

# The Role of Modern Technologies in Developing Speaking Skill of Arabic Language for Non-Native Speakers

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## Abstract

This study aimed to reveal the role of modern technologies in the development of the skill of speaking in Arabic for non-native speakers. This study came at a time when reliance on modern technologies has increased, especially in education, which has become a reality imposed by modern strategies in education, especially for non-Arabic speakers. The researcher followed this descriptive and analytical approach by describing and analyzing the role of modern technologies in developing the skill of speaking in Arabic to non-Arabic speakers. The researcher reached the effectiveness of the role of modern technologies in developing the skill of speaking in Arabic for non-native speakers, where the adoption of modern technologies has become an urgent and indispensable necessity and accelerates education for the skill of speaking. In this regard, the researcher recommends the need to make the use of modern technologies a requirement for licensing centers that teach Arabic to non-native speakers.

**Keywords:** Modern Technologies, Speaking Skill, Non-Arabic Speakers.

## Introduction

Teaching Arabic language to non-native speakers receives great attention in our contemporary world, and the importance of this increases at a time when societies are experiencing development and speed of changes in modern technologies, which have become part of the reality in which we live. Hence, those responsible for teaching and learning Arabic language in the Arab and Islamic world must catch up with the progress and development in the field of language learning and teaching, as it witnessed huge and broad leaps in this path that began with the activation of language laboratory, self-learning or programmed learning, integrated audio-visual programs, and ended with the use of computer in teaching and learning languages. This comes with a focus on speaking skill, which is one of the basic skills for teaching Arabic to non-native speakers.

**Study problem:** This study focuses on the role of modern technologies in developing the skill of speaking Arabic language to non-native speakers.

### **Importance of the Study**

The importance of the study is demonstrated by demonstrating the value of modern technologies and their importance in teaching speaking skill to non-Arabic speakers in terms of concepts and methods, and it seeks to stimulate motivation for training in the use of these modern technologies given that they have become a reality imposed by modern strategies in education, especially for non-Arabic speakers.

### **Study Methodology**

The researcher took the descriptive and analytical approach by describing and analyzing the role of modern technologies in developing the skill of speaking Arabic language to non-native speakers.

### **Literature Review**

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## **The First Segment**

### **The Concept of Modern Technologies**

#### **Definition of Modern Technologies**

The term modern technologies refers to a group of tools, equipment, and processes that depend on the latest technological and scientific developments Omar et al (2011), and is defined as an integrated organization that includes a group of materials, devices, tools, and educational situations that the teacher resorts to clarify an idea, or change an ambiguous concept, or explaining a topic that students had difficulty in understanding toward contributing to reaching a better state in teaching and learning process.

Information technology is defined as: processing information electronically, or via electronic messages, and processing includes transferring, storing, classifying and obtaining information. Information technology focuses in particular on using hardware and software to carry out previous tasks for the benefit of individual and society.

In the field of education, it is defined as the tools, means, methods, and techniques that are used in the process of teaching and transferring information (Al-Ahmadi, 2019). It is also defined as: the use of the computer and its local networks (LAN), wide-area networks (WAN), the Internet, the World Wide Web (WEB), and information highways in order to collect, disseminate, process, store and retrieve information (Al-Sayed, 2018).

It is a type of education that uses modern technological means such as computers, the Internet, programmed and embedded tapes, etc., that is, all the electronic means available in the world to provide a more flexible lesson to students. The concept of e-learning today, in its own sense, means using advanced means of programs, search mechanisms, networks, audio, and video to serve lesson, the teacher, and the students at the same time. It is worth noting that from what was mentioned above, everyone agrees that when using means and techniques in education, we are faced with what is called technical or electronic education, which is intended to make education more fun and exciting (Hariri 2022).

In light of this, modern technologies in teaching speaking skills can be defined as: managing the teaching of Arabic language and learning to speak it in light of educational software and active electronic courses in order to provide learners with Arabic language skills, to achieve constructive linguistic communication, and to deal with the times and its changes.

#### **Characteristics of Modern Technologies**

1. These technologies are characterized by innovation and continuous development, and aim to improve efficiency and performance in various fields.
2. Modern technologies include a variety of fields such as information and communications technology, medicine, industry, agriculture, renewable energy, artificial intelligence, software design, robotics, 3D printing, virtual reality and augmented reality, and many others (Al-Dosari, 2021).
3. Modern technologies are based on continuous developments in research and innovation, allowing for the improvement of processes, the simplification of procedures and the achievement of more accurate and effective results.
4. These technologies play a vital role in promoting economic, social and cultural progress, and contribute to expanding the horizons of innovation and improving the quality of life (Al-Alawi, 2023).

