

The Impact of Digital Media on the Acquisition of literary styles by learners

Middle school as a model

تأثير الوسائط الرقمية في اكتساب الأساليب الأدبية لدى

المتعلم مرحلة التعليم المتوسط أنموذجا

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Abstract:

It has become essential to rely on modern educational tools to keep pace with the technological and scientific advancements that have transformed life in various fields. Many nations now realize that true investment is no longer limited to the industrial sector but extends to investing in human capital, which represents the real asset for the progress and growth of countries. This has positively impacted educational systems, as various countries are now paying increasing attention to the quality of education and learning outcomes. Significant efforts are being made to cultivate the modern individual,

Key words: impact, Digital Media, Acquisition, Learners.

الملخص:

أصبح من الضروري اليوم وأكثر من أي وقت مضى الاعتماد على الوسائل التعليمية الحديثة قصد مواكبة التقدم التكنولوجي والعلمي الذي عرفته الحياة في مختلف

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المجالات. وتفطنت اليوم كثير من الدول، إلى أن الاستثمار الحقيقي لم يعد حكرا على الجانب الصناعي، بل تعدّه إلى الاستثمار في الجانب البشري لأنه يمثل رأس المال الحقيقي لتقدم الدول، ونموها، وهو ما انعكس إيجابيا على الأنظمة التربوية، إذ نجد اليوم مختلف الدول تولي عناية متزايدة واهتماما فائقا لجودة التعليم وجودة نتائج التعلم، فصارت تُبذل الجهودات الكبرى لتربية الانسان العصري الذي يكون قادرا على التفكير السليم، والمزود بالمعارف الأساسية التي تمكنه من الملاءمة الذكية والتكيف مع طبيعة عصره وخصائصه

الكلمات المفتاحية: تأثير، الوسائط، الرقمية، المتعلم، التعليم.

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Introduction

Our current era is undergoing a massive scientific revolution, immense changes, and numerous transformations in all aspects of life. This necessitates keeping pace with and even confronting the various changes accompanying this progress.

The concept of investment in developed countries has shifted from the material, industrial aspect towards investing in and developing human resources. Schools are now viewed as institutions for investing in human capital, which is the asset for nations aspiring to keep up with rapid growth. This has positively impacted educational systems, with various countries today paying increasing and paramount attention to the quality of education and learning outcomes. Given that our societies strive for development through educational institutions as a means of progress, schools are more than ever required to exert greater efforts in educating the modern individual who is capable of

sound and constructive thinking, and equipped with the essential knowledge and skills that enable intelligent adaptation to the nature and characteristics of their era.

However, the greatest burden of all this falls on the teacher, who is considered the cornerstone of the school's activities and the primary driver of its efforts. Teaching is no longer merely the transmission of knowledge; instead, it requires understanding its principles and rules and working on the practical application of that knowledge to serve the general goals of society.

Research Problem

Modern education aims to develop children in an integrated manner, considering various physical, mental, and spiritual aspects, all within a framework of values, traditions, and customs.

The Arabic language is one of these components essential for citizenship, representing a crucial element of national identity, if not the most important. Countries are paying increasing attention to this aspect and dedicating significant resources to elevate the language to a level that achieves comprehensive development for all students. From this perspective, the research problem arose, crystallizing around answering the following questions:

- To what extent do modern media used in teaching contribute to language skill acquisition among learners?
- Do our teachers rely on these modern media in their profession?

- What are the obstacles to their use, as perceived by specialists and educators?

Hypotheses

There is no doubt that traditional educational methods are no longer suitable – on their own – for providing successful education in the face of the information revolution that has encompassed various aspects of the teaching-learning process. It is also undeniable that among the developmental topics upon which the progress of societies and their ability to face numerous and accelerating challenges rests is the preparation of a teacher capable of keeping pace with an era that renews daily with its innovations and immense scientific developments.

