

# TITLE: “THE IMPACT OF APPLICATION FOR WECHAT AS A TECHNOLOGY INNOVATION ON TEACHING ARABIC FOR PUBLIC CHINESE MUSLIM ADULTS DURING COVID 19”

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## ABSTRACT:

COVID 19 has total changed our lifestyle, as well as the style of education of teaching and learning. Because of COVID19, almost everything must to move on by online of technology. This research was focused on WECHAT as a Technology innovation which is employed in teaching Arabic for Public Chinese Muslim Adults during COVID-19 Pandemic Movement Control Order (MCO). And explored the impact of WECHAT as a technology Innovation to teach Arabic for public Chinese Muslim adults. The research design was a quasi-experimental, quantitative study. Quantitative data were collected from 25 Public Chinese Muslims adults from different state of china, the descriptive method were described the percentage of participants information and paired T- Test was used to determine the significant impact on student improvement for their 4 skills (reading, writing, listening and speaking) of Arabic language by WECHAT teaching. This paired t-test compared pre- and post-test results for those 25 participants. The results found and concluded that teaching Arabic By WECHAT had a significant impact on participants' 4 skills of Arabic language according to analysis of their scores.

## Keyword:

WECHAT, Teaching Arabic, Public Chinese Muslim Adults, COVID 19

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## INTRODUCTION:

Technology has multiple definitions: first: can be the application of scientific knowledge for practical purposes, especially in industry. Second: can be machinery and equipment developed from the application of scientific knowledge. Third: can be the branch of knowledge dealing with engineering or applied sciences (Liu, 2014).

WECHAT as a new innovation technology which employed by chinese not only for social communication, but also for education inside and outside of the classroom. The function of the WECHAT almost same like facebook and whatsapp, on the another hand, WECHAT is more effectively and more functionable than facebook and Whatsapp (Huang, 2019; Galatti et al., 2019; Kavtaevich et al., 2019). WECHAT means literally: "micro message" is a mobile text and voice

messaging communication service developed by Tencent in China, first released in January 2011. It is one of the largest standalone messaging apps by monthly active users. WECHAT is not only a social media platform, but a real marketing tool. It has more than 1.4 billion users and many useful functions: to chat with friends, family members, students, and colleague; for work and business, and it appeals to both companies and individuals. Its success and efficiency.

According to functions for WECHAT and its benefits which are mentioned above, researchers as Language Lecturers in the university tried to apply WECHAT to teach Arabic for public Chinese Muslims adults

The purpose for applying WECHAT are to improve the students' interest and motivation, and to make class more effectively and attractively. To

communicate with students well for the class, WECHAT provide a Group Chat room who has created by researchers to invited students to join in. Others function of WECHAT are recorded videos, images, audios, screen shot a note, handout, PPT, provide a language games, and language activities which are relevant to the class with them at anytime and anywhere. While Voice Messages are useful to help students for the correct pronunciation. Even though, some of the students just keep quiet, but it is not meaning that they did not involve, but they access the WECHAT, just read and listen. Sometimes, they leave text messages to ask some questions, researchers reply. Or they ask each other. Like this kind of interaction for teaching and learning, they improve extremely fast in their learning process.

There are group of public Chinese Muslim adults have very strong intention to learn Arabic for purpose of reading and understanding of holy Quran, but majority of them already 40 years old and above, some of them were busy for their work or house work, don't have time to focus on studying, some of them were not formula for technology beside WECHAT as their social media (Al Muhsin & Mustafa, 2020). Since Covid 19, all people must follow the rule of government and stay at home, same as everyone have free time to learn something by technology, for that their technology innovation is increased. Therefore, the education system is moving on everywhere for everybody by technology during COVID19. This research explored the impact of WECHAT as a technology innovation to teach Arabic for public Chinese Muslim adults, even though they were not young learners (Al Muhsin et al., 2020).

## LITERATURE REVIEW

WECHAT as one of technology innovation platform already used by more 1.4 billion of Chinese population, not only for purpose of

communication but also for education (Deiss, 2004). Luo Han with her colleague Yang studied about effectiveness of using WECHAT in Chinese language classroom at a liberal arts college in the U.S. The research results found five major benefits of using WECHAT in Chinese language teaching: expansion of time in learning, linguistic gains, promotion of cultural learning, enhancement of learning motivation, and establishment of a supportive Chinese language learning community (Lou & Yang, 2016). In contrast, Li Jin (2018) explored that what language development affordances WECHAT. The results show that each affordance was manifested differently with each language learner due to unique communication norms on WECHAT, each language learner's Chinese language proficiency, and their personal preference in WECHAT communication. And one previous study investigated the oral feedback by WECHAT assisted to teach Chinese as a second language, the research results show that mobile-assisted corrective feedback is centered on overt correction, mainly targeting the linguistic aspects of grammar and vocabulary, whereas positive feedback is concentrated on affirmation, with content and vocabulary as the most frequently focused linguistic targets. Some of the researchers mentioned that WECHAT can improve students' interest to learn knowledge as a paper reports on an exploratory study investigating WeChat-based learning efficiency in teaching Chinese as a foreign language (CFL). The results show that WECHAT (1) provided them with a better opportunity to communicate with native speakers; (2) enabled them to integrate knowledge into life; (3) helped them review class content and share thoughts more efficiently; (4) offered them a long-term supportive Chinese language community. In addition, the findings revealed positive attitudes by students toward mobile-assisted feedback and confirmed the facilitative role of WECHAT feedback in

