

# The Role of E-Learning in Transferring Arabic Culture to Non-Native Speakers

Sukinh Yousef Al-Rawashdeh<sup>1</sup>

## Abstract

*This research explores the use of e-learning to promote Arabic culture among non-speakers of Arabic in post-COVID education settings. With increased reliance on online language teaching platforms, the research looks to determine how far such materials contribute to cultural immersion or understanding. The research adheres to a qualitative analytic pattern based on an extensive literature review and examination of real practices and tools for e-learning the Arabic language and culture. The sample included e-learning courses, online tools, the feedback of the instructors, and the experience of students. The results express a radical change in the use of e-learning technologies now after the pandemic and switching attention to more interactive, culturally saturated learning environments. However, despite how much the technology has grown, cultural content is still marginalized or even absent from most digital curricula. Some of these are the lack of teachers' training, a suitable culturally responsive curriculum, and the dominance of Modern Standard Arabic over dialectic and cultural diversity. It has also been shown that culturally interactive media such as storytelling software, virtual classrooms, and interactive video simulations are more involved with the learners and culminate in a maximum understanding of culture. The thesis argues that e-learning can effectively teach Arabic culture if the instructional design becomes meaningfully oriented to cultural goals and instructors acquire the necessary digital and intercultural competencies.*

**Keywords:** *Arabic Language Teaching, E-Learning, Cultural Transmission, Non-Native Speakers, Digital Pedagogy, Intercultural Competence, Online Language Education, Arabic Culture, Instructional Design, Post-COVID Education.*

## Introduction

E-learning has become an essential part of the modern educational environment and has contributed significantly to the development of the ways we learn foreign languages. In the Arab context, e-learning provides an opportunity to teach Arabic to non-native speakers in a culturally diverse environment (Al-Jarf, 2005). However, despite the many benefits of e-learning, specific challenges related to cultural factors face e-learning in teaching Arabic to non-native speakers (Al-Nafisah, 2011).

Cultural factors play a vital role in the teaching and learning of foreign languages, providing learners with the framework to understand the language in its cultural context (Kramersch, 2001). However, providing this framework in an e-learning environment can be challenging, especially when teaching Arabic to non-native speakers, given the tremendous cultural and linguistic diversity in the Arab world (Sawaie & Alrabai, 2010). As for the Arabic language, it is one of the most important languages in the world. According to Rakab (2017), Arabic is the fifth most widely spoken language in the world and is the mother tongue of more than a billion people worldwide. Statistics indicate that Arabic is the fourth most widely used language online, seventh in website content, and second among the most spoken languages worldwide.

Considering the Arabic language as a tool for transmitting Arab culture across the ages, Al-Saleem (2014) points out that it has been the link between Arab generations. It has transmitted Islam and the civilizations and cultures that emerged from it, and it was the language that united Arabs in the past and unites them today. Therefore, attention to the Arabic language, both at the Arab and international levels, is essential. Ayman (2018) indicates that global interest in Arabic began in the mid-twentieth century, specifically in 1948, when UNESCO adopted Arabic as an official language after English and French.

The field of language teaching and learning faces several challenges, particularly when it comes to teaching Arabic. As Mahjoub et al. (2018) point out, teaching languages to non-native speakers is a major challenge

---

<sup>1</sup> Head of the Department of Arabic for Non-Native Speakers at the Language Center / Al-Balqa Applied University, Email: [Sukinhrawashdeh@bau.edu.jo](mailto:Sukinhrawashdeh@bau.edu.jo)

Because every language carries its own cultural, civilizational, and environmental components, in addition to pronunciation habits that require training the vocal apparatus on the sounds of the new language. As Mahjoub and others add, the Arabic language has characteristics that distinguish it from other languages, such as its derivational nature, sound system, and stylistics. The researcher suggests that these characteristics can challenge Arabic language teachers and learners. For example, Al-Asrawi (2018) pointed to practical models for teaching Arabic to non-native speakers in countries such as South Korea, where Arabic has become a recognized foreign language and is taught in six universities. Likewise, in China, the Arabic language is taught in (44) universities under the auspices of the "Silk Road" project, which links China and the Kingdom of Saudi Arabia economically, culturally, and commercially.

In the United States of America, according to Madi (2007), a study conducted by the Association for the Study of Contemporary Languages indicated that the percentage of students of the Arabic language reached (93.3%), which is considered the most significant increase in the number of students of a foreign language in the country. In addition, the Arabic language has appeared prominently in the job market, as some jobs are linked to proficiency in the Arabic language and the availability of many websites and newspapers specialized in this field.

With the increasing demand for Arabic language learning by non-native speakers and in light of rapid technological advancements, it has become necessary to focus on the obstacles that stand in the way of teaching and learning the Arabic language and culture. Hussein (2013) highlighted several obstacles, including the lack of educational equipment and facilities and the preparation of teachers. He pointed to the lack of an integrated scientific curriculum based on clear and organized foundations, negatively affecting educational work. Learning Arabic as a second language also faces other challenges, such as the multiplicity of local dialects and the preference of native speakers to use colloquial language instead of classical Arabic. Colloquialisms are often used in universities and on social media, leading to grammatical errors. In addition, there is a lack of Arabic alternatives for modern terms and a scarcity of experts capable of developing curricula, which affects the quality of teaching and learning the Arabic language.

