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الجامعة الإسلامية بالمدينة المنورة
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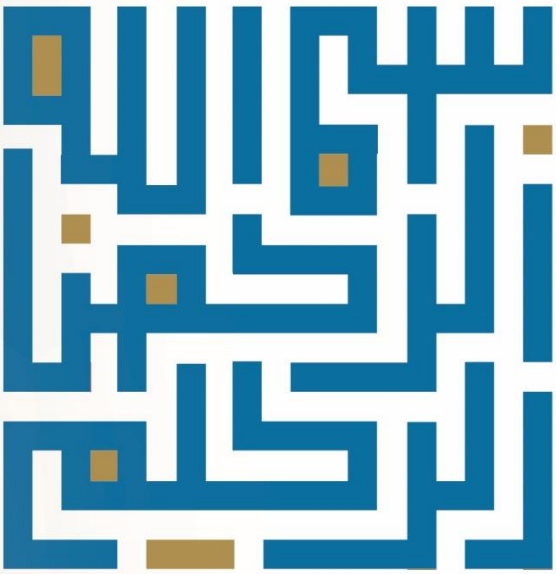
البحوث المنشورة في المجلة تعبرعن آراء الباحثـين ولا تعبر بالضرورة عن رأي المجلة



قواعد وضوابط النشر في المجلة

- أن يتسم البحث بالأصالة والجدية والإبتكار والإضافة المعرفية في التخصص.
- لم يسبق للباحث نشر بحثه.
- أن لا يكون مستلاً من بحوث سبق نشرها للباحث.
- أن يلتزم الباحث بالأمانة العلمية.
- أن تراعى فيه منهجية البحث العلمي وقواعده.
- أن لا تتجاوز نسبة الاقتباس في البحث المقدم (25%) .
- أن لا يتجاوز مجموع كلمات البحث (12000) كلمة بما في ذلك الملخصين العربي والإنجليزي وقائمة المراجع.
- لا يحق للباحث إعادة نشر بحثه المقبول للنشر في المجلة إلا بعد إذن كتابي من رئيس هيئة تحرير المجلة.
- أسلوب التوثيق المعتمد في المجلة هو نظام جمعية علم النفس الأمريكية (APA) الإصدار السادس، وفي الدراسات التاريخية نظام شيكاغو.
- أن يشتمل البحث على : صفحة عنوان البحث ، ومستخلص باللغتين العربية والإنجليزية، ومقدمة ، وصلب البحث ، وخاتمة تتضمن النتائج والتوصيات ، وثبت المصادر والمراجع ، والملاحق اللازمة (إن وجدت).
- يلتزم الباحث بترجمة المصادر العربية إلى اللغة الإنجليزية.
- يرسل الباحث بحثه إلى المجلة إلكترونيًا ، بصيغة (WORD) وبصيغة (PDF) ويرفق تعهدًا خطيًا بأن البحث لم يسبق نشره ، وأنه غير مقدم للنشر. ولن يقدم للنشر في جهة أخرى حتى تنتهي إجراءات تحكيمه في المجلة

الهيئة الاستشارية :

فهرس المحتويات :

ترتيب الأبحاث حسب تاريخ ورودها للمجلة مع مراعاة تنوع التخصصات

تصورات المعلمين حول دمج التكنولوجيا في تعليم اللغة العربية كلغة ثانية

(دراسة وصفية)

إعداد

د. سلطان بن عبد العزيز الملحس

أستاذ مساعد بمعهد تعليم اللغة العربية لغير الناطقين بها
بالجامعة الإسلامية في المدينة المنورة

المستخلص

تقدم هذه الدراسة مفهوم تعلم اللغة وفقا لمساعد التكنولوجيا والذي يعتبر أمراً حيوياً في تحليل تدريس اللغة العربية كلغة ثانية. ويكمن هدف الدراسة في التأكد من وجهة نظر المعلمين حول تكامل التقنية في تدريس اللغة العربية. وبرزت المشكلة في عدم استخدام المعلمين للتكنولوجيا في التدريس. تم استخدام التحليل الوصفي للبحث عن مواقف معلمي اللغة العربية كلغة ثانية حول استخدام التكنولوجيا في التدريس. اقتصرت الدراسة على عينة مكونة من ٩٠ معلما تتراوح أعمارهم من ٢٢- ٥٩ عاما. أظهرت النتائج أن حوالي ٩٧,٧ % من المعلمين استخدموا مفهوم تعلم اللغة بالحاسوب في أغلب الأحيان مقارنة بحوالي ٣٣,٣% فقط ممن أفادوا بأنهم نادرا ما استخدموا مفهوم التعليم بالحاسوب. علاوة على ذلك، بينت الدراسة أن حوالي ٨٢% من العينة وافق على وجود علاقة إيجابية بين التعليم بالحاسوب وتعلم الطلاب. ٣٣,٣% "وافقوا بشدة" على أن التعلم بمساعدة الحاسوب مكنت متعلمي اللغة من تحسين مهاراتهم الفردية، ٤٨,٩% أجابوا " موافقون إلى حد ما"، في حين عارض ١٧,٧% من أفراد العينة ذلك. تم التوصل إلى أن المعلمين منخرطون في منصة تعليم اللغة بمساعدة الحاسوب ويميلون إلى اللجوء إليها لتعلم اللغة العربية كلغة ثانية، ولأسباب شخصية. ومع ذلك، تم تحديد أن غالبية المعلمين الذين شملتهم الدراسة أشاروا إلى أن تعليم اللغة بمساعدة الحاسوب من وجهة نظرهم لعبت دورًا إيجابيًا في تدريس اللغة العربية كلغة ثانية، ومع ذلك فقد كان هناك تردد لبعض المعلمين حول كفاءة تعليم اللغة بمساعدة.

