JOURNAL OF APPLIED SCIENCES RESEARCH

Proposed Approaches, Methodes, Strategies, And Techniques Used For Modelling Blended Personalized Arabic Language Learning

[1]Rania Bataineh, [2]Rosseni Din and [3]Atef Al Mashakbh

[1]*Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, MALAYSIA.*
[2]*Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, MALAYSIA.*
[3]*Faculty of Education, Al al-Bayt University, Mafraq, JORDAN.*

Address For Correspondence:
Rania Bataineh, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, MALAYSIA
E-mail: bat.raina@yahoo.com

ABSTRACT

Bataineh (2017) developed and evaluated a learning model to personalized Arabic as a foreign language through blended learning for Malaysian students' in Al al-Bayt University. In the development processes the researcher designed and developed approaches, methods, strategies, and techniques in order to personalize the learning of Arabic as a foreign language through blended learning. Bataineh study aimed to cater for learners' diversity in Arabic as a foreign language classroom. Moreover, Bataineh study integrated learning theories into aspects of language learning through integrating the Social Constructivism Theory into the design and implementation of the model through social language learning strategies (SLLS) in order to meet the ultimate goal of personalized learning in blended learning environments. Data were collected from 157 Malaysian students at Al al-Bayt University who were learning Arabic as a Foreign Language was keyed into SPSS version 21. Subsequently, Smart PLS 3.0 was used to test the hypothesized influence of blended learning construct on personalized learning. The results showed (i) evidence of a five-dimension measurement model for blended learning, (ii) evidence of a four-dimension measurement model for personalized learning, (iii) positive impact of blended learning with significant effect on personalized learning at the (.01) level of significance (β = 0.757, t = 16.283, p < .01), and (iv) evidences of BPALL as a reliable and valid model for Malaysian students learning Arabic as a foreign language at Al al-Bayt University. The main focus of this article is to present the Approaches, methods, strategies, and techniques used in modelling blended personalized Arabic as a foreign language learning (BPALL) for Malaysian students at Al al-Bayt University

KEYWORDS: Approaches, Methods, Strategies, Techniques; Blended learning; personalized learning

INTRODUCTION

Learning Arabic as a foreign language is essential for Muslims all over the world in order to understand the Holy Book. The quest for effective teaching learning strategies and instructional approach in learning Arabic as a foreign language has been a challenge to educators in Jordan and throughout the world. Students must be in the center of learning in any effective approach to cater for each individual to achieve their objectives. Lubis et

al. [9] stated that "Approach invariably means the effective way of teaching a subject to achieve the desired objectives". Farrugia et al. [5] specified that "Each subject has its own unique approach to teaching and learning. This approach happens no matter what system of classroom management is implemented. An approach of teaching and the way the students are expected to learn will relate closely to the nature of the subject content". Farrugia et al, added that "Teaching a foreign language necessitates a mixture of pedagogical methodologies and approaches which cater for the different individual needs of each student. The choice of methodology to be embraced, whether communicative, task based, project based or the Presentation, Practice and Production, should concentrate always on the needs, abilities, aptitudes and interests of the individual student". Figure 1 shows the "How" dimensions of teaching according to García and Kleifgen [6]:
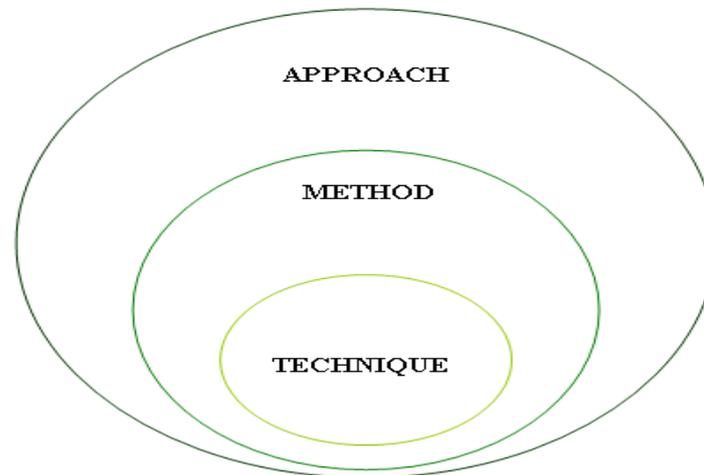
Fig. 1: The "How" Dimensions of Teaching (Garcia, 1989)