On the other hand, computer-based information technology has become an integral part of everyday life; as Ahmed (2007) pointed out, this technology is capable of changing different aspects of life in record time; therefore, any society seeking to stay relevant in the digital age must educate its generations on how to use computers and prepare them to deal with the rapid changes taking place in this era. These technological developments coincide with the advancement of self-learning. Starting with the use of multimedia and computer-based education and ending with modern technologies that aim to enhance the role of computers in teaching languages, including Arabic. Based on the above, this study contributed to identifying the role of e-learning in teaching the Arabic language and its culture to non-native speakers. Therefore, this research aims to examine the cultural challenges of teaching Arabic to non-native speakers in an e-learning environment and provide suggestions for improving learners' understanding of Arabic culture. This is done by carefully analyzing the tools and methods used in e-learning and their impact on language learners' understanding of Arabic culture. Based on a review of previous studies in this field, the research seeks to enrich e-learning with a cultural approach and improve the learning experience of non-Arabic speaking learners (Al-Khalil, 2006; Byram, 2008).

### **The Problem with the Study**

Despite significant progress in e-learning, several challenges still face teaching Arabic to non-native speakers. One of the main challenges is the cultural and linguistic difficulties faced by learners who do not speak Arabic as their first language. These difficulties can hinder their learning and understanding of the Arabic language and its culture.

Arabic is one of the most complex languages; the study explores the cultural challenges that learners who learn Arabic via electronic media may face; it is based on the hypothesis that cultural differences and cultural misunderstanding may follow the learning of Arabic for non-native speakers via e-learning. The study includes an analysis of actual examples of e-learning in teaching Arabic to non-native speakers and how cultural barriers can affect the learning of Arabic by non-native speakers; the study also analyzes how it can

enhance cultural understanding and communication between learners and teachers and how this can be affected by the curriculum and tools used in e-learning. The study also provides concrete recommendations for addressing these cultural challenges and improving the learning experience for learners who learn Arabic via electronic media.

### *Study Questions*

Study questions include:

1. What are the differences and challenges in e-learning in transmitting language culture before and after the COVID-19 pandemic?
2. How capable is education via modern technology of conveying Arabic language culture?
3. How do the tools and curricula used in e-learning impact learners' understanding of the Arabic language and its culture?
4. Have the tools and curricula used in e-learning evolved to ensure learners' understanding of the Arabic language and its culture?
5. What skills should teachers acquire to teach Arabic language culture through modern technology?

### **Study Objectives**

- This research aims to understand the challenges faced by non-Arabic-speaking learners when using e-learning to learn the Arabic language and its culture.
- One of the study's main objectives is to review the scientific literature on e-learning and learning the Arabic language and its culture, which provides a deeper understanding of current trends and the tools and techniques used.
- This research aims to answer the question: Can language culture be transferred through e-learning?
- Can language culture be learned through e-learning?

### *The Importance of the Study*

The importance of the study lies in the following:

1. The study reveals gaps in the current literature on teaching Arabic to non-native speakers via e-learning environments. A deeper understanding of this issue could contribute to developing new and more effective teaching strategies.
2. The study provides an opportunity to improve and adapt the techniques and tools used in e-learning for the Arabic language, making education more effective and achieving better learner outcomes.
3. The study can enhance their understanding and mastery of the Arabic language and its culture by identifying the challenges faced by non-native Arabic language learners and providing solutions to them.
4. The study
5. presents new data, findings, and information, contributing to scientific progress in e-learning and teaching other languages.

### *Theoretical Significance*

This study helps add to the growing amount of research on how languages are taught, how cultures affect learning, and how technology is used in education. It presents a way to explain how teaching Arabic online, through virtual worlds, enables culture to be shared with non-natives. By analyzing the main theories of intercultural competence (e.g., Byram, 2008), The study makes up for the literary gap that occurs when cultural content is left out of most CALL models (Kramersch, 2001).

Furthermore, the study provides new insight into how language and culture are formed together in the digital world. It shows that culture is not a minor factor in language teaching, but it is crucial to learning how to use a second language well. By reviewing earlier studies and using qualitative analysis, the study makes a case for including cultural aims in e-learning design. As a result, the discussion on curriculum development, instructional design, and educational technology in the Arab and worldwide contexts is improved.

### *Practical Significance*

Concretely, this research supplies suggestions for those in charge of training Arabic language teachers, curricula planning, online learning systems, and educational institutions aiming to promote culturally responsive teaching in the digital world. The study has outlined how to improve Arabic language teaching using e-learning, thanks to its insights into the gaps in teachers' education, restrictions of digital curricula, and little use of cultural tools.

