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The effectiveness of the Autoplay program in strengthening the Arabic vocabulary of school students in the city of Qeydar, Zanjan Province

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Abstract

Fundamental changes in traditional teaching methods and the use of new methods and techniques for teaching second languages have become a major pillar in teaching any foreign language to students. To this aim, this research investigated Arabic vocabulary learning among students using the virtual learning program Autoplay. This applied research was quasi-experimental with a pre-test-post-test design with one experimental and one control group. The statistical population was seventh grade students of girls' schools from three schools in the city of Qeydar, who were studying in the academic year of 2021-2022. One school was randomly selected, and the sample size was determined to be 30. It included an experimental group that consisted of 15 people for class A (Autoplay software) and 15 people for class B (control group - traditional method). The pre-test-post-test method was used to collect information. The tests were paper-and-pencil and contained 10 questions with a total weight of 20 points, and the pre-test percentage was 81% and the post-test result was 90% for Autoplay. To analyse the data, the ANOVA was used to check the effect, and then according to the difference between the pre-test and post-test scores for both groups, independent group t-test was used in SPSS. The findings showed that the effect of the content produced through Autoplay on the learning of the Arabic lesson was confirmed and there was a difference between the average scores of the two groups. Also, in the pre-test stage, the average scores of both test groups were lower than the post-test stage. In other words, in the post-test phase, students performed better in learning Arabic.

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1. Introduction

In the contemporary world, learning a second language is essential for academic progress. Learning Arabic as a second language is very important in our country due to its neighbourhood with Arab countries (Hamdani, 2022). Undoubtedly, Arabic language teaching in Iran needs new strategies along with traditional methods. Therefore, the current research tries to investigate the role of educational technology, emphasising the Autoplay software during virtual education and Arabic language learning. The most important achievement of the research is the introduction of theoretical and practical principles and foundations for the preparation of useful educational software by linguists and producers of educational software. Therefore, this research deals with the educational evaluation of the use of Autoplay software in teaching Arabic.

1.2. Research Question(s)

What is the learning rate of Arabic words among students during virtual education using Autoplay software among seventh grade students of boys' schools in the city of Qeydar, Zanjan?

2. Literature Review

Since the first centuries of Islam, learning the Arabic language has gained significant popularity among Muslim Iranians for two reasons: one is belief and the other is its steadfastness compared to the Persian language. Iranian Muslim intellectuals tried to learn the Arabic language as well as they were capable in the Persian language. By writing their works or translating Persian works into Arabic, they had a tremendous impact on the consolidation and regulation of the sciences of this language and Arabic culture. Undoubtedly, a large part of the permanence of the Arabic language and its sciences has been due to Iranian Muslim intellectuals (Furghani, 2015). In our country, this language is given a lot of importance, especially in educational plans. Since the language of the Qur'an is also Arabic, it cannot be said that this language belongs to only one ethnicity or nation, so one should try hard to learn and understand this language (Mohsani Rad & Saravani, 2018).

3. Methodology

The method of conducting the research is quasi-experimental with a pre-test-post-test design with one experimental group and one control group. The statistical population was all male students of the 7th grade in the city of Qeydar who were studying in the academic year of 2021-22. The sample size was determined to be 30 people, which included an experimental group consisting of 15 people for class A (Autoplay software) and a control group of 15 people for class B (traditional method). The availability sampling method was used, and the available sample of this research was 30 seventh grade male students who were divided into two groups of 15 people. In order to collect data, we used the pre-test-post-test, which was paper-and-pencil and contained 10 questions with a total of 20 marks. Test-retest method was used for the reliability of the tool. The reliability of the test was obtained with a correlation coefficient of 0.81, which showed that the test had the necessary reliability to measure the target. Considering the difference between the pre-test and post-test scores for both groups, independent-groups t-test and SPSS software were used to analyse the scores.

In connection with the background of the research, many works have been done, including: Parveen and Farokhipour (2022) in a research entitled "Investigation of the effect of reverse teaching on learning Arabic grammar: A comparative study of traditional teaching methods and modern standard and virtual teaching methods in the educational complex of Sada Al-Hayyat" stated that by employing a quasi-experimental method-intervention-pure post-test with the control group, learners' performance in parallel tests of syntax, before and after the educational intervention, by SPSS software was investigated. Hamdani (2022), in a research entitled "The effectiveness of digital flashcards and animation in memorising Arabic words of first secondary school boys in Ahvaz", compared

teaching methods in memorising and memorising Arabic words in first secondary school boys in Ahvaz.

4. Results & Discussion

Examination of the first hypothesis showed that the use of Autoplay software had an effect on the learning of male students in the seventh grade Arabic course with a value of 0.219. Also, in the pre-test stage, the average score of the students of this group was 15.30, while the average score of the post-test for this group was 18.70. Therefore, the comparison of the pre-test and post-test results shows the learning of these students in the Arabic course with Autoplay software has been able to have a positive effect on the learning of these students. The second hypothesis was that there is a significant difference between learning Arabic in the traditional way and learning through Autoplay software among male students in the Arabic lesson of the seventh grade. It can be said that the content produced with this software caused the content for the students be more attractive than learning in the traditional way. In fact, in this software, the teacher was able to use a variety of information and communication technology facilities to communicate, create, publish, store, and manage information for students to learn Arabic.

5. Conclusion

In conclusion, it was found that, in the Arabic lesson, due to the mental background of the students, the use of the software changed these perceptions to some extent. With the emphasis of teachers on the role of information technology in education, which are now an integral part of daily life and have created amazing changes in teaching and learning of students, students realised the benefits of using these software packages. Teachers also became more aware in this field that the natural consequence of this fact is a change in the educational process and the skills through which students should perform better in learning. The use of content produced through software creates the conditions of independence for students, so that students become more active rather than passive in the traditional learning process. In addition, by combining computer-based activities, teachers have a powerful tool that can meet different needs and different learning styles.

6. References

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