الكلمات المفتاحية: تعلم اللغة بمساعدة التكنولوجيا، اللغة العربية كلغة ثانية، التعلم القائم على التكنولوجيا، تكنولوجيا المعلومات والاتصالات، تعلم اللغة بمساعدة الهاتف المحمول.

1 .INTRODUCTION

Several researches have traditionally shown that learners who face a new language problem normally confront the challenge by attempting to make comparisons with current information learned. (Nielsen, 2020). Gaining knowledge of the fact that those words may have originated from Arabic shows a connection between English and Arabic language. As such, this may enhance learning of a word's meaning and correct pronunciation (Al-Sobhi & Darmi, 2017). The use of computer-based learning plays a key role in the foreign language classroom (El Omari, 2014). The above is based on the fact that learners can be taught more than the language itself. Moreover, they will be given the chance to know more about the taught language, such as spelling, grammar, and even desktop editing programs (Padurean & Margan, 2009). Ilhan and Oruc (2016) asserted that employing technology and multimedia in the classroom motivates learners to enhance their performance. The above assertion is based on the nation that multimedia use increases their academic achievement .

However, due to the rapid advancement of technology, radical changes in the learning field have emerged. According to Prensky (2001), a world without internet access or computers will not serve the current generation. Researchers and teachers are currently looking for more effective methods of teaching through innovative technologies. The above is because as compared with traditional methods, technology tends to have a positive impact on the learning process, which includes student motivation, attitude and achievement in various teaching disciplines (Hadwin et al., 2017). Similarly, it also applies to teaching Arabic as a second language (ASL). The integration of technology, such as animation, photos and sounds are able to accommodate complete attention to various sources related to new pedagogies in ASL classes (The Researcher, 2016; Albantani & Madkur, 2017), and ASL should be the richer for the resourceful use of technology. For non-Arabic speaking students, technology in lessons that can be recorded and practiced in classes may be crucial in learning Arabic.

Ko and Rossen (2017) presumed that the use of technological instruments in the learning environment, such as desktop computers, tablet PCs, notebook PCs and smartphones would increase the learners' level of language comprehension dramatically. Therefore, the above has led to the emergence of the TALL concept (Ko & Rossen, 2017). Over time, TALL has gained increased popularity due to the belief that the application of diverse technology-assisted platforms, for example, a mobile device or computer, in foreign language learning may pave the way for the effective learning of languages (Ko & Goranson, 2014). In this paper, the TALL concept will embody two other significant concepts (i) mobile-assisted language learning (MALL); and (ii) computer-assisted language learning (CALL). As such, the literature review concerning MALL and CALL will provide a better understanding of why the TALL concept is presented. Additionally, the literature review will also include an analysis of collaborative learning styles as promoters of teaching practices by teachers towards their students.

2 .OBJECTIVES OF THE RESEARCH STUDY AND ITS QUESTIONS

This research study contributes to pedagogical approaches in higher education to discover how teachers perceive the usage of technology in learning Arabic language. Moreover, it examines the attitudes of Arabic language teachers who teach Arabic as a second language, as well as their views concerning the significance of utilizing technology in teaching. Teachers' opinions form an important element of the study that can assist to improve and develop educational practices. Two research questions for the research study are:

1 .What is the current level of educational technologies used in teaching ASL in Arabic language institutes for non-native speakers in Saudi Arabia؟

2 .What are teachers' views on the potential benefits of technology in student learning؟

3 .THE STUDY PROBLEM

There is a demand for learning Arabic by many students who are not native Arabic speakers. In Arabic institutes in Saudi Arabia, such students come from various countries and speak a wide range of languages that are unrelated to Arabic. So, using appropriate methods of teaching is very important. Although educational technologies have multiple roles in which they can contribute to develop educational field, I noticed that most teachers do not use technology in teaching. Moreover, the overarching concern motivating this study is whether Arabic language teachers for non-native speakers in Saudi Arabia have enough educational technology experience to use it for students presently. Moreover, the Ministry of Education strongly promotes using technology in teaching. So, different pedagogical approaches in conjunction with technology embodied may treat some problems that face teachers in classes .

4 .CONTRIBUTION OF THE RESEARCH STUDY

This research study is significant because it evaluates the current position of technology usage in Arabic language teaching. Specifically, the research may aid in recognizing this usage, as professed by Arabic language teachers in their teaching with regard to its categories, approaches and specific statistical aspects (Almusawi et al., 2016). The necessity to incorporate ICT efficiently in teaching the Arabic language, as well as to tackle several ICT, is a vital prerequisite for Arabic language teachers (Nachmias et al., 2010; Sulaiman, 2014) .

It is essential to examine Arabic language teachers' insights into their technology capabilities in teaching. Al Musawi et al. (2016) and Al Busaidi et al. (2016) stated that Arabic language teachers need to be well prepared with the necessary ICT information, as well as the ability to identify the most effective usage of these instruments for teaching Arabic language. The impact of achieving a strong impression of teachers' insights on ICT gears can help educational institutions to formulate strategies that allow the effective utilization of ICT in learning (Albirini, 2006; Al-Awadi & Ismail, 2014). So,

language teaching is no longer specified to explaining words or sentences, but learning has become more interesting and dynamic (Deep, 2012). Therefore, it is imperative to use educational technology for ASL teaching.

5 .LITERATURE REVIEW

This section reviews findings of previous research related to the research topic that are approaches to the student learning environment, including MALL, CALL and the challenges. The literature review is fundamental because it acts as the foundation for designing its methodology.