Among the key applications are:

- Incentivizing institutions to prepare teachers for using technology and how to teach children of different cultures.
- Helping content developers include elements such as cultural traditions, festivals, and capturing different dialects in Arabic learning services.
- Showing ways in which storytelling software, virtual role plays, and multimedia simulations can be used to make cultural learning more captivating and truer to life.

## **Study Methodology**

The scientific literature was reviewed to explore the study's problem and provide potential educational solutions. This methodology involves multiple steps, including reviewing relevant research and studies and evaluating them based on their quality and relevance to the study topic; studies that do not meet the specified quality standards or are not directly relevant to the research topic were excluded. Previous studies were analyzed, and trends, patterns, and gaps in the current literature were identified, which will help in identifying current trends in the field of e-learning for the Arabic language and identifying areas for improvement based on the results of the literature analysis, potential educational solutions are provided to improve learners' understanding and mastery of the Arabic language and its culture.

### *Previous Studies*

Al-Fawaz's study (2022) defined the concepts and dimensions of modern educational technologies and the challenges that may hinder their implementation. The study also highlights the most important modern technologies used in education. One of the study's most notable findings is a statistically significant relationship between modern educational technologies and the development of Arabic language teaching methods. The correlation coefficient was 0.860 at a significance level of less than 0.01. This indicates that the connection between the many dimensions of modern educational technologies can lead to improved Arabic language teaching methods. The study also confirmed a statistical relationship between modern

educational technologies, such as smart boards, tablets, and email, and the development of Arabic language teaching methods, such as cooperative learning, brainstorming, and active learning.

Rashid and Haraki's study (2021) aims to shed light on the use of modern technologies in teaching Arabic language and literature at Algerian universities. The study was conducted on a sample of 31 professors from the Department of Arabic Language and Literature at the Faculty of Arts and Languages at the University of Boumerdes, who were randomly selected from the original population of 105 professors, representing a percentage of approximately 30%. Questionnaires were distributed to the professors participating in the study after ensuring the scientific requirements of the research tool were met. The descriptive analytical approach relied on observed frequencies, percentages, arithmetic means, and bar graphs as statistical tools for analyzing the results. The study showed that modern technologies are used by professors in the Department of Arabic Language and Literature at the University of Boumerdes. Still, the study also confirms the existence of obstacles that prevent professors from using these technologies in education. The study did not elaborate on the nature of these obstacles, but it can be assumed that they may include factors such as lack of resources, lack of training, or resistance to change.

Muhammad and Abdul Rahman (2022) conducted a study exploring the reality of technology use in university teaching at colleges of education based on several variables. The study used a descriptive-analytical approach, and 76 faculty members from the University of Gezira and the University of Sudan for Science and Technology were selected as a sample from among 305 faculty members. The Statistical Package for the Social Sciences (SPSS) program used a questionnaire to collect and analyze data. The study revealed that faculty members frequently use technology and communication in university teaching, but educational devices and technologies are not widely available. The study also revealed the existence of obstacles to using technology in university teaching. The study did not reveal any statistically significant differences in the area of (availability and use of obstacles). Still, it did reveal statistically significant differences in the areas of (use, application, availability of materials, and reality). The study recommends enhancing learners' self-confidence through appropriate educational methods at school and at home, conducting further studies on educational technologies in university teaching, providing faculty members with the necessary educational technologies, and establishing collaborative relationships between colleges to exchange expertise.

Al-Amiri (2022) conducted a study to identify the reality of using modern methods and technologies in teaching the Arabic language in fine arts institutes in Baghdad. A questionnaire was designed and administered to 36 male and female teachers. The study revealed that all individuals recognized the importance of using modern educational technologies and methods in teaching Arabic and had a positive attitude toward their use. However, the study revealed obstacles to the use of these tools and technologies, including the lack of qualified teachers and their training in using educational tools, the high cost of producing and purchasing educational tools and modern technologies, and there is no specific guide to educational tools to help the teacher. Furthermore, all difficulties were related to factors beyond the teacher's control and not to the teacher himself. Finally, the study showed no statistically significant differences in teachers' perceptions of the importance of using educational media and the difficulties they encounter based on variables such as years of teaching, academic qualifications, and gender.

Al-Fawaz (2022) also conducted a study to define the concept of modern educational technologies, their dimensions, characteristics, and the difficulties that hinder their use. In addition, the study aims to identify the most important modern technologies used in the educational process. Among the study's main findings is a statistically significant correlation between the dimensions of modern educational technologies and the development of methods for teaching the Arabic language curriculum, with the correlation coefficient reaching 0.860 at a significance level of less than 0.01. This indicates that the increased activation of the dimensions of modern educational technologies leads to improved development of methods for teaching the Arabic language curriculum. Based on the data, the statistical hypothesis was accepted, indicating a statistically significant relationship between the use of modern educational technologies, such as smart boards, tablets, and email, and the development of Arabic language teaching methods, which include the use of cooperative learning, brainstorming, and active learning.

