

E-Learning and The Role of Grammar in Mastering Arabic Language for Non-Native Speakers

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Abstract

E-learning is the education provided on the Internet, using modern electronic technologies to reach everything related to educational materials outside the boundaries of the educational class, and the most important terms used to express and describe it are distance education, and computerized e-learning, as it is an interactive course via the Internet, Students can interact with teachers and receive their assignments at the same time. This research aims to teach grammar to non-Arabic speaking students in a functional way, in order to address the problems of difficulty applying Arabic grammar rules to different texts, and our most important goals is to teach grammar syntax that makes the learner understand the meanings of words and the overall meaning of the sentence or text, as the functional grammar is associated with knowledge of meanings and care With it and its achievement by the learner, in addition to his knowledge of how to synthesize the sentence, whether it is an actual sentence or a noun sentence, and to improve his linguistic faculties, and the research believes that one of the most important factors that helps the success of this idea is a skilled teacher with the necessary competencies and trained to apply and develop it, as we aim to make students strive to achieve Development of the linguistic outcome before, during and after the study of Arabic science, and the research will adopt the descriptive analytical approach to achieve the required, and it is expected that the students will feel the desire to learn grammar, and their mastery in applying grammatical rules and the ability to read with understanding and can perform other skills such as conversation, dialogue and the development of writing as well as One of these results is to show the importance of e-learning in the language teaching process.

Keywords: *E-Learning, The Internet, Functional Grammar, Grammar Proficiency, Language Skills, Non-Native Arabic Speakers.*

I. INTRODUCTION

The Internet is not a place to chat, read newspapers, shop and see forums only. Its use is not limited to setting personal pages and creating websites for companies, schools and universities on the Internet. Rather, it is an essential educational tool, especially in developed countries. The number of schools and universities connected to the Internet is increasing day by day [1]. For example, search results on Google showed that there are more than 400 online university and college. Browser for e-learning portals like Blackboard & Online Learning, finds that more than 35,000 teachers and 250,000 students in general education schools, universities, colleges, companies and organizations around the world use e-courses on the Blackboard portal. The number of students enrolled in the online learning portal reached about 20,000 students in fifty states and 80 regions in the United States that offered more than 1700 courses online [2].

It is no secret that learning grammar is one of the things that the learner of Arabic has to do, and that it is offered in other Arabic sciences, and the Faculty of Arabic Language at Sultan Abdul Halim University faces most of the weak Shah's level of students enrolled in it, especially in the four language skills. The Al-Azhari curriculum that has been decided upon them, although some of them succeeded in it, but the majority of them were unable to achieve the required, so the researcher wants to apply the functional grammar in teaching grammar so that students benefit from their lessons, and we raise their levels in grammar science in particular and Arabic sciences in general.

II. E-LEARNING TECHNIQUE

E-learning or online learning as computer learning and any other computer resources that help in the teaching and learning process. In the process of teaching and e-learning, the computer replaces the book and the teacher. Where the computer in the electronic lesson displays the scientific material on the screen based on the response of the student or his request. The computer asks the student for more information and provides him with the appropriate material based on his response. The scientific subject and the accompanying tests may be simple - as they are in the traditional lesson - but they are in the form of an educational program on the computer [4]. The scientific material can be text, graphics, still or moving pictures, or audios or videos, or all of these combined. E-learning may consist of a course that includes lectures that are conducted via videoconferencing on specific dates, as is the case in a traditional lecture. It can be a page on the Internet accompanied by additional material that includes videos of previous lessons, discussions outside the class via email, and electronic tests whose results are automatically recorded in student records [5].

Types of e-learning include computer training (not based on the Internet), training based on the intranet, extranet or the Internet, computer-based education, and technology-based education, in which training is carried out with non-classroom media such as computers, television, audio tapes, video tapes, and printed materials [6].

E-learning has two types: synchronous and asynchronous. In simultaneous education, all students enrolled in the course enter the course site at the same time. They chat or discuss at the same time. In asynchronous education, students enter the course location at any time they want, each according to their need and the appropriate time for it [7].

