Spin Capability in Teaching the Skills of Listening and Understanding

Zamri Arifin, Ahmad Abd Rahman, Ali Gh Saeid
Universiti Kebangsaan Malaysia.

Abstract: Some of teaching staff among faculty members face problems during their use of automated computer lab, as there have been some obstacles make it difficult to carry out the functions of teaching the four language skills by the teacher. This research paper attempts to clarify some of the mechanisms that facilitate the teaching of modern Arabic language, by highlighting the experience that acquired during teaching the four linguistic skills. This paper, will state the foundations of computer lab usage and style, as well as explaining the software and its techniques that has been used during the listening and understanding model. This paper also shows how to link these programs to the electronic education (Spin) using at the National University of Malaysia. Besides, the results that have been derived, recommendations, and obstacles to face the staff during teaching the course of Arabic language classes in the computer lab. With the rapid advances in information systems and communication, a direct interaction between the teacher, the student, and textbook is no longer considered the only effective method to receive knowledge. Instead, multiple sources of knowledge have been introduced following various communication means and personal experiences to interact with colleagues and with teachers via computers. The student is no longer required to carry his school bag filled with books and papers, but enough to carry just a CD containing hundreds of thousands of pages. Moreover, it gave him opportunities to connect with local and international information net, access to the libraries, museums and various sources of information. This development has led to fundamental changes in the methods of teaching and learning, known as e-Learning which was one of such changes. The importance of teaching experience was shown very clearly in the importance of digital curriculum, which represents a new form of communication between the teacher and the learner in the field of knowledge. It was considered as the alternative method to the traditional approach, which has been providing the learner with knowledge through linking contact between the school textbook and the teacher.

Key words:

INTRODUCTION

Successful teacher is the one who is always very keen about searching for the latest teaching methods. Therefore, he will be able to deliver information to students in an easy way without omissions. It is not intended by easy way as described here, any shortage in covering the subject, but with the full coverage. Educators are constantly looking for better ways and means to provide an interactive learning environment, to attract the attention of students, encourage them to exchange views and experiences. Information technology has been represented in the computer, the internet, and the automated multimedia facilities that considered the most successful means to achieve such advanced learning environment.

The educational researcher M. Singhal (1997: 31) stressed the need to link education with computer lab (computerize), a factor, which contributes to facilitate the effective methods of communication between the learner and the teacher. In addition, allow him to learn the target language.

Mohammed Amin (999 M: 13) indicates a number of benefits that a foreign language teacher can accrue of computer applications in the field of automated language education, including helping learners to access information from anywhere at any time by using the Internet. It is also frees the teacher of Arabic as a second language from the burden of being the only source of knowledge of the learner. The educational expert P. Wong (1999: 43) said that the preparation of the qualified teacher in the field of using educational technology requires a program that consists of three phases: the acquisition of competence, the efficiency in the application of the latter, and the capability of innovation and application.

The importance of e-Learning is also stems from need to adapt to the information society through the integration of technology in education. Therefore, bring about the desired transformation in educational learning model from closed environment based on the traditional approach, the teacher, and the textbook as sources of knowledge to an open, unique learning environment, flexible, rich in resources and technology-mediated directed by the learner.

The importance of e-Learning experience determined in considering the student as a key partner in the education process and not only just recipients of information. Thus the experience of e-Learning also contribute to enable the student to see how absorbed in the use of electronic software designed especially for that purpose.
The importance of e-Learning is also appeared in focus on the achievements of the personality of the learner, the alignment between the curriculum and teaching method and evaluate the sources of teaching and learning.

The Concept of Automated Computer Lab:
Prior to this subject, we introduce general definition in regards to the computer lab which has been established in all the faculties of the University for the purpose of serving students in conducting their research, communicate with different communities and searching for information directly. However, in this paper the intended computer lab is the one has been prepared to teach Arabic language in particular. It is usually consists of: computers, as well as automatic film projector (cinema), speakers, microphone, camera and special software in Arabic language teaching including its four skills. Besides, other tools to assist in the process of teaching and learning the Arabic language.

