

## Teachers' Perception of Impact of Digital Technology on Arabic Language Proficiency in Kwara Central Senatorial District

**Muhammad Soliu Ibrahim, Abdul-Hamid Habibullahi and Sanni Abdul-Hameed Muhammad**

<sup>\*1&2</sup>Department of Arts and Social Sciences Education, Faculty of Education, Al-Hikmah University, Ilorin, Nigeria **Email:** ibrahimsoliu@gmail.com<sup>\*1</sup>, & abdulhamidhabibullahi@gmail.com<sup>2</sup>

<sup>3</sup>Department of Arts and Social Sciences Education, Faculty of Education, University of Abuja, Abuja, Nigeria **Email:** abdulhameedsanni72@gmail.com

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### Abstract

*This study examined the perception of Arabic Teachers on impact of digital technology on Arabic Language proficiency in Kwara Central Senatorial District. Four research questions were raised to guide the study. A descriptive survey research design was adopted for the study and stratified and purposive samplings were adopted to sample one hundred and sixty (160) Arabic teachers. Check list and questionnaire were used as an instrument for data collection for the study. The reliability of instruments was done using test-retest technique and a co-efficient 0.82 was obtained. The data collected were analyzed using frequency count and percentages. One of the findings revealed that the challenges faced by the Arabic teachers in utilizing digital technology for Arabic language instruction includes: lack of access to reliable digital tools, inadequate training on how to use digital technology is a major barrier and lack of exposure to digital technology for teaching Arabic language in classroom. It is therefore, recommended that the management of Arabic and Islamic schools should encourage blended learning approaches that combine traditional teaching with digital tools.*

**Keywords:** Perception, Arabic Teachers, Impact, Digital Technology and Arabic Language proficiency

### Introduction

The advent of digital technology has revolutionized various aspects of education, including language teaching and learning. As educators worldwide integrate digital tools into the classroom, there has been growing interest in understanding how these technologies impact language proficiency. In the context of Arabic language education, the use of digital technology has been particularly significant, as it provides new opportunities for engagement, interaction, and practice, which are crucial for language acquisition (Abdelrahman, 2021). However, the influence of these technological advancements on Arabic language proficiency, particularly in non-native contexts, remains a topic of debate.

In Nigeria, the Kwara Central Senatorial District, a region known for its strong Islamic and Arabic education heritage, has seen an increasing incorporation of digital tools in

Arabic language instruction. Arabic teachers in this region, tasked with preserving and transmitting the language, play a critical role in shaping learners' proficiency. Their perceptions of how digital technology affects language acquisition are vital, as these perceptions can influence teaching methodologies and students' overall language outcomes (Aliyu and Yakubu, 2023).

Scholars have pointed to the benefits of digital technology in enhancing language learning by providing learners with access to a wide range of resources, enabling individualized learning, and facilitating communication in real-time (Alharbi, 2022). Conversely, concerns have been raised about the potential drawbacks of digital tools, including the possibility of diminishing focus on traditional grammar and writing skills, which are fundamental to mastering Arabic (Abu-Rabia, 2020). These divergent views underscore the need for empirical studies examining teachers' perspectives on the integration of technology and its real impact on students' proficiency levels.

Teachers' perceptions of technology integration in classrooms have been investigated, revealing that factors such as training, comfort level, and usage significantly influence adoption (Almekhlafi & Almeqdadi, 2010). Studies also emphasize the importance of providing teachers with guidance and technical skills to succeed in a connected future (Aminu & Samah, 2019). Omran and Suleiman (2021) opined that majority of Nigerian university students and instructors believe that technology has positively influenced their Arabic language skills, particularly in areas of vocabulary acquisition and listening comprehension. This aligns with global trends in language education, where digital tools have been found to enhance engagement and provide more diverse learning opportunities (Aldosari, 2020).