III. THE IMPORTANCE OF ACQUIRING LANGUAGE SKILLS

Language learning is only complete with mastery of the four language skills (listening, reading, verbal and written expression) and these skills in language teaching represent the primary goals that each teacher seeks to achieve with learners, so learning any of the languages, whether it is the mother language or a foreign language, but its goal is to acquire The learner is able to hear the language, and learn about its own sound frame, and also aims to be able to speak in a proper way that achieves the ability to express his intentions and communicate with others, especially the language, and also seeks to be able to read and write it, and

the research finds that the most important The four skills - all of them important - are the skills of hearing and speaking; Because they are one of the most important skills that the learner enters through them in the field of acquiring any language, and depends on their teaching in the correct way, the success of the whole learning process, and failure in them hinder and complicate educational science, so that it becomes a major obstacle to learning the language in an integrated and correct way, and researchers in the modern era have paid great attention By skill of hearing and by means of conscious listening, which is the first basic skill that must be made in teaching it to ensure the success of the whole educational process, and they have set for that basic goals that every teacher must know and improve access to and to ensure its success, and these goals are as follows:

- a) Transferring the learner from the old sound environment to the new sound environment, and this stage is considered one of the important stages upon which the success of the other stages depends.
- b) Knowing the sounds and distinguishing between them, and at this stage the learner is not required to know the meanings of the words; Because the goal is to get to know the sounds of the new language, especially the sounds that are different from the sounds of his mother tongue.
- c) Realizing the general meaning of speech, and this is done by presenting a set of simple words or phrases that the speaker can speak easily, and it carries common general meanings that can accommodate its contents and be trained in them.
- d) Realizing some changes in the meaning resulting from a change in the structure of the word (such as changing the voice, or adding a letter) in order to draw attention to the education's attention to the function of sounds, and their effect on the meaning, and to know little by little the structure of language. It is the last stage of the hearing stages, in which Presenting some methods used in daily life related to the culture of the learned language, such as the question and the answer, the matter, and the reference to the meaning, salutation and the like [8].

As for the skill of speech, there is no need to emphasize its great importance, for every learner of any language aims first and foremost to its good use and the ability to speak it to communicate with others and express his thoughts and purposes, then speaking skill is a productive skill that requires the learner to use the sounds of the language correctly And being able to formulate morphological formulas, the system of synthesis of words, and in the end the ability to properly formulate language in its social framework, the purpose of speech is to convey the meaning to achieve communication, and this will only be done by deleting the grammar of the language in its social context, so it does not communicate without meaning, nor meaning outside the framework The social [9]. The skill of speech, if neglected or delayed for a certain period of time, will be a major obstacle to teaching the entire language in the future.

The focus on the four skills is in fact the result of the evolution of the perception of language and its topics, especially since the beginning of the twentieth century, and the emergence of modern linguistic theories (structural theory, obstetric and transformative theory) have changed the ideas of these theories of the nature of dealing with language with what I ordered from linguistic facts, I have represented These ideas regarding the theoretical methods of teaching terrestrial languages to develop new methods, and inspired by its basic material to focus on teaching skills, including the communicative method that aims to teach the language based on its primary function, which is communication, and has benefited in this from the development of the theory of linguistic communication, and this theory was presented At the hands of a group of scientists with important information about this job, it drew the attention of those interested in learning languages and benefiting from them.

Also, mastering these skills is impossible if we do not know applied knowledge of the grammar of the language, it is this knowledge that enables us to distinguish the meanings of the various language structures and use them correctly, and it is better to know the rules that a natural way is part of learning the language as the child learns his mother tongue. There are 80% of the child's vocabulary upon entering school is common between colloquial and eloquent [10], and as long as this is so, why does the child succeed in

learning the rules of his mother tongue while he fails to learn the grammar of eloquent language, except as agreed by them with the grammar of his mother tongue, perhaps the reason is that grammar is often taught an end to itself, and naturally it is taught a way to master the language.

In light of the above and based on it, the most important objectives of peer education are as follows:

- a) Helping the learner to straighten his tongue and stave off his style of melody, without studying the rules as an end in themselves, and without the basic terms being in the first degree of interest.
- b) Accustoming learners to use the phrases, phrases and words in a correct way that does not cost them, and printing them on the beautiful and sound expression of their knowledge and experiences.
- c) Mastering the functional rules, that is, the same function in the lives of learners, and using them to express themselves, which are the rules that are frequently circulating in the language, without being excessively exposed to the details that are of interest to the specialists.
- d) Reducing the memorization of learners by the detailed expressions of expression, when this does not have a reason due to a defect in the meaning.
- e) Focusing on the fields of choice of the types of passport without going into a detailed linguistic compulsion of the obligatory types.
- f) Forming the correct linguistic habit for learners, which makes the straightening of their tongues and pens a spontaneous response to the rules without its suffering in evoking them.

