dr. Ahmet YÜKSEL tarafından kaleme alınan "Uygulamalı Arapça Kelime Bilgisi" adlı sarf kitabı bahsi geçen şubede okutulmuş ve dönem sonu görüşleri alınmak üzere öğrencilere anket uygulanmıştır. Ankette okutulan yeni kitapların isimleri direkt zikredilmek yerine onlara 'yeni sarf kitabı' ve yeni nahiv kitabı' şeklinde işaret edilmiştir.

Söz konusu ara raporda bahsi geçen anketin sonuçları ile ikinci dönemde yapılan sınavlar değerlendirilecek ve bunların birinci dönemle karşılaştırması yapıp bir sonuca varılacaktır.

Ara raporun birinci kısmını oluşturan anket değerlendirmesine gelince; yapılan anket 20 sorudan oluşmuştur. Ancak aynı soru sarf ve nahiv kitapları için ayrı ayrı sorulduğu için toplamda birbirinden farklı on soru bulunmuştur. Katılımcılara her bir soru için "Kesinlikle katılıyorum", "Katılıyorum", "Kararsızım", "Katılmıyorum" ve "Kesinlikle katılmıyorum" şeklinde beş seçenek sunulmuştur. Söz konusu anket soruları şu şekilde olmuştur:

"Yeni sarf kitabı sarf konularını öğretme noktasında yeterlidir" sorusuna öğrencilerin %57'si (12 kişi) "Kesinlikle katılıyorum", %33'ü (7 kişi) "Katılıyorum", %5'i (1 kişi) "Kararsızım" ve %5'i (1 kişi) "Katılmıyorum" şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %67'si (14 kişi) "Kesinlikle katılıyorum", %24'ü (5 kişi) "Katılıyorum", %5'i (1 kişi) "Kararsızım" ve %5'i (1 kişi) "Katılmıyorum" şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulaşılabilir: Her iki soruya da %90 oranında olumlu yanıt verilmiştir. %5'lik kısmı kararsızlar oluştururken olumsuz yanıt verenler de yine %5 olmuştur. Bu yanıtlardan hareketle iki kitabın da öğrenciler nezdinde konuları öğretme noktasında yeterli görüldüğü söylenebilir.

"Yeni sarf kitabının konuları sunma tarzı yeterlidir" sorusuna öğrencilerin %57'si (12 kişi) "Kesinlikle katılıyorum", %33'ü (7 kişi) "Katılıyorum", %5'i (1 kişi) "Kararsızım" ve %5'i (1 kişi) "Katılmıyorum" şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %67'si (14 kişi) "Kesinlikle katılıyorum", %24'ü (5 kişi) "Katılıyorum", %5'i (1 kişi) "Kararsızım" ve %5'i (1 kişi) "Katılmıyorum" şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulaşılabilir: Her iki soruya da %90 oranında olumlu yanıt verilmiştir. %5'lik kısmı kararsızlar oluştururken olumsuz yanıt verenler de yine %5 olmuştur. Bu yanıtlardan hareketle iki kitabın da öğrenciler nezdinde konuları sunma tarzı noktasında yeterli görüldüğü söylenebilir.

“Yeni sarf kitabının kelime dağarcığı, yapıları ve cümleleri öğrencilerin seviyesine uygundur” sorusuna öğrencilerin %48’i (10 kişi) “Kesinlikle katılıyorum”, %43’ü (9 kişi) “Katılıyorum” ve %10’u (2 kişi) “Kararsızım” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %52’si (11 kişi) “Kesinlikle katılıyorum”, %33’ü (7 kişi) “Katılıyorum” ve %14’ü (3 kişi) “Kararsızım” şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulaşılabilir: İlk soruya %90 oranında, ikinci soruya ise %85 oranında olumlu yanıt verilmiştir. İlk soruda %10, ikinci soruda ise %14’lük kısmı kararsızlar oluşturmuştur. İki soruya da olumsuz yanıt veren olmamıştır. Bu yanıtlardan hareketle iki kitabın da öğrenciler nezdinde kelime dağarcığı, yapıları ve cümleleri öğrencilerin seviyesine uygunluğu açılarından yeterli görüldüğü söylenebilir.

