



COPY RIGHT



2020IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 27th Dec2020. Link

[:http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-12](http://www.ijiemr.org/downloads.php?vol=Volume-09&issue=ISSUE-12)

DOI: 10.48047/IJIEMR/V09/I12/125

Title: **LINGUISTIC ENVIRONMENT IN DISTANCE LEARNING - AN EDUCATIONAL NECESSITY AND A TEMPORARY RESPONSIBILITY**

Volume 09, Issue 12, Pages: 754-761

Paper Authors

Dr. Shehata Abu Shousha



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

LINGUISTIC ENVIRONMENT IN DISTANCE LEARNING - AN EDUCATIONAL NECESSITY AND A TEMPORARY RESPONSIBILITY

Dr. Shehata Abu Shousha

INTERNATIONAL ISLAMIC ACADEMY OF UZBEKISTAN

Education after the corona pandemic will be completely different from what it was before it, as educational life in schools and universities was stopped and fundraising began to not complement the lack of educational programs. This area through various electronic portals and qualification courses for teachers began to compete with us, and from there the project will widely develop this area of education and build its foundations, which requires a concerted effort from institutions and individuals interested in this area to plan well and develop the necessary strategies to complete the experiment. Its fruits are distorted and its output is impaired.

What I believe is necessary to improve the efficiency of second language educational institutions, especially Arabic, to create a meaningful linguistic environment in which all tangible and intangible things are used that will contribute to learning Arabic, and encourage them to develop and encourage them to advance their target language, and to encourage them to use and

communicate with it in everyday life at the university and the university. And make efforts to create an artificial environment for dialogue, reminiscent of the components of the natural environment of the community, as well as purpose-built markets. Various components, many connectors, private and public institutions.

If the formation of a language environment is an educational imperative in confrontational learning, it is imperative in distance learning, then in the university tour and in the classroom, which makes the accelerated formation of this environment in such a way that it matches the current situation, one of the most important tasks of educational institutions.

In the formation of this language environment, a huge leap in the effectiveness of forms of distance learning and the variety of its methods, the emergence, and creation of modern information technologies and communication tools, which led to the promotion of its market and the spread of its educational use, even if

some feared, and laziness. In other cases, this type of education would take its rightful place and desired position.

Environment: An authentic Arabic word that refers to quantity or condition, and it says: natural environment, social environment, and political environment¹. In the field of teaching Arabic, we say: language environment.

What I mean by linguistic environment: everything a language learner hears and sees about his acquired language², inside or outside the classroom, namely: formal and informal environment³.

It is an intermediary that helps in the acquisition of the language and the improvement of its skills as it is the source of learning.

This increases the prospective student's level of second language proficiency, but I would exaggerate if I say that this is the main support in mastering the language and improving speaking skills, and speech is the main form of communication for

people⁴, consequently, there were more distractions in the community as a means of communication, as a means of understanding and understanding.

In the past, the Arabs understood the importance of the language environment in language education and the foundation they built, so they deliberately sent them to the desert Bedouin tribes to gain strength, help, and language solely through their pure help. Some university students are sent to Arab countries to immerse themselves in their language environment and learn the linguistic language and the local dialect of the country they were sent to. Correct pronunciation and grammar, understandable to people from childhood.

Together, this language environment is defined by:

First: Internal environment:

Whatever happens in the classroom, school, or university where the learning process takes place⁵, and this is an environment in which the student does not realize that he is mastering the language with its correct grammar, its various

¹ Intermediate vocabulary / Subject / Bow / Arabic Language Academy / International Library Al Shoruk Ahmad

² Fuad Effendi, Methodologists of Pengajaran Bahasa Arab, (Malang: Misikat, 2005) cet.3 2. Khlm. 165

³ Formation of the Arabic language environment and its role in the development of speaking skills / researcher / Fatma Zahra Salih / 7 / Master's work at Moon University Malik Ibrahim Asmiye Governmental What was done in 2016 AD / 20 /

⁴ Research at the Islamic College of Education, Dar Al Sam Couture Institute, as / without model. 5 Language Skills - Difficulty Levels - Taught by Rushdie Ahmed Toayma / 79 / i-1 /

⁵ Arab Thought House - Cairo, 2004

combinations and corrects the mistakes in which students make.

It begins with the teacher and his conviction of the importance of creating a language environment in the classroom during lessons and related educational activities.