And the fact that our teaching is not a functional teaching unless we direct our students' activities towards those four language jobs; To achieve mastery of the language skills that make them able to use them in natural situations in a correct way in the level of their abilities, that is: understand them if they hear them, understand them if they see them in writing, and transfer their ideas with them to others orally or in writing. The first step: in the direction of language teaching functionally is based on defining the objectives of everything related to it and ensuring that these goals are closely related to the four functions. The second step: planning carefully to achieve these goals. The application and the multiplication of language training follow a live use of the effects and texts, and in all of this the teacher persists in asking himself: Is what is happening in the class from an activity that leads best to achieving those jobs or the goals that have been determined? In light of the answer, the teacher adheres to what works to achieve these goals and is adjusted for everything else.

In the light of the foregoing, the nature of the language requires that it be taught branches in the light of a correct appreciation of the subject and purpose of each branch, and that all of this be done in one integrated linguistic aspect. If this is not possible, then there are integrated, interrelated linguistic aspects. Teaching the language in the light of the linguistic basis of the unity of the language requires that the lesson in every branch be a lesson in the language or a lesson in that branch ... Thus, the lesson of grammar must be a lesson in the language first and then the intended basic is covered after that.

Thus, it is good for the starting point of the lesson to be "a linguistic stance or a linguistic aspect of life", a dialogue or discussion on a topic, or a text that is read and discussed. It is extracted from it in a natural, unconventional way, and vivid examples that are suitable for the base to be read from, so the lesson is based on a linguistic appearance of a "raised text or subject" or a complete linguistic position. Role [11].

The useful, useful grammar education that we propose and advocate in this research is to be associated with the meanings, and the reason for this is that many students in Malaysian schools do not care about the meanings or application of the rules they have studied, and the reason for this is that the teachers in Malaysia do not focus on the meanings of words and structures when Teaching them towards grammar or exchange, they are interested in teaching grammar only, and are not interested in applying the rules to speech, but they neglect language skills, especially speech and construction writing, which resulted in twice the level of graduates from secondary school, and we call in this research that the focus is on teaching language skills in High school in the first three years of it, then they study grammatical and morphological rules through previous skills in the last two years of high school.

IV. SUGGESTED COURSE FOR LEARNING GRAMMAR

The functional grammar we are discussing in this research calls for focusing on providing the student with the ability to use grammatical and morphological rules in verbal and authoritative skill, and to achieve its various functions such as the utilitarian and organizational job, the interactive job, the personal job, the exploratory job, the news function, and the symbolic function, and we can only do so if the lesson is Grammar or morphological supported by various and multiple examples, the rules provided for students should be associated with many examples and sufficient, easy and linked to the life of students, because the many examples help students in the production of the studied grammatical rules [12], The language teacher to choose examples and multiply them before he deduces the rules Until it is firm and firm in the mind of the student [13].

For career grammar or grammar studies to be meaningful and beneficial to students, we must use appropriate and effective teaching methods in addition to specific methods; Learning is the process of acquiring the aids to satisfy needs and motivations and achieving goals and it often takes the form of problem solving, and learning is based on an interaction between the basic elements: the individual learner, the subject of the learner, the status of learning, and the best method of teaching in my opinion is the integrative method that depends on psychological characteristics The learning process and the learner himself, and elevate learning to the level of abstraction, and take into account the distinctive characteristics of the language, and it was called so because it teaches the language as a unit whose parts are integrated from the first step to learn it and grow in its successive runways as a whole has its unit and not as separate parts [14].

The research expects that the student will be able to distinguish between the name, the verb and the letter once he knows the meaning of the word, or its significance. He is also proficient in reading exact sentences and texts, and in understanding their meanings and the overall meaning of the text. In addition to his proficiency in creating the nominal and actual sentence and the sentence beginning with a letter and knowing that it is a nominal or actual sentence.

He will also explain how to understand the sentence when reading the various texts, and train him to create nominal and actual sentences, and help him in writing a topic from construction topics, in a way that builds different sentences related to construction, and then explain how to link those sentences until he has one subject linked.

The research expects that the student will gain from the first two levels the following:

- a) The complete ability to distinguish between verbs, nouns and letters.
- b) Knowing the conjugation of different verbs, i.e. knowing the past, present tense and command, and how to use them to construct different sentences.
- c) Full knowledge of the actual and nominal sentence, as well as their pillars.
- d) Full ability to read well with knowledge of meanings.
- e) The ability to create useful sentences, whether actual or nominal.