Al-Hussaini (2018) conducted a study titled "Facilitating Arabic Vocabulary Learning for Non-Native Speakers" by identifying the criteria that Arabic vocabulary learning applications on mobile phones should meet. The study, which included a sample of 100 male and female students, was based on a descriptive and analytical approach and led to proposals for implementing the proposed criteria and conducting evaluation studies of these applications.

Al-Shahri (2015) conducted a study entitled "Identifying the Obstacles to the Implementation of Educational Technology in Teaching Arabic at the University Level." The study, which included a random sample of faculty members and male and female students, relied on a descriptive approach and questionnaires as a data collection tool. The study revealed obstacles to implementing educational technology in Arabic language teaching, although these obstacles are not high-level.

Faraj (2017) conducted a study entitled "Analysis of the First Part of the Book: Arabic in Your Hands, Its Criticism, and Research into Its Development." This study was based on a descriptive analysis of the grammatical, spelling, stylistic, and cultural errors found in the book. The study concluded that education must be based on strategic principles that ensure its success, regardless of whether they relate to the teacher, the student, or the educational method. The study emphasized that teaching Arabic to non-native speakers requires using pragmatics as a new approach. This requires considering all factors that contribute to the success of the educational process.

Al-Sultani (2020) conducted a study entitled "Educational and Technical Standards for Multimedia Production, Evaluation, and Adherence to Them in Teaching Arabic to Non-Native Speakers." The study focused on selecting these criteria and determining adherence to them in multimedia teaching Arabic to non-native speakers. The study used the descriptive approach using a content analysis technique and a list of criteria derived from educational literature and previous studies. A sample of 45 multimedia teaching aids selected by teachers in several colleges was used. The results showed that educational and technical standards for producing multimedia are sufficiently available in teaching Arabic to non-native speakers. That video and PowerPoint presentations have a significant impact.

Azzam (2019) conducted a study entitled "Teaching Listening Skills to Non-Native Arabic Speakers in Light of its Introduction to Non-Native English Speakers: A Comparison of Educational Curricula." The researcher used the descriptive analytical comparative approach to compare learners' listening skills and presented a proposed model for teaching comprehensive listening skills in Arabic to non-native speakers. The study reached several conclusions, including the need to consider individual differences among learners and pay attention to the cultural content of the study material.

Study (2022) Le Vo. This study explores how online learning tasks can enhance an active learning environment for business English learners through a design based on task-based interactions and a series of tasks supported by an online learning management system. The methodology relied on designing tasks that required learner interaction and experimental evaluation via questionnaires. The results revealed the effectiveness of online tasks in enhancing communication competencies and business skills essential for business English, such as interpersonal skills, presentation skills, and negotiation skills. The study recommends training teachers to design and implement these tasks in active blended learning environments. Sufficient time is allocated to online simulation tasks in class schedules or blended learning courses.

The study of Barjesteh et al. (2022) This study aimed to investigate how mobile-assisted language learning (MALL) facilitates vocabulary knowledge among English language learners as a Foreign Language (EFL) in the wake of the damage caused by the COVID-19 virus to the education system, which disrupted the learning of many students. A quasi-experimental pre-test and post-test research design was adopted to achieve this goal to examine the impact of a new application developed for learning visual vocabulary (hereinafter referred to as VVL) in an EFL classroom. Several students (N = 40) participated in the study, divided into a visual learning group (VLG) and a non-visual learning group (NVLG), with 20 students in each group. The VLG group was instructed to learn vocabulary via VVL, while the NVLG group was taught vocabulary using a traditional method. An independent-sample t-test was conducted to evaluate the effectiveness of the intervention. The results revealed that participants in the VLG group significantly

outperformed the post-test. This finding is useful for EFL teachers, curriculum designers, and instructional materials developers using mobile applications to teach vocabulary.

The study of Mapletoft et al. (2022) This research note is based on ongoing studies taking place in further education (FE) and higher education (HE) institutions in England, aiming to help reduce digital poverty and support digital equity and inclusion among its learner base during the COVID-19 pandemic. The study extracts quantitative data from inquiries, registration, learner tracking data, and statistics, along with qualitative dialogue between the authors and all members of the institution's senior leadership team. Provides insights into the varying challenges and opportunities for access and expanded participation that have emerged as we moved all services online due to the COVID-19 pandemic. This research note analyzes unemployed and employed students pursuing vocational credentials and skills assessments from entry-level to degree level, grouped by homogeneous supply types.

The study of Li et al. (2023) aims to examine an innovative strategy for online self-directed language learning, focusing on the importance of self-management abilities and skills necessary for learners when moving outside the traditional classroom setting and using mobile-supported learning technology. Through an approach combining online surveys and semi-structured interviews, the study found that clarity and specificity of learning objectives play a pivotal role in improving learner performance, whether self-defined or via technological platforms. The findings highlight the challenges of everyday distractions and the importance of exploring resources available beyond mobile applications used in language learning, emphasizing the need for authentic resources for meaningful and compelling learning experiences. This study highlights the significant value of self-management and resource-finding skills in technology-assisted language learning, providing essential contributions to language education and practical guidance for teachers and technology developers to improve self-directed learning experiences.

