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## USING NEW MEDIA APPLICATIONS AS AN ALTERNATIVE TO INTERMEDIATE LANGUAGE

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### INTRODUCTION

This article discusses the reality and future of the use of new multimedia applications in teaching Arabic for non-native speakers and how the use of these applications replaces the use of an intermediate language, and on this trip, he follows the reality of the application, not theorizing, and tries to present solutions to traditional problems that the teacher and student face in the process. Arabic language training for non-native speakers looking for teacher and learner roles in e-class and ways to overcome learning difficulties using apps he then assesses the reality and finalizes his recommendations.

To begin with, we must believe in the process of transformation and the inevitability of development, whose path began to accelerate impressively, and along the way she is waiting for someone who thinks to be with her or leave her. On the contrary, it will give an opportunity only once to those who want to renew themselves to keep up with this process. We suffer a gap between theorization and application, but the demands of the current reality - especially after the Corona pandemic - changed the scene, the marathon shifted, and the application preceded the theorizing and left it behind, so if we think back to the beginning with web1 technology or the so-called static network, which are electronic sites that we follow It contains non-interactive content, then the so-called web2

or dynamic web, which is an interactive web that created the world of social networks for us, starting with blogs, then Facebook, Twitter, Instagram, Snapchat, YouTube applications and others, and this was the first time we heard about web2 in a discussion group for a company. O'Reilly Media, a subsidiary of Media in the World, it was in 2003 in San Francisco, after which social media applications appeared sequentially until we saw the most famous of them - Facebook 2009 - as far as I remember - then the world soon started talking about web3 or the so-called semantic web or web. J, as digital content and cloud storage, have reached their limit and traditional search engines have become unable to search this massive digital content, the importance of an international network that stops searching at word boundaries but helps you search for its connotation or its global shadow through the Development of Artificial the intelligence that tries to think with you about what you think about it, ends with you and can achieve results before you. Today we have nothing but the beginnings of an international network, perhaps the most famous one a year ago, Google Assistant, which can tell you a piece of information, answer your question or tell a joke. But the world - it is certain - will surprise us with important applications of this network that can change the way of thinking about life, and in this context, we hear a lot these days about the Internet of Things, in light of this

frightening transformation, things that we were familiar with will disappear, and we thought they would be replaced someday, among other things. These are the things of the educational class: the teacher in his traditional form, the consumer student for the benefit of the e-class, the technical teacher, and the productive student. At the same time - and because of the unhappiness of people among others - the benefits increase.

Technology has been at the top, especially in distance education.

From now on, many academic departments of international universities, such as the departments of curriculum and teaching methods, educational technology, and the general public, must rethink their ancient heritage.

And the strategies that resonate with him day and night all over the place and anticipate a future that, I think, has not yet defined its clear lines. Rather, it is that the bridge of transformation is wobbling and has not yet crossed it. As non-native speakers of Arabic, we have to be very conscious about our future position in this transformation, and we forget that such a major transformation in the world is alive and dead because there are so many deeply rooted beliefs, prestigious jobs, popular enterprises, and thriving businesses, They will perish, and how much more will rise again. In this regard, I think that teaching Arabic to non-native speakers will be greatly enhanced by overcoming old obstacles at the technical and political levels. It will not resist it, because the borders of countries and continents and the old colonial invitations that tried to undermine the Arabic language and describe it in contrast to its reality with difficulty and complexity, and this Shift will

also be technical obstacles inevitably disappear, leading to many pitfalls, the main one being the intermediate language.

Old and Current Problems in Teaching Arabic for Non-Arabic Speakers:

In light of the above, we must address the challenges or barriers to teaching Arabic to non-native speakers, and then ask many questions within the main question: can next-generation applications solve this problem and provide effective solutions to such problems?

Perhaps the biggest problem in this regard is the use of an intermediate language.