5.1 THEORETICAL PERSPECTIVE

Although it is evident that there is overwhelming support rendered to teachers along with massive investments in the provision of new technology, there is still a gap in the level at which technology is integrated in the classroom setting by teachers (Krieger, 2007). The theoretical framework examines the existing gap and provides a clear understanding of why technology is often underutilized. Moreover, the effectiveness of using technological devices in teaching second language .

According to Prasojo et al. (2019), highly collaborative technology-based learning environments have evolved the role of teachers from operating as knowledge contributor to becoming an implementer. The role of the student has also shifted from a recipient of passive knowledge to a co-learner and knowledge navigator. As such, computer-assisted environments during the learning process are necessary for exploration. More studies by Neri et al. (2008) showed that the use of computer software in pronunciation learning helped foreign language learners to drastically improve their skills. Moreover, Lin, Winaitham, & Saitakham (2008) also reported that use of technology increased the students' ability to speak, pronounce and read Arabic. Mohri (2010) also showed that teachers preferred the use of visual aids through the internet to teach students foreign languages. The teacher and students learning relationship showed a positive correlation as most teachers mentioned that there was a positive correlation. In another study conducted by Sahrir and Alias (2011), it was found that foreign language learners had a positive trend

regarding the use of the web in learning Arabic and other foreign languages. Therefore, all the above researchers explained the effectiveness of technology in teaching languages .

Consequently, using technology for learning and teaching Arabic is beneficial to all students, regardless of skill level. Anyone can benefit from learning it online because there are many benefits of technology-assisted Arabic language teaching available (Yusof et al., 2020). Students no longer have to depend on a teacher to do all the work for them. Students can learn at their pace, and they can use multimedia tools to make sure that they understand every aspect of the lessons (Bin-Sahrir et al., 2018) .

5.2 MOBILE-ASSISTED LANGUAGE LEARNING (MALL)

MALL refers to mobile technology utilized in learning environments for students. It can take many forms, such as face to-face learning, distance learning, and online learning (Chinnery, 2006). For MALL to be implemented, independent mobile devices that are easily accessible may be utilized to support and promote language learning (AbuSa'aleek, 2014; Trifanova et al., 2004). According to Kukulska-Hulme and Shields (2008), MALL is a learning mediated system that utilizes mobile devices, such as mobile phones and MP4 players. Similarly, research by Jarvis and Achilleos (2013) focused on devices, such as tablet PCs, podcasting, and eBook readers .

In the current era, the benefits of mobile-assisted Arabic language learning are fast rising. This is because technology and innovative approaches make it possible for students to study Arabic online while working on their regular jobs (Kader, 2019). The benefit here is two-sided, as students get to learn the language sitting on a desk while still being mobile. This eliminates the learning method. Also, several benefits are not available with traditional Arabic language learning methods (Retnawati et al., 2020).

The benefits of mobile-assisted language learning can be availed at various levels of education. Once they have decided to learn Arabic online, they can enroll in an online learning center or attend regular classes. There are advantages to both. Even though people will not be spending much time in

class, they will have the advantage of learning in the privacy of their own homes (Moh'd et al., 2019).

Traditional classroom-based learning remains the only method through which people learn the language. In traditional classroom-based learning, students sit in a classroom and are exposed to the textbook and the teacher's lectures. They are unable to practice what they have been taught and have only limited opportunities to ask questions. With online courses, students can learn at their own pace and from any place with a computer and Internet connection (Retnawati et al., 2020). Traditional classroom-based learning often does not allow the student the option of independent learning. When students have problems or do not understand something, they often ask for help. On the other hand, Arabic language courses allow students to self-refer to any part of the course materials whenever they need to. Students can also access learning resources anywhere they have an Internet connection, which helps them overcome traditional classroom opportunities (Retnawati et al., 2020).

Research studies by Khan et al. (2018) explored the attitudes of Saudi teachers teaching English as a foreign language (EFL) concerning the application of MALL. The investigative methods comprised of a questionnaire and in-depth interviews to explore EFL teacher attitudes. Results by participants showed reasonably positive attitudes concerning the usage of mobile phones for teaching activities and language learning. However, the results also indicated challenges that may have been ascertained to be a substantial obstacle for the use of mobile phones in EFL teaching and learning in Saudi Arabia. A large number of the teachers stated that they avoided mobile phone usage or MALL-related activities during EFL classes. The findings also revealed that EFL teachers lacked the necessary skills for the development of MALL activities. As such, MALL is not suited to be incorporated in this paper, because this research wants to present a model that is effective for ASL learning.

Nassar's (2010) study aimed to determine the extent to which using multimedia in Arabic improved Arabic language skills in students. The research compared two groups with the experimental group achieving 65.31% in language performance exams compared to the control group scoring

34.68%. The study suggests multimedia programs are effective in improving language skills.

The research study done by Lawal (2017) concerning the use of ICT in teaching Arabic as a foreign language showed that 90% of participants perceived the importance of ICT as a better source of information. Moreover 95% of the participants confirmed the assistance given by ICT can make students less dependent on teachers while 5% disagreed. As for difficulties which can prevent Arabic teachers from making effective use of technology, all the participants said "Yes". 50% of participants believed the government has done enough in the provision of technology facilities in higher Institutions while 50% believed the government could do more.

Yet Lee (2019) in examining the impact of integrating MALL in ESL finds a lack of ICT-MALL technological support and necessary development of MALL programs, and a gap between native and non-native user ability. In Western countries, it may be that lecturers tend to use laptop or desktop computers while students tend to favor the mobile phone.