enhancing their speaking ability (Xu & Peng, 2017). However, teaching Arabic for non - native beginners is need to apply the suitable way, special teaching vocabulary, the way for teaching the vocabulary is presented in the curriculum affects the way it is taught, and that there are many problems related to teaching vocabulary, some of which can be addressed by the teacher and others related to the curriculum (WagiAlla, 2020), as researchers view of the teaching vocabulary need to apply technology innovation like WECHAT will be more effect action than traditional teaching methods .

In addition, there is studying conducted about application of CML web as a technology teaching tool to teach English, the study seeks to explore six Malaysian ESL instructors use of CML Web-logging in teaching English as second language to Malaysian students at higher education institutions. The results indicated that to enhance their ESL instruction, the CML Web-Blogging instructors not only exhibited special ways of using the technology but they also designed various methods of exploiting the educational web blog capabilities in order to accommodate their pedagogical purposes and suit their specific course objectives (Ismail, Hussin, & Aboswider,

2019). Osman (2015) explained the infusion of thinking skills through information and communication technology (ICT) means absorption of thinking skills in teaching Malay language using teaching materials based on the information and communication technology backed like websites, online news, you tube, mobile learning and so on. This model is done to ensure that the teaching materials implemented in the language teaching and learning (T&L) process become more interesting and effective. The use of ICT skills in T&L means using ICT skills in a thoughtful, planned, and proper manner to improve the efficiency of the process and the effectiveness of teaching and learning Even though there are many previous studies already discussed about using WECHAT or another technology tool to teach Chinese since WECHAT is extremely popular by every Chinese user, but no research discovered about using WECHAT to teach Arabic language for public Chinese Muslim adults. This research focused on WECHAT as one of the technological innovations which employed by researchers in teaching Arabic for public Chinese Muslims adult outside of real classroom (Rowley, 2011). The research will explore How impact of WECHAT on teaching Arabic for public Chinese Muslim adults, especially for their Arabic 4 skills

## 1. Research Questions:

- Q1. Is there any significant Impact to teach and learn Arabic by WECHAT?
- Q2. Is there any different in mean before and after teaching Arabic by WECHAT?

## 2. Research Hypothesis:

- H1. There is no significant improvement after teaching Arabic by WECHAT.
- H2. There is no different in mean before and after teaching Arabic by WECHAT.

## RESEARCH METHODOLOGY

### 5.1. Sample and population

The research covered 25 participants randomly selected from 150 public Chinese Muslim adults from different state of mainland of china aged between 39-68 years old. those participants who were follow one of the researchers to learn Arabic language By WECHAT of Mobile or computer during COVID-19 Pandemic Movement Control Order (MCO).the participants had tested before and after teaching one session, this session included 28classes, 2 times a week, together 14weeks.

## 5.2. Procedures and Instrument of research:

The researchers designed 28 classes during COVID-19 Pandemic Movement Control Order (MCO). started from 1st of April 2020 end 30<sup>th</sup> of June ,2020. And taught twice aweek, all together 14 weeks. the protest distributed to the sample size of participants at first class of session, and once again distributed same test after 28 classes to the sample size of same group of the participants.

Researchers designed a test questions based on the textbook named: "The Arabic at your hand" Volume 1 which is suitable textbook for non-native speakers of Arabic. And use survey form which distributed to WECHAT group to get participants' personal information: their age, gander, for what purpose they like to study Arabic, their occupation, and their background of Arabic. After collecting all information and results which marked, SPSS was depended on it to key in the information and results of protest and past test, the participants' personal information was analyzed by descriptive method and paired T-Test analysis method to compare the differences between 2 tests, and get result for significant improvement to learning Arabic By WECHAT during COVID-19 Pandemic Movement Control Order (MCO) for public Chinese Muslim adults.

## RESULTS AND DISCUSSION:

### 6.1. Descriptive Analysis

The students personal information was analyzed by descriptive method and included the following: gender, age, occupation , purpose of studying Arabic and background of their Arabic language , for the total data collected (n=25) who are living in different state of china , 24.0% (n=6) of them were male and 76.0% (n=19) were female.