The intermediate language - without specifying its definition - is a different language from the target language, and several teachers use it in four areas:

1. Explanation of the vocabulary of the text;
2. Outlining structures and translating them;
3. Explaining instructions and exercises such as saying:

Choose the correct answer or choose the correct answer with the corresponding word. Insert the second word into the Text excerpt marker. (Excerpted from the text.) Correct the error as follows :) and so on;

4. In the translation of the entire text of the book.

There are many justifications for this among users, such as «clarifying and approximating meaning, saving time and effort, facilitating and accelerating the learning process, calming the teacher and student and compensating for the loss of many educational and technical means».

1) Educators have listed the dangers of such use, and we mention them

Risks:

1. Inability to fix the Arabic word in the mind of the student;

2. Inability of the student to make efforts and teach the target language;

3. Underestimation of the target language in favor of an intermediate language;

4. Teaching students to think in the target language;

5. Its use makes students lose focus on the target language;

6. Their use delays the learning process, so what you learn quickly, without thinking, is quickly lost.

Perhaps the most serious risk in all of this is the creation of a learner or consumer-learner at a time when all modern educational strategies call for interactive learning to create a productive learner or one who reproduces a lesson, or, as these strategies call a learner, who able to innovate, update and analyze And that since the «National Conference on the Development of Education in Egypt in 1987 announced the need to develop elements of the educational process using modern scientific developments such as computer science and its applications, with an emphasis on methods, which lead students to the ability to create, innovate, innovate and analyze, not just Indoctrination».

2) I call it here: the producer learner or that learner who reproduces the material learned, by analogy with the term «productive reader or recipient, which reproduces the text, as opposed to the recipient who sweat The text recovers and which disappeared according to the modern theory of perception»

3) To make this perception clear, we need to restore the famous linguistic triangle.

Accordingly, in every vocabulary of a language, there is a written or oral symbol that has an imaginary concept in mind that indicates a link that is present, and this link is not required to be tangible or tangible, since the link can be morally consistent in reality. and for the Arabic language learner to think of the language on its own - describing language as a vessel of thought - then the writing form or tone of the audible voice must represent a singular number, and this is what develops writing skills and listening comprehension, and this form creates a mental perception in his mind. If I say car, then an image of a car arises in his mind. What I said: Muhammad is brave, an exemplary image of bravery such as a dam then comes to his mind and then he can feel the mat or a real reference to the machine or courage in its moral image in the reality of life, and thus he can think about the target language, which is a process hindered by the intermediate language. The new text makes it easier for us to form a static and moving image. No doubt it helps the Arab student.

For non-native speakers, we need to think about the target language to which we will return.

Symbol/singular / spoken or written word a

The most important guarantee of the use of modern media applications in this regard is the creation of a real model of interactive learning, which is mainly aimed at enabling the student to think in the target language. Which provides quantitative liquidity in the language of an Arabic student who is not his people, because one of the most important obstacles to quantitative liquidity on the lips of the student is that he thinks in an intermediate language and translates an idea or into an



intermediate language, often his mother tongue, and then searches the target language for a dictionary that matches the value.

Other problems:

There are other known problems that an Arabic language learner faces due to non-Arabic speakers: Classical / Classical degrees / Conversational:

When we guide a student to a finished product on YouTube, Facebook, Twitter, etc., we are in dire need of choice because we are faced with multiple language levels, so if we move to dramatic art, we find a dramatic product, most of which in common colloquial or traditional classical that evokes the student Among non-Arabic speakers, there is a stranger with this dramatic product. The same is true for a music producer, except that we leave the student the opportunity to experience their sense of drama or music, and I am mentioning experience here. Al-Alamiya in Uzbekistan in 2011, the poem "Child" by its creator Ibrahim Naji, with the voice of Kavkab Al Sharq, "Umm Kulthum".

The passage says:

Oh, love, I was once, I would like to be there ..... Bird from the street, I sing to mom

You can slow down graceful humiliation ..... protect the strong and oppressive genie

I wish you stroked my ribs ..... and the second seconds went through my blood

I saw several students cry before trying to explain a word.