Research by Aburezeq and Ishtaiwa (2013) into the use of WhatsApp as a teacher's aide to connect teachers and students identified its advantages and disadvantages. While WhatsApp can create a financial burden and additional workload for users, these were balanced against improved connectivity among students and their teachers. Moreover, it improved student interaction with the study content .

5.3 TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

The TALL concept has been in existence for approximately 50 years (Adedokun, 2019). It is sourced from various platforms, such as Educational Psychology, Artificial Intelligence (AI), Computer-Assisted Instruction (CAI), Web-Based Instruction (WBI), Instructional Design, Computational Linguistics, Human Computer Interaction (HCI), and Second Language Acquisition (SLA) (Vula et al., 2017). As such, Kumaresan and Ganeshkumar (2020) assumed that the TALL platform is an integrally multidisciplinary one,

as well as a concept that is evolving rapidly through exploring the specific role of Information Communication Technologies (ICTs) in the teaching and learning of languages. In relation to TALL, CALL associates itself with TALL by including it as a synonymous variation to open up the learning and teaching of languages to the diverse technological spectrum (Hubbard, 2018). Ali et al. (2019) argue that the CALL field tends to advance progressively because different technological innovations tend to create opportunities through revisiting ancient findings and conducting new research, then challenging existing pedagogical theories on pedagogical techniques, whether in the presence or absence of a human or other teacher.

According to Chapelle (2006), CALL denoted computer-assisted educational environments used in the early 1980s in the learning process of foreign languages whereby students utilized a computer for practicing and improving their individual skills in the language field. Different basic skills in language learning, such as speaking, writing, listening and reading, as well as different sub-skills, such as pronunciation and spelling were incorporated in the computers to assist in the language learning process (Warschauer & Healey, 1998). CALL has tended to be valuable in learning another language. For example, Saeedl (2015) notes that the utilization of computers in foreign language learning has provided students with opportunities in experiential learning, authentic materials and enhanced interaction. Furthermore, Monfared et al. (2018) suggests that CALL usage tends to increase the motivation of learners and their achievements. Similarly, AbuSeileek (2007), and Warschauer and Healey (1998) note the potential of the computer to provide a multimodal practice opportunity, offer an advanced environment for language learning, enhance diverse resources, and provide clear information regarding various learning styles.

There are many benefits of technology-assisted Arabic language learning. The most obvious of these is that the student can learn a new language in a brief period, usually within a few days, compared to the span of months or even years required by traditional learning methods (Daud et al., 2019). This is also a convenient method for someone who may have a busy life or cannot spend much time in a classroom (Omari, 2015). Someone can

also take advantage of technology-assisted Arabic language learning by not needing to wear headphones while listening to lessons, which allows them to listen at their leisure and absorb the information at a higher rate than someone with headphones on, listening to a teacher's voice (Wargadinata et al., 2020).

There are other benefits of technology-assisted Arabic language learning as well. In this method of learning, students are given many tools to help them learn (El-Kah et al., 2017). Since the student is in total control of the program, this dramatically reduces the possibility of being misunderstood or missing out on the lesson's essential parts. With traditional methods, students often rely on a book to translate words or miss essential meanings. With language learning software, students get access to an extensive library full of relevant materials to help them in their lessons (Haque, 2017).

The benefits of CALL have been identified from various research studies (Adedokun, 2019; Anwar, 2018; Yang & Kuo, 2020; Soomro, 2018). In particular, research by Yang and Kuo (2020) revealed that CALL tended to be a time-saving concept for teachers, resultant from teachers not having to use the blackboard. This research also revealed that CALL provided teachers with the functionality to motivate students in the language tutorial room by introducing images, authentic pictures, animation and video clips. Soomro (2018) noted that teachers who incorporated CALL in the classroom improved their own language skills, such as vocabulary, writing, reading, listening and pronunciation. Similarly, Adedokun (2019) assumed that the CALL concept would help teachers in offering rapid and easy access to various resources of teaching language, as well as multimedia mechanisms of authentic and dynamic input in all fields of language, which may not be available without extra teaching support. Furthermore, Anwar (2018) discovered that a major benefit of CALL is its ability to assist teachers in expediting the language learning process, as well as the significant ability to reinforce the lesson taught in the classroom, thus serving as a significant repair tool for those who require additional support. Gharawi and Bidin (2016) conducted a survey which involved 35 Arabic language teachers who had used CALL in Malaysia. 53 per cent of them criticized CALL as time-consuming because it required teachers and students to possess technical skills. This objection might be

thought as little more than lack of consumer friendliness but in a professional environment it could be problematic in practice .

Although CALL provides definite pedagogic benefits, research has shown that it also faces knowledge, infrastructure, and financial barriers, as well as negative attitudes by teachers towards innovative technology (The Researcher (2016); Alotumi (2018); Nielsen, (2020; Bani Hani (2014); & Yang & Kuo (2020). Bani Hani (2014) states that knowledge related to developing software for the promotion of learning is scarce. Referring to teachers' negative attitude towards technology, Yang and Kuo (2020) report that teachers are inclined to be fearful of CALL because they perceive it as a threat to their employment. Alharbi (2018) also asserts that teachers display a negative attitude towards CALL because it is simply technology and is not meant to replace human teachers .

According to Alotumi (2018), the observed lack of CALL's ability to substitute textbooks added to teachers' negative attitudes towards the CALL concept, which sometimes originated from its link with various computer games (Yang & Kuo, 2020). It could be argued that the original cost of CALL, its software, hardware and maintenance upkeep could create a financial barrier. With regard to knowledge, the major challenge for CALL is to ensure that the majority of teachers are able to apply the system appropriately, for them to become familiar with how to incorporate it into their applied teaching strategies. As such, there is a need for additional staff development, which will create the need for financial funding.