“Yeni sarf kitabının içeriği öğrenciler için ilgi çekicidir” sorusuna öğrencilerin %24’ü (5 kişi) “Kesinlikle katılıyorum”, %57’si (12 kişi) “Katılıyorum”, %14’ü (3 kişi) “Kararsızım” ve %5’i (1 kişi) “Katılmıyorum” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %43’ü (9 kişi) “Kesinlikle katılıyorum”, %48’i (10 kişi) “Katılıyorum”, %5’i (1 kişi) “Kararsızım” ve %5’i (1 kişi) “Katılmıyorum” şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulaşılabilir: İlk soruya %81 oranında, ikinci soruya ise %90 oranında olumlu yanıt verilmiştir. İlk soruda %14, ikinci soruda ise %5’lik kısmı kararsızlar oluşturmuştur. İki soruya da olumsuz yanıt veren %5 oranında olmuştur. Bu yanıtlardan hareketle iki kitabın da öğrenciler nezdinde ilgi çekici görüldüğü söylenebilir.

“Yeni sarf kitabı ideal düzeyde - ne eksik ne fazla - aktivite ve alıştırma içermektedir” sorusuna öğrencilerin %24’ü (5 kişi) “Kesinlikle katılıyorum”, %67’si (14 kişi) “Katılıyorum” ve %10’u (2 kişi) “Kararsızım” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %52’si (11 kişi) “Kesinlikle katılıyorum”, %43’ü (9 kişi) “Katılıyorum” ve %5’i (1 kişi) “Kararsızım” şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulaşılabilir: İlk soruya %90 oranında, ikinci soruya ise %95 oranında olumlu yanıt verilmiştir. İlk soruda %10, ikinci soruda ise %5’lik kısmı kararsızlar oluşturmuştur. İki soruya da olumsuz yanıt veren olmamıştır. Bu yanıtlardan hareketle iki kitaptaki aktivitelerin de öğrenciler nezdinde ideal düzeyde görüldüğü söylenebilir.

“Yeni sarf kitabında konular kolaydan zora sıralanmıştır” sorusuna öğrencilerin %38’i (8 kişi) “Kesinlikle katılıyorum”, %48’i (10 kişi) “Katılıyorum” ve %14’ü (3 kişi) “Kararsızım” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %43’ü (9 kişi) “Kesinlikle katılıyorum”, %43’ü (9 kişi) “Katılıyorum” ve %14’ü (3 kişi) “Kararsızım” şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca

ulařılabilir: İki soruya da %86 oranında olumlu yanıt verilmiştir. İki soruda da %14'lük kısmı kararsızlar oluşturmuştur. İki soruya da olumsuz yanıt veren olmamıştır. Bu yanıtlardan hareketle iki kitabın konularının da öğrenciler nezdinde kolaydan zora şeklinde sıralanmış olarak görüldüğü söylenebilir.

“Yeni sarf kitabında uzun ve karmaşık cümlelerden kaçınılmıştır” sorusuna öğrencilerin %38'i (8 kişi) “Kesinlikle katılıyorum”, %38'i (8 kişi) “Katılıyorum”, %14'ü (3 kişi) “Kararsızım” ve %10'u (2 kişi) “Katılmıyorum” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %48'i (10 kişi) “Kesinlikle katılıyorum”, %43'ü (9 kişi) “Katılıyorum”, %5'i (1 kişi) “Kararsızım” ve %5'i (1 kişi) “Katılmıyorum” şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulařılabilir: İlk soruya %76 oranında, ikinci soruya ise %90 oranında olumlu yanıt verilmiştir. İlk soruda %14, ikinci soruda ise %5'lik kısmı kararsızlar oluşturmuştur. İlk soruya %10, ikinci soruya ise %5 oranında olumsuz yanıt veren olmuştur. Bu yanıtlardan hareketle iki kitabın da öğrenciler nezdinde uzun ve karmaşık cümlelerden uzak görüldüğü söylenebilir.

“Yeni sarf kitabının tasarımı iyi, baskısı net ve yazıları okunurdur” sorusuna öğrencilerin %43'ü (9 kişi) “Kesinlikle katılıyorum”, %29'u (6 kişi) “Katılıyorum”, %24'ü (5 kişi) “Kararsızım” ve %5'i (1 kişi) “Katılmıyorum” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya ise öğrencilerin %57'si (12 kişi) “Kesinlikle katılıyorum” ve %43'ü (9 kişi) “Katılıyorum” şeklinde yanıt vermiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulařılabilir: İlk soruya %72 oranında, ikinci soruya ise %100 oranında olumlu yanıt verilmiştir. İlk soruda %24'lük kısım kararsız yanıt verenlerden oluşurken, %5'lik kısım ise olumsuz yanıtlardan oluşmuştur. Bu yanıtlardan hareketle iki kitabın da öğrenciler nezdinde tasarımın iyi, baskısının net ve yazılarının okunur görüldüğü söylenebilir.