It was very wonder that all of the students' age were 39 years above however, 8.0% (n=2) of them were 39-40 years and below , and there were 16.0% (n=4) of their age between 41-50 years old , moreover , the big number of them were between 51-60 years old 52.0% (n=13), and the rest of them 24% (n=6) of their age were 61 years and above, The number of the ages shows that majority of the participants were 39 years and above, same like they started to learn Arabic as their foreign language at their late age.

Regarding the participants' occupation. There were 3 categories among them. According to responses, 20.0% (n=5) of respondents were government services, 48.0% (n=12) of participants already retired, while 32.0% (n=8) of respondents were working as Freelance. from the number of occupations, it shows that majority of them still working.

Additionally, 100.0% (n=25) of the participants answered that their main purpose of studying Arabic for reading and understanding of Quran. They do not have another purpose.

Since participants have strong intention to learn Arabic, but unfortunately majority of their background of Arabic was not good as the participants' demographic variables are presented in the table 1 and shows that 40.0% (n=10) of them know nothing about Arabic. 28% (n=7) of them only know 28 letters of Arabic. And the rest of them 32% (n=8) knew very few basic vocabularies. None of them can read and write sentences in Arabic, as

well as none of them can speak and understand in Arabic beside some basic vocabularies or letters.

Table 1: Summary of the Distribution of Participants' Background Characteristics

Characteristics		N	%
Gender	Males	6	24.0
	Females	19	76.0
Age	39-40years old	2	8.0
	41-50 years old	4	16.0
	51--60 years old	13	52.0
	61 years old and above	6	24.0
Occupation	Government service	5	20.0
	Retired	12	48.0
	Freeland	8	32.0
Purpose for studying Arabic	For reading and understating Quran	25	100.0
	For business with Arab	0	0.00
	For communication with Arab	0	0.00
Background of Arabic	Do not know any thing	10	40.0
	Know 28 letters only	7	28.0
	Know some of vocabulary	8	32.0
	Know some basic sentences	0	0.0
	Can read and write articles in Arabic	0	0.0

### Paired T-test analysis

The researchers applied a paired t-test to compare participants' scores on the pretest and post-test assessments for reading and writing. The results showed in Table 2 that the highest participant score for the RWS (reading and writing) pre-test was 6 from full marks 10. The lowest participant score for the RWS pre-test was 0 from full marks 10. The mean participant score for RWS pre-test was 2.24. The highest participant score for the RWS post-test was 9 from full marks 10. The lowest participant score for the RWS post-test was 2 from full marks 10. The mean participant score for the RWS post-test was 6.92. those Results of the paired t-test identified a significant difference in scores on the

pre-test ( $M=2.24$ ,  $SD=2.006$ ) and post-test ( $M=6.92$ ,  $SD=1.552$ ) conditions;  $t(25)=-14.62$ ,  $p<0.001$ .

Therefore, the null hypothesis is rejected. These results suggest that application WECHAT to teach Arabic had a significant impact on reading and writing skills for Chinese Muslim adults and there are different in mean before and after teaching Arabic reading and writing by WECHAT.

Table 2: T-Test: Paired Two Sample for Means – Reading and writing skills(RWS)

Variable	N	M	SD	T	P
RWS				-14.62	<0.001
Pro Test	25	2.24	2.006		
Post Test	25	6.92	1.552		



The researchers applied a paired t-test to compare participants' scores on the pretest and post-test assessments for reading and writing. The results showed obtained from paired T- Test in Table 2 that the highest participant score for the LSS (Listening and Speaking) pre-test was 3 from full marks 10. The lowest participant score for the LSS pre-test was 0 from full marks 10. The mean participant score for LSS pre-test was 0.06. The highest participant score for the LSS post-test was 9 from full marks 10. The lowest participant score for the LSS post-test was 2 from full marks 10. The mean participant score for the LSS post-test was 6.20. those Results of the paired t-test identified a significant difference in scores on the pre-test ( $M=0.06$ ,  $SD=1.155$ ) and post-test ( $M=6.20$ ,  $SD=1.803$ ) conditions;  $t(25) = -16.885$ ,  $p < 0.001$ .

Therefore, the null hypothesis is rejected. These results suggest that application WECHAT to teach Arabic had a significant impact on listening and speaking skills for Chinese Muslim adults, there are different in mean before and after teaching Arabic listening and speaking by WECHAT.

Table 3: T-Test: Paired Two Sample for Means – Listening and Speaking skills(LSS)

Variable	N	M	SD	T	P
LSS				-16.885	<0.001
Pro Test	25	0.60	1.155		
Post Test	25	6.20	1.803		

## CONCLUSION:

From the overall experimentals of this reaserch, conclouded that WECHAT as a functionalble technology has very significant impact on teaching and learning, especilly, for teaching langauges, If we apply WECHAT properly, it provide the teaching and learning a platform effeictively, it help teachers or lecturer to deliver the lesson more smoothly, it motivate the students to involve the class more effictivly and actively. It attract the

students to interact with teachers and classmate. Therefore, reserachers recommed to apply WECHAT to teach and study languages for flexible times.

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