

Teaching Arabic Adjectives Using Modern Technologies

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Abstract

The rapid advancement of digital technology provides a new environment for teaching and learning English, potentially enhancing learners' motivation and proficiency in writing. This paper explored the relationship between technology use and students' motivation and writing skills within the Indonesian context. Utilizing a quantitative approach, the study employed tests and online questionnaires as instruments. Pre-tests and post-tests were administered to identify significant improvements in teaching adjectives. Concurrently, online questionnaires were distributed to gauge students' motivation in English writing. The findings indicate that technology plays a crucial role in enhancing students' writing competence and motivation. Significant correlations were observed between pre-test and post-test results among undergraduate students. This study's implications suggest that Arabic language pedagogy, particularly in Indonesian universities, should integrate both linguistic and non-linguistic outcomes, such as motivation, into the curriculum. Therefore, the integration of pedagogy and technology is essential to achieving Arabic learning objectives.

Key words: *motivation, Arabic language learning, technology, adjectives.*

With the advancement of technology, non-native Arabic speakers increasingly depend on various online tools and computer applications (such as Word translation) to assist with their writing tasks. This study refers to any non-human translation as 'machine translation' (MT). Students' motivation for using machine translation is often to minimize errors in their writing or to compensate for their lack of linguistic skills in Arabic. However, because these students are not well-versed in the

complexities of Arabic, particularly its sentence structures and rhetoric, they are prone to making literal translation errors.

The productive skill of writing is inherently difficult to a non-native speaker of Arabic. Teaching adjectives can cause anxiety among students of L2, as it is “an emotional as well as cognitive activity” (Cheng, 2002, p. 647). The writer, in this case the student, needs not only possess the grammatical rules in the text’s production but also he/she needs to be familiar with the subtleties and nuances of language. Teaching adjectives differs from other parts of speech, These differ on several fronts, and among these: ‘permanence’, ‘explicitness’, ‘density’, ‘detachment’, ‘organization’, and the use of standard language (Ur, 1991, p. 161).

Arabic grammar is renowned for its distinctive and complex structure, with one notable feature being the positioning of adjectives within sentences. This in-depth examination will explore the nuances of adjective placement in Arabic grammar, highlighting key rules and providing detailed examples. Arabic grammar is recognized for its unique and intricate structure, particularly regarding the placement of adjectives within sentences. This comprehensive analysis will explore the complexities of adjective positions in Arabic grammar, emphasizing the fundamental rules and providing detailed examples.

Technology-Based Arabic Language Learning is a method that employs technology as a tool in the Arabic language learning process. This approach utilizes various forms of technology, including applications, websites, multimedia, and online learning platforms, to offer Arabic language learners easier, more effective, and flexible access to learning resources.

Technology-Based Arabic Language Learning has several advantages such as easy access, time and place flexibility, and availability of diverse learning resources. Learning can be done independently without being bound by specific schedules and locations. Furthermore, diverse learning resources such as videos, audios, texts, and images can be easily accessed through technology (Carhill-Poza et al., 2020) However, technology-based Arabic language learning also faces several challenges, such as uneven content quality, the need for stable internet access, and a lack of social interaction. Therefore, efforts are needed to overcome these challenges so that technology-based Arabic language learning can be conducted optimally and provide optimal benefits for learners. (Burhanuddin, 2021). The concept of technology-based Arabic language learning involves the use of technology in the Arabic language learning process. Here are some things to consider in the concept of technology-based Arabic language learning: (a) Learning Platforms: Choose suitable learning platforms that cater to the needs and characteristics of Arabic language learning, such as e-learning platforms, video conferencing, or Arabic language learning applications. (b) Learning Content: Develop relevant and engaging learning content, including learning materials, assignments, and exams. Learning content should align with Arabic language learning standards and curriculum. (c) Multimedia Learning: Utilize multimedia learning tools such as videos, audios, and images to clarify learning materials and enhance learning appeal. (d) Learner Engagement: Develop learning strategies that enhance learner engagement, such as group discussions, projects, and Arabic language learning games. (e) Learning Evaluation: Implement effective learning evaluation systems, such as online tests and performance analysis, to measure learning outcomes and provide appropriate feedback. (f) Teacher Training: Provide continuous training and professional development for Arabic language teachers and instructors to optimize the use of technology in the learning process. (g) Technology Accessibility: Ensure the availability and accessibility of technology for learners, including infrastructure and

hardware, as well as stable and fast internet connectivity. (Arifin et al., 2021; Iswanto, 2017; Nurcholis et al., 2021).

In technology-based Arabic language learning, technology serves as a tool to aid learners in developing their Arabic language skills. As such, it is crucial to integrate technology effectively and efficiently into the Arabic language learning process, considering the unique needs and characteristics of Arabic language learners, as well as the challenges that may arise from using technology. There are several types of technology-based Arabic language learning that can be utilized.

The implications of educational technology, or modern technologies in education, extend beyond the mere use of modern devices or advanced technologies. Instead, it refers to an educational approach and program that are based on elements and components organized and studied in accordance with modern theories of teaching and learning. It is tailored to meet the demands of contemporary education, with these devices and tools serving as means to facilitate the success of the educational process.

Educational technology refers to media that include educational activities using the possibilities offered by the Internet to deliver educational content anywhere, anytime and according to learners' needs and growing interests, and Muhammad Ahmed Kaseb has defined it as "a means of learning using modern communication mechanisms from a computer, network and multimedia sound, images, graphics, search mechanisms, electronic libraries, as well as Internet portals" (Kaseb, 2019)

The implications of educational technology or modern technologies in education are not limited to the use of modern devices or advanced technologies, but rather mean an educational method and program based on elements and components organized and studied in accordance with modern theories of teaching and learning, and as required by the demands of contemporary education, and these devices and tools are the means to help the educational process succeed

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