Mas'ud & Abdul Jalil (2014) conducted a study to evaluate a program of teaching Arabic language as a second language from students' perspective. The sample of the study was 42 students from International Islamic university in Malaysia. The study revealed the effectiveness of the program from the participants' perspective because the program fulfilled the need of the students in terms of time, methods of teaching and as well as the attitudes of learners. Altawaim's study (1999) aimed to understand the effectiveness of computer use in teaching Arabic grammar. The study used an experimental approach consisting of samples of a group of 60 students. The sample students were divided into two groups. the first group studied with the aid of computers and

the second group studied by traditional methods. The finding of study showed that there were statistically significant differences at the level of memorization while there were no statistically significant differences at the level of understanding, application and the total test between the experimental group and control group.

Almehmadi's (2012) study aimed to identify the computer competence levels of secondary school teachers of Arabic language. The study measured teacher's computer skills, skills at technology use and their overall level of efficiencies of e-learning. The study revealed that the level of ability for Arabic language male teachers in computer skills was very low with them scoring 43.66%, and their Internet skills low at 52.56%. Meanwhile their level of ability for female Arabic language teachers in Management e-courses skill was good at 79.05%.

5.4 CHALLENGES OF UTILIZING TECHNOLOGY

The technologies being utilized today throughout our society have affected the educational field (Gelan et al., 2018). Over the last decades, foreign language teachers have witnessed how technology has contributed to developing a communicative methodology that takes advantage of these modern computing tools (Elaish et al., 2017).

Most researchers understand that to achieve success in teaching and learning second languages, an effective pedagogical environment is necessary; it ought to be founded on the standards of active, shared and self-ruling learning including uninterrupted assessment and feedback (Parmaxi and Zaphiris, 2017). Technologies are tools that can be used to support students in learning a second or foreign language to the extent that a wide range of comprehension and production activities are achieved (Detey et al, 2020).

Although technology has witnessed success across the world, it still encounters challenges that weaken this teaching method of achieving its goals. E learning is an innovative method of overcoming those challenges, such as equipment, teaching laboratories, programs, teachers and learners. The challenge faced by the human factor is represented by the low number of

teachers who are able to deliver education through e-learning or their attitude towards technology; some teacher even resist change (Altodari 2004; Almulhim, 2014). Other challenges encountered by e-learning include the lack of appropriate computer laboratories, equipment, trained teachers, and learners responding to the new method (Al Hersh et al. 2010). Al-Otaibi (2006) indicated that teachers are prevented from using e learning because they are faced with added responsibilities, a lack of remuneration, and extensive curriculum in the classroom. Challenges for teaching computer-assisted languages also include the lack of multimedia technology in the classroom, teacher training, course content and criteria for promoting students based on written communication, and classroom-oriented practices. The examination process neglects oral communication in theory and practice, and teacher-centered classrooms (Kessler & Hubbard, 2017).

6 .METHODOLOGY

To answer the two research study questions and to investigate the possible impact that TALL may have on improving teaching and learning ASL, a descriptive analysis approach was employed in this study in order to collect and summarize data from participants (Walliman, 2011). Therefore, this research study used the questionnaire to gather data quantitatively. According to Mathers, Fox and Hunn (2009), using a questionnaire as a data collection tool can allow researchers to reach more participants within a short period .

6.1 COMMUNITY OF THE STUDY AND PARTICIPANTS

The research population consisted of 137 Arabic teachers from a variety of public institutes that taught Arabic as a second language in Saudi Arabia during the academic year 2020. The total participants of the study who responded by completing the questionnaire were only 90.

6.1.1 Age of participant

Age is often assumed to be a relative factor for the utilization of educational technology in the teaching process (Oyaid, 2009). The

participants were aged between 22 and 59 years old, which represented the age group of Arabic language teachers throughout their career. Therefore, the chosen age range covered two generations of teachers (Table 1).

Table 1: Age of participants

Age in Years	Frequency
22-30	10
31-40	22
41-50	28
51-59	30

6.1.2 Number of years of teaching

The respondents were divided into four groups based on the number of years of teaching experience: (i) <10 years; (ii) 10-20 years; (iii) 21-30 years; and (iv) >30 years. It was clear that the majority of teachers who responded to the questionnaire had been teaching more than 20 years (Table 2).

Table 2: Number of years of teaching experience

Experience Level in Years	Frequency
1-10	5
11-20	15
21-30	29
31-39	41

6.2 STUDY INSTRUMENTS

The questionnaire was grouped into three key sections that represented the main theme of the research :

1 .The initial section collected information on the participant's personal characteristics, which included age and experience level .

2 .The second section was concerned with the usage of technology in teaching.

3 .The third key section accumulated data on teachers' perceptions towards utilizing the technology concept for the purpose of ASL .

6.3 THE RELIABILITY AND VALIDITY

To demonstrate reliability of the study, the questionnaire was tested twice on a sample of teachers in two intervals. The period between each interval was 15 days in total. Following the test, each of these teachers completed the questionnaire independently from the others. The reliability was evaluated using the Pearson correlation coefficient which involved the use of the profound statistical program (SPSS) for the statistical procedures, resulting in a correlation coefficient of (81%). This implies that the resolution is grounded on an acceptable degree of reliability. Furthermore, in relation to the validity, the practical steps which were involved in the process were: firstly, the questionnaire in this study drew upon other questionnaires that had already been used in other similar studies. Secondly, the first draft of the questionnaire was submitted for review to a number of specialized academics in the Arabic language. Thirdly, questionnaire clauses had been modified either in terms of reformulating some paragraphs, deleting, adding some paragraphs or merging some paragraphs. Finally, after making corrections and modifications, the academics approved of the questionnaire's final draft and acknowledged that it was clear and internally coherent in its meaning.