Then the student is convinced that the seriousness of the continuity of their communication with the acquired language separates him and his group from the factors of success in mastering the language, mastering its skills, and speaking it.

Then the department to which the student belongs and his desire to achieve this important factor (linguistic environment) and his constant supervision of the leaders.

The university, as an educational institution, strives to achieve its educational goals and language quality standards, which it does not accept and does not strive for.

Second: external environment:

This means communicating outside the classroom and university using a communicative language with societies or institutions that speak this acquired language, as well as learning about the culture and customs of their people, which expands their vocabulary and expands their ideas.

The student plays a role in achieving an important aspect of this

external language environment, using modern means of communication, involving him in discussions or debates or Udrost, to help him discover the goals that he sets to raise the level of students, develop their vocabulary, diversify their structure and develop the aspect of linguistic analysis.

The main difficulties in the formation of the language environment:

1. Lack of the role of modern management:

The role of the leadership of an educational institution is no longer limited to simply getting away from the various affairs of a school or university. Rather, it should take into account the pedagogical process and its development in all aspects, especially in what is required for language learning from the formation of an artificial language environment, and take the initiative in finding suitable solutions to problems. One of the modern concepts of managing an educational institution is to conduct the process of updating and developing the educational process at the highest level of quality. Efficiency and Effectiveness.

It should provide a variety of facilities for teachers, workers, students, and assistants.

Courses and events, as well as inform them about everything new in their field in the light of the rapid changes in the world.

In this century⁶ and after the corona pandemic, the need for a leadership role has become more pressing and important, what has been postponed until tomorrow is no longer available and what is tolerated is no longer allowed, so direct communication is carried out by the language learner, his teacher, and his classmates.

2. Absence of teachers 'and students' convictions:

The issue of changing convictions is one of the important issues in the educational institution's plan and its life, to derive its ability to deal with different capacities, feelings and ideas of teachers and students and their disillusionment of workers, and the change of their convictions towards the issue of creating a suitable linguistic environment for students. We have to think about what educational institutions lost because of wrongful convictions and mental laziness, for how many ideas and

projects stopped as a result of colliding with the wall of convictions dominating minds, and how many opportunities we missed, and they were golden opportunities that are irreplaceable, because of our conviction Or by listening to others' frustrated convictions. Submitting to our ideas that do not accept the change or surrender to petrified convictions is closer to mental laziness and physical inactivity than the possibility of change and development of what is in place, so departments must work hard to change these convictions to keep pace with the requirements of teaching languages to non-speaking.

3. Financial and technical support:

So, to be able to achieve a linguistic environment, to do so, so that it is necessary to do so. The aim is to improve the technological environment in the institution and to help the professors to play their effective role appropriate for this major transformation, and the curricula and educational methods need to be absent and to develop to suit the characteristics and requirements of distance education, which is why the administration must provide the support that can be T in teachers will seek to achieve this goal

⁶ See / Education Guide / Saud Ratib / Oman: Tariq House for Publishing and Distribution 2007 AD and the Role of Secondary School Principals in Using Distance Learning from the Perspective of a Teacher in the Provincial Capital of Amman / Linu Jamal Ali Abdul-Bari, Khalidu Abdul Rahman Shatat / * Independent shift schools; Middle East University, Jordan / 2018

and what has enriched it in the second language education program.

4. The importance of digital for Arabic teachers and learners:

Whoever works in the field of education and education realizes that education is no longer preparation for a job, but rather a preparation for life, and the book is no longer the only source of inspiration, but there are many sources, the most important of which are technical resources, due to their ease and wide accessibility, thus saving time and effort.

Accordingly, digitization in the educational field of the Arabic language has become one of the requirements of the world, and it is intended to transfer materials - whether visual, audio or read - into digital formats suitable for circulation on digital devices and devices, and storage on modern media from hard disks. Flexible, and capable of being projected⁷.

Our mission in this field is not easy. Rather, we face many challenges, perhaps the most important of which are:

⁷ See / Educational Supervisor / Saud Ratib / Oman: Tariq House for Publishing and Distribution 2007 AD and the role of secondary school principals in employing electronic learning from the point of view. The teachers in the capital Amman Governorate viewed / Lina Jamal Ali Abd Al-Bari, Khalida Abdul Rahman Shatat / * Independent periodic schools; Middle East University, Jordan / 2018

- The spread of informational and technical illiteracy in the field of authorship, methods, and programs.