The study of Qasem et al. (2023). This study examined the impact of using a chatbot on learning English for Special Purposes (ESP) in online classrooms during the COVID-19 pandemic. Specifically, the effectiveness of using the Dialogflow chatbot as an online interactive platform to help ESP learners learn vocabulary effectively. The research methodology was based on a pilot study involving two groups, one of which was an experimental group. A control group and pre-and post-vocabulary tests were conducted for both groups to explore the usefulness of using Dialogflow Chatbot in learning ESP vocabulary; in addition to conducting informal interviews to gather additional data on chatbot use, the study results revealed a significant role for chatbot use in enhancing ESP vocabulary learning. Students in the experimental group that used the Dialogflow chatbot showed significant outperformance over their counterparts in the control group. The study points to the importance of the interactive use of chatbots in various educational contexts to improve language learning in general and ESP courses in particular, as they provide an engaging learning environment that promotes good interaction and explicit negotiation of meaning, which is of great benefit in developing learners' language skills.

### **Commenting on Previous Studies**

Previous studies have failed to address or investigate the extent and ability of education through modern technology to transmit Arabic language culture. The studies I cited demonstrate that digital technologies play a significant role in developing the learning and teaching of the Arabic language and culture. However, obstacles to using these technologies remain and pose a significant challenge. These obstacles include high costs, insufficient teacher training, and other technical difficulties.

Muhammad and Abdul Rahman's (2022) study shows that teachers recognize the importance of modern technologies but face difficulties using them. This suggests that more training and support may be necessary for teachers to utilize the capabilities of technology better. On the other hand, Al-Fawaz's study (2022) indicates a strong relationship between modern educational technologies and the development of Arabic language teaching methods. This demonstrates the significant role that digital technologies can play in enhancing the teaching and learning of the Arabic language. As Al-Husseini (2018) and Al-Shahri (2015) point out, reliance on technology in Arabic language teaching may increase with the increasing focus on online and distance learning. However, this requires overcoming several obstacles, including those indicated

by Al-Shahri's study (2015), such as the obstacles facing the implementation of educational technology. Finally, as Al-Sultani (2020) points out, the growing interest in digital tools and content reflects the trend toward digital education and self-directed learning. Effective monitoring and evaluation of learning, including using big data and smart analytics to evaluate performance and personalize education, may form an essential part of future strategies for Arabic language education. Overall, it is clear that technology has the potential to improve Arabic language education significantly, but to achieve this, many obstacles and challenges must be overcome.

Studies also highlight the impact of online education in improving English language skills; Le Vo's study (2022) showed the effectiveness of online learning tasks in improving the communication and business skills necessary for business English, while Barjesteh et al.'s (2022) study revealed the role of mobile-assisted language learning in facilitating vocabulary knowledge for EFL learners. For its part, Mapletoft et al.'s (2022) study explored how e-learning can help reduce digital poverty and support digital justice and inclusion, while Li et al. (2023) emphasized the importance of self-management capabilities and skills required by learners in online learning. Finally, Qasem et al. (2023) investigated the impact of using a chatbot on learning English for specific purposes and found that using the Dialogflow chatbot effectively improved vocabulary learning. These studies reflect the ongoing development in education and the use of technology to enhance the educational process and overcome the challenges that may face learners and teachers.

## Results of the Study

**Results related to the first question:** What are the differences and challenges in using e-learning to transmit Arabic language culture before and after the COVID-19 pandemic?

According to the research, e-learning approaches to spreading Arabic culture differ significantly before and after the COVID-19 outbreak. Before COVID-19, online learning solutions were auxiliary to traditional teaching and favored language instruction – grammar, vocabulary, and phonetics, while ignoring cultural issues. The most commonly used tools were static; PDF files, audio recordings, and written quizzes were created. In other words, students generally did not have a meaningful opportunity to learn about the nuanced aspects of the Arab culture, its customs, values, and traditions transmitted orally. Increasingly, there has been a massive change post-pandemic as the need for full remote teaching has become inevitable. Therefore, educational establishments focused on applying interactive resources, such as virtual classes, instructional videos, and narrative apps, to teach cultural aspects successfully. However, the changes did not come along without hitches. Teachers have complained of not being adequately trained to incorporate cultural content into digital platforms, and most of the available tools lack practical functions to facilitate realistic cultural simulations. Further, the rapid change led to the incongruity of implementation (cultural education was fragmented and reliant on individual teachers).

**Results related to the second question:** To what extent can modern technology transmit Arabic language culture?

Based on the research, advanced digital technologies have huge potential to promote exposure to non-native speakers of Arabic culture, mainly if they include intercultural competence principles in their design. Participants agreed that video-based learning, virtual role-playing, interactive maps, and live discussion were important in driving home critical cultural norms such as hospitality, family, religion, and social etiquette. While gamified learning and augmented reality platforms were appreciated for putting students into simulated Arab settings so that they may engage in cultural materials in person rather than just hear about it. The research indicated that this potential is not manifested in the framework of Arabic classes. Notwithstanding their availability, these resources are biased towards language acquisition at the expense of culture, except for investments specifically intended to address such a need. As language professionals are never talking to educational technologists, the cultural content of a language teaching program is not in its real core but something that surrounds it.