Modern technologies are a major factor in improving computing, communications, and digital technology, contributing to shaping an impressive and innovative future (Al-Alawi, 2023).

### Modern Educational Technologies

1. **Virtual reality technology:** Virtual reality is defined as a three-dimensional interactive environment designed by computer programs that are linked to virtual reality glasses. Virtual reality surrounds the user and enters him into an imaginary world so that this world appears as if it is realistic. Virtual reality may be imaginary or be an embodiment of reality. The real interaction takes place with this reality as a result of the interactions that occur between the virtual environment and the user's senses and responses (Hosni, 2011).

Virtual reality technology is divided into two different forms:

The first type is by using glasses that operate on their own without using a smartphone, for example.

The other type is glasses that require a smartphone to operate, which is the most widespread form of virtual reality technology.

2. **Augmented reality technology:** Augmented reality technology combines real and virtual objects and also allows interaction between real and virtual realities. Unlike virtual reality technology, which provides users with 100% interaction with virtual reality only, augmented reality technology enables them to perceive the real world around them. With the integration of some virtual objects that suit the purpose of using augmented reality technology, there are many virtual objects that can be used in augmented reality technology, such as books, pictures, video clips, audio recordings, 3D models or models, and animation. Augmented reality technology integrates these virtual objects with reality and the real environment surrounding the user (Al-'Izoomot, 2017).

3. **Digital interactive whiteboards:** They are large display screens that are connected to a computer or projector. The computer's desktop is displayed on a digital writing tablet and can be controlled by a special pen on the tablet, or by finger, or other devices.

4. **Smart boards:** They are among the most famous modern learning technologies used in schools. They are computers with large, ultra-clear screens that are controlled by touch. They have caused a revolution in educational methods and technologies. They are used in classrooms, or meetings, conferences, and seminars. The user can by saving, storing, printing and sending the content that was presented to others via email in the event that they are unable to attend. It also features the ability to use most Microsoft Office programs as well as Internet programs freely, which contributes directly to enriching the scientific material by adding dimensions, special effects, and distinctive programs that help expand learner's experiences, facilitate the construction of concepts, arouse learner's interest, and satisfy his need for learning (Nadira, 2014).

5. **Tablets:** One of the most important features of tablets is their security. It can be transported and used anywhere, and it is easy to keep many interactive learning resources and e-books. It is also characterized by its small size; they range from the size of a laptop to the size of a mobile phone. It has a larger screen than that of smartphones, which makes reading easy on tablets, as well as making it easier to browse the Internet and click on links, as reading and browsing websites may be difficult on smartphones due to their small screen, and at the same time tablets are not as large as laptops. Therefore, it is easy to carry wherever you go, and therefore it is considered the most important type of modern technology in education and one of the most important learning tools (Abdul Rahman, 2007).

6. **Digital Projectors:** Project images from a traditional screen onto a screen or wall, and are the ideal and most widely used form of presentation in meetings, when many people need to see the screen at the same time. These devices are portable and less expensive than a similar

sized screen, but the displayed images can be difficult to view in bright rooms, so they are best used in dark rooms or with curtains (Osman, 2004).

## **The Second Segment**

### **The possibility of developing speaking skill of non-Arabic speakers through modern technologies**

#### **First: Definition of Speaking Skill**

**Speaking skill:** "It is the art of transmitting beliefs, feelings, sensations, experiences, information, knowledge, ideas, opinions, and viewpoints from one person to another, a transfer that takes place from the sender to the receiver, i.e. the speaker and the listener, the site of acceptance, understanding, interaction, and response (Al-Naqa, 2001).

The skill of conversation is considered one of the four linguistic skills that learners of non-Arabic speakers seek to achieve and control. There have been many definitions given by researchers for conversation, including that it is: "that spoken speech through which the speaker expresses what is in himself, such as: his obsession, or his thoughts, and what is on his mind of feelings and sensations, and what his mind abounds with: opinion or thought, and what he wants to provide others with in terms of information, or the like, in fluency and flow, with correctness in expression and soundness in performance (Abu Amsha et al., 2017).

Al-Hallaq defines it as: "individual's ability to convey and communicate information, experiences, opinions, and trends to others in a logical, organized manner that finds acceptance and approval among listeners, with sound language and good expression" (Hallaq, 2018).

