The reality of the Arabic language and the challenge of learning it in Arab countries

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Abstract:
The Arabic language is one of the oldest and richest languages in the world. It holds a special place in Islamic and Arab culture as the language of the Holy Quran. However, it faces numerous challenges in the modern era, particularly in the field of education. Many Arab countries suffer from weak educational outcomes, with studies indicating low levels of student proficiency in reading, writing, and speaking Arabic. This issue poses a significant problem amidst rapid technological changes and advancements in digital education. This research aims to discuss the Arabic language and its numerous capabilities that enable it to adapt to new technological challenges, as well as the current state of its education in Arab countries in light of modern technologies and efforts to develop this sector.
Keywords: Arabic language education, Arabic language capabilities, educational curricula, digital education.

Introduction:
The Arabic language is one of the Semitic languages that has preserved its elegance and beauty, facing various historical eras. Today, it is considered one of the most widespread languages in the world, spoken by more than 450 million people in what is known as the Arab world. Additionally, many non-Arabic-speaking countries recognize it as a religious language, with its letters carrying the Holy Quran, the clear words of God, and the noble prophetic traditions. It is the language of the origin and source of the religion. It has maintained its presence and grandeur, possessing the elements of its survival within itself due to its vitality and ability to renew and give across different eras, qualifying it to be a truly global language. It is the fourth most widely spoken language in the world, covering vast areas and being one of the six languages in which United Nations documents are written.

However, those who follow the state of the Arabic language notice that it faces many challenges in the modern era, particularly in the field of education. Many Arab countries suffer from weak educational outcomes, with studies indicating low levels of student proficiency in reading, writing, and speaking Arabic. This issue poses a significant problem amidst rapid technological changes and advancements in digital education.

Although modern technologies offer immense opportunities to improve and develop the educational process, including the teaching of the Arabic language, there are numerous challenges to integrating these technologies into the Arab educational system. These challenges include a lack of technological resources, weak digital infrastructure in schools, inadequate teacher training on the use of technology, and a shortage of interactive educational content in Arabic. These issues make teaching Arabic within the framework of modern digital technologies a real challenge for the development and instruction of the language.
From this perspective, the main issue in this research lies in how modern technologies affect the teaching of the Arabic language in Arab countries. Does the educational system in Arab countries align with the developments

in global education? What challenges prevent achieving this goal? The research also seeks to explore ways to overcome these challenges and the efforts being made to develop the educational system in the Arab world.

Through this research, we aim to provide a comprehensive analysis of this issue and highlight it in order to find practical scientific solutions that contribute to the development of the educational system in general and the teaching of the Arabic language in particular.

1. Components of the Arabic Language:

Anyone studying the field of Arabic and its unique characteristics can easily notice the features and advantages that make it an ideal language capable of evolving and adapting to contemporary life requirements. Among these, we mention, but are not limited to:

A. Precedence of Arabic Over Other Modern Languages:

Arabic is considered an ancient language with deep historical roots, a fact agreed upon by scholars and enthusiasts alike. Numerous studies have confirmed the precedence of Arabic over modern world languages. One such study is highlighted in the book "Scattered and Collected in Language and Literature" by "Al-Aqqad," where he asserts that "Arabic is older than most modern languages, with evidence of its ancient precedence surpassing that of other old languages[1]." Similarly, "Abdul Rahman Al-Borini" in his book "Arabic: The Origin of All Languages" supports this view by citing the Quran and Hadiths. Dr. "Tahia Abdel Aziz" also strengthens this theory through her study presented in "Arabic: The Origin of Languages," a comparative study that concluded the precedence of Arabic over other world languages. This study was even translated into English due to its significance.

While these perspectives often stem from a religious belief that we hold, convincing others with this belief can be challenging. Comparative studies of various languages often lack definitive and rigorous scientific evidence. From this standpoint, it is difficult to scientifically pinpoint the origin of languages, but it is established that Arabic is one of the oldest modern and contemporary languages.