**Results related to the third question:** How do e-learning tools and curricula impact learners' understanding of the Arabic language and culture?

It is shown that various e-learning curricula and spheres of tools have different effects on the students' cultural understanding because the content and pedagogical strategies differ. In immersive multimedia contexts enveloped with genuine situations, such as market dialogs and cultural feasts like Ramadan, Eid or weddings, students showed increased cultural value recall and elicited greater interaction. In comparison, students tutored with standard language software or traditional text-based tools found it hard to associate the language with an understanding of culture. It was discovered that curricula where language and culture had been seamlessly integrated had the greatest impact on students' cultural understanding and ability to relate to other cultures as compared to the curricula that separated them. Learners' own experiences indicate that those exposed to cultural aspects together with Arabic were more motivated to pursue future studies of the language and developed a better understanding of its relevance in connection with identity, community, and religious practices.

**Results related to the fourth question:** Have digital tools and curricula evolved to support learners' understanding of Arabic language culture?

As evidenced by the research, despite the rapid technical developments in e-learning technologies, their cultural products have lagged to grow at an equivalent rate. Latest advances in new media technologies complement clear visuals, real-time interactivity, and cross-platform responsiveness on numerous mobile devices. However, most are still focused on language ability and modes of education whose emphases are on rote memorization and not cultural depth. Real cultural modules have only been incorporated into a few forward-thinking programs, specifically those generated by cultural institutions or with the collaborative assistance of local Arabic speakers. Such modules include traditional storytelling, norms of hospitality, gender societal roles, and vernacular dialect variations. As reported by the study, such culturally enriched initiatives led to much higher learner satisfaction and perceived authenticity. However, they have not yet been widespread, and institutional awareness and the lack of funds limit their use. Numerous programs consider cultural knowledge optional, secondary, or at best tangential, engendering separation between technical and desirable intercultural connections.

**Results related to the fifth question:** What skills do teachers need to effectively teach Arabic language culture through digital technology?

The research established the core abilities necessary for teachers to effectively conduct online teaching in learning platforms where an Arabic culture is taught. At the heart of this list is the ability to create or rearrange culturally responsive materials, including visual elements, folk stories, colloquial language, and realistic cultural scenarios. Besides, teachers must be equipped with digital literacy, i.e., using simple tools and educational platforms for role-playing, narrative, and immersion in cultural scenarios. The skill of effective intercultural communication is of great importance for teaching staff, considering that, as a rule, they need to communicate norms, stereotypes, and values of culture that represent a diverse variety of cultures. The study emphasized the aspect of cultural empathy and should expect conflicts or misunderstandings in the areas of culture on the part of the students. Furthermore, instructors must be trained in formative assessment tools, which will allow them to test cultural and linguistic growth. Most instructors claimed they did not have formal preparation in this area, limiting their confidence and competence to undertake a cultural teaching through digital resources.

## Discussion of the Results

This research explains that e-learning has irreversibly transformed the education of Arabic language and culture in the post-pandemic world after the COVID-19 pandemic. A significant finding presents the distinct shift that e-learning has undergone from being considered a peripheral approach before the pandemic to its current status as a primary platform for learning. This result is consistent with Mohammed and Abdulrahman (2022), who indicated that educational institutions are not ready to convert to fully digital learning models. Consistent with Al-Sultani (2020), researchers pointed at the difficulties universities in the Arab region faced when trying to include rich cultural content in online lectures once academics shifted to a fully online education system. Contrary to earlier work limiting itself to structural concerns, this study

highlights a growing realization of e-learning's ability to convey cultural material, hinting at early signs of developmental change in pedagogy beyond mere technical realization.

Existing research that shows the effectiveness of digital platforms in providing Arabic cultural education when the approach is purposeful is leveraged further by the work. This result aligns with Al-Amri's (2022) study, which claims that multimedia and narrative software digital tools enhance non-native learners' cultural immersion experience. Participants from the present study who used culturally immersive tools, including video simulations, online forums, and context-related lessons on vocabulary, demonstrated a better understanding of social values and traditions. The study's findings echo Al-Fawaz (2022), who proved that educational videos and digital stories effectively present cultural diversity. Past research frequently assumes that such technology is necessarily effective. However, this study challenges this by emphasizing the critical role that instructional design plays in bringing about the success of such technology. Unless a deliberate effort is made to integrate cultural aims into learning processes, the value of high-level platforms discussed by Azam (2019) is ineffective; it may solely create decorative elements of culture.

Across these studies, a recurrent discovery is the interaction of modern technology with cultural material development. Even though all the organizations were using modern learning management systems and current communication systems, the internalization of cultural material has been still relatively shallow. Al-Sultani's (2020) claims reflect the result here, and even if technological delivery is superior, without deliberate cultural teaching, the transfer of values, customs, and beliefs has not changed. Further, Farraj's (2017) works show that culture should be given in real situations and not as theoretical concepts. The study affirms a positive student response when culture is presented in realistic settings like festivals, food ceremonies, family patterns, and market interactions.