BPALL Model Approaches:

Farrugia [5] specified that "Each subject has its own unique approach of teaching and learning. Norfaezah Mohd et al. [12] added that "Arabic students learn in many ways-by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing". Language as a social phenomenon is one form of communication. The communication in language learning environments includes that between instructor and learner, among learners, and learner–content interaction. In this study, the researcher uses Vygotsky's concept of social constructivism as the theoretical background for the BPALL framework. Social constructivist theory or social constructivism focuses on the significance of the social setting for cognitive improvement and emphasizes the role of social interaction in the learning environment. According Azrien Mohamad and Sariah Hassan [1] social constructivism approaches "allow Arabic language learners to bridge their existing knowledge with new information and make new meanings through critical comments among peers, teacher's feedback and from the interactive learning content." Moreover, from the constructivist perspective, instructors need to have blended and personalized learning environments to enhance the potential of language learning. Thus social constructivist theory could provide effective support to students learning Arabic as a foreign language.

This therefore means that a student-centered learning approach integrates enjoyable and varied learning opportunities to suit the individual student to acquire the necessary skills and knowledge leading to the acquisition of Arabic as a Foreign Language. Through student-centered learning approach students will be excited and active participants and responsible for and in control of their learning in the learning process. They can thus communicate in Arabic with increasing confidence, independence and creativity using blended environments [5].

Collins and Brien [2] state that:

Student-centered instruction is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another. The student-centered approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. A Properly implemented student-centered approach can lead to increased motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Different learners have different learning styles, perspectives, abilities, strengths, previous experience, concerns and agendas in their learning environments [11]. According to Lee and Crescente [3], through the learning process some learners can learn and master content very quickly and others have problems in their learning. Therefore, the investigation of learning strategies that can assist in addressing learner diversity is important, and such investigation should consider how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others [7]. This is particularly useful for learners of a second language, as Sivapunniam [15] states:

Learner diversity has always been a major concern in the second language classroom. Due to cultural and learning style differences, students often find themselves in very diverse stages of learning in the same class. Teachers are well aware of the problem but due to the large number of students in the class, very limited contact hours and a very exam oriented education system, they are unable to do much to cater for diverse learners. Teachers often concentrate on the high flyers and the mediocre students. The weak students, who need more attention and guidance, are often neglected. To cater for the assorted needs of diverse learner, lessons must be very learner centered.

Personalized learning environments allow learners to create their own learning goals, utilizes continuous self-assessment, and encourages learning to extend the traditional classrooms environment. Personalized learning built on social constructivist learning theories, thus personalized learning uses learners' prior knowledge to construct new knowledge, while encouraging learners to build their own pathways and understanding [13]. According to Noor Faezah Mohd [12] "Arabic students learn in many ways - by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing". Therefore, this study aimed to cater for learners' diversity in the foreign language classroom. Due to language skill level and learning style differences, students often find themselves in very diverse stages of learning in the same class. This study integrated learning theories into aspects of language such as stringing words together to form and interpret sentences. This study integrated the Social Constructivism Theory and Social Development Theory into the design and implementation of the BPALL module through social language learning strategies (SLLS) in order to meet the ultimate goal of personalized learning in blended learning environments. Brno states that "language is a social phenomenon and can be one form of communication". Communication in language learning environments includes that between instructor and learner, among learners, and learner–content interaction. Thus in the study, SLLS elaborate these forms of communication. This interaction within the blended learning environments took place face to face or via other facilities such as e-mail, chat, Facebook messages, and discussion posts. Learners' communications through social interaction motivated and helped the learners in constructing a collaborative learning community within the scope of the course content.