6.4 DATA COLLECTION

A questionnaire on how often technology is used by different teachers and how effective it is while teaching was the main means for collecting data. All the teachers involved in the study were sent the website link inviting them to take part in the study. There were two ways to reach to the sample: i) through e-mail or contact and ii) through distributing the website link to heads of departments at the institutes to share it with their colleagues. The questionnaire was available to the participants for two weeks. The above allowed each of the participants to fill out the questions in their own time. The time frame allowed all the teachers to freely take part to ensure that data obtained is reliable and accurate.

7 .FINDINGS

To examine ASL teachers' perceptions toward the utilization of TALL in ASL, members of the language faculty were asked to choose their preferred model for teaching ASL, which included TALL, CALL and MALL. Analysis from responses to the questionnaire revealed that 97.7 percent of language teachers tended to utilize at least one model. In order to discover the technology's usage frequency, respondents were asked how often they utilized TALL. From a choice of answering 'never', 'rarely' or 'often', 64.4 percent indicated that they 'often' utilized TALL, compared with 33.3 percent who pointed out that they 'rarely' utilized TALL. A minority of 2.3 percent claimed that they 'never' utilized TALL (Figure 1).

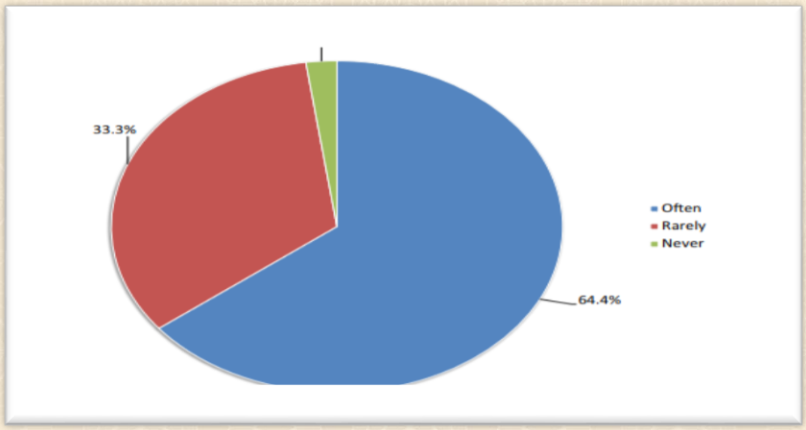


Figure 1: Usage Frequency of TALL

In order to gain a clear understanding on TALL's impact on learning and teaching, the participants were asked to select from a choice of 'positive effect', 'very positive effect', 'no effect', 'negative effect', or 'very negative effect'. The findings in Figure 2 indicate that 82.2 percent of participating teachers laid emphasis on TALL's positive impact on teaching due to its technological ability to provide them with learning processes and teaching materials, as well as the capability to enhance their preparation of lesson notes and exams. Therefore, these results revealed that TALL is proficient enough to enrich the respondents' teaching experience. However, a small number of

teachers, 6.7 percent, claimed that TALL 'negatively affected' their teaching experience; and 11.1 percent stated that they experienced 'no effect' by TALL in their teaching experience.

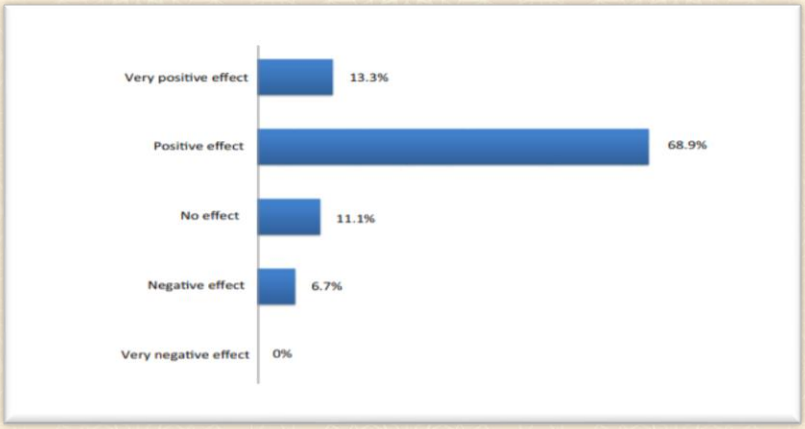


Figure 2: Impact of TALL on teaching

Most teachers (82%) admitted that TALL had a positive effect on student learning as it broadened their understanding of the subject matter. On the other hand, 11.1 percent of respondents stated that TALL negatively affected the learning experience of students (Figure 3).

