



## ICT Tools for Teaching the Arabic Language

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### ABSTRACT

Like other major languages around the world, Arabic is one of the languages used to access information on the World Wide Web. However, the insufficient accessibility of ICT tools and certain teachers' lax attitudes toward their use in some educational institutions have concealed their impact on teaching and learning. This study looked into the degree of accessibility and suitability of ICT tools for Arabic language instruction. This study used a descriptive survey research type. The research on the cost-effectiveness of the ICT tools used to teach Arabic showed that 34.8% were reasonably priced, 56.5% were very reasonably priced, and 8.7% were not. Additionally, it was discovered that 52.2% were insufficient, 17.4% were very inadequate, and 30.4% were insufficient. ICT resources were evaluated to determine their level of accessibility for teaching Arabic; 60.9% were, whereas 39.1% were not. The majority of the ICT resources for Arabic instruction at North-Central Nigerian colleges of education were audio and audio-visual. There weren't enough ICT resources available to teach Arabic. The study suggested that the government and private business owners become involved in the purchase of those ICT tools that are not available.

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## 1. INTRODUCTION

An effective tool for a society's ongoing development is education. Regarding the function of education in the development and advancement of every country, numerous definitions and descriptions have emerged. The Federal Republic of Nigeria (FRN) characterized education as the foundation for achieving national goals and objectives in the National Policy on Education. In light of this, the Federal Government of Nigeria has emphasized the significance of numerous academic subjects. Languages are under the arts category and include the national language, English, as well as Hausa, Igbo, and Yoruba, which are all spoken in Nigeria.

Before Western education arrived in Nigeria, Arabic education had been practiced for many years. It is known that the growth of the Arabic curriculum in Nigeria since the late eleventh century has been supported by the spread of Islam and the need for knowledge of Islamic doctrines, which were originally founded in Arabic. Each of these fields' curricula was created following the three domains of the educational taxonomy. Humans are required to display talents in the three areas of education, namely the cognitive, affective, and psychomotor domains, according to Bloom's taxonomy of education. To help students acquire knowledge, values, concepts, and skills, each of the three educational domains is crucial.

The delivery of instruction in Arabic language programs must use essential information and communication technology (ICT) instruments. According to the National Policy on Education, Arabic is an elective topic for elementary school students and a humanities-related field of study for seniors in high school. Additionally, Arabic can be studied as an Arts topic at the tertiary level, earning a Bachelor of Arts degree, or it can be combined with Islamic Studies for a double honor degree.

It is impossible to overstate the role that ICT plays in contemporary teaching and learning processes. Both teachers and students perform better when using ICT tools (Shah, 2022; Akinoso, 2023; Bolaji & Onikoyi, 2024; Bolaji & Adeoye, 2022). In light of this, numerous studies have been done on the functions of ICT tools in aiding teaching and learning. The lack of sufficient empirical studies to prove the importance of ICT tools in the Arabic language is what the current researcher perceives to be a gap in the literature.

Except for each country's level of development, there is no difference in the factors determining acceptance and dissemination across all countries when it comes to ICT in education in Uganda. In addition, Toro and Joshi's (2016) study of ICT tools used in higher education in India from 2004 to 2011 found that the following key areas needed to be prioritized before ICT tools could be used to enable meaningful delivery: content/digital resources, monitoring and evaluation framework, implementation plans, financial allocations, political and administrative support, community demand for ICT, adoption and change in learning processes, staff development, and t

At Makerere University in Uganda, Opati (2013) conducted a study on the use of ICT in teaching and learning. He discovered that the use of ICT tools improved teaching and learning in higher education institutions and changed the way education was delivered.

Tella (2011) investigated the use and accessibility of ICT in southwest Nigeria. His research showed that the use of ICT devices in teacher education in Nigeria is rather low. He noted that the paucity of ICT equipment was to blame for the lack of integration of ICT tools into the delivery of teaching. At the Federal University of Technology in Akure, Ondo State, Nigeria, Omeluzor and Oyovwe-Tinuoye (2017) did a study on the use of information technology to enhance library services. Their findings highlighted many issues that hinder the Federal

University of Technology Akure's use of IT to deliver services, including limited money, inadequate facilities, poor power supply, and others.