Therefore, BPALL module presents Arabic alphabet sounds for learners in a meaningful context not in isolation from each other. Moreover, BPALL module presents vocabulary for learners -in all stages- not just for memorizing but also for the use in their daily life all together. Moreover, through BPALL module teaching and learning dialogue and reading aims at connecting student learning with what he learned in the previous stage. Also it aims at training learners to read and understand a longer text and to know the vocabulary. Also it aims training learners to understand details ideas in the text through applying BPALL module strategies.

BPALL Model Methods:

In personalized learning and teaching environments the teaching methods also vary. According to Norfaezah Mohd et al. [12] "Some instructors lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. How much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of his or her characteristic approach of learning and the instructor's characteristic approach to teaching". Thus, the instructional methods for each Arabic language skill level were defined as either face to face or online based on the concept of personalized learning (PL). Instructional methods for face-to-face teaching and learning included instructor-guided presentations (i.e., lectures assisted by PowerPoint or other visuals such as web links), student-guided presentations, multimedia presentations, facilitated discussions to promote critical thinking, and cooperative learning (i.e., a small group structure emphasizing learning from and with others). As for online instructional methods, these included collaborative learning (i.e., varied groups) to enhance the online learning environments, substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that could not be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning [2]. Collaborative methods were based on dialogue and discussion among facilitators and learners. Table 2.1 show method used in teaching and learning Arabic language for each skill level:

Table 2.1: Method Used in Teaching and Learning Arabic Language

Arabic language skill level	Method
Level I	Enunciation and pronunciation of sounds to learn letters. Translation techniques. Asking questions.
Level II	Relational/communication techniques. Discussion
Level III	Practicing listening skills. Individual and group exercises.
Level V	Brainstorming. Lectures (oral presentations by the student). Games.

The courses were delivered through face-to-face meetings and through independent activities using Facebook groups. This approach consisted of starting with a core classroom event, followed by online independent experiences which included, for example, interaction with online resources and e-mentoring services for continuous reinforcement. This approach was used to engage learners in the BPALL environment. Thus, the course format required the active participation of all Malaysian students. This experimental course was structured around discussion and group activities. Therefore, it was critical that all Malaysian students kept up with the reading activities and participated in face-to-face activities and in the Facebook groups and page. The Malaysian students had to be prepared to discuss the content of what they had read in relation to Arabic as foreign language skills as well as to ask questions for clarification, exploration, or discussion and make effective use of online office hours.

BPALL Model Strategies:

Lee states that a **"**learning strategy is learning skills, learning-to-learn skills, thinking skills, problem skills or, in other words the methods which learners use to intake, store, and retrieve during the learning process." The diversity of learners is increasing because of the new electronic teaching and learning environments, therefore, a way is needed to accommodate the various learning process requirements and to develop curricula and instruction methods that cater for all learners' needs [15]. Many researchers have found that diversity in learning a foreign language influences the language learning process of learners. Language learning strategies involve detailed actions, behaviors and techniques that learners use to progress in developing foreign language skills to facilitate the internalization, storage, retrieval, or use of the new language [14].

According to Lubis et al. [9] "Strategy is created to achieve a set of objectives or aims. Strategy is a part of well planning before attempting to do anything. Therefore in the world of education, the teachers should be armed with well-planned strategy before facing the students. This strategy needs to be implemented in a wise and systematic way, taking into considerations any future possibilities". Thus, language learning strategies should be flexible and problem-oriented thus allowing learners to be more self-directed and to develop the role of language teachers. According to Lee, there are several language learning strategies: (i) memory strategies for remembering and retrieving new information, (ii) cognitive strategies for understanding and producing the language, (iii) compensation strategies for using the language despite lack of knowledge, (iv) metacognitive strategies for coordinating the learning process, (v) affective strategies for regulating emotions, and (vi) social strategies for learning with others.