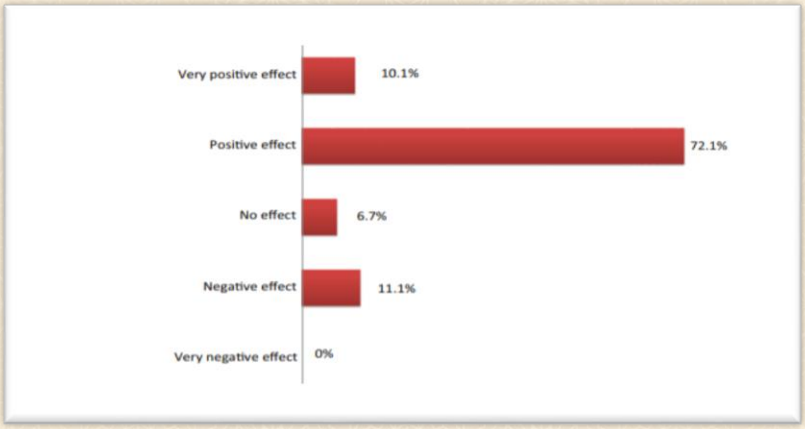


Figure 3: Impact of TALL on student learning

When teachers were asked if TALL had the ability to support students in improving the language learning process, 33.3 percent 'strongly agreed' that it enabled language learners to improve their individual skills; 48.9 percent 'somewhat agreed' while the remaining 17.7 percent of respondents disagreed (Figure 4).

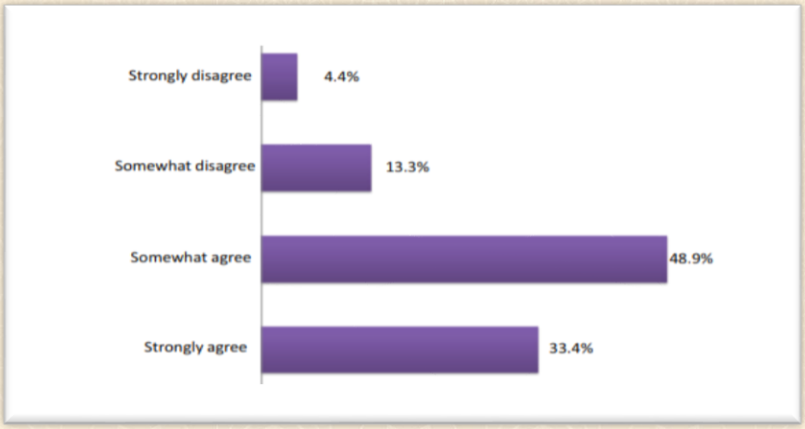


Figure 4: Teachers' views on the potential for TALL to enhance students' language skills

To examine how teachers perceived the impact that TALL had on enhancing four language skills (speaking, listening, reading and writing), they were asked to rank these skills based on their level of improvement. Teachers also believed that TALL could boost the language skills of students. The ranking 1 represented the most significant language skill that students have the opportunity to improve, and 4 represented the least significant skill for improvement. Figure 5 summarizes the mean rankings related to all participants' language skills. The language skill 'reading' reported the highest improvement (35%).

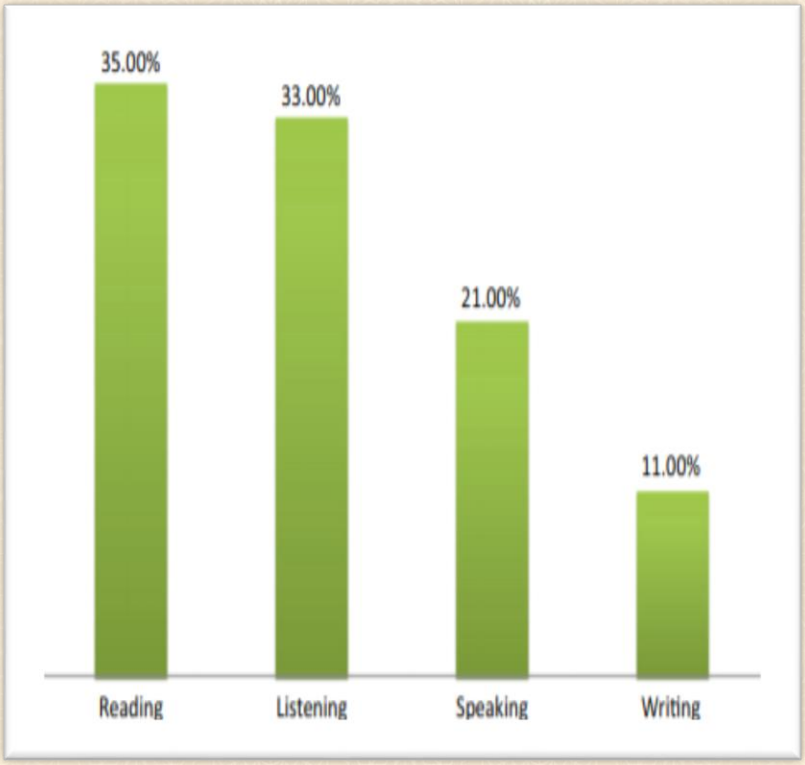


Figure 5: Teachers' perceptions on the potential influence of TALL on language skills

From data in Figure 5, it is evident that students were able to read a variety of articles and messages via TALL. As such, they learnt turns of phrases, new words, and jargon; this may aid them in improving their vocabulary, which would lead to proficiency in reading. Listening was perceived to be the second most important language skill to support student learning. In comparison with classroom-based settings that have few listening activities, TALL platforms are characterized with a rich variety of videos and audio materials. This may be the reason behind the improvement of listening skills of students. By contrast with the comparatively passive skills of reading and listening, the active language skills of writing (11%) and 'speaking' (21%) were ranked lower .