Research Objectives

This research attempts to find the appropriate mechanism that contributes to the flourishing, advancement, and acquisition of the Arabic language by learners in a modern way, far from traditional methods that have become outdated. Therefore, relying on modern media and advanced educational tools resulting from modern technology has become indispensable. Consequently, this research aims to:

- Highlight the role of modern media in language skill acquisition among learners.
- Sensitize teachers to the importance of these media in the educational environment.
- Propose some suggestions and recommendations that contribute to this role.

Research Boundaries

To compare prevailing traditional methods of knowledge transfer from teacher to learner with what modern technology or modern media offers, we relied on a field study. This involved delivering two lessons to two parallel levels (fourth year of middle school education) but using two different media. With the first class, we delivered a lesson on a specific linguistic phenomenon – a grammar lesson on praise and blame expressions – using traditional visual aids, namely the regular blackboard. Then, we delivered the same lesson to another class, but this time relying on a modern medium, a projector using images and sound (PowerPoint system). The results were varied between the two classes in terms of comprehension, understanding, lesson attractiveness, and student interaction with the scientific material. It became clear to us that relying on modern media is more effective compared to relying on traditional media. We also observed learners' eagerness to use modern media, their attraction to it, and their boredom with old, stereotypical methods.

Challenges Facing the Arabic Language

There is no disagreement about the prominent status of the Arabic language. It holds a high position compared to other global languages because it is primarily the language of the holiest divine book, the Holy Quran, and the language of the Noble Prophetic Sunnah. It unites the children of the Arab nation under one tongue and is the language of a civilization that extended its reach across the East and West, carrying all the linguistic components capable of accommodating this vast amount of sciences, arts, and literature.

Hence, it was imperative for the children of the nation to care for it, pay attention to its rules, and try to convey it to the younger generation so they can master it, for preserving the language is preserving the nation's identity.

Given the current challenges and intellectual conflicts witnessed in various parts of the world, which have resulted in a conflict that generated new ideas, some of which call for marginalizing this language or abandoning some of its rules.

These challenges compel us to reconsider the presentation and teaching of this language according to modern methods and by relying on technological media, "because the language lives among other languages, some of which may have been able to dominate the top of the world's languages, and we specifically mention here: the English language, which has become the primary global language, while many other languages have shown inability to keep pace with or compete with this language." And "the outputs of education in the Arab world have become extremely weak, and those responsible for producing these outputs are themselves furthest from being able to serve the Arabic language because a large number of them possess only some old techniques they are accustomed to, and they are now unable to deal with modern teaching techniques"[†] These techniques help foster positive interaction with educational topics that can be programmed as films, floppy disks, or slides displayed during classroom learning.

[†] Al-Buihi, Farouk Shawky: Research Methods and Techniques in Education and Psychology, Dar Al-Ma'rifa Al-Jami'iyah, Alexandria, p. 7.

Modern Media and its Relationship to Language Acquisition in Learners

Educational tools have undergone tremendous developments as a result of the significant technological progress the world has witnessed, passing through various designations until they are now known as educational technology.

These tools in teaching various sciences cannot be overlooked, as they achieve valuable benefits, effects, ideas, and information that they leave in the minds of learners and clarify their meanings in their minds, which is the greatest proof of their efficacy.

With the development of these media and learning theories, the approach to using information technology has evolved and become a phenomenon with its implications, justifications, and effects on the educational process. Studies have proven the effectiveness of using modern media such as photographs, models, films, recording devices, computers, and other modern technological techniques in achieving comprehensive understanding and complete comprehension of knowledge, which greatly contributes to achieving the goals of the educational process. This is because these tools align with the psychological characteristics of the learner; they address their senses at a time when it has been proven that education relying only on written or audible words leads to incomplete learning that does not illustrate meanings in the mind of the reading or listening learner. A teacher who relies solely on their voice to

convey knowledge to learners is like a person climbing a smooth wall with no footholds ‡

Therefore, the use of various technological manifestations, in their intellectual and material dimensions, in teaching language to develop its various skills, whether this technology is in its simple traditional form relying on some pictures and drawings or advanced as modern devices and media like computers and the internet, has proven its effectiveness in achieving the effectiveness of the educational act.