In this study, the researcher uses social learning strategies in order to achieve the ultimate goal of personalized learning in blended learning environments using a social learning network, mainly Facebook. Brno (2007: 63) states that "language is a social phenomenon and can be one form of communication." Communication in learning environments includes that among instructors and learners and among learners, as well as learner–content interaction to support the learning process [10]. Instructor–learner communication should support learner understanding of the content in social learning environments. The instructors should provide support to each individual learner based on the learner's characteristics and the instructor's character and philosophy. This interaction within the blended learning environments can take place face to face or via other media such as e-mail, chat, Facebook messages, and discussion posts. Learners' communications facilitate their motivation, satisfaction, and retention. Learners' communications through social interaction can foster learner motivation by constructing a collaborative learning community that can encourage more interaction with the course content and improve overall learning outcomes. To facilitate learner–content interaction, instructional content should be meaningful and relevant and all subsequent interactions within a course should be determined. Moreover, the content should be organized based on the personalized learning approach. In this regard, up-to-date technologies offer an opportunity for learners to interact with a variety of multimedia content resources such as audio, video, graphics, animations, simulations, and web resources.

Therefore by embedding technology into education using a constructivist approach, a reliable model can guide the processes of engaging learners in the subject matter and encourage them to collaborate and interact socially with each other. This enables them to construct knowledge and realize more significant learning. Furthermore, technology should enable learners to find realistic solutions and to see the practical aspects of the concepts they have learned. Finally, the technologies applied in education should give learners the opportunity

for publication, after receiving feedback that help learners produce their own work, reflect on it and get more feedback from others [4].

The abovementioned social language learning strategies (SLLS) are used in the design, development and implementation of the proposed BPALL framework. According to Varişoğlu [16], these specifications "encourage the students to establish communication with people who speak the target language." In foreign language learning environment, social strategies emphasize the importance of the social environment and oral communication in developing the skills of cooperation between instructor and learner, among learners, and between learner and content, and these interactions support the learning process [16]. Students can learn more easily when they share their knowledge with a teacher and other students. Table 1 shows the application of Social Language Learning Strategies (SLLS) in the design, development and implementation of the proposed BPALL framework.

Table 1: Social Language Learning Strategies for the Proposed BPALL Framework

No.	SLLS Strategies	Process in Design and Development	Process in Implementation Face to Face	Online
1	Personalization of Pace of instruction	Design course for each language skill level. (Appendices D & J)	Offer a class for each language skill level.	Use asynchronous tools; a Facebook group for each language skill level. Provide adequate time for learners.
2	Personalization of Methods of instruction	Design multiple types of resources and activities such as questions, exercises, examples, and projects to cover each pace. (Appendices D & Z)	Level I Enunciation and pronunciation of sounds to learn letters. Translation techniques. Asking questions. Level II Relational/ communication techniques. Discussion Level III Practicing listening skills. Individual and group exercises. Level V Brainstorming. Lectures (oral presentations by the student). Games.	Present resources and activities using asynchronous tools through Facebook group for each language skill level.
3	Personalization of Content	Design different forms of content and different types of multimedia elements and links to external websites and resources, e.g., text-based material, audio, lesson objectives, slideshows, graphics, images, videos, demonstrations, and slides with multimedia and animations. (Appendices D & Z)	Present contents related to each level used.	Present different forms of content, different types of multimedia elements, and links to external websites and resources. Use asynchronous tools through Facebook group for each language skill level.
4	Personalization of Objectives	Design a variety of content areas to meet learners' needs .Appendix J Align learning objectives with the delivered materials that cover learners' needs. (Appendices D & Z)	Plan some of the lecture time to cover each level's objective.	Offer access to a wide range of resources. Use asynchronous tools through Facebook group for each language skill level such as an external link to Arabic language. Provide adequate time for learner investigation and in-depth engagement.
5	Learning Style	Include materials that cover a variety of content areas to meet learners' preference.	Balance the lectures time and activities based on the distributions of learners learning style.	Using asynchronous tools through Facebook group for each language skill level.
6	Assessments	Create Active learning	Active learning listening,	Knowledge construction and sharing

