

PERCEPTIONS OF ARABIC LANGUAGE TEACHERS TOWARD THEIR USE OF TECHNOLOGY AT THE OMANI BASIC EDUCATION SCHOOLS

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Abstract

This study is part of three years strategic research to measure the effectiveness of the design and use of new software in learning Arabic. However, this paper objective is particularly to evaluate the use of technology at the Omani basic education schools as the perceived by the Arabic language teachers.

As evidenced by the results of research (Hoopingartner, 2009; Goh, Ng, Raja, and Wan, 2004) in the field of Computer Assisted Language Learning (CALL) that effective use of technology can enhance the teaching of language skills and that the best educational practices are those that take into account the educational foundations of language teaching and at the same time take into account the good use of technology. They show that the instructor should look at the technology as a tool that can improve teaching and learning by increasing input, and provide additional opportunities to deepen in the study of language, where the multimedia technology is used as a platform for interaction and implementation of activities.

The study follows the descriptive methods with the questionnaire as the main instrument. It was found that teachers mostly use computer's software and presentation devices to introduce and explain their lessons. Significant difference was found among teachers in terms of teaching experience in favor of (1-3 yrs.) category but there was no significant difference attributed to the technological expertise. The research discusses these findings and suggests recommendations.

Keywords: Technology use, Arabic teaching, Teachers, Basic education, Oman