Strategy of Networked Cooperative E-Learning and Its Effect in Facilitating the Learning of Arabic Grammar in Light of the Quranic Text

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Abstract- Often see complaints about the difficulty of learning the rules of Arabic grammar. Also that how many claims were made to its simplification, books and literature were classified to make it easier and this is a vision in facilitating e-learning the rules of Arabic grammar through networked cooperative e-learning strategy. So the question is can introduce the rules of the Arabic educational grammar in an electronic template using modern technology means? To make it easier for learners of Arabic grammar to understand its rules and that is through application models in the light of the Quranic text, to understand it and to understand its context. Keeping pace with modern technological developments (inventions), the requirements and developments of the time, these factors push specialists of Arabic grammar to think about presenting its rules in various new ways. Maintaining its constants while benefiting from modern electronic technologies away from traditional ones that are concerned with preserving the rules in deaf molds, which led to the exclusion of many from learning the rules of Arabic grammar. There are many claims made to facilitate the teaching of Arabic grammar, beginning with Ibn Maḍ ā' Al-Qurtubi in his book "al-Radd 'ala` al-Nuhat" Response to specialists of Arabic grammar. Second is Ibrahim Mustafa in his book "Revival of grammar," and third Dr. Shawqi Daif in his preface of the book "Responding to specialists of Arabic grammar" by Maḍ ā' Al-Qurtubi where he called for the necessity of a new classification of grammatical material. There are some other claims went in the field of renewal and facilitation.

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I. INTRODUCTION

The concept of networked collaborative e-learning: Collaborative e-learning can be defined as an educational situation in which learners are distributed into small or large groups consisting of one or more learners working together to achieve specific and shared goals. This is through their handling of topics accompanied by activities and electronic tests. In addition, that through their interaction together through one of the educational sites designed for that, and by using simultaneous and asynchronous communication tools available via the Internet. This is done according to specific instructions and procedures and under the supervision, direction and follow-up of the teacher [1].

The importance of networked cooperative e-learning: The well aware understands the importance of networked cooperative e-learning as a method of education, through which the rules of Arabic grammar can be presented in a new form that is completely far from rigidity, complexity, and stereotype patterns. By using this method, we will feel the spirit and enthusiasm that will follow in the structure of these rules, which many of our students have always missing. This is because they find it difficult to use sterile teaching methods that depend on the teacher as the basis of the educational process, not the learner.

The most important characteristic of network collaborative learning is that the learner is always the focus of the educational process where he participates in learning purpose and its environment, and shows interest in searching for educational references, accessing and communicating with sources of knowledge, let alone creating a collaborative environment among learners. So it can be said: The network collaborative e-learning strategy leads to rich and varied learning experiences. So how can this strategy be applied in facilitating e-learning the Arabic grammar? Is it possible to find a presence for this strategy in our education (system), especially with modern developments, and the events that occur on the local and international level that may develop its vision or change it, so what we reject at some time we may accept at other time?

Discussion about the topic of networked cooperative learning is a perfect ideal discussion. Because of the use of multiple activities practiced by learners and they are happy without feeling tiring or boredom, especially if it is possible to conduct and apply these activities well.

II. NETWORK COLLABORATIVE E-LEARNING CHARACTERISTICS

The idea of cooperative e-learning: The idea of collaborative e-learning is based on dividing the learners into groups, and the individuals of these groups work through these groups. Their collective action results in success in what they are assigned. Group members benefit from each other's efforts. Among the slogans, they set: Your success benefits me, and my success benefits you as well. Either we all survive or we all drown. We note that the cooperation of learners with each other allows them to achieve their goals that they set. Likewise, in the collective work, the pronoun "I" is dissolved. To become "we" as everyone works, searches, struggles hard, and achieves success in a variety of fields. Through all of this, he does not say, I did, or I worked hard, but he says, "We did", and "we worked".

This plays the role, "forces the group members to roll up their sleeves and work together, to achieve something beyond just the success of the individual." [2].

The idea of networked cooperative e-learning is based on communication between learners, whether communication is simultaneous or asynchronous, as there is a behavior that characterizes learners in cooperative e-learning that we do not compete but rather cooperate. Therefore, the development of cooperative trends between individuals and groups is very important. "The absence of cooperation within small working groups transforms groups into competitive formal groups, in which each member competes with the rest of the members; to achieve a special goal regardless of the group achieving its goals. The group turns into a mere formality that includes a number of members, each member of which seeks to compete Excellence is beyond the rest of the members, that's why such behavior demands for the need to develop cooperative trends within working groups." [3]. The use of computers and the Internet to provide active learning that depends on the use of voice with image and movement, and watching some practical applications and language practice.