The conversation skill is worked on in distance education, through a set of steps and procedures, which do not differ much from what is done in direct traditional education, except that the basic difference between them is that the teacher and the learner are located in different areas, so it is not necessary to do so. This process takes place within a classroom in the presence of the three main parties organizing the teaching-learning process. It is also difficult to apply all strategies and classroom activities to increase the performance of the speaking skill.

#### **Dimensions of Developing Speaking Skills**

1. Pronounce sounds, words, and sentences correctly.
2. Select ideas and organize them appropriately.
3. Choose the correct words, sentences and phrases that express the content of the situation.
4. Use signs and features that express the topic of conversation.
5. Adapting the hadith and adhering to its etiquette to the listeners' audience (Aburman and Hamdi, 2018).

**Second:** Moving towards using modern technologies to develop speaking skills of non-Arabic speakers

Modern technology and the acceleration in the production of social media have imposed a new reality on teachers and students, and on their educational institutions. Those who do not follow it remain behind the pace of modernity and the use of modern strategies in teaching and learning. Therefore, this new reality imposes a new culture and trends in the educational process, whether it is remotely, as is the case now in light of the Corona pandemic, or close after its end. Technology and its various means in education are no longer indispensable for any teacher, student, or institution. Therefore, there are some instructions and advice that

can be provided to everyone who engages in distance education in its general sense. In light of the new vision that the educational environment is witnessing in the world, we find that the radical changes that occurred in the roles of the teacher were also reflected in his jobs, as his role is no longer limited to preparing lessons. He explained what was difficult to understand, set evaluations and corrected errors. Rather, he was surrounded by the task of general planning for the educational-learning process, designing its parts, and knowing its essence. In light of this new perspective, he is considered: the planner, the guide, the activator, and the evaluator (Al-Halafawi, 2006).

In the face of the various challenges facing the development of speaking to non-Arabic speakers, the need has emerged to reconsider the methods and means of teaching Arabic language to non-Arabic speakers, and the necessity of thinking about new ways to employ modern technological means in a way that suits the spirit of the era in which we live, and eliminates the problems that we suffer from in teaching Arabic language for non-native speakers followed by educational institutions and experts in the technical field (Al-Suhaibani, 2011).

This era is characterized by rapid changes resulting from scientific and technical progress and information technology. Therefore, it has become necessary for the educational process to keep pace with these changes to confront the problems that may result from them, such as: the abundance of information, the increase in the number of students, the lack of qualified teachers, distances, and the increasing need for education and the emergence of the concept of lifelong education - as previously mentioned. These changes have led to the emergence of many patterns and methods of individual or self-education in which the learner proceeds according to his energies and abilities, the speed of his learning, and according to his previous experiences and skills, to confront these changes, so the concept of education appeared as programmer, the concept of computer-based education, and the concept of distance education, in which student learns anywhere without the need for the permanent presence of the teacher (Al-Naqa, 2001).

Modern curricula based on modern technologies and advanced learning and teaching methods are the basis for dealing with the data of the twenty-first century in order to confront the information revolution. They are also the basic foundation for the future of the Arab Muslim citizen for years to come and are the path to development in all areas of life. There is no doubt that the education crisis in general, and teaching the Arabic language in particular has forced education policy in the Arab countries to develop in order to catch up with the information revolution, electronic computer technology and communications, and then invest in reforming the teaching of Arabic language and developing its curricula at all educational levels, so that it prepares the learner to possess multiple skills to keep up with modern technologies. This means bringing about a comprehensive revolution in teaching Arabic language that is commensurate with the massive technical revolution with rapid growth that requires urgent change and continuous development of thinking methods from the early stages of learner's life. This requires advanced plans for teaching and learning Arabic language among students Al-Alawi (2023), which brought the explosion of knowledge and the flow of information, the communications revolution, the emergence of new media and educational facilities, and scientific and technical progress in various fields.

All of this was a reason for interest in investing the data of educational and communication technologies in planning Arabic language curricula, teaching methods, evaluation methods, and teacher preparation (Aburman and Hamdi, 2018).