B. The Encyclopedic Nature of Arabic:

Arabic linguistic heritage is immensely rich and abundant, reflected in the numerous classifications and dictionaries that highlight the strength and expressive capability of Arabic. Among these dictionaries are "Al-Sihah" by Abu Nasr Ismail ibn Hammad Al-Jawhari, "Asas Al-Balaghah" by Abu al-Qasim Mahmoud Al-Zamakhshari, "Lisan al-Arab" by Muhammad ibn Makram ibn Manzur, and "Mukhtar al-Sihah" by Muhammad ibn Abi Bakr al-Razi, among others. These ancient and modern dictionaries showcase a vast linguistic resource. For instance, "Lisan al-Arab" (13th century) contains over 80,000 entries, a substantial number compared to other languages. The "Samuel Johnson" dictionary of the English language (18th century) contains 42,000 words. Thus, Arabic is one of the richest languages in terms of lexical resources. Additionally, Arabic is distinguished by its lexical richness, including synonyms, antonyms, homonyms, metaphors, and more, enriching both meanings and words[2].

Furthermore, the Arabic language relies on a root system, which serves as the basis for studying the origin of derivatives among morphology scholars. The root is the raw material from which related words are formed. "The Arabic language includes sixteen thousand linguistic roots, followed by Hebrew with a significant gap at two thousand five hundred roots, Saxon with two thousand roots, and Latin with seven hundred roots[3]." The root system allows us to understand the morphological pattern of all words and determine their structure. It also enables derivation, producing new vocabulary that we may need in our contemporary world.

The brilliance of linguists is also evident in the field of grammar, where they have extracted, derived, and established the rules and structures of Arabic grammar. Figures such as "Sibawayh," the leader of grammarians, who wrote the foundational book on Arabic grammar, drawing from its principles and facets, and "Ibn Jinni," who laid the groundwork for linguistic jurisprudence, as well as "Al-Jurjani," the founder of rhetoric, and "Al-Firuzabadi," the author of "Al-Qamus Al-Muhit," among other linguists who preserved Arabic by preserving its rules.

When examining Arabic vocabulary in other languages, we find many Arabic words in Islamic languages such as Persian, Turkish, Urdu, Malay, and Senegalese. Arabic words are also found in other global languages like Spanish, Portuguese, German, Italian, English, and French. For instance, in English, many words have been acquired either directly from Arabic or indirectly from Arabic words that entered Romance languages before transitioning to English. Examples include "admiral," "alchemy," "alcohol," "algebra," "algorithm," and "alkaline.[4]"

As for the phonetic characteristics of Arabic, according to Dr. Farhan Al-Saleem, it possesses the widest phonetic range known in languages, with articulation points extending from the lips to the deepest part of the throat. While other languages may have more phonemes, their articulation points are often confined to a narrower range and shorter spectrum, such as being concentrated in the lips and adjacent areas of the mouth or the nasal cavity in highly nasal languages (e.g., French), or clustered around the throat.

The Arabic language possesses characteristics and components that make it a complete language in various aspects (lexical, semantic, phonetic, grammatical, morphological, etc.). It is not possible to cover all these aspects in this discussion; however, the aim here is to highlight some of them. Those interested in expanding

their knowledge can refer to the classical linguistic texts, which richly demonstrate the strength and encyclopedic nature of the Arabic language, as well as the efforts of linguists to study it thoroughly in order to preserve it from any impurities that may taint it.

The Arabic language celebrates a vibrant cultural and scientific heritage, evidenced by numerous classical works that showcase its richness and its ability to adapt across different historical periods. It has also been the foundation for successive civilizations around the world. "Arabs have been an active element in the construction of human knowledge and a significant link in the chain of impactful contributions to civilization throughout human history, just like other great nations that contribute to the building of human civilization.[5]" Various technical and human sciences were written in Arabic, and the Arab heritage remains a testament to these achievements.

2. The Current State of Arabic Language Learning:

Previously, we discussed the efforts of linguists to preserve the Arabic language by safeguarding its rules and teaching it accurately to future generations, maintaining its characteristics, elegance, and style. Their work has enabled Arabic to adapt to various scientific disciplines, proving its flexibility and leadership in building an Arab-Islamic civilization acknowledged worldwide for its contributions to humanity. However, what is the current status of Arabic and its teaching in the face of new technological challenges?

Teaching Arabic today faces numerous challenges and difficulties that result in students in Arab countries struggling with reading, writing, and speaking skills in Arabic, thereby affecting their overall academic performance. These difficulties stem from various factors, including the technical aspects of education, its quality, and other social and identity-related aspects. These challenges can vary across Arab countries depending on their social, economic, and political conditions. In this section, we will attempt to explore the current state of Arabic language education in Arab countries.