	Grammar	Listening, reading and writing reflect.	reading and writing reflect. Coaching grammar	amongst the learners using asynchronous tools. The activity leads students towards achieving the learning outcomes and/or completing assessment. Provide adequate time for learners' investigation and in-depth engagement.
7	Assessments Writing	Create Active learning Listen, read, write, reflect	Active learning Listen, read, write, reflect Coaching/Mentoring Writing	knowledge construction and sharing amongst the learners using asynchronous tools: interactions among learners about instructor question, Provide adequate time for learners' investigation and in-depth engagement
8	Monitoring Learners Progress in Grammar and Writing	Create assignments and tasks.	Conventional tests, quizzes, and grades.	Through using asynchronous tools: interactions among learners about instructor question, Students get feedback on their performance as part of doing the activity or following completion of the activity.
9	Empower Leaners Perceptions of BPALL Using Facebook Group	Create events for learners to be responsible of their learning.	Role playing	Social events personal language in speaking.
10	Facilitate Collaboration	Plan collaboration events. Create opportunities for social negotiation and interactional learning	Start a class discussion face-to-face and then extend it into an online discussion in which all students participate. Focus of attention to the communicative features of the language group work activities in classrooms.	Activities that require students to engage in the course content and with each other through discussions: Interaction between the instructor and the learners. Provide adequate time for learners' engagement.
11	Guiding Learners	Announcement Course timetable Create opportunities to learn before, during and after class	Encourage student collaboration. Engage students both in class and out of class	An announcement from the instructor to the learners in the third level, calendar events.
12	Provide Real Time Event	Mother's day anniversary Eiad Al-fter within contents.		Interaction between instructor and learners in mother's day anniversary.
13	Motivate Learners	Use motivators.	Encourage learners to be responsible of their learning. Giving advice, Focusing content, Brainstorming	Roll playing. Malaysian character.
14	Provide Learners with Respect and Feedback.	Support multiple perspectives.	Plan some of the lecture time for feedback.	Feedback.

   Thus within these teaching and learning strategies of BPALL module Arabic language strategies were driven. Firstly, teaching and learning of Arabic language sounds and letters are based on real context. Each learner listens first then utters reads and finally writes. Secondly, as for the dialogue strategies, the dialogue is very important for teaching and learning Arabic language since it includes: sentences, expressions sounds grammatical structure, and vocabulary. BPALL module considers the dialogue as instruments because it consists of sounds, words, sentences, pronunciations used in different context. The BPALL module strategies for teaching and learning dialogue and reading are as follow where (i) Teachers should give a previous abstract about the text while the students are closing their books in order to make suspense for students to read the passage, (ii) Teachers start reading the passage while students only listen without looking at their books; teachers make an easy discussion with students to make the passage easier to understand, (iii) Students start reading in groups, (iv) Individual reading practice, (v) Practice reading from the bored in order to teach students to read a whole sentence not only an individual word and (vi) Practice reading through the including of understanding and expressions exercises.

Thirdly teaching and learning strategies of writing skill according to BPALL module are as follows where (i) Students should firstly learn to write from right to left, (ii) Students should be trained to write shapes of letters, (iii) Students should start writing letters then words and then write a whole sentence, (iv) Teachers should write all the Arabic letters on the bored and (v) Teacher should teach students that there many letters have similar writing and different pronunciation like (خ,ح,ج) (ز,ر) and how could they differentiate between them.

Fourthly, teaching and learning strategies of reading skill according to BPALL module are implemented via (i) Understanding exercises: it aims to make students understands the reading passage - it is better to practice exercises orally the students write them by their own and (ii) Expression exercises: it aims to make students able to express themselves and their needs.

BPALL Model Techniques:

Lubis et al. [9] stated that "Technique is a manner of procedure, especially a regular and systematic way of accomplishing something, and secondly, it is an orderly arrangement of parts or steps to accomplish ends, which are random efforts that lack technique, and thirdly, the procedures and techniques characteristic of a particular discipline or field of knowledge. It also could be the way of doing something, especially in a systematic way that implies an orderly logical arrangement usually in steps". Lubis [8] added that "Teaching technique is an art that is constantly changing according to changes of time and place. It is a process or a way to deliver a piece of knowledge or skill to others that is carried out systematically".