The rapid advancement of digital technology has significantly transformed the educational landscape, including language instruction. While digital tools are increasingly integrated into classrooms to enhance learning outcomes, there is a growing concern regarding their potential impact on language proficiency, particularly in traditional languages like Arabic. In the context of Kwara Central Senatorial District, Arabic language teachers face the challenge of balancing the benefits of digital technology with the preservation of linguistic and cultural heritage associated with Arabic. Despite the widespread use of digital tools for teaching and learning, little is known about the perceptions of Arabic teachers regarding the influence of these technologies on students' proficiency in the Arabic language.

This lack of understanding creates a gap in determining whether digital technology enhances or diminishes Arabic language proficiency. Teachers' perceptions are crucial, as they are directly involved in the learning process and can provide insight into the effectiveness and challenges of integrating digital tools into language instruction. Furthermore, the unique socio-cultural and linguistic context of Kwara Central, where Arabic holds religious and cultural significance, adds another layer of complexity to the issue. Thus, this study seeks to address the problem by investigating the perceptions of

Arabic teachers in Kwara Central Senatorial District regarding the impact of digital technology on Arabic language proficiency. This will provide valuable insights into how technology influences language acquisition and inform strategies for effective language teaching in the digital age.

### **Objectives of the study**

The main objective of the study is to investigate the perception of Arabic teachers regarding the impact of digital technology on Arabic language proficiency in Kwara Central Senatorial District. Specifically, the objectives of the study are to:

1. Identify types of digital technology available for teaching and learning of Arabic language in Kwara Central Senatorial District
2. Determine the extent do Arabic teacher perceive the integration of digital technology instruction for Arabic language proficiency in Kwara Central Senatorial District.
3. Determine the perceived impact of teachers on digital technology for teaching Arabic language proficiency in Kwara Central Senatorial District?
4. Find out the challenges faced by teachers in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District.

### **Research questions**

The following research questions have been formulated for the study.

1. What are the types of digital technology available for teaching and learning of Arabic language in Kwara Central Senatorial District?
2. To what extent do Arabic teacher perceive the integration of digital technology instruction for Arabic language proficiency in Kwara Central Senatorial District?
3. What is the perceived impact of teachers on digital technology for teaching Arabic language proficiency in Kwara Central Senatorial District?
4. What are the challenges faced by teachers in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District?

### **Methodology**

This study adopted descriptive survey. The study is to investigate the perception of Arabic teachers regarding the impact of digital technology on Arabic language proficiency in Kwara Central Senatorial District. The population for the study comprised of all Arabic teachers in 147 Government approved Arabic and Islamic schools in Kwara Central Senatorial District according to the data obtained from the Kwara Ministry of

Education. Therefore, multi-stage sampling procedure was adopted. At the first stage, stratified sampling technique was used to select four (4) Arabic schools from each of the LGA made up of Kwara Central Senatorial District namely: Asa, Ilorin-East, Ilorin-South and Ilorin West. Also, at the second stage, purposive sampling was adopted to sample all 160 Arabic teachers in the selected schools.

Two research instruments were used for data collection for the study. These include self-developed questionnaire and check list. The questionnaire was tagged “Perception Teachers Learners Impact Digital Technology Arabic Language Proficiency Questionnaire (PTLIDTALPQ)”. The questionnaire consisted of two sections. Section A contained demographic information of the respondents, that is, gender, age, years of working experience and educational qualifications. Section B contained items on research questions raised for the study. Appropriate options were provided from which respondents were to choose. The options to these items were taken on four (4) point Likert scale type rating of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD).

The items in the instruments were validated by experts in Arabic and Islamic studies as well as test and measurement through a cross-examination by peer review in relation to the research questions raised for the study. The reliability co-efficient of the instrument was carried out using test re-test technique and 0.87 was obtained which revealed that the instrument was reliable for the study.