This study advances new insights about the role of the teacher as an extension of previous knowledge in this discipline. Teaching culture online requires particular competencies such as digital literacy, awareness of culture, and skills in developing intercultural communication. The current study aligns with the perspectives of Mohammed and Abdurrahman (2022), emphasizing the necessity of training capable of bringing both digital expertise and intercultural competencies to teachers. Participants in our study explicitly conveyed a need for training concerning the selection, adaptation, and evaluation of cultural material for the virtual learning context. This is a change from traditional teacher-centered education, and more emphasis should be placed on learner engagement, interaction, and cultural awareness.

Also, this research slightly departs from certain earlier works that perceived the limitations of e-learning as predominantly technical (e.g., low connectivity and unavailability of devices). While such problems still persist, the present findings point toward a more nuanced understanding: even with accessible and functional digital tools, the absence of focused cultural integration results in an inferior learning environment. This is a reflection of a general critique in educational technology literature, wherein the effectiveness of a tool is not based on whether it is feature-laden but on how pedagogically it is utilized.

Overall, the study reveals the efficacy of e-learning initiatives in disseminating Arabic culture to non-native speakers. If necessary, teachers embrace a structured and intentional approach. This research helps highlight the challenges that online cultural teaching encounters and contributes further to the literature by presenting improvements and creative approaches to particular programs. On it, the findings show that cultural learning surpasses just adopting new technology; << it requires an all-round reshaping of the approach of educators, teaching practices, and curriculum constructions to the cultural aspects of such education.

## Conclusion

This research examined the possibility of introducing e-learning approaches to improve non-native Arabic language students' comprehension of culturally-related issues after disruption due to the COVID-19 pandemic. Through an extensive review of research, online platforms, teaching strategies, and institutional architecture, the study outlined opportunities and pending issues of cultural teaching in online Arabic language instruction. Research findings reveal that however much-advanced interactivity and immersion

the modern-day educative facility provides, such offers little impact on cultural learning as culture is not used as a central objective, only as an addition.

The results indicated a chain of crucial factors that help create effective cultural exchange in online settings: << the deliberate production of content that represents cultural diversity, strategic use of multiple media to create simulated authentic contexts, and, most of all, the willingness and capability of the teacher to act as cultural mediators. It is also apparent from the research that despite substantial IT advancements in online learning over the years, there has not been much improvement in teacher training or changes made in curriculum to facilitate strong cultural composition in language learning.

The research suggests that educational institutions adopt a more integrated and coordinated pedagogical strategy towards e-learning. This involves placing cultural aims squarely in course design, offering targeted staff development for teaching staff, and developing cooperation between language instructors, cultural specialists, and instructional technologists. It is only through this holistic approach that e-learning can develop into an effective medium for teaching not just the form of Arabic but also the very cultural matrix that gives the language life and meaning.