Yes, this feeling is what is called a parallel language or a so-called para-language, which is a very revealing element,

or it provides a parallel vowel for the meaning of the text itself.

But we hardly find a dramatic or musical product in modern classical classics, so we find ourselves in front of two levels of classical or colloquial speech, which makes us need a musical-dramatic product that is aimed at Arabic language learners and non-Arabic speakers in modern classical Arabic, from works specializing in this drama/music/

Infographics / video filming, etc.

Next-generation applications can help the learner distinguish between lexical meaning and contextual meaning, and this is the challenge that teachers face in this area when trying to reach meaning.

The context or immediate shadow underlying the styles and structures of the text is the same problem that the student faces when he lacks vocabulary, so he goes to the dictionary and comes up with a legacy word that is not used in deliberation, and I I remember this year 2020 when I asked my doctor from the Uzbek International Nomenclature Academy. I was writing a topic, and a student approached me with the word "Raghu / while she was breastfeeding." I even stopped for a few seconds until I realized what she wanted and checked her pronunciation, and when I asked her where did you get this word from? She answered from the lexicon.

Dr. Tamam Hassan discussed the case of a student who travels to an Arab country and faces two levels of classical education and public discussion on the street when he decided that "a non-Arabic speaking student is exposed to two types of linguistic methods while he is arriving from their country only at the request of one of these two types. This is just the use of the

formal, not the colloquial "(4). By using the applications of the new general in teaching Arabic to non-Arabic speaking people, we can create a virtual reality that speaks modern classical Arabic, which is a necessary level for us. This prevents us from making fun of the classical language, as happened with *The Conversation* this fall - which is now the most popular book among scholars and students - when he talks about real funny situations, he says, "One of my friends from Turkey said to me that when He came to an Arab country on his first visit, because he wanted to practice classical Arabic with people on the street, so he got into a taxi and said this phrase to the driver word for word and very slowly: I want to go to Zuhur district before the court, please.

After he finished the phrase "the truth of the great" as if he was reading the Qur'an (5).

Academic levels:

A teacher of Arabic for non-native speakers faces serious difficulties in determining the academic levels, the ceiling for each level, and the division of levels, so Dr. Tamam Hassan outlined three stages of language acquisition:

Recognition phase;

Absorption phase;

Absorption phase.

We urgently need to define the learning levels and ceilings for each before programming custom applications or creating electronic content. If we conclude with this definition, the use of new publicly available applications will provide a pleasant process for the teacher to easily convey meaning and help the student in closer interaction, for example: If we agree on the name of the listening step and want to explain

The student has an imaginary image, such as Ibrahim Naji's dictum: a pot is woven from strands of hair ... Tork floats in a wave of spirits, so how can a non-Arabic speaking student imagine such an image?

Graphics intervene here to paint an image that embodies destiny, removing a strand of hair and transforming it into a boat that floats in the water, and the water depicts perfume, causing it to pour out of a perfume bottle in a scene that can only be achieved through the art of video filming. I did the editing in a similar way when I showed my computer screen to students in an e-class through the Zoom application, using a program (Adobe Premiere Pro) that cannot be used in the master class.

And it really will be in the context of talking about the effectiveness of the e-chapter.

In the end, "teacher and writers ceased to be the only sources of knowledge, they became a means of communication.

Which the student interacts through television, radio, press, and other things that give him experience and knowledge that the teacher can ignore when organizing classes with him.

The same search when publishing.

1. How effective is e-class;
2. Does technology go without a teacher?
3. Could educational technology become a lack of basic educational skills?
4. How to prepare a teacher technically.

I will respond to quick and short answers commensurate with the fact that this is a working paper, but I am starting to forget that the humanities are the ones that drive the experimental sciences, not the other way around.