### **The Third Segment**

#### **Reasons for using modern technologies to develop speaking skills among non-Arabic speakers**

Modern technologies have come to occupy a distinctive place in education programs to develop the speaking skills of non-Arabic speakers and keep pace with the requirements of times due to the following features:

1. Providing the learner with linguistic educational experiences that suit his aptitudes, abilities and inclinations.
2. Maintaining the impact of learning and making it more permanent in the mind of learner in order to benefit from these linguistic experiences and employ them in the educational and life situations that he may be exposed to in the future in order to achieve the communicative function of language.
3. Arouse the learner's interest, and attract his attention and focus towards academic and life problems.
4. Providing the learner with linguistic skills [listening, speaking, reading and writing], scientific activity skills, social interaction, and self-learning skills.
5. Contributing to the sequence of ideas and experiences, and their interconnection during educational situations, in order to achieve language unity and integration.
6. Increasing learner's effectiveness, self-activity, and positive role in the educational process.
7. Increasing learner's enthusiasm and motivation towards learning Arabic language, mastering its skills, creating the appropriate climate for searching for the correct linguistic information, and ensuring accuracy in obtaining information meant for the students (Al-Alawi, 2023).
8. Achieving educational goals in an easier and better way, while saving time and effort.
9. Developing learner's basic learning skills, such as: activating memory and referring to printed and non-printed learning sources (Al-Naqa, 2001).
10. Giving learner sufficient opportunities to continue to practice using educational techniques, and to move from one part to another, or from one element to another, as well as to obtain the results of his learning first-hand.
11. Helping the learner organize his time, record his notes, and organize his thoughts.
12. Teaching Arabic language must give the learner the ability to deal with information, how to obtain it from multiple sources, how to organize and employ this information, the ability to link information, realize the mutual relationships between them, extract new information from it, analyze information, and be able to understand and use the outputs of modern technologies, and the skill of preserving them, maintaining them, and developing their performance (Abu Amscha et al., 2017).
13. Using and employing strategies based on modern technologies in developing speaking skills facilitates the process of receiving information and language skills.
14. Using and employing strategies based on modern technologies in developing speaking skills limits the influence of time and geography factors.
15. Using and employing strategies based on modern technologies in developing speaking skills provides many tools and applications that facilitate learning Arabic as a second language.
16. Students prefer to use and employ strategies based on modern technologies in developing speaking skills instead of the traditional educational style.
17. Using and employing strategies based on modern technologies in developing speaking skills has a positive impact on developing Arabic language skills as a second language (Aburman and Hamdi, 2018).

18. Using and employing strategies based on modern technologies in developing speaking skills increases acceptance of the curriculum and study plans.
19. Learning Arabic as a second language through using strategies based on modern technologies leads to developing speaking skills more than learning from prescribed books.
20. It is preferable to use strategies for learning Arabic as a second language based on modern technologies in developing speaking skills, as they allow reading at any time and place.
21. The use of blended learning is considered an auxiliary technology in the process of learning Arabic as a second language due to the ease of choosing the subject according to their inclinations and desires.
22. Using virtual classrooms as an assistive technology in the process of learning Arabic as a second language, as it allows communication with colleagues and discussion with them effectively" (Al-Hallaq, 2018).
23. The use of strategies for learning Arabic as a second language based on modern technologies in developing speaking skills is considered because it allows communication and interaction in writing with colleagues about the texts that are spoken.
24. Learning Arabic as a second language is a technology that contributes to broadening the horizons of Arabic language learners and increasing their information and experience.
25. Learning Arabic as a second language technically leads students to advance their studies and language skills to a greater extent than their counterparts who study in the traditional manner.
26. Learning Arabic as a second language is technically more useful and effective due to the pictures, videos, and links it provides that help enrich the subject.
27. Learning Arabic as a second language technically contributes to developing speed in speaking long sentences.
28. Learning Arabic as a second language technically improves the ability to understand audible texts better" (Al-Hallaq, 2018).

#### **Fourth Segment**

##### **Requirements for developing speaking skills among non-Arabic speakers through modern technologies**

There are a number of demands that can be taken into account when adopting technical approach in teaching and learning the skill of speaking to non-Arabic speakers, including the following:

1. The need to reconsider the design of Arabic language courses so that attention is directed to the production of electronic courses and educational software, where educational content is presented on CD-ROMs, or in the form of pages through an interactive environment that relies on Internet technologies, through a group of multimedia represented in: text, audio, video, graphics, animation, and illustrations (Abu Amsa et al., 2017).
2. Preparing the in-service Arabic language teacher to deal with modern technologies, and integrate them into its preparation programs, so that it becomes a basic requirement for his preparation to acquire the necessary skills for use in different educational situations.
3. Holding training courses to train Arabic language teachers and supervisors during service on integrating educational and communication techniques into teaching Arabic language.
4. Preparing the school environment and providing it with modern communication mechanisms, such as computers, networks and multimedia, research mechanisms, an electronic library, and Internet portals; to be used in teaching the Arabic language.