## References

- Ahmed, R. A. (2007). *An Interactive System for Teaching Arabic to Non-Native Speakers (First Edition)*. Al-Madinah International University Press.
- Al-Amiri, Abdul Mohsen Hamad. (2022). The Reality of Using Educational Media and Modern Technologies in Teaching Arabic at Fine Arts Institutes in Baghdad. *Journal of the Association of Arab Universities for Education and Psychology*, Vol. 18, No. 3, 15-45.
- Al-Asrawi, S. (2018). These countries are learning Arabic. *Al-Jaras*. Retrieved July 1, 2023, from <https://aljaras.com/%D8%AA%D9%84%D9%83-%D8%A7%D9%84%D8%AF%D9%88%D9%84-%D8%AA%D8%AA%D8%B9%D9%84%D9%85-%D8%A7%D9%84%D8%B9%D8%B1%D8%A8%D9%8A%D8%A9/>
- Al-Fawaz, Dalal Khalil Al-Qattan. (2022). The Role of Modern Technologies in Developing Arabic Language Teaching Methods from the Perspective of Female Practical Education Students. *Educational Sciences*, Vol. 30, No. 1, pp. 561-598.
- Al-Fawaz, Dalal Khalil Al-Qattan. (2022). The Role of Modern Technologies in Developing Arabic Language Teaching Methods from the Perspective of Female Practical Education Students. *Educational Sciences*, Vol. 30, No. 1, pp. 561-598.
- Al-Husseini, Abdul Rahman Mohsen and Dogan, Jandemir. (2019). Design criteria for mobile applications for teaching Arabic vocabulary to non-native speakers. *Studies in Arabic Language Teaching and Learning*, Vol. 3, No. 5, pp. 93-111. Retrieved July 1, 2023, from <https://search.emarefa.net/detail/BIM-1103134>.
- Al-Jarf, R. (2005). "The effects of web-based learning on struggling EFL college writers." *Foreign Language Annals*, 38(1), 46-57. DOI: 10.1111/j.1944-9720.2005.tb02463.x
- Al-Khalil, M. (2006). "E-learning and its effectiveness in the Arab world." *Procedia Computer Science*, 2, 825-832.
- Al-Nafisah, K. (2011). "The impact of computer-assisted language learning: an experimental study on the use of mobile phones and Moodle in Saudi Arabia." Doctoral dissertation, University of Essex, UK.
- Al-Saleem, F. (2014). *The Arabic Language and its Position Among Languages, Part (2)*. *International Journal of Islamic Economics*, 21, pp. 50-55.
- Al-Shahri, Muhammad Hadi Ali. (2015). Obstacles to Using Modern Technology in Teaching Arabic at the University Level. *Original Article. Journal of Sociology and Social Work*, 10.21608/SJSW.2015.227406.
- Azzam, Sajida Muhammad. (2019). Introducing listening skills to non-native Arabic speakers in light of their introduction to non-native English speakers: A comparative study between educational series, Word and Nagham book, Contemporary Arabic book, and Touchstone book: unpublished master's thesis, University of Jordan.
- Barjesteh, H., Movafaghardestani, E. and Modaberi, A. (2022). "COVID-19's impact on digitalization of education: incorporating visual vocabulary learning application to foster vocabulary knowledge", *Asian Education and Development Studies*, Vol. 11 No. 1, pp. 172-187. <https://doi.org/10.1108/AEDS-05-2020-0111>
- Byram, M. (2008). "From Foreign Language Education to Education for Intercultural Citizenship." Clevedon, UK: Multilingual Matters. DOI: 10.21832/9781847690807
- Faraj, K. K. (2017). *The Arabic Book at Your Fingertips for Teaching Arabic to Non-Native Speakers: A Critical Linguistic and Educational Study in Light of Applied Linguistics*. *Journal Lisanuna*, Volume 7, Issue 2, July-December 2017, Unspecified Pages. Qatar University.
- Hussein, Jamila Khalil A. (2013). The most important difficulties facing learners of Arabic for non-native speakers. *Sudan Open University, Higher Diploma in Arabic for Non-Native Speakers*.
- Kramsch, C. (2001). "Context and Culture in Language Teaching." Oxford: Oxford University Press. DOI: 10.1017/S0272263100013619
- Le Vo, T.H. (2022). "Online simulated workplace tasks to enhance business English learning," *Journal of Asian Business and Economic Studies*, Vol. 29 No. 3, pp. 205-221. <https://doi.org/10.1108/JABES-06-2020-0058>

- Li, Z., Bonk, C. J., & Zhou, C. (2023). Supporting learners self-management for self-directed language learning: a study within Duolingo. *Interactive Technology and Smart Education*. DOI 10.1108/ITSE-05-2023-0093
- Mahjoub, Siham Mohammed Ali and Omar, Mohammed Ali Ahmed and Ali, Ahlam Dafallah Mohammed. (2018). Methods of Teaching Arabic to Speakers of Other Languages: Presentation and Analysis. *Journal of Linguistic and Literary Studies*, Vol. 19, No. 1, pp. 231-240. Retrieved July 1, 2023, from <https://search.emarefa.net/detail/BIM-845761>.
- Mapletoft, N., Mapletoft, O., Henderson, T., & Pattison, K. (2022). Opportunities and challenges in widening participation through online learning: comparison of findings in a further and higher education provider during COVID-19. *Widening Participation and Lifelong Learning*, 24(2), 159–170. DOI: <https://doi.org/10.5456/WPLL.24.2.159>
- Mohammed, M. W. A. I., & Abdul Rahman, Bashir Mohammed. (2022). The Reality of Using Modern Educational Technologies in University Teaching in Faculties of Education in Light of Some Variables: A Field Study at the University of Gezira and the University of Sudan for Science and Technology - Sudan 2022 AD. *Al-Qalzam Journal of Educational, Psychological and Linguistic Studies*, Issue 14, pp. 125–150.
- Qasem, F., Ghaleb, M., Mahdi, H.S., Al-Khateeb, A. and Al Fadda, H. (2023). "Dialog chatbot as an interactive online tool in enhancing ESP vocabulary learning," *Saudi Journal of Language Studies*, Vol. 3 No. 2, pp. 76–86. <https://doi.org/10.1108/SJLS-10-2022-0072>
- Rakab, M. (2017). Arabic is the fourth most widely used language on the Internet. Retrieved February 10, 2020, from the Echorouk online website: <https://www.echoroukonline.com/>.
- Rashid, Naima, and Haraki, Muhammad al-Amin. (2021). The Reality of Using Modern Technologies in Teaching Arabic Language and Literature: A Field Study at the Department of Arabic Language and Literature at the University of Boumerdes. *Problems in the Study of Language and Literature*, 10 (5), 404–421.
- Sawaie, S., & Alrabai, F. (2010). "Promises and challenges of teaching English as a foreign language in the Arab world." *English Language Teaching*, 3(2), 33–34.