The administration of the instruments was done by the researchers and five field research assistants who live in the states sampled for the study. The researchers made sure that the selected assistants were familiar with the interpretation of the content of the instruments in the language of the immediate environment of the respondents. This was necessary in case if respondent did not understand English. All the questionnaires were successfully filled and returned. The data collected were analyzed using frequency counts and percentages.

## Results

This section presents the results and interpretation from the data collected as illustrated below:

**Research Question 1:** What are the types of digital tools available for teaching and learning of Arabic language in Kwara Central Senatorial District?

**Table 1:** Analysis of types of digital technology available for learning of Arabic language in Kwara Central Senatorial District

S/N	Statements/Items	Available		Not Available	
		F	%		%
1.	Learning Management Systems	0	(0%)	160	(100%)
2.	Interactive white board	0	(0%)	160	(100%)
3.	Language Proficiency Testing Platform	0	(0%)	160	(100%)

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4.	Language video tutorials	0	(0%)	160	(100%)
5.	Immersive Virtual Reality	0	(0%)	160	(100%)
6.	Google's speech recognition software	0	(0%)	160	(100%)
7.	Duolingo language Learning App	0	(0%)	160	(100%)
8.	Video Conferencing Tools: Platforms like Zoom	0	(0%)	160	(100%)
9.	Online Translators	146	(91.25%)	14	(8.75%)
10.	Mobile phone	160	(100%)	0	(0%)

Table 1 above show the result of the respondents on the types of digital technology available for teaching and learning of Arabic language in Kwara Central Senatorial District using frequency counts and percentages from the data collected. The result indicated that items 1, 2, 3, 4, 5, 6, 7 and 8 were not available as they have negative higher percentages. While, items 9 and 10 were only common types of digital technology available for teaching Arabic language with positive percentages. This indicated that Duolingo language Learning App, Google's speech recognition software, Immersive Virtual Reality, Learning Management Systems, Interactive white board and Language Proficiency Testing Platform have not been used.

**Research Question 2:** To what extent do Arabic teacher perceived the integration of digital technology instruction for Arabic language proficiency in Kwara Central Senatorial District?

**Table 2:** Analysis of extent do Arabic teacher perceive the integration of digital technology in Arabic language instruction in Kwara Central Senatorial District.

S/N	Statements/Items	Frequency, Percentage (%)			
		SA	A	D	SD
1.	The integration of digital technology can improved students' Arabic language proficiency: reading, writing, speaking, and listening skills.	116 (72.5%)	44 (27.5%)	0 (0%)	0 (0%)
2.	Digital technology enhances my ability to tailor Arabic language instruction to meet the diverse learning needs of my students.	101 (63.13%)	59 (36.87%)	0 (0%)	0 (0%)
3.	Using digital tools increases student motivation and engagement in learning Arabic language skills.	92 (57.5%)	68 (42.5%)	0 (0%)	0 (0%)
4.	Digital technology enables more effective assessment and feedback on students' Arabic language proficiency.	114 (71.25%)	46 (28.75%)	0 (0%)	0 (0%)
5.	The use of digital technology has enhanced my students' ability to practice Arabic language skills independently outside the classroom.	118 (73.25%)	42 (26.25%)	0 (0%)	0 (0%)

Table 2 above show the result of the respondents on the indicated that teachers perceived digital technology had positive impact for teaching Arabic language proficiency in Kwara Central Senatorial District as evidently shown in the table 2.

**Research Question 3:** What is the perceived impact of teachers on digital technology for teaching Arabic language proficiency in Kwara Central Senatorial District?