- Weak infrastructure for network networks, especially in remote cities and villages.

- Weak financial support prevents institutions from benefiting from the digital world that will dominate the field of language education after the Corona pandemic.

- The absence of the role of universities and research centers in digitizing curricula and methods that do not go beyond these Institutions, and is also related to the issue of resources and their scarcity.

- Lack of training and administrative qualification for educational institutions, their professors, and their staff, To develop and advance the aspect of digitization, and the digital transformation of everything related to work inside and outside the university.

The formation of the linguistic environment for Arabic-speaking students requires interaction with the requirements of the language and presenting the new available without stopping or slowing down, and cloud, in addition to the absence of learning languages from their investments in the future, because it is a promising economic and cultural resource, which obliges the educational

institutions concerned with teaching Arabic to exert effort and empty energy in the continuity of development and advancement of all of us teaching the Arabic language and its delivery methods has a private speaking

Experience and practice: the natural language environment:

In 2006, I studied at Zahr University with a doctorate after my Ph.D., and I studied Malay students with female students, and it is interesting to note that there is a ramp of development of the skills of the owner with Malian students. Upgrading the skill of speaking, because they need to communicate with the community to fulfill their needs by selling, buying, housing, and transportation. A develops this skill by its kind.

What is evident is that some Malay students were teaching the Malay language (Malay). Some female students who died in exchange for applying the Arabic language with them, in the scene of teaching the exchange of my language deserve a badge but study.

Artificial linguistic environment:

In 2011 I was sent from Al-Azhar University to a university in a foreign country, and I was the dean of the governmental Arabic language

college, and this college had four departments, Arabic language, environment, economics, and urban architecture. It is easy to compensate, and by studying the reality of acquiring students in the Arabic language is a division of four, I found the Arabic Language Department very advanced than the other departments, reasons that the three majors were not available in terms of:

- The number of hours in the Arabic language.
- Diversity of curricula and methods. Teaching the people of the language to medicine, and then using the intermediate language.
- The interest of the administration in the Arabic Language.
- Department and its graduates are greater than in other departments.

Also, the reality study identified the weakness of the speech skill of all students, in a percentage that differs from one department to another. And auxiliary curricula and traditional teaching methods, and an integrated plan have been made, They share all aspects of the educational process.

The step was the absence of professors' convictions who find in the intermediate language comfort and ease in dealing with students, and

after studying the fruits, we will not gain them all.

As for the third step, the students were convinced of the importance of making the Arabic language the language of communication between themselves and between them and between them and between the professors and the administration, since entering the college and until leaving it. Implementation and follow-up of the linguistic environment program plan. And set them weekly meetings with the committee and the dean of the college. The fourth step was to ignore, update, and diversify the means, including:

- Selecting a topic related to students, their lives, and their future for the weekly dialogue and discussing it, often he was chosen from among their mukhallabs. It is advertised with adorable posters that students race to win.

- Determine the words and structures appropriate to the level of each group and work to use them in classes through conversations, stories, letters, and expressive topics.

- Hearing the cartoon films approved for the Arabic language, the language of her language.

- Short stories and purposeful poetry appropriate for each semester level.

- The weekly meeting of students at each level between the four departments.

- Artistic and cultural competitions between four sections.

- The program is prepared for housing students, its diversity, its renewal, and its facilities.

In conclusion, I say:

The duty of time imposes on us to make use of the energies of technical programs and modern means of communication that create a suitable linguistic environment for teaching the Arabic language in terms of education, and the justifications for raising the effort to achieve this clear goal are dense and varied, and perhaps the two are:

- Transforming the linguistic environment from boring traditional means to an electronic learning environment, and change the traditional style inspires activity and enthusiasm for both teachers and students.

- Renewing the linguistic environment from limited classrooms at the university to a virtual world limits to seriousness and diversity of means.

- The mastery of a linguistic environment that is stimulating and enjoyable, by interacting only with attractive modern technology for the youth of the age, and encouraging



them to benefit from its multiple means.

- Perhaps the Corona pandemic has forced everyone to discover the world of technology in the field of adult education and its many

experiences and to empty the effort in developing this aspect in our universities to create an environment. Linguistic influence in improving the skills of our students, especially in the skill of dialogue and conversation.