5. Expanding the establishment of language laboratories in schools, colleges, and universities to train students in listening, speaking, and reading.
6. Adopting modern teaching methods that are based on learner's activity and allow him to self-learn according to his ability, needs, and characteristics (Al-Naqa, 2001).
7. Adopting modern evaluation methods that are compatible with the technical approach and its applications so that it focuses on student achievement and provides the necessary feedback.
8. Effective use of technology in teaching and learning languages.
9. Effective use of smartphones and tablets in the field of language learning.
10. Increase students' motivation towards learning Arabic language.
11. Providing students with immediate feedback on all aspects of the curriculum.
12. Providing a virtual substitute for the teacher in the absence of the real teacher.
13. Investing in the environment surrounding the student in learning the language.
14. Motivate students and encourage them to continue learning actively other than traditional methods.
15. Encourage students to enter the world of research in order to learn modern technological means by opening the horizons of their research in the areas of development and learning of Arabic language (Abu Amsha et al., 2017).

**The role of teacher in using modern educational technologies to develop conversational skills for non-Arabic speakers:**

The role of teacher in traditional education was to provide facts and information to the learner, but in educational technology his role turns to teaching student how to learn, and this requires good containment of the learner in order for him to assume responsibility for his learning on the basis of self-motivation, and to help him be an active seeker of information, not a recipient. The teacher also designs educational activities and provides the necessary means and techniques for them. The role of contemporary teacher regarding educational technologies is summarized in several points: (Al-Azamat, 2017).

Using modern technologies, including, the smart board, displaying appropriate pictures for lesson, writing key words and important expressions, and ensuring students' active participation in the lesson for example. The teacher should be the guide who directs the lesson, while the largest share in the speech goes to the students (Al-Alawi, 2023).

The teacher is a guide and facilitator of the educational process; There are various sources and means of communication; Information is discovered, not taught; Raising questions and motivation (Al-Naqa, 2001).

In the case of modern education, the teacher only guides the learner on how to explore information, and is reassured that he is able to teach himself in the future. The amount of information that reaches the learner does not matter, but what matters is the final result, which is getting the learner to the stage of using his skills and abilities in discovering information" (Hallaq, 2018).

Contemporary educational technologies are not only modern methods of educational process, or the use of computers, phones, machines and educational devices, but rather a way of thinking and teaching skills.

The role of teacher is no longer limited to simply conveying information and making it heard by students in one way or another, but rather his main task has become to guide students to self-learning, and for the teacher's role to be effective, he must pay attention to the following:

- Integrating technology into education is a means, not an end.

- Ensure harmony and adaptation to modern and contemporary changes.
- Patience with regard to teaching students (Al-Jamaal, 2001).
- Taking into account educational atmosphere and individual differences in the school and in society in general.
- Avoid indoctrination method based on the belief that the learner comes with a clean slate.
- Focus on learning strategies and training learners in self-learning.
- Openness and expectation of alternative possibilities and diversification of activities to suit different levels.
- Activating the problem-solving method in the educational process.
- Paying attention to learners' interaction and arousing their interests and needs.
- Providing an encouraging atmosphere for interaction among students.
- Preparing and planning the lesson in the form of guiding steps that can be modified according to the situations the teacher faces during the lesson.
- Provide feedback to each student.

### **The role of the learner in using modern educational technologies to develop conversational skills for non-Arabic speakers**

In light of contemporary technologies, the learner must be active and effective, not passive because it is the most important element in the educational process, around which the other pillars revolve (the teacher and the educational material), and the student is not just a recipient of the information that the teacher delivers to him. The learner, who receives the educational program in a method of individualizing education via the computer or from any other source, is considered the focus of the educational process. Education in light of modern technologies takes into account individual differences among learners. Therefore, learner proceeds during his learning according to the special capabilities and abilities he has, and therefore he must get to know the materials, tools, and devices used and how to use them (Al-Hallaq, 2018).

- Identify the materials, tools and devices used and how to use them.
- Training in simple maintenance, organization, and proper use of teaching aids.
- Practicing learning skills according to technical data and acquiring creative technical thinking.
- Evaluating the completed works, taking into account the aesthetic and creative aspects (Al-Naqa, 2001).
- Acquiring scientific and technical knowledge and getting used to the devices that serve the educational process.
- Interest in written expression in addition to oral expression, reading and conversation.

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