“Yeni sarf kitabının konuları Türkçe anlatmasını olumlu buluyorum” sorusuna öğrencilerin %71'i (15 kişi) “Kesinlikle katılıyorum”, %24'ü (5 kişi) “Katılıyorum” ve %5'i (1 kişi) “Kararsızım” şeklinde yanıt vermiştir. Aynı sorunun nahiv kitabı üzerinden sorulduğu diğer soruya da aynı yanıtlar verilmiştir. Bu iki soruya verilen yanıtlardan şu sonuca ulařılabilir: İki soruya da %95 oranında olumlu yanıt verilmiştir. İki soruda da %5'lik kısım kararsız yanıt verenlerden oluşmuştur. Bu yanıtlardan hareketle iki kitapta da konuların Türkçe anlatılmasının öğrenciler nezdinde olumlu görüldüğü söylenebilir.

“Sarf ilmini hazırlığın başından itibaren yeni sarf kitabından öğrenmek isterdim” sorusuna öğrencilerin %33'ü (7 kişi) “Kesinlikle katılıyorum”, %43'ü (9 kişi) “Katılıyorum”, %14'ü (3

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kiři “Kararsızım” ve %10’u (2 kiři) “Kesinlikle katılmıyorum” řeklinde yanıt vermiřtir. Aynı sorunun nahiv kitabı üzerinden sorulduđu diđer soruya ise öđrencilerin %48’i (10 kiři) “Kesinlikle katılıyorum”, %33’ü (7 kiři) “Katılıyorum”, %10’u (2 kiři) “Kararsızım” ve %10’u (2 kiři) “Kesinlikle katılmıyorum” řeklinde yanıt vermiřtir. Bu iki soruya verilen yanıtlardan řu sonuca ulařılabilir: İlk soruya %76 oranında, ikinci soruya ise %81 oranında olumlu yanıt verilmiřtir. İki soruda da %10’luk kısım kararsız yanıt verenlerden oluřurken, yine %10’luk diđer kısım ise olumsuz yanıtlardan oluřmuřtur. Bu yanıtlardan hareketle öđrencilerin tekrar hazırlık sınıfı okuyacak olmaları durumunda yeni kitaplardan sarf ve nahiv öđrenmek istedikleri söylenebilir.

Anket sorularına verilen yanıtlar bir bütün halinde incelendiđinde öđrencilerin büyük bir kısmının iki kitapla ilgili sorulara da olumlu yanıt verdikleri görölmektedir. Bunlardan sarf kitabına yönelik iletilen sorularda toplamda %86, nahiv kitabına yönelik iletilen sorularda ise toplamda %90 oranında olumlu yanıt alınmıřtır. Bu ise iki kitabın da öđrenciler nezdinde olumlu bir izlenim bırakmasıyla birlikte nahiv kitabının bu hususta bir adım önde olduđunu göstermektedir. İki kitabın ortalaması alındıđında ise toplam memnuniyet oranı %88 olarak gözükmemektedir ki bu da yalnızca 14 haftadan oluřan bir dönemde elde edilen yüksek bir orandır. Kitapla ilgili bu somut verilerin yanı sıra dönem boyunca yapılan derslerde öđrencilerin iki ders kitabına da iyi bir řekilde adapte oldukları görölmüřtür. Ancak bunlardan “Kelime Bilgisi” adlı sarf kitabının bazı yönlerden öđrenciler tarafından eleřtiriye maruz kaldıđı dönem boyunca izlenmiřtir. Bu da kitabın yazım puntosunun küçük olması sebebiyle gözü yorması ve birçok konuda alıřtırmaları geređinden fazla vermesi, örnekleri zaman zaman zor kelimelerden oluřturmasıdır.