**Table 3:** Analysis of the perceived impact of teachers on digital technology for teaching Arabic language proficiency in Kwara Central Senatorial District

S/N	Statements/Items	Frequency, Percentage (%)			
		SA	A	D	SD
1.	I used digital technology to enhance my ability to effectively teach Arabic language skills.	0 (0%)	21 (13.12%)	60 (37.5%)	79 (49.38%)
2.	Digital technology helps me engage my students better during Arabic language lessons.	0 (0%)	19 (11.87%)	57 (35.63%)	84 (52.5%)
3.	I feel confident using digital tools and platforms in my Arabic language teaching.	0 (0%)	8 (5%)	68 (42.5%)	84 (52.5%)
4.	There are sufficient resources and support available for integrating digital technology into Arabic language instruction in my school.	0 (0%)	6 (3.75%)	11 (6.87%)	143 (89.38%)
5.	I am satisfied with the professional development opportunities provided for learning to integrate digital technology in Arabic instruction.	13 (8.12%)	18 (11.25%)	46 (28.75%)	83 (51.88%)

Table 3 above show the result of the respondents on extent do Arabic teacher perceived the integration of digital technology instruction for Arabic language proficiency in Kwara Central Senatorial District using frequency counts and percentages from the data collected. The result indicated that items 1, 2, 3, 4 and 5 were low.

**Research Question 4:** What are the challenges faced by the teacher in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District?

**Table 4:** Analysis of the challenges faced by the teacher in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District.

S/N	Statements/Items	Frequency, Percentage (%)			
		SA	A	D	SD
1.	Lack of access to reliable digital tools and devices hinders my ability to use technology effectively in Arabic language instruction.	79 (49.38%)	81 (50.62%)	0 (0%)	0 (0%)
2.	Lukewarm attitude towards digital technology affects its usage for effective teaching Arabic language.	62 (38.75%)	73 (45.62%)	14 (8.75%)	11 (6.88%)
3.	Lack of exposure to digital technology for teaching Arabic language in classroom.	58 (36.25%)	89 (55.63%)	13 (8.12%)	0 (0%)
4.	Technical difficulties with digital tools often disrupt my Arabic language instruction.	94 (58.75%)	51 (31.88%)	0 (0%)	15 (9.37%)
5.	Lack of adequate support and resources from the school to integrate digital technology into Arabic teaching.	84 (52.5%)	61 (38.13%)	15 (9.37%)	0 (0%)

Table 4 above show the result of the respondents on the challenges faced by the teacher in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District using frequency counts and percentages from the data collected. Lack of access to reliable digital tools, inadequate training on how to use digital technology is a major barrier and Lack of exposure to digital technology for teaching Arabic language in classroom were the challenges faced as the result indicated in items 1, 2, 3, 4 and 5.

### Summary of Findings

From the analysis of data in the preceding tables, the following findings were deduced:

1. Online Translators and Mobile phone are the common types of digital technology available for teaching and learning of Arabic language in Kwara Central Senatorial District.
2. Extent to which Arabic teacher perceived the integration of digital technology instruction for Arabic language proficiency in Kwara Central Senatorial District was low with the negative percentages as showed in table 2.
3. Teachers perceived that digital technology had positive impact for teaching Arabic language proficiency in Kwara Central Senatorial District as evidently shown in the table 3
4. The challenges faced by the teacher in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District was high as evidently shown in table 4: Lack of access to reliable digital tools, inadequate training on how to use digital technology is a major barrier and Lack of exposure to digital technology for teaching Arabic language in classroom.

## **Discussion**

One of the findings of this study revealed that online Translators and Mobile phone are the common types of digital technology available for teaching and learning of Arabic language in Kwara Central Senatorial District. This finding agrees with the work of Adebisi (2013) who found that the uses of ICTs in schools means that there must be availability of gadget of ICTs and what makes its usage possible. It is one thing for it to be available; it is another thing for it to be in use. He affirmed that, the use of ICTs in teaching and learning has become imperative at all levels of education. Availability of ICTs without being put into use has no positive contribute factor to effective teaching and learning. If the ICTs are available in schools, what are they? If the ICTs are in use for teaching learning process, to what extent are they put into use?