BPALL module considers the communication skills and exercise as the main techniques to teach and learn language skills. In language learning and teaching environments Lubis [8] found that "the top three techniques are giving the freedom to the students to voice their opinion on the subject matter, opening a question and answer session at the end of the lesson, and giving the freedom for the students to interact with one another to complete assignments/tasks". Consequently, BPALL module proposed teaching and learning techniques for Arabic language skills for: sounds and letters, syntactic, real life vocabulary, Arabic numbers, speaking, writing, listening and reading, and reading techniques. Table 2 shows the proposed teaching and learning techniques:

Table 2: BPALL Module Teaching and Learning Techniques

No.	Language Skill	Techniques
1	Sounds and Letters	Distinguishing between sounds to be familiar with: all the letters, all Arabic diacritic, Arabic words, and a sentence. Also to distinguish between Al alshamsiah and Al alqamariah
2	Syntactic	Transfer, substitute, matching, answering questions using pictures, and Making questions.
3	Real Life Vocabulary	Answer questions, distinguish the unrelated word in the group, complete the missing letters, and complete the gaps with a suitable word
4	Arabic Numbers	• Counting, reading and standing, and writing all numbers in symbols and letters
5	Speaking	• Making dialogue, serial dialogue, complete a dialogue, matching between letters, complete drawing, and following instruction
6	Writing of Meaningful Sentences	• Copy, write the missing letter, spelling
7	Listening and Reading	Presenting the context (passage): • Listening and viewing consists of five stages ✓ Listening(while books were closed) ✓ Listen and understand(books were opened , focus on picture only) ✓ Listening again(closed books) ✓ Listening and repeating in groups or individual (open books) ✓ Read aloud group or individual(open books) • Listening and reading consists of five stages ✓ Listening(while books were closed) ✓ Listen and understand(books were opened) ✓ Listening again(closed books) ✓ Listening and repeating in groups or individual (open books) ✓ Read aloud group or individual(open books)
8	Reading	• Understanding exercises through ✓ True or false ✓ Complete the following sentences by choosing the suitable word ✓ Answer the following sentences (it is only for conversation dialogue) • Expression exercises through ✓ Complete the sentences ✓ complete the sentence with a suitable word in the box ✓ complete the sentence with reference to the picture ✓ complete the sentence with reference to students' knowledge. ✓ Word order ✓ Making sentences with reference to the words given ✓ Make sentences like the example ✓ h-Describe the picture

In order to teach the reading comprehensions through BPALL module instructors at Al al-Bayt University Language Center follow the below instructions:

(i) Basic Text: In which the text is displayed whether it is a sentence or a set of interrelated sentences. The basic text is the fertile field in which the network of structural and semantic relations is merged between different linguistic elements, in order to determine the general and specific indications of the text. And identify new vocabulary. The new structures are highlighted. It is a basic texts narrative to provide the narration of modern sequences of regular, serialized logic, which makes it close to the souls of new learners who do not have enough linguistic assets to work in analysis and conclusion, and this is what the analytical text that is avoided at this stage. The contents of these texts have varied to include an extended expanse of Arab Islamic culture and global human culture. including the contents of the implementation of the student in his daily life, and appointed him to manage the basic needs within the new linguistic community in which he lives including the contents of the student to deal with the university community, which will be accompanied by several years including contents that help the student in dealing with some sources of contemporary Arabic including the contents that open the eyes of students on the side of the heritage of the Arab including the views of the countries of the Islamic world and the events and developments.