Direct e-Learning:
Direct e-Learning, means the style and techniques of education based on the internet to connect and exchange lessons and research topics between the learner and the teacher. The concept of e-Learning consists of a lot of techniques and methods. The eighties decade saw the adoption of CD-ROM's for education. However, the CD's drawback was clear, as shown a lack of interaction feature between the subject, the teacher and the learner or the receiver. Then the spread of the Internet came as a justification for the adoption of the direct e-Learning through the internet, so as to simulate the effectiveness of teaching methods of realism. Finally, come the finishing touches and humanitarian aspects through direct interaction between the parties to the educational and learning process. In this regards we must know how to differentiate between the techniques of education and just e-mail communication, for example.

However, there are some criticisms against this type of educational methodologies in the field of language, such as the lack of the aspects of realism in the process of direct e-Learning. Therefore, it was considered as the main disadvantages of this method of education that requires in some cases, humanity touches between the learner and the lecturer, and here, we would like to focus further on groups that using the direct e-Learning.

There are certain educational materials suitable for teaching online by using direct e-Learning system with great effectiveness. However, the educational material of direct e-Learning must be appropriate for educators and their methods. So we can say with confidence that the adoption of direct e-Learning can be a successful complement to the teaching methods and educational infrastructure, in order to develop the resources useful to students by training, educating them to use modern technology to improve education and to create educational centres with more flexibility in learning process. In addition, to providing technology for all and expansion of professional development opportunities for lecturers, that technology can enhance the capacity of students, lecturers, and educators.

Some educational experts saw direct e-Learning education that depending on the computer would be faced with resistance to impede its success if it would compromise the current educational process or threaten the existing parties because it depends sometimes on the radical solutions in its implementation.

The Foundations to Use Automated Computer Lab to Teach Listening and Understanding Skills by the Teacher:
Every teacher who wants to keep pace with scientific progress should follow general foundations during the use of the computer lab, as follows:

1. To attend training courses in how to use automated computer lab set up by the University
2. Educating himself on how to implement appropriate activities to teach Arabic language in the computer lab.
3. He should keep himself away from the electronic awe, and thus just not to exclude himself since the first mistake during the use of computer automation in the lab.
4. Relies on continuous training and self-direction on how to use the lab.
5. To choose the software that is easy at first to have facilitated the learning process.
6. To have access of programs and pilot projects in the education of the Arabic language that can fit to the lab automation tools.
7. Devises appropriate programs of the curriculum or subject assigned to him.

The Special Foundations, as Follows:
1. The teacher should acquire the skills to use basic automated computer lab
2. Acquisition of Internet skills, knowledge of methodologies and new means in the education of second or foreign language.
3. The teacher has to identify and select appropriate sources of language suitable for the scheduled curriculum.
4. Must be able to design curriculum calendar for the activities of language education.
5. Knowledge of educational theories and methods that are usually used in applications of language
6. Should be familiar with the element of design in the preparation of material for language teaching and evaluation of quality to suit the computer lab automation.
7. Should be familiar with the element of technical systems and computer-automated means and ways for their application in teaching and learning processes.
8. Should be familiar with the element of the methodology, which means to know the strategies and methods of learning and language teaching materials based on the applications of computerized systems as tools and educational means to learn and teach the second language.

**Information Technology (I.T) and the New Role for the Teacher of the Language for Non-Native Speakers in the Educational Learning Process:**

The use of information technology (I.T) as a tool in teaching second language led to a change in the traditional role of language teacher. The concept of educating teacher (Facilitator of Learning) is no longer existed, in spite of the survival of his continuous important role in the educational process. The language teacher has possessed a new role, characterized primarily with technology. According to this new role, a technical teacher (Technologist of Learning) is characterized by the following:

1. The teacher should be aware that language learning requires preparation of effective content and training applied to the linguistic nature of the functional view of language as a means of communication not as target in itself.
2. To be fully familiar with knowledge of educational strategies and methodologies those meet learners’ age and interest, and be aware of the methodologies that stimulate the learner of a second language.
3. To assist the learner to use strategies those encourage innovation and develop his critical thinking.