2.1 Quality of Education in the Arab World:

The quality of education in the Arab world faces a set of complex and intertwined issues that impact the efficiency of the educational system and its outcomes. These issues intersect with economic, social, political, and cultural factors, some of which include:

A. Educational Curricula:

Educational curricula are a major issue in Arabic language education, as many of them are characterized by rigidity and a tendency towards traditional rote learning, focusing on memorization rather than critical and creative thinking. Some international reports, such as the Brookings Institute report, indicate that "56% of Arab primary school students and 48% of middle school students do not learn basic skills in school, which reveals a significant reason behind the dropout rates in middle schools." This highlights a crucial problem in the current educational approach, emphasizing the need for curricula reform to foster a more engaging and effective learning environment[6].

Despite many Arab countries' attempts to revise and develop their curricula, they still struggle to resolve this issue due to weak planning and ambiguous educational policies. Even when these curricula are updated, they require regular revisions to keep pace with scientific and technological advancements.

B. Infrastructure of the Educational System:

Many Arab countries genuinely lack basic educational resources. Numerous schools suffer from overcrowded classrooms, where the number of students is too large for effective learning. There is also a shortage of textbooks, educational tools, and modern technologies like computers and the internet, making the educational process challenging, especially as contemporary students live in a digital age and environment.

C. Teachers, Training, and Professional Development:

The Arabic language teacher is a crucial element in the Arabic language teaching and learning programs. Proper preparation based on modern educational approaches is essential for successfully fulfilling their functional duties. However, it is evident that teachers in the Arab world often lack continuous training and professional development, impacting their teaching abilities. Many teachers also suffer from low salaries, affecting their living standards and motivation negatively. There is a lack of specialized training programs in using modern technology and advanced teaching methods.

D. Social and Economic Factors:

Social and economic factors significantly impact the educational process in the Arab world. Many children in these countries suffer from poverty and deprivation, affecting their ability to attend school and receive a good education. In impoverished areas, many children are forced to work to support their families, depriving them of education. Conflicts and political instability in some countries lead to the destruction of educational infrastructure and the displacement of students and teachers, severely hindering the educational process. Additionally, many schools do not address dropout rates or ensure appropriate education and facilities for millions of refugee and displaced Arab children and youth. There is a need to recognize the importance of investing in families as key actors in children's education, challenging the traditional understanding that teachers are the sole drivers of children's education while the family's role is secondary. A genuine partnership between

schools and families is necessary. Finally, Arab education must address the lack of comprehensive investment in the school environment, which would allow children to feel safe at school[7].

E. Educational Policies:

Some countries lack long-term strategic planning for education development, resulting in inconsistent and ineffective policies. There is also insufficient government funding for education in some countries, leading to inadequate financial resources for developing and improving the educational system.

F. Technology and Digital Education:

Despite technological advancements, many schools lack effective technology integration in the educational process. Insufficient training in using modern technology as an educational tool limits the optimal use of these technologies.

G. Assessment and Examinations:

Many educational systems rely on traditional exams that measure memorization skills rather than understanding and application. There is also a limited use of modern assessment methods, including continuous assessment and project-based evaluation.

These multifaceted challenges highlight the complexity of improving Arabic language education. Addressing these issues requires coordinated efforts and strategic investments to enhance the quality of education and meet the evolving needs of students in the digital age.

2-2 The Current State of Arabic Language and Education Amid Identity and Globalization Challenges

Many scholars consider that "identity and language are interconnected elements that interact in individual and social behavior within the state and society, each influencing the other; when the language strengthens, so does the identity, and when the language weakens, so does the identity.[8]" If we look at the current state of the Arabic language and its education, we see a clear and evident decline both locally and internationally. Locally, there is a significant hostility towards the Arabic language, whether intentional or unintentional. Today, Arabic is often accused of being a weak language, indicative of backwardness and adherence to the past, and of being unable to keep up with the present. This line of thinking stems from a lack of awareness of the importance of language as a heritage closely tied to national, ethnic, and religious identity. The foundation for social and civilizational progress of any nation is contingent upon its awareness of its history and heritage, which represent ready-made human experiences inherited from ancestors and serve as a launchpad towards the future. Unfortunately, what we witness today is a new form of cultural colonialism manifested through Western media, which, with its immense technological capabilities, can make Western culture the dominant and redemptive culture for humanity and the world. This is achieved through Western documents, films, series, and even children's programs and animated cartoons broadcast in modern techniques (HD, 4K, etc.), leading our children to abandon Arab channels in favor of Western ones due to their superior influence. This poses a clear threat to identity, inherited values, and the mother tongue. Additionally, the virtual world, in which we spend most of our time, exacerbates this issue in the absence of impactful local media that can meet the needs, desires, and cultural inclinations of the youth. The Arab world, in general, remains far behind in communication technology and modern digitization, playing only a passive role in this global network, receiving information without sending or influencing others. The number of Arabic satellite channels, smartphone applications, and websites is minuscule compared to other languages, keeping Arabs far from truly engaging in this crucial global technology that has become integral to contemporary life.