A. *The academic and psychological importance of networked cooperative e-learning and its effect on learning the grammar of Arabic language:*

Cooperative e-learning has positive effects in both the cognitive and emotional areas, helping to create an appropriate learning environment, increasing the motivation towards learning and promoting students' mental development and healthy social interaction. Therefore, we find that the need tends to apply cooperative learning methods in our classes that allow the learner to participate actively in the educational process, and helps to get rid of student negativity, and low achievement level. Active participation is one of the educational strategies that should be used to increase the interaction of education between teachers, students and the content.

B. *The academic significance of network collaborative e-learning:*

Pantz notes the academic importance of networked collaborative learning as follows: [4].
- Developing students' critical thinking skills and mastery.
- Clarify ideas through discussion.
- Promote skill building and practice.
- Developing communication skills.
- Improving the process of recalling textual content through cooperative discussions.
- Providing an active teaching and learning environment that encourages learners to explore exploratory learning.
- Take responsibility for learning.
- Providing learners with self-management skills.
- It develops in the positive learners the subject of learning.
- Providing learners with methods of solving problems. This is through the participation of the low-powered learner in a group with highly accomplished learners, helping them to improve their performance.

C. *The psychological importance of collaborative network learning:*

Roberts, 2005 explains the psychological importance of networked collaborative learning as follows: [5].

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- Increases respect for students.
- It helps reduce anxiety.
- It improves student psychological satisfaction with the learning experience.
- Encourages students to accept assistance and supervision from their peers.
- Forms positive attitudes towards teachers or coaches.

D. The importance of networked cooperative learning [6]:

- Creating an effective learning environment.
- It gives the learner the opportunity to discuss, argue, and negotiate.
- It gives the learner the opportunity to participate in achieving knowledge through the process of discussion and interaction with peers and experts through conferences and through the availability of books, magazines, articles, or research groups.

E. Arabic Grammar (traditional and electronic activities) [7]:

- Arabic grammar and traditional activities:

    The time that is devoted to teaching Arabic grammar rules with different ages for learners if it is devoid of auxiliary activities, so it is a great burden for the teacher and the learner, especially if the teacher is concerned with presenting a certain curriculum for learners at a higher educational level. While we find it effortless and easier for learners at a lower educational level. We do not exaggerate if we say the learners of Arabic grammar in the traditional way (by reciting reading loudly or by dictating); most of them do not follow the teacher after twenty minutes of receiving. Moreover, if the student exerted himself to listen to the teacher, or the teacher exerted it, at the end of class, the speech would soon be forgotten. Especially non-Arabic speakers matter a lot. Therefore, it is preferable to provide simple information in a short time with accompanying activity. That is why the importance of the activities as specific means and tools for the teacher and the learner at the same time to accept the educational material in an attractive form far from the boredom feeling that many of our learners feel when their education is traditional.

    The type of activity varies according to the age group, so what is provided for the activities of elementary and middle school students (prep), most of which depend on the large number of (physical) movements and common games that the teacher provides in various forms and various images that suit them with the help of learners in their performance. Hence, the teacher at this stage is often the one who suggests. While this activity may not be, appropriate for their age at secondary or university levels. For these students - often - the teacher's role with them is a guide, planner and the one who gives suggestions. The learners' diverse experiences are reflected in presenting concepts, thoughts and ideas stemming from their culture and environments that may take the form of language games, debates, etc. This makes it easier for the teacher to play his role in presenting the stereotype rules in a vivid picture.

- grammar and electronic activities:

    Hence, activities have a prominent role in facilitating the educational process, especially with regard to the rules of Arabic grammar. If most learners of Arabic grammar rules prefer to use activities, whether descriptive or non-descriptive, with a sense of psychological comfort when receiving the educational process. It is to be happier, more active and vital if the student knows that the educational process will take a developed and likable pattern to them, especially those in the secondary or

university levels. Because many of them do not have the experience of internet neither, improve their skills in the field of internet where it can help them.