Another finding from the study revealed that the extent to which Arabic teachers perceive the integration of digital technology instruction for Arabic language proficiency in Kwara Central Senatorial District. This finding corroborated with the work of Adebayo and Ibrahim (2022) found that a majority of Arabic teachers in the district (approximately 68%) believed that digital technology could significantly improve students' listening and speaking skills. Teachers reported that audio-visual materials and interactive language apps helped expose students to native Arabic speakers and diverse dialects, enhancing their pronunciation and comprehension. However, the same study noted that teachers' enthusiasm was often tempered by the practical challenges of implementing technology in their classrooms, such as limited access to devices and unreliable internet connectivity.

Another finding from the study revealed that studies have highlighted several challenges faced by teachers in utilizing digital technology for Arabic language instruction in Kwara Central Senatorial District of Nigeria. Oladosu et al. (2022) found that one of the primary

obstacles was the lack of adequate infrastructure and resources. Many schools in the district suffer from unreliable electricity supply and limited access to computers or internet-enabled devices, making it difficult for teachers to integrate digital technologies into their Arabic language lessons consistently. This infrastructural deficit not only hinders the implementation of technology-enhanced learning but also limits teachers' ability to explore and familiarize themselves with new digital tools and resources for Arabic language instruction.

Another significant challenge identified by Abdulkareem and Ibrahim (2023) is the insufficient digital literacy among Arabic language teachers in the district. Their study revealed that many teachers lack the necessary skills and confidence to effectively use digital technologies in their teaching practices. This deficiency is often attributed to limited professional development opportunities focused on technology integration in Arabic language instruction. As a result, even when digital resources are available, teachers may struggle to incorporate them effectively into their lesson plans or may be hesitant to use them at all, potentially missing out on the benefits that digital technology can offer in language teaching.

The last finding of this study is that Arabic language teachers generally perceive digital technology as having a positive impact on their teaching practices and students' language proficiency outcomes. Al-Jarf (2021) found that teachers reported increased student engagement and motivation when using interactive digital tools and multimedia content in their Arabic language classrooms. This engagement was particularly notable in activities involving authentic audio-visual materials, which teachers believed helped students develop a more nuanced understanding of Arabic language use in real-world contexts. Al-Shehri (2020) found that teachers perceived social media and online discussion forums as valuable tools for encouraging students to use Arabic in authentic communication contexts, enhancing their overall language proficiency and cultural competence.

Similarly, Alsowat (2022) reported that teachers observed significant improvements in students' pronunciation and listening comprehension skills when utilizing digital audio and video resources, allowing learners to hear and mimic native speakers more frequently. Moreover, this present finding supports the work of Abdulbaqi and Arikewuyo (2010) conducted in Ilorin Kwara State capital, found out that ICT contributes to the students' spiritual, moral, social and cultural development. This is achieved through active participation in a technologically enriched and increasingly interconnected world; encouraging team work; defining the boundaries and norms of using ICT for developing, planning, sharing and communicating ideas.

## **Conclusion**

In conclusion, the perception of Arabic teachers in Kwara Central Senatorial District highlights both positive and negative impacts of digital technology on Arabic language proficiency. Teachers recognize the potential of digital tools to enhance learning, provide



access to diverse resources, and promote interactive learning experiences. However, challenges such as the lack of adequate digital infrastructure, limited teacher training, and students' over-reliance on technology for answers can hinder effective language acquisition. Overall, while digital technology offers opportunities to improve Arabic proficiency, its success depends on proper integration, sufficient teacher support, and fostering a balanced approach that encourages active learning and critical thinking.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The management of Arabic and Islamic schools should encourage blended learning approaches that combine traditional teaching with digital tools.
2. There is need to create awareness among Arabic teachers on the level of utilization of digital technology.
3. Establish Language Laboratory, equipped with necessary hardware and software for Arabic language learning.
4. Training and re-training programme should be periodically organized for the teachers to complement their existing knowledge on the uses of digital technology tools to improve their competency in teaching Arabic language.

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