(ii) New words: The following was followed by the basic text in most units. These words would not be isolated from the contexts in which they were mentioned in the previous text. There is no opportunity for students to write down their meanings after the basic text has been read. The first stages of the study may be read by the teacher and students are asked to repeat it. The text adopted a criterion for judging that this word is new or not, unless it is used in the previous text and used in the current text is new. It should be noted that the adoption in this book is what filled out the list of new words appearing in all units. Even if the student remains with him, he must be alerted to the vocabulary and words he has, and to know that unless he mentions in the new words he studied previously and must know their meanings. The educational units with words that enjoy great popularity have been adopted, most notably the ones prepared by my professor Dr. Daoud Abdu. And another list prepared by the author, and included what is common in the books of teaching Arabic to non-native speakers of vocabulary. The process of organizing the list of the following new words for every basic text did not leave without a regime to be expunged. Rather, it is organized into grammatical factions, which is restricted to three categories: actions, names, and letters. So we do the actions or not, followed by names and letters. The past tense in the list is only mentioned, even if used in the text in the present tense. The mere formulation of the masculine version of the new word is feminine in the text, as the rule of femininity in Arabic goes on in most examples. It is enough to mention the collection of words that combine a cracking collection with a list of new words; because there is no steady base that the student can measure to get this combination. As for the collection of a masculine or feminine collection, it isn't mentioned its collection in the list of new words for its continuous base, except for some words that differ from the rule.

(iii) Read and note: In this item, the new synthetic issues that were included in the basic text are identified and classified and similar patterns are mentioned. Above, this item contains the new versions used in the basic text, and mentions similar examples. The training of the compositions is closely related to this item, as it is a platform for them. This item is primarily directed at the student, so that he can deduce the syntactic rules used by applying to many similar patterns that follow a steady pattern. This does not prevent the teacher from reading with his students the sentences of this item, explaining and explaining to him\her.

In order to teach the speaking through BPALL module instructors at Al al-Bayt University Language Center follow the below instructions:

(i) It is related to the basic text, especially in the first units, which is listed as a conversation so that the student can represent and repeat the conversation to make it easier to memorize it in the early stages. Repetition is necessary in conversational training, as it represents the operative side of the language, and this aspect is one of the most difficult aspects of the new learner.

(ii) The contents of the text of the conversation varied, and came to meet the basic needs of the student in his daily life, such as: conversation on the bus, or in the center of languages, or in the post office, or the doctor, or in the library and others. The texts of the conversation included what helps the student to learn about the specific news and knowledge. The texts of the conversation were followed by several exercises, including:

A- Exercises to complete a conversation by placing appropriate words in the space

B- Training about specific things.

C- Arrange a conversation in which there is intentional confusion.

D - Exercises for compositions used in conversation.

For example prevents counting the word "inside" new in the second unit.

(iii) The texts of the conversation included new words written before the text of the conversation, as they are explained to the students or not, so as to be used properly during the application of students to the conversation.

(iv) The number of words used in this book (s) has reached a word. If we tried to find the average of the units containing the vocabulary we find that each unit includes a (twenty) new single. If we try to find the

average of what a student learns in a single unit based on the number of days allocated to the unit that we appreciate in three days, we find that the average of what students learn is (7-15) one day.

(v) Read and note: In this item, the new synthetic issues that were included in the basic text are identified and classified and similar patterns are mentioned. Above, this item contains the new versions used in the basic text, and mentions similar examples. The training of the compositions is closely related to this item, as it is a platform for them. This item is primarily directed at the student, so that he can deduce the syntactic rules used by applying to many similar patterns that follow a steady pattern. This does not prevent the teacher from reading with his students the sentences of this item.