Sarf ve nahiv kitaplarıyla ilgili yapılan anket sonuçlarının ardından son genel deđerlendirme ve sonuç-tavsiye kısmına geçmeden önce söz konusu řubenin ikinci dönem sınav notları ile ilgili istatistiklerin ortaya konulup birinci dönem ile kıyaslanmasında da fayda vardır. Bu bağlamda söz konusu sayısal veriler řu řekilde özetlenebilir:

Her iki dönemde de öđrencilerin dilbilgisi not ortalamaları 68 olarak kaydedilmiřtir. Bununla birlikte bireysel bazda dilbilgisi not ortalamalarını arttıran ve düşürenler olmuřtur. Ancak bunlar da genel olarak çok düşük seviyede farklıdır. Bu sonuçlardan da hareketle kitap deđişimleriyle birlikte öđrencilerin herhangi bir adaptasyon sorunu yaşamadıkları, genel olarak daha zor olmasına rađmen ikinci dönem notlarında da ortalamaları düşürmemekle aslında dolaylı olarak ortalamalarını yükseltmiř oldukları görölmektedir.

### 8. SONUÇ

Bartın Üniversitesi İslami İlimler Fakültesi hazırlık sınıfları öğrencilerinin Arapça seviyelerini arttırmak ve Arapça eğitimi sırasında karşılaşılan sorunları ortadan kaldırmak veya azaltmak amacıyla Ondokuz Mayıs Üniversitesi İlahiyat Fakültesi Arapça Dil Merkezinin (ADİM) Arapça eğitimine dair takip ettiği metotlar ile kullandıkları bazı kaynakların takip edilip değerlendirilmesi şeklindeki projede şu sonuçlar elde edilmiştir:

Uygulama kapsamında (ADİM)'de okutulan, Prof. Dr. Ahmet YÜKSEL, Öğr. Gör. Mehmet GÜLER ve Öğr. Gör. Ramazan SAAD EL-ŞİMÎ tarafından kaleme alınan "Arapça Nahiv Bilgisi" adlı dilbilgisi kitabı ile Prof. Dr. Ahmet YÜKSEL tarafından kaleme alınan "Uygulamalı Arapça Kelime Bilgisi" adlı sarf kitabı, uygulama şubesinde okutulmuş ve dönem sonu öğrencilerin görüşleri alınmıştır. Buna bağlı olarak öğrencilerin büyük bir oranı bu kitaplarla ilgili düşünceleri müspet olmuştur. Mezkûr eserler, muhteva ve öğretim metotları açısından değerlendirdiğinde, öğrencilerin geneli kaynakların kelime dağarcıklarını geniş, örneklerde kullanılan cümleleri kendilerinin anlayabilecekleri seviyede görmüşlerdir. Dolayısıyla başarının arttığı gözlemlenmiştir. Bu kaynaklarla mezc edilen (ADİM)'in teknik ve yöntemleri kabul görülmüştür. Bunun sonucunda 2022-2023 Akademik yılı Güz-Bahar dönemlerinde DİM Bartın Üniversitesi İslami İlimler Fakültesi Hazırlık Sınıflarında aşağıdaki kitaplar okutulacak, ardından yıl sonunda iki rapor sunulacaktır:

1. "Arapça Nahiv Bilgisi", adlı dilbilgisi kitabı, Prof. Dr. Ahmet YÜKSEL, Selamet Kitap Basım Yayın Bilişim Teknoloji, Samsun 2021.
2. "Arapça Kelime Bilgisi", adlı Sarf kitabı, Prof. Dr. Ahmet YÜKSEL, Selamet Kitap Basım Yayın Bilişim Teknoloji, Samsun 2021.
3. "Kitabu'l-Kıra'e", adlı Yazılı Anlatım-Okuma kitabı, Halil İbrahim KAÇAR, İFAV Yay, Marmara Üniversitesi İstanbul, 2021.
4. "Teyşîru'l-muhâdeseti'l-Arabiyyeti lín-nâtıkîne bi ğayrihâ", adlı Sözlü Anlatım-muhâdese kitabı, Doç. Dr. Mahmud KADDUM, Dr. Öğr. Üyesi Hasan BOSTANİ, Sonçağ Akademi Yayınları- ANKARA, 2021.
5. "Arapça İmlâ", adlı İmlâ kitabı, Dr. Öğr. Üyesi Kenda al-TARKAWİ, Kitap Dünyası Yayınları-İSTANBUL, 2020.

### 9. TEŞEKKÜR

Yazarlar, çalışmayı finansal olarak destekleyen Bartın Üniversitesi Araştırma Projeleri Koordinasyon Birimine (Proje No:2021-SOS-A-006) içten teşekkürlerini sunar.

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