**Benefits of E-Learning:**

The application of the experience of e-Learning or e-School, is expected to lead to the following benefits:

1. Enables the student to open up to the world of knowledge in the rapid growth and widening.
2. Provides an opportunity for students to overcome the constraints imposed by the educational textbook papers, to wider horizons through the e-book.
3. Using computer facility to conduct the school tests, correct, provide feedback for the purpose of documentation to the academic progress of students through the university database, and file transfer.
4. To ease student's activity of carrying school bag to carry only a compact disc (CD) consists of all courses.
5. Provides remote training for teachers.
6. Provides schooling for students with no temporal or spatial boundaries, the student can access information from various sites around the world at any time desired.
7. Enables parents (or guardians) to access directly to reports and observations of their children, whether monthly or quarterly.
8. To facilitate the link to leading educational experiences in schools and in other communities; this helps in enriching teaching profession.
9. Development of educational programs and teaching methods.
10. Ongoing training for lecturers to provide stimulating learning environments for students to acquire knowledge from various sources, and to use modern teaching methods, therefore to keep pace with modern changes in information systems.
11. Allows students to use the available channels of communication through the Internet to gain access to knowledge.

**Spin:**

Spin is a program for e-Learning and teaching sponsored by the National University of Malaysia (UKM) to communicate with students on an ongoing basis, whereby the teacher can insert the objectives of the described subject as well as the associated notes, and the development of suitable sites in regards to the teaching and learning process. The significance of this program lies on the teacher's ability to communicate with his students through the availability of complete information for each student has registered, through the addresses of e-mail for each student, as well as phone numbers, and see how many times they enter the e-Learning site. They also can download the hot potato programs, so that may provide the answers to those exercises within this program, Then, the results reach via the e-mail for the teacher. Therefore, testing process will become easier because the results can be reviewed from the teacher's mail directly.
The Proportionality of the e-Learning Program Spin in Teaching of Listening and Understanding Skills:

To find proportionality with Spin program that prepared at the National University of Malaysia, certain requirements to be available, which are as follows:

1. Programs must be compatible with Windows XP.
2. Downloading Flash, Java and Multimedia programs.
3. The computer lab must be supplied and occupied with all the necessary tools that assist in the operation of such programs.
4. To organize a training course to prepare teachers in how to use the computer lab and software programs in the computer automation.
5. Before the start of the show or lecture, on the teacher to explain to students what are the important requirements for the ability to use Spin program.
6. Avoid fear of falling into technical errors; because the teacher can seek assistance of the administrator of the computer lab in case of error occurrence.
7. Innovation does not come from the first glance. Therefore, the teacher should consider diversifying education, and selection of the easiest ways appropriate to learners.
8. Encourage students to access the e-Learning site, which was prepared for them.
9. Control and guide the behaviour of students during the course of the lecture in the computer lab, for being able to control all the computers in the lab.
10. Not to rely on only one program during the course of teaching the lecture, that there may be some technical errors in the computer lab.

Conclusion and Recommendations:

Based on the information provided in this research paper, we reached to a number of recommendations as follows:

1. The intended definition of the automated computer lab is the room prepared with all devices on the laboratory, starting from desktop to the internet connections.
2. The automated computer lab is usually used at intervals system according to specific time limits, but not continuously.
3. The importance of the availability of appropriate programs to teach Arabic language, especially in the teaching of listening and understanding skills.
4. Eliminate the concept of electronic awe in the minds of the teachers and the learners, by creating ongoing training courses.
5. The provision of modern hardware and software, through continuous communication between the officials of computer lab, the computer centre, and the academic institution, to reach for the best educational methods of modern electronics.
6. Stimulate the teacher to use the software prepared by the University, for instance by handing over certificates of appreciation to users for their effective efforts.
7. Continuous education could be achieved only through the availability of three aspects: experience, practice, and innovation.

REFERENCES