2-3 The Current State of Arabic Language and Education Amid Modern Technologies

If we want to investigate the issue of the Arabic language's weakness in social contexts, we must return to the educational system in Arab countries. Education is essential for acquiring correct Arabic, especially amid the prevalence of local dialects. Observing the teaching of Arabic today in Arab countries reveals that it has been facing significant crises for decades. We can note that, long ago, a meeting of Arabic language experts held in Amman in 1974 identified the main problems and challenges facing Arabic language education in our schools, ranked in descending order as follows[9]:

1. Lack of attention by Arabic language teachers and other subject teachers to using correct Arabic.
2. Arabic language curriculum that produces a suitable and contemporary reader.
3. Lack of a modern dictionary at every stage of general education.
4. Lack of objective measurement tools in language education evaluation.
5. Minimal use of educational aids and modern technologies in language teaching.
6. Overcrowding of grammar with rules, many of which are not functional.
7. The difficulty and inconsistency of grammar rules.
8. Lack of scientific studies in beginner reading teaching methods.
9. Sudden transition in education from the child's dialect to formal Arabic.
10. Inconsistency in language levels between subject books, even within the same subject in the same grade.
11. Teaching literature and texts that connect students with the products of their present and the heritage of their past, showing its impact on their lives.

12. The dominance of the past over the present in literature teaching.
13. The shortage of specialized teachers and the decline in their quality.
14. The gap between the language learned in schools and contemporary formal Arabic.
15. Difficulties in Arabic writing.

These problems are further compounded by primitive teaching methods in some Arab countries that have not yet embraced modern educational experiments. Today's child finds a significant gap between what they receive from television or the virtual world (internet) and school. The visual stimuli are vastly different, as today's child is bombarded with visual information that may equal or surpass what they receive at school. This poses a significant danger to our children, especially given the weak presence of technology in educational methods in our Arab countries. These challenges and others persist today, and Arab systems have yet to find effective solutions to elevate the Arabic language. This indicates a lack of clear vision despite diagnosing the issues in the Arab educational system. Additionally, reliance on imported educational curricula without adapting them to suit the Arabic language has significantly hindered the language, particularly in scientific subjects where terms are used without Arabic translation.

2-4 The Reality of Learning Arabic in the Real and Virtual Social Systems:

The social system is a fundamental player in shaping the individual and forming their personality. "Language, any language, forms the cornerstone in building societies. There is no language outside society, nor society without language. In the case of Arabs, it is the most important cornerstone of their existence[10]." However, what is observed today is a fragmentation in maintaining Arabic as a protective component of society and national and communal identity. Today, society is divided into two: a real society that largely represents a community with similar ideas, visions, ideologies, and genetic social characteristics, and an open virtual society carrying all kinds of ideas, visions, and ideologies with different genetic social characteristics. The previous societal perspective has fundamentally changed, and it can be said without reservation that the time an individual spends on social media is more than the time spent with the real society. This is a significant problem for the individual who used to derive their personality and language from their community and today has become a product of a different social system. What concerns us in this context is the Arabic language and its position in the Arab social system, and when we refer to the Arab social system, we mean both the real and virtual systems.

A. The Reality of Learning Arabic in the Real Social System:

Today, Arabic suffers a dire reality in the real social milieu due to the dominance of local dialects, which have mixed significantly with foreign languages due to various factors, including colonialism that most Arab countries underwent with clear policies to erase Arab identity. Additionally, there is a prevalent use of foreign vocabulary among Arab youth, driven by admiration for Western civilization. These and other reasons can be attributed to the weakness of the Arabs, numerous internal conflicts, and external wars. Ibn Hazm accurately concluded regarding the decline of language amidst societal fragmentation and chaos: "Language mostly falls and ceases to exist with the fall of its people's state and the intrusion of others into their homes or their displacement and mixing with others. A nation's language, sciences, and news benefit from the strength of their state, their activity, and leisure. But when their state is destroyed, they are overwhelmed by their enemies, and they are preoccupied with fear, need, humiliation, and serving their enemies, it inevitably leads to the death of their thoughts, perhaps leading to the loss of their language, their lineages, their history, and their sciences[11]." Thus, the fragmentation of Arabic within the community is a result of social, economic, and political problems affecting the Arab region, negatively impacting the development of Arabic language education and keeping pace with ongoing developments.