The immense technological revolution has led to a comprehensive change in many traditional educational variables and theories, making them subject to modification and prompting education experts to offer suggestions aimed at amending curricula, programs, and methods of delivery. They proposed new educational materials and tools that increase the effectiveness of use and offer more efficient methods. From this perspective, trends emerged towards developing teaching methods and tools and the importance of employing these tools in delivering curricula, highlighting the significant and greater role of modern media until it became one of the most important elements of educational communication.

Definition of Educational Media

Definitions have varied and proliferated regarding the concept of educational media or teaching aids, though ultimately they converge on a single point as they are linked to the teaching

‡ Baraa, Turki: Principles of Education, Diwan Al-Matboo'at Al-Jami'iyah, 1990, p. 241.

and learning process. "They are a source of learning and a tool of teaching. When a teacher uses them to convey a type of experience, maps, and drawings, this tool becomes an educational aid, and when the learner uses it to obtain information, an idea, or acquire a specific skill, it becomes a learning tool, such as computer software, cassette tapes, or videos. The naming is linked to the single educational situation and its effectiveness towards the teacher and learner"].[§]

Therefore, modern media can be defined as: every tool used by the teacher to improve the teaching and learning process, clarify meanings and ideas, train on skills, or instill good habits and desired values in students. It can also be said that "modern media are the tools, machines, and equipment used by the teacher to convey lesson content to a group of learners to improve and enhance the efficiency of the educational process and achieve desired goals in the shortest possible time and with the least effort"^{***}

It can also be said that they are those communication channels that enable the teacher to transmit the message (educational material content) in its three aspects (cognitive, emotional, and psychomotor) from the sender (teacher) to the receiver (learner) with the least effort, in the shortest time, as clearly as possible, and at the lowest possible cost.

[§] Jaber, Abd Al-Hamid Taher Abd Al-Razzaq: Systems Approach Between Teaching and Learning, Dar Al-Nahda Al-Arabiya, Doha, 1987, p. 73

^{***} Zaitoun, Adnan: Educational Aids: Their Importance, Concept, and Foundations, Al-Tarbiyah Journal, Issue 83, 1987, pp. 27-28.

Thus, Abdul Aziz al-Shatti summarizes its concept by saying: "They are devices and tools used by the teacher to improve the teaching and learning process, shorten its duration, explain ideas, train students on skills, instill good habits in their souls, and positive attitudes towards learning with the aim of reaching correct scientific facts"^{††}

We thus conclude that educational media is an important pillar of the educational process and a significant part of the comprehensive educational system. This has led to its widespread adoption in all educational systems, as educational policies in all countries have begun to pay it utmost attention, believing in its importance in education and training.

Role of Modern Media in Language Acquisition in Learners

Modern media is of paramount importance to learners as it provides them with the ability to perceive linguistic content tangibly and grasp the sensory meanings of words and their connotations. This, in turn, grants the learner the ability to understand and use the Arabic language.

Therefore, many educators have emphasized the importance of using multimedia in the teaching process, through which the processes of teaching and learning can be facilitated, and an informational database can be built, enabling the learner to interact freely with the educational program and access knowledge in multiple forms and formats. This helps the learner acquire a number of practical skills, making it imperative to pay

^{††} Abd Al-Aziz Al-Shatti: *Educational Technology in Developing Educational Situations*, Al-Fallah Library, Kuwait, 1988.

attention to the importance of the sensory basis when teaching language to the learner. "They help them develop and form perceptions when perceiving the studied phenomena in their social function, and the nature of the learner requires clarification. For example, if we try to teach them an unknown word, they remain restless for a long time trying to understand it. However, if we combine their learning with a picture and teach them many words, they will use them easily because they link the picture to the word"^{††} Pictures are a source of learners' knowledge and language development, especially if the teacher, learner, and picture interact simultaneously, which explains the superiority of this type of learning over that which relies on verbal indoctrination.