The experience here was imposed after the corona pandemic, which is itself determined the study sample, namely the number of students studying Arabic at the Uzbek International Islamic Academy, in timeframes from February to December 2020, as the experiment imposed its temporal, spatial, and human constraints ... And the human sample was split into two groups, one experimental and the other controlling, all by accident due to the quarantine imposed by the Corona pandemic, the first group to get mixed education in the beginning and truly e-class due to the demands of reality, and the second group received purely online education, we have never met students on earth during this study. Both groups were tested, and I deny that I was biased towards blended education at the beginning of the hypothesis, but the results of the experiment showed the opposite. Online learning has proven to be very effective against blended learning, and this experience was preceded by a non-interactive experiment on two educational platforms «Udme and Corocera», despite having more than one application that allows e-sharing, such as «Google», «Microsoft team meeting», «disagreement». However, the experience was based on the 'zoom' app and the 'website of the International Islamic Academy of Uzbekistan because the other two have enough impressive learning tools, with other apps that help, the most important of which is Telegram, Google Forms and there is full experience monitoring.

Benefits of Experience-Based Online Learning:

1. An abundance of teaching aids and tools used in the educational process;

2. Full interaction between teacher and student;
3. Precision of organization;
4. Ability to share video, audio, and files in all their forms;
5. Providing promotional prizes in electronic form, which created motivation for students;
6. Providing effort for teacher and student;
7. Get rid of the intermediate language and replace it with stock photos, videos, and emotions. And drawing by hand.

Disadvantages of Online Learning:

Experience has revealed several problems that can be overcome with simple procedures, the most important of these problems:

1. The disappearance of a real student sometimes behind a hypothetical student presented by (user).
2. Sometimes a student attends classes with several members of his family or a girl who is married with young children;
3. Sometimes some noise;
4. Inaccessibility of parallel data for all students at the same time (therefore several students.

They receive lessons at home, others in shops, in parks, or as needed when traveling or on the street). All of these problems can be addressed through several measures.

Teacher: The teacher remains an important element of online learning, and I don't need to prove it. However, it is important to prepare the teacher technically to be able to maintain a computer and work with electronic editing programs on the phone and computer, to prepare the teacher as a video editor, and he can be helped to improve his skills in developing models of

infographics and videographers to simulate their medical lessons.

Apps for learning Arabic for foreigners in e-shops:

Arabic language learning apps for non-native speakers in my store (Google PB and Apple Stores) still don't work, occupying small areas, lacking a methodology and organization, and are more than just amateur and, possibly non-specialized developers, so they depend on Intermediate English, from such applications to «Google» (Arabic for non-native speakers). Here are the images of the applications.

#### Educational television

Although we used to have hundreds of Arabic TV channels, there is only one program to teach Arabic to non-native people in exchange for successful examples of English teaching programs on b.b.c or the Learn Russian with Nastya program about today's Russia.

At the Arabic level, I could not keep track of only the types of additional programs that are not provided mainly to Arabic-speaking students, but - in light of the need for this product - sometimes it invests in them and supports the linguistic benefits they provide, such as language secrets in Al-Jazira that is just (filler).

In the end, this working paper concludes with several recommendations:

1. Extend learning with e-class and take advantage of the huge benefits it provides.

2. Continuously educating the teacher in the use of technology, creating simple graphics, infographic design, and simple video editing jobs.

3. A joint effort of large educational institutions such as universities with

development groups and software companies to use the platform (Google Pd - Apple Store) with several applications specialized in teaching Arabic for non-native speakers.

4. The transition, after the world has been able to control the coronavirus, to a hybrid education that combines two electronic and electronic classes.

5. Expanding the use of mobile phones in education.

6. Specialized companies work with educational institutions to produce more

Arabic language teaching videos for non-native speakers.

7. The need for Arab government institutions and Arab TV channels to target the soft power of Arab culture and the teaching of the Arabic language to non-Arabic speakers through prominent media dedicated to this goal.