B. The Reality of Learning Arabic in the Virtual Social System:

After discussing the reality of the Arabic language in the real social milieu, it is essential to address another reality, which is the virtual social system, particularly social media that has invaded minds and become a true alternative to the real society and a fundamental means of communication between various individuals and groups. Since language is, as mentioned earlier, the essential means of communication, Arabic had to exist in this space. However, the ways of expressing and maintaining the formal Arabic language are very limited in this space, often restricted to writers and intellectuals due to the poor Arabic language proficiency among social network users. This limits the presence of Arabic digital content on these networks. Instead, a mixed language, incorporating elements from different languages (Arabic, English, French, etc.), sometimes written in abbreviated forms indicating the first and last letters of words, interspersed with numbers replacing letters, has become common on social media. This trend is perhaps due to the fast-paced era and the writer's need for quick phrases and symbols to convey messages without adhering to strict linguistic rules. It also helps overcome dialect issues since these sites are open to the whole world, not just one nation with a single colloquial language. "Thus, the proper and correct Arabic language has almost disappeared from social networks except in rare cases, turning into an inconsistent mix of numbers, symbols, and words often written in Latin letters. This has led to terms like 'Arabizi' or 'Franco-Arab', and 'Arabeng', referring to the mix of Arabic with other languages like English. Consequently, the Arabic linguistic identity has become explicitly threatened, making the spread of

correct Arabic on social networks extremely difficult given this new linguistic reality, which has allowed other foreign languages, like English and French, to proliferate.[12]"

3. Efforts to Develop the Arabic Language and the Educational System in the Arab World:

After reviewing the various elements that the Arabic language possesses to achieve global recognition and the significant challenges in teaching it, it is necessary to highlight some Arab efforts to develop the Arabic language and make it contemporary with these technologies, as well as to develop its educational system in the spirit of fairness and hope. Despite all the difficulties faced by the Arab region and Arabs, there are genuine efforts to develop the Arabic language through Arab scientific academies, scientific research centers, and other Arab institutions striving to improve their educational systems by implementing initiatives and reforms aimed at enhancing the quality of education and aligning it with modern requirements. Below is an overview of some of these efforts :

1- Educational Reforms in Jordan: Jordan is a leading country in the field of educational reforms. Over the past decade, the Jordanian government has expanded its role in guiding the educational system for primary and secondary levels. The quality of education has been improved by updating curricula, training teachers, and developing educational infrastructure. UNESCO reports indicate that the school enrollment rate for children in Jordan is almost 100%, reflecting the success of the educational reforms in the country[13].

2- Mohammed bin Rashid Al Maktoum Initiatives: The Mohammed bin Rashid Al Maktoum Global Initiatives strive to spread education and knowledge through various projects and programs aimed at supporting educational systems in developing countries. These initiatives include providing advanced educational resources, building new schools, and developing vocational education programs aimed at empowering students in underserved communities. The Mohammed bin Rashid Al Maktoum Global Initiatives place special importance on the education sector and spreading knowledge, considering education the primary and ultimate foundation for building any society by investing in one of its most important resources: human capital. Based on the organization's vision of the role of education in improving quality of life and driving development, dozens of programs, projects, and campaigns have been dedicated to supporting the educational process in developing countries and communities lacking educational environments. They aim to provide the minimum necessary resources for students and teachers, focusing on basic education to ensure a better future for young generations, alongside supporting literacy programs, training and qualifying educational staff, building educational institutions equipped with the latest facilities, and implementing vocational education projects and initiatives to help students in poor and deprived areas improve their living conditions and those of their families. Additionally, the Mohammed bin Rashid Al Maktoum Global Initiatives work on developing enlightenment programs and projects in the Arab world aimed at enhancing the value of culture and reading and building knowledge, especially among the youth, laying solid foundations for building aware young people who understand the challenges facing their society and have the cognitive abilities to deal with these challenges efficiently. Several institutions under this organization aim to develop education, including[14]:

- **Dubai Cares:** Focuses on providing quality education opportunities for children and youth in developing countries. To date, the organization has successfully launched educational programs benefiting 20 million individuals in over 60 countries.