Modern media positively influences language skill acquisition and teaching to learners. Among the objectives that can also be achieved is "providing learners with a verbal and linguistic wealth, imparting concepts, facts, and values, and working on developing meanings, expanding perceptions, and translating and clarifying the meanings of words, thereby contributing to cultivating the artistic and literary taste necessary for various life situations. They also serve as the basis for teaching reading, writing, and speaking in the early educational stages"^{§§}

^{††} Aisha Ahed Hourri: The Arabic Language: Reality and Development, College of Education, University of Aleppo, Syria, p. 64.

^{§§} Al-Laqrani, Ahmed Hassan: Dictionary of Educational Terms: Knowledge in Curricula and Teaching Methods, Alam Al-Kutub, Cairo, 1996, p. 82.

Accordingly, the role of modern media can be summarized as follows:

- It provides the learner with the opportunity to encounter unfamiliar educational issues, phenomena, and situations, creating what is known as active learning. This, in turn, enables the learner to acquire information presented on computer screens in the form of texts, sounds, graphics, and images of various types, thus influencing the learner's achievement and comprehension, as well as the acquisition of scientific skills that enable them to continue the learning process.
- Modern media helps to bring abstract concepts in the Arabic language closer to the mind.
- It contributes to language skill acquisition and facilitates learning its activities with ease.
- It supports self-learning and provides enjoyment and attractiveness to the learner.
- It develops creative thinking and helps achieve proficiency in the Arabic language.
- It simplifies the teaching process for the instructor and the learning process for the learner.
- It helps learners connect information by presenting it in various forms, increasing their motivation to learn.
- It also contributes to highlighting individual differences among learners in various linguistic areas, especially oral expression.

- It enriches learners and provides them with scientific information, modern civilization vocabulary, and terminology.
- It offers learners multiple opportunities for enjoyment and self-realization, and it stimulates the attention of learners and develops their observational accuracy.
- It reduces effort and saves time for both teacher and learner.

Obstacles to Using Modern Media

- Many teachers strongly criticize modern educational media and insist on not using them, arguing that they have long experience in teaching and that these media merely compensate for a lack of experience in novice teachers.
- Lack of conviction in the role these media can play, as well as fear of failure and appearing weak in front of learners if they are unable to use these media.
- Insufficient training in the use of these media, as the benefits of these media and educational technology only come from understanding their role, message, and how to employ them in the educational system to achieve set goals. "This can only be achieved through serious training on these media, especially the tools, in terms of assembly, disassembly, and maintenance"***

*** Maher Ismail Youssef: From Educational Aids to Educational Technology, Al-Shanfari Library, Riyadh, 1999, p. 53.

- Lack of self-confidence among teachers regarding how to operate these educational media and modern technological methods in their teaching.
- Absence of an educational media and educational technology specialist with a university degree in this field in every educational institution to maintain devices and whom teachers can consult regarding their use.
- Not allowing Arabic language teachers to use devices to avoid malfunctions.
- The need for teachers to undergo training courses on how to use these media because they are only accustomed to traditional media.
- The belief by some that the Arabic language does not require these media for teaching, and that their use is limited to scientific subjects.
- Lack of cooperation between educational institutions due to a lack of coordination between them.

Recommendations

- It is necessary to equip educational institutions with modern technologies such as projection devices, recording machines, cameras, and computers.
- Qualifying teachers educationally and training them in the use of modern media and technical tools.
- Establishing centers for modern media in educational institutions or cultural centers to train teachers in their use.

- Conducting continuous courses for Arabic language teachers and enabling them to acquire personal computers.
- Developing curricula and educational systems and technologies to link language with reality.
- Changing the stereotypical method of teaching Arabic, providing incentives to teachers who use these media, and evaluating educational output based on their use.

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