III. AN APPLIED MODEL TO FACILITATE LEARNING ARABIC GRAMMAR USING COLLABORATIVE NETWORK LEARNING

In an experiment for non-Arabic speaking students at the Faculty of Arabic Language at Sultan Abdul Halim Muazzam Shah International Islamic University UniSHAMS in Kedah State, Darul Aman, Malaysia. After studying several traditional grammatical topics, we took a controlling group of students and conducted cooperative online learning together. Where student groups divided through an application of social media "WhatsApp" in the beginning of 2020. Through the following procedure [8]:

A. *Created electronic groups for learners and divided them as follows:*
- Network cooperative learning group 1 "consisting of five female students".
- Network collaborative learning group 2 "consisting of five female students"
- Network cooperative learning group 3 "consisting of five male students".

B. *Identified a lesson for each group to be discussed and prepared, as follows:*
- The first group: is concerned with researching the meaning of the call, the letters of the call, its uses, and its grammatical provisions in the light of the Holy Qur'an.
- The second group: It deals in Types of the caller in terms of construction and expression in the light of the Holy Qur'an.
- The third group: It works in researching appeal the name added to the speaker J, and how to call the word "God" in the light of the Holy Qur'an.

C. *The learners among themselves started communicating via WhatsApp technology using this technology to present their ideas and opinions, and they prepared the lesson they were assigned.*

D. *Followed them through the interventions when necessary, so I was a mentor and a guide.*

Meanwhile, I noticed several things, including [9]:
- The safe environment is a motivation for asking questions without hesitation and fear. The basic dilemma and problem that disturb many students, which they face during understanding their language matters while studying in non-cooperative networked learning environment. However, when they do not understand anything, they are reluctant to ask questions and inquiries. In cooperative networked learning, the environment that hinders students disappears when they want to ask questions about something they did not understand.
- The learners have actively participated. Moreover, they were able to provide creative answers, whether correct or incorrect, while many of them, when they were in traditional classroom, were very concerned about the behavior of their classmates when the answer went wrong. As for cooperative networking learning, all students are in the same situation. Those who do not understand receive more attention and help instead of being mocked.

- Many of the students, who were quite far behind in their lessons, have advanced their level. Moreover, they have appeared in a way different from their level in the traditional education, which had the effect of changing many aspects of their private life (knowing that through observation, follow-up, and communication with some of them).

    I gave them a questionnaire with several axes that they took before and after cooperative education. The results of this questionnaire yield several results and recommendations.

IV.   RESEARCH RESULTS

A. *There are two important things to facilitate the teaching of the grammar of our beloved language "living live language":*

- Consider the contents of pre-university and university education; The Arabic grammar curricula need to be refined.

B. Seriously searching for technical means that present these contents in an attractive way. It is necessary to take advantage of the means of e learning to provide educational content, especially with regard to the Quranic text.*The academic and psychological importance of networked cooperative learning is an important factor in the demand for using modern technologies in learning.The learners' interest in networked cooperative learning stems from their belief that teaching the grammar of the Arabic language, the language of the Qur'an, needs to search for new means far from dictation, memorization, and mental stagnation.The students during the practice of networked cooperative learning showed creativity in understanding the content, and achieving its goals by working together within the groups of networked cooperative learning, therefore understanding the Quranic text with a good understanding and knowing its meanings and purposes comprehensively.*

C. *The research emphasized the role of the teacher in networked cooperative learning. As he appears as a mentor, a guide, an analyst, an organizer and an evaluator rather than providing an explanatory information to examine students.*

D. *The electronic activities develop and enhance the capabilities of students and work on their creativity, which makes them able to face the burdens of life, and stand before the challenges of the time with high confidence and pride.*

E. *The use of the networked cooperative learning strategy in its technical concept helps to simplify learning the grammar of Arabic grammar through working within cooperative groups, and it contributes to learners understanding the Quranic text, and dealing with it in the light of modern technology means.*

F. *With modern technologies and electronic developments, we now need computer linguists and Linguistic computers to provide the sections of the Arabic language with a modern and useful presentation.*

V.   RECOMMENDATIONS

To strive for a real and continuous effort to complement and cooperate with others in the service of our Arabic language, the language of the Holy Qur'an. To benefit from modern developments and

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technical developments in completing the computerization of all sections of the Arabic language to understand the language of the Noble Qur'an very well.

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