Olokoba *et al.* (2010) researched how information and communication technology affected secondary school teachers' management and productivity in Kwara State, Nigeria. They discovered that certain secondary schools lacked ICT resources and that some teachers weren't even prepared to conduct instruction using the ICT tools at their disposal. Additionally, the in-service teachers demonstrated greater readiness than the pre-service teachers in using the e-Learning digital platform. Additionally, the certain senior secondary school Arabic teachers have excellent levels of ICT knowledge and proficiency.

However, the locations, levels, and topic matters of the current study are distinct from those of the aforementioned publications. Although some of the aforementioned studies concentrated on the accessibility and application of ICT in the delivery of instruction, none of them looked at these issues concerning Arabic education. The current study fills this gap. Determining the availability and use of ICT in the instructional delivery of Arabic education in North-Central Nigeria is the study's main challenge.

During this investigation, the following research questions were addressed.

- (i) What ICT resources are accessible for Arabic instruction in North Central Nigerian educational institutions?
- (ii) Are the ICT resources for Arabic education sufficiently available?.

## 2. METHOD

A descriptive survey research design was used for this investigation. The study's sample was deliberately selected from the colleges that offered Arabic language instruction. All 75 lecturers from the 15 colleges of education in Benue, Kogi, Kwara, Nasarawa, Niger, Plateau, and Federal Capital Territory (FCT) -Abuja made up the population. With a reliability index of 0.78, the researcher-developed questionnaire "Availability and Adequacy of ICT Tools for Teaching Arabic in Colleges of Education (QAAITTACE)" was used to collect data, along with a scheduled oral interview. At a significance threshold of 0.05, percentage, one-way analysis of variance, and the t-test were employed to analyze the data.

All of the colleges of education in Nigeria's North-Central region, including the FCT, were included in the study's geographic scope. The survey included participation from all Arabic language instructors. Data were gathered via a survey titled "Availability and Adequacy of ICT Tools for Teaching Arabic in Colleges of Education in QAAITTACENCN". To assess the degree of accessibility and suitability of ICT tools for Arabic teaching in colleges of education in North-Central Nigeria, percentage indexes were used.

The lecturers at all Nigerian colleges of education made up the study's population. The target demographic was made up of all college instructors in Nigeria's North-Central region, which included the states of Benue, Kogi, Kwara, Nasarawa, Niger, and Plateau, as well as the Federal Capital Territory of Abuja. The sample for this study consisted of 75 Arabic language instructors from the 15 colleges of education in North-Central Nigeria. From the colleges where, Arabic language instruction is offered, a purposeful sample was chosen. The questionnaire, which was issued to academics from 15 colleges of education in North-Central Nigeria, totaled 75 responses from 84% male and 16% female lecturers of Arabic. The lecturers represented 27 Federal, 39 State, and 9 Private colleges.

### 3. RESULTS AND DISCUSSION

**Table 1** reveals that fourteen out of the twenty-three items that addressed the ICT tools were available for teaching the Arabic language in Colleges of Education in North-Central Nigeria. These include radio, television, slide projector, overhead projector, motion pictures, tape recorder, audio-video recorder device, digital video camera, multimedia personal computer (MPC), application software (Word processing, Spreadsheets, PowerPoint simulation, and Speech recognition), multimedia projector; Liquid Crystal Display (LCD) to communicate large group, multimedia PC/laptop with the video card and a web camera or digital video camera, Computer database, Data processing mechanism, CD ROM and DVD, E-mail, G-mail, WhatsApp, Internet and World Wide Web (www). The remaining 9 items which were not available are Opaque projectors, Teaching machines, Local Area Networks (LAN), metropolitan area networks (MLN), Wide Area Networks (WAN), Hypermedia and Hypertext, Computer-mediated conferencing-video, Video text, Tele-text, Interactive Video Disc (IVD) interactive remote instruction (IRI) and Cell phone and the idea of the virtual classroom.

**Table 2** reveals that out of the twenty-three ICT tools used in teaching Arabic Education, seven items that were adequate including radio, television, slide projector, overhead projector, motion pictures, tape recorder, audio-video recorder device, digital video camera, Multimedia projector; Liquid Crystal Display (LCD) to communicate large group, multimedia PC/laptop with video card and web camera or digital video camera.