8 .DISCUSSION

To answer the research questions, the findings about the use of technology in education indicated that a significant number of language teacher participants, 97.7 per cent, utilized at least one of the model concepts amongst TALL, CALL and MALL in teaching ASL. This can be attributed to younger and experienced teachers utilizing TALL frequently, compared to older teachers who did not receive quantity of pre-service and in-service technology integration training (Spaulding, 2013 and Cox et al, 2013). Additionally, although the focal reason for utilizing TALL can differ from one individual to another, all participants pointed out that they apply them for educational purposes, as well as for personal reasons. As such, this serves as an actual reflection on the importance of TALL. When considering that most teachers utilize technologies in ASL, it can be assumed that they are competent and conversant with technology-based learning environments. However, the level of technology implemented in Arabic language teaching, according to Albantani and Madkur (2017), is a result of the hindrance to the application of old and modern technology in teaching the Arabic language. With regard to the small number of teachers who do not use any technology in their teaching practice, results indicated that some may have the impression that TALL learning is questionable, or they are to face challenges that prevent them from the optimal use of technology. The literature review pointed out several challenges facing the use of CALL. According to Alotumi (2018), Nielsen, (2020), Bani Hani (2014), and Yang and Kuo (2020), key challenges that CALL faces include financial, infrastructure and knowledge barriers, as well as negative attitudes by teachers in adopting new technology. Furthermore, Bani Hani (2014) indicated that there is a shortage of knowledge in developing software designed to promote learning. Alharbi (2018), and Yang and Kuo (2020) indicated that teachers are skeptical about adopting CALL because they perceive it as a threat to their jobs, and they believe that technology cannot be substituted for human beings .

The findings about teachers' perceptions toward educational technology used in teaching ASL showed that participants emphasized the positive impact of TALL on teaching as a result of its ability to offer instructors with teaching

and learning materials, and to further enhance their perception of lessons. Concepts of individualization, interaction and student motivation were resultant from the effective use of ICT in the classroom (Theobald, 2006). Thus, ICT had a positive impact on student attention and satisfaction, in line with previous findings (Neri et al., 2002; Pennington, 1999) because the use of various senses tends to optimize learning (Robson, 2011). This finding is compatible with Hoffler and Leutner's study (2007) where they learnt that technology was able to create a connection between practical and descriptive knowledge .

This can be also attributed to the presence of computers in everyday life and in educational centers. Thus, technology can be accepted as a learning tool to enhance existing resources in the educational environment (Jiang et al, 2020). It also could be viewed that the nature of adults is different from children in terms of their learning ability because adults are self-directed with a responsibility for learning compared to children who need to be directed (Knowles, 1984). Thus, the use of technology may allow adult students to learn according to their ability under the supervision of a teacher. As a result, teachers recognized the importance of TALL in improving the individual communication skills of learners, which include writing, reading, listening and speaking. The key finding is compatible with previous studies which identified benefits for the usage of technology in teaching. For example, Prasoio et al. (2019) recognized the significance of technology-based learning on the evolving responsibilities of the educator from knowledge bestowed to the implementer, as well as the shift in the role of students from recipients of passive knowledge to knowledge navigators. Moreover, Monfared et al. (2018) further indicated that technological competence and application of CALL tended to increase the motivation and achievement of various learners. Because educational software that are used have a significant impact on the rate at which learners conceptualized another foreign or second language. Therefore, it is clear that ICT plays a crucial role in helping students to learn other languages .

9 .CONCLUSION AND RECOMMENDATIONS

Technology-based learning environment models such as CALL, TALL and MALL play a significant role in helping students to gain self-efficacy and to improve their performance in education. The focus in this article is three-fold: firstly, it reflects the perception of teachers towards the use of technology in teaching ASL; secondly, it offers a common understanding of the importance of technology in teaching; and thirdly it challenges the impact of adopting technology in teaching. It is no idle hope that technology will continue to support the growth of innovative teaching and learning methods that have the potential to revolutionize the learning environment. It is likely that the path of such innovative growth will be achieved through following these recommendations:

1- Teachers should adopt and fully implement the technology platform for ASL teaching.

2- Administrations of institutes should establish regular professional development programs to train teachers in utilizing modern technology.

3- Leaders should provide more information to teachers on the viability of technology in achieving effective and time-saving academic objectives.

4- Administrations of institutes should improve teachers' skills and knowledge in the use of technology for instructional purposes.

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Abstract (7)

This study presents the technology-assisted language learning (TALL) concept that is vital in the analysis of teaching Arabic as a second language (ASL). The main aim of the paper is to ascertain the teacher's perception on the integration of technology in teaching Arabic language. The problem reported was that most teachers do not use technology in teaching. The educational technologies have multiple ways through which they can contribute to the development of the educational field. A descriptive analysis was used to examine the attitudes of Arabic teachers working in various ASL learning institutions toward TALL usage in their teaching practice. The sample size consisted of 90 Arabic teachers. The participants were aged between 22 and 59 years old. The results indicated 97.7% of the language teachers used at least one model. 64.4% reported that they often used TALL, compared to only 33.3% who reported that they rarely used TALL. Moreover, more than 82% of the teachers reported a positive correlation between TALL and student learning. 33.3% 'strongly agreed' that it enabled language learners to improve their individual skills; 48.9% 'somewhat agreed' while the remaining 17.7% of respondents disagreed. It was concluded that teachers are engrossed in the TALL platform and they tended to have recourse towards it for ASL learning, and for personal reasons. However, it was identified that the majority of surveyed teachers pointed out that TALL played a positive role in ASL teaching, as well as ASL learning. However, some teachers were reluctant to integrate TALL efficiently in their classroom setting .

Key Words: technology-assisted language learning, Arabic as a second language, technology- Based Learning, information and communication technology, mobile-assisted language learning.

TEACHERS' PERCEPTIONS ABOUT INTEGRATING TECHNOLOGY IN TEACHING ASL: A DESCRIPTIVE STUDY

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