Concusion:

To conclude Arabic as a foreign language approach through BPALL model is based on Al al-Bayt University Series for Learning and Teaching Arabic as a Foreign Language and based on Al-Arabiyah Lil Nashiih: Kitabul Muallim. BPALL module has overview perspectives of the Arabic language and addresses the language skills as integrated skills upon each other. Therefore, Arabic as foreign language skills (reading, writing, speaking and listening) cannot be learned separately from on and anther. BPALL module assumed that teaching and learning Arabic language is achieved through continuous training and communication between the teacher and learner and among learners. To make the situation easier for both teachers and learners BPALL module concerns in the language of life and the use of the Facebook as a delivery method with face to face instruction in personalized teaching and learning environments. The most significant theoretical contributions of the study are the design and development of Arabic as a foreign language approaches, methods, strategies, and techniques in order to personalize the learning of Arabic as a foreign language through blended learning. This research also synthesizes knowledge on blended learning and personalized learning for Arabic learning to make it available for curriculum designers, teachers, and policy makers in usable forms, such as the BPALL model. To conclude, this research study contributes to knowledge through providing useful guidance for curriculum designers to help them design Arabic as a foreign language learning courses that cater for learners' needs in their skills acquisition.

ACKNOWLEDGMENTS

REFERANCES

1. Azrien Mohamed Adnan, M. and S. Sariah Syed Hassan, 2015. Promoting Interactions in Learning Arabic Language Via Learning Management System: A Theoretical Framework. *Education Sciences & Psychology* 34(2):

2. Collins, J.W. and N.P. O'brien, 2011. *The Greenwood Dictionary of Education*. ABC-CLIO.

3. Crescente, M.L. and D. Lee, 2011. Critical Issues of M-Learning: Design Models, Adoption Processes, and Future Trends. *Journal of the Chinese Institute of Industrial Engineers,* 28(2): 111-123.

4. Dalbani, H. Blending the Social-Constructivist with the Instructivist Approach to Teaching English as a Foreign Language at the Department of English Language and Literature at Damascus University.

5. Farrugia, D., S. Goldingay, N. Hosken, G. Lamaro, S. Macfarlane, C. Nihill, J. Ryan and D. Hitch, 2012. Academic Skills and Beyond: A Resource Based Approach to Support Student Success in Higher Education. Journal of Academic Language and Learning, 6(2): A29-A41.

6. García, O. and J.A. Kleifgen, 2010. *Educating Emergent Bilinguals: Policies, Programs, and Practices for English Language Learners*. Teachers College Press.

7. Gregory, G.H. and C. Chapman, 2012. *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Corwin press.

8. Lubis, M.A., 2013. Implementation of the Teaching of Arabic Language at the Faculty of Humanities, University of North Sumatra Indonesia. *Asian Social Science,* 9(16): 154.

9. Lubis, M.A., M.M. Yunus, N.M. Ishak, T.A. Muhamad and M. Diao, 2010.The Effectiveness of Strategies and Techniques in Teaching and Learning Islamic Education. *International Conference on Education and Educational Technologies–Proceedings*, hlm. 218-223.

10. Kyei-Blankson, L., E. Ntuli and H. Donnelly, 2016. Establishing the Importance of Interaction and Presence to Student Learning in Online Environments. World Journal of Educational Research, 3(1): 48.

11. Mehigan, T.J., 2013. Automatic Detection of Learner-Style for Adaptive Elearning.

12. Noor Faezah, B., 2015. The Acceptance of Waqf Institutions Establishment in Uum. Tesis Universiti Utara Malaysia.

13. Oliver, J., R. Baxter, W. Buntine and S. Waterhouse, 2007. Method and System Providing User with Personalized Recommendations by Electronic-Mail Based Upon the Determined Interests of the User Pertain to the Theme and Concepts of the Categorized Document, Google Patents.

14. Oxford, R.L., 2002. Language Learning Strategies in a Nutshell: Update and Esl Suggestions. *Methodology in language teaching: An anthology of current practice* pp: 124-132.

15. Sivapunniam, N., 2009. Virtual Realities: A Blended Learning Approach to Bridge the Gap between Diverse Esl Learners. *Proceedings of 7th International Conference Language and Culture Creating and Fostering Global Communities SoLLsINTEC09*, hlm. pp: 283-290.

16. Varişoğlu, M.C., 2016. The Importance of Strategies of Social Language Learning and Cooperative Learning in the Process of Teaching Turkish as a Foreign Language. *Educational Research and Reviews,* 11(10): 981-986.