The very adequate items for teaching Arabic are multimedia personal computer (MPC), application software (word processing, Spreadsheets, Power-point simulation, and Speech recognition), Computer database, Data processing mechanism, CD ROM and DVD, E-mail, G-mail, WhatsApp, Internet and World Wide Web (WWW), while (12) items that were not adequate are an opaque projector, overhead projector, motion pictures, teaching machines, local area network (LAN), metropolitan area network (MLN), wide area network (WAN), multimedia PC/laptop with the video card and a web camera or digital video camera, hypermedia, and hypertext resources, computer-mediated conferencing-video and audio conferencing video text, tele-text, Interactive Video Disk (IVD) and Interactive Remote Instruction (IRI) and Cell-phone and the idea of a virtual classroom.

The first finding revealed that the available ICT tools for teaching Arabic were more than those which were not available. Among the audio and audio-visual hardware and software, only two items, that is, opaque projector and teaching machine were not available. The reason for the non-availability of both is attributed to their status as old tools, which some modern applications such as computer systems have replaced in instructional delivery. On the part of the multimedia hardware and software, seven tools were not available including LAN, MLN, WAN, hypermedia and hypertext resources, computer-mediated conferencing-video and Audio conferencing, video text, tele-text, IVD and IRI, and Idea of the visual classroom. They are said to be highly expensive to use and maintain.

Some of the ICT tools that were said to be affordable were not available because the authority did not procure them. Conversely, the very affordable ones were those that were procured and distributed by the authority for instructional delivery. Out of all, only two were considered as not affordable among the 23 ICT tools assessed.

The finding showed that the adequacy level of the available ICT tools for teaching Arabic is below the average level. This study, therefore, the ICT devices for instructional delivery in Ebonyi State were not adequately available. This is an indication of the inadequate availability of ICT tools for teaching at both secondary and tertiary levels of education.

**Table 1.** Available ICT tools for teaching Arabic in colleges of education in North-Central Nigeria.

S/N	Items	Availability				Inferences
		A	%	N/A	%	
1	Radio	75	100	0	0.0	Available
2	Television	74	98.7	1	1.3	Available
3	Slide projector	75	100	0	0.0	Available
4	Opaque projector	10	13.3	65	86.7	Not Available
5	Overhead projector	69	92.0	6	8.0	Available
6	Motion pictures	71	94.7	4	5.3	Available
7	Tape recorder	75	100	0	0.0	Available
S/N	Items	A	%	N/A	%	Inferences
8	Audio-video recorder device	75	100	0	0.0	Available
9	Teaching machines	6	8.0	69	92.0	Not Available
10	Digital video camera	75	100	0	0.0	Available
11	Multimedia personal computer (PC)	75	100	0	0.0	Available
	Application software such as:					
12a	Word processing	66	88.0	9	12.0	Available
12b	Spreadsheets	43	57.3	32	42.7	Available
12c	Power-point simulation	81	81.3	14	18.7	Available
12d	Speed recognition	19	25.3	56	74.7	Not Available
13	Multimedia projector; Liquid crystal display (LCD) to communicate to a large group	38	50.7	37	49.3	Available
14	Local area network (LAN)	12	16.0	63	84.0	Not Available
15	Metropolitan area network (MLN)	28	37.3	47	62.7	Not Available
16	Wide area network (WAN)	17	22.7	58	77.3	Not Available
17	Multimedia PC/laptop with a video card and a web camera or digital video camera	69	92.0	6	8.0	Available
18	Computer Database and data processing mechanism, CD ROM and DVD	70	93.3	5	6.7	Available
19	E-mail, G-mail, WhatsApp, Internet, and World Wide Web (WWW)	55	73.3	20	26.7	Available
20	Hypermedia and Hypertext resources	6	8.0	69	92.0	Not Available
21	Computer-mediated conferencing-video and audio conferencing	8	10.7	67	89.3	Not Available
22	Video text, tele-text, interactive video disk (IVD), interactive remote instruction (IRI), and Cell phone	12	16.0	63	84.0	Not Available
23	The idea of a virtual classroom	10	13.3	65	86.7	Not Available