V. TEACHING METHODS FOR SELECTED GRAMMAR TOPICS

In this regard, I will present the job grammar specifications that we would like to suggest and implement to teach non-Arabic speakers, as follows:

- a) Using modern technologies in the education process, especially the electronic education through the Internet
- b) It is necessary to clarify the goals and objectives of teaching career grammar for non-Arabic speakers. These goals should be consistent with the teaching and learning goals, to help students be able to express and taste good expression and then train them to create the correct sentences [15].

- c) Linking grammar education with language skills such as reading, dialogue and creation so that the student can sense the language and the ability to linguistic taste, and master the methods of its use [16].
- d) The contents of the functional grammar education for non-Arabic speakers should be easy, appropriate, linguistically and quantitatively, and care should be taken to clarify the meanings of words and tools and methods of their use in speech, and to indicate the signs of expression and the type of expression without accurate detail [17].
- e) That the career grammar program contains a large group of oral exercises focused on organized principles of simulation and repetition, so that the correct linguistic habit of students is formed. The aim of these exercises is to establish the grammatical rules in the student's mind, conveying them in real use in their speeches and writings [18]. The exercises play in the foreign language teaching program, namely: First: they can define and clarify the established goals from the curriculum, and secondly: it can raise students' motivations for learning, and thirdly: it can evaluate students' achievement in the classroom [19, 20].

VI. GRAMMAR TEACHING STRATEGIES

Modern education saw the adoption of the direct method of teaching grammar, by teaching grammar in the language, not teaching the language by grammar; Because language is found first, and this is the natural way; Because language is a clear concept, and the rules are a consequence of it. The situation requires that we deduce the rules from the language itself through the inductive method. This is why we must infer the rules with the participation of the students themselves.

How to prepare a grammar lesson plan?

The elements of the grammar plan are defined as follows:

- a) The general framework of the lesson: The branch is determined by it.
- b) Lesson Title: Grammar Topic.
- c) Objectives of the lesson: Noting that the cognitive field includes goals that are derived from the base, and also from the piece that will be presented to students. As for the emotional field, its goals are derived from the same piece, and the skill field focuses on providing students with the ability to read, write or speak according to the studied rule. .
- d) Teaching aids: a board, card or recorder; To display the base and the piece.
- e) Walk steps to explain the lesson:
 - i. Introduction: with questions to ensure students' ability to apply the rules studied and related to the current rule.
 - ii. Width of the piece (a targeted piece with a suitable content from the textbook or others: students read it silently or aloud, and the teacher makes sure that they understand it, then they are asked to extract the required sentences or words.
 - iii. Examples: Sentences from grammar study.
 - iv. Explanation: with stepwise examples that focus on both the explanation or the expressions of the intended base so that the base is reached in stages from registration on the blackboard until the base is complete.
 - v. Conclusion: The rule is presented in a simple and detailed manner.
 - vi. Calendar: by relying on textbook exercises or questions and exercises that the teacher prepares in accordance with the students' levels.
- f) Homework: Resolve the rest of the textbook exercises in the assignment notebook.
- g) Associated activity: By instructing students to prepare a base plate, or prepare a competition that includes grammatical matches. And when carrying out the lesson, the teacher should make his students aware that the lesson from a grammar lesson is not only memorizing the rules but more importantly applying them while speaking, writing or reading. With the importance of positive trends towards the grammar share and its subject.

VII. CONCLUSION AND RECOMMENDATIONS

In E-Learning is necessary to distinguish between two levels of interaction at least: the interaction of browsing (the learner turns the pages of the site) and the educational interaction (the learner interacts with what is published), and teachers should then seek to stimulate the activity of their learners' brain to make them go to the educational component while not neglecting the teacher as well For everything that is automatic (browsing clicks, for example), but keeping a separation between the two, a good lesson makes you think about the content, not the look!

Teaching language skills and acquiring them is a prerequisite for learning grammar and other Arabic sciences. Learning language skills as well should be combined with the use of grammatical and morphological rules. The grammar and the exchange are among the sciences that should be taught in a functional way, whether the students are Arabs or non-Arabs, whether they speak Arabic or not. All work mentioned in the research should be done such as link grammar education with language skills, the contents of the functional grammar education for non-Arabic speakers be easy, appropriate, linguistically and quantitatively and the grammar program contains a wide range of oral and other exercises. That specialized committees be formed to prepare multiple books for career orientation for all levels. That the use of computer literacy grammar be used to provide many helpful effects that add to the lesson the attraction and suspense of students. And other modern technologies. The teaching of functional grammar is suitable to be taught to non-Arabic speaking students in the intermediate stage, and it is appropriate to study for Arabic speakers starting from the primary stage.

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