**Table 2.** Adequacy of ICT tools for teaching Arabic in colleges of education in North-Central Nigeria.

S/N	Items	Adequacy						Mean	SD	Inferences
		A	%	V/A	%	N/A	%			
1	Radio	35	46.7	25	20.0	15	33.3	2.13	0.72	Adequate
2	Television	43	57.3	20	16.0	12	26.7	2.11	0.65	Adequate
3	Slide projector	27	36.0	24	32.0	24	32.0	2.00	0.81	Adequate
4	Opaque projector	14	18.7	5	74.7	56	6.6	1.93	0.79	Not Adequate
5	Overhead projector	20	26.6	14	54.6	41	18.6	2.11	0.78	Not Adequate
6	Motion pictures	19	25.3	14	56.0	42	18.7	1.77	0.73	Not Adequate
7	Tape recorder	38	50.7	23	18.7	14	30.7	2.12	0.70	Adequate
8	Audio-video recorder device	34	45.3	21	26.7	20	28.0	2.01	0.74	Adequate
9	Teaching machines	8	10.7	7	80.0	60	9.3	1.65	0.74	Not Adequate
10	Digital video camera	22	29.3	38	22.7	17	48.0	1.75	0.81	Adequate
11	Multimedia personal computer (PC)	31	41.3	36	10.7	8	48.0	2.37	0.67	Very Adequate
	Application software such as:									
12a	Word processing	26	34.7	39	13.3	10	52.0	2.39	0.71	Very Adequate
12b	Spreadsheets	39	52.0	29	9.3	7	38.7	2.29	0.63	Very Adequate
12c	Power-point simulation	43	57.3	24	10.7	8	32.0	2.21	0.62	Very Adequate
12d	Speech recognition	39	52.0	18	24.0	18	24.0	2.00	0.70	Very Adequate
13	Multimedia projector; Liquid crystal display (LCD) to communicate to a large group	28	37.3	23	32.0	24	30.7	1.99	0.80	Adequate
14	Local area network (LAN)	19	25.3	6	66.7	50	8.0	1.96	0.74	Not Adequate
15	Metropolitan area network (MLN)	18	24.0	8	65.3	49	10.7	1.84	0.75	Not Adequate
16	Wide area network (WAN)	3	4.0	2	93.3	70	2.7	1.89	0.78	Not Adequate
17	Multimedia PC/laptop with video card and a web camera or digital video camera	6	8.0	12	53.3	40	16.0	1.85	0.67	Not Adequate
18	Computer Database and data processing mechanism, CD ROM and DVD	51	68.0	23	1.3	1	30.7	2.29	0.49	Very Adequate
19	E-mail, G-mail, WhatsApp, Internet and World Wide Web (WWW)	26	34.7	45	5.3	4	60.0	2.55	0.60	Very Adequate
20	Hypermedia and Hypertext resources	15	20.0	6	72.0	54	8.0	1.96	0.81	Not Adequate
21	Computer-mediated conferencing-video and audio conferencing	12	16.0	8	73.3	55	10.7	1.00	0.82	Not Adequate
22	Video text, tele-text, interactive video disk (IVD), interactive remote instruction (IRI), and Cell phone	5	6.7	4	88.0	66	5.3	1.92	0.78	Not Adequate
23	The idea of a virtual classroom	5	6.7	2	90.6	68	2.7	1.77	0.71	Not Adequate

#### 4. CONCLUSION

It was concluded that the available ICT tools for teaching Arabic in the colleges of education in North-Central Nigeria were mostly audio and audio-visual tools. The unavailable ones were modern. Despite the non-availability of some of the ICT tools, item 9 (teaching machines) was considered not affordable. The ICT tools for teaching Arabic were not adequately available. Based on the findings of this study, the following recommendations were made.

- (i) Government should intervene by providing funds for the procurement of those unaffordable ICT tools for teaching Arabic in the colleges of education to enhance the teaching and learning of the language.
- (ii) Appropriate personnel should be recruited to facilitate the use of the required ICT tools for Arabic in the colleges of education in North-Central Nigeria. The available personnel should be retrained from time to time to enable them to have ability to the use ICT tools. Regular maintenance and repair of faulty tools should be carried out by the school authorities intermittently.

#### 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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