- **Mohammed bin Rashid Arabic Language Award:** Launched in 2014, this award highlights outstanding initiatives in spreading knowledge in the Arabic language, encourages exceptional contributions in the field of Arabic language, and honors the efforts of those working in it.

- **Arab Reading Challenge:** This is the largest cultural and knowledge initiative of its kind aimed at instilling the habit of reading in Arabic among the youth. Launched in the 2015/2016 academic year, the initiative initially included school students in the Arab world from first grade to twelfth grade before expanding to include Arab students worldwide. The challenge is conducted throughout the academic year in stages at the school and national levels, culminating in the crowning of the Arab Reading Challenge Champion.

- **"Madrasa" Arabic E-Learning Platform:** Launched in 2018, the Madrasa platform provides high-quality educational content available for free to millions of Arab students anywhere in the world. The platform aims to develop the educational system in the Arab world, improve academic achievement for Arab students, and encourage self-learning by offering over 5,000 educational video lessons in science and mathematics based on the latest global curricula, as well as 1,000 educational video lessons for a comprehensive Arabic language curriculum designed specifically for the platform and over 200 illustrated stories for children. These lessons cover all educational stages from kindergarten to twelfth grade.

- **The Digital School:** Launched in November 2020 as the first integrated digital school, the Digital School will provide remote education in an intelligent and flexible manner, allowing students to join from anywhere. The Digital School aims to set new standards for the future of global education for those most in need, targeting one million students within five years.

3. E-Learning and the Use of Technology:

Many Arab countries today place special emphasis on using technology in education. They provide multimedia resources, innovative and interactive educational programs, and tools that contribute to improving the quality of education. In addition, smart devices and educational applications are used to offer learning experiences that combine enjoyment and benefit, enhancing interaction between teachers and students. There are significant projects in this regard, such as:

1. "Madrasa" E-Learning Platform (United Arab Emirates):

"Madrasa" is one of the leading initiatives launched by the Mohammed bin Rashid Al Maktoum Global Initiatives. The platform offers free educational content in Arabic, including over 5,000 lessons in science and mathematics and 1,000 lessons in Arabic language. These lessons are designed based on the latest international curricula to promote self-learning and improve learning outcomes for students from kindergarten to twelfth grade. Since its launch, the platform has attracted millions of students from various Arab countries, reflecting its great success in using technology to enhance education[15].

2. "Qira'i" Program (Saudi Arabia):

The "Qira'i" program aims to enhance reading skills in Arabic for students through an interactive electronic platform. The program offers a variety of e-books and reading materials suitable for different ages and educational levels. It also allows teachers to monitor students' progress and provide immediate feedback. The program encourages continuous reading through competitions and incentive rewards.

3. "Iqra'a Bil Arabiya" Platform (Qatar):

The "Iqra'a Bil Arabiya" platform is a leading initiative launched by the Qatar Foundation for Education, Science, and Community Development. The platform provides interactive educational content, including stories, books, and educational games aimed at enhancing reading and writing skills in Arabic. It is designed to be engaging and suitable for children of various ages, helping to motivate them to learn and read regularly.

4. "Digital Education" Initiative (Jordan):

The "Digital Education" initiative in Jordan aims to integrate technology into the educational system by providing computers and interactive whiteboards in schools. The initiative includes training teachers to effectively use this technology in teaching Arabic. Reports indicate that this initiative has contributed to improving students' performance and increasing their engagement with educational materials.

5. "Alef" Program (United Arab Emirates):

The "Alef" program is a digital education system that uses artificial intelligence to deliver personalized lessons to students based on their performance levels and individual needs. The program includes interactive educational materials in various subjects, including Arabic. It helps monitor students' progress and provides appropriate guidance in real-time.

Reflecting on these projects and other real experiences, it is clear that there is an awareness of the necessity of incorporating technology into the educational process. This is of utmost importance for improving the quality of education and facilitating access to knowledge. Technology offers interactive educational tools such as videos, games, and simulations, making learning more engaging and effective. It also contributes to personalized education according to individual students' needs and levels, and enables remote learning, providing students in remote areas with access to education. Additionally, technology helps develop 21st-century skills such as critical thinking, creativity, and digital skills. It enhances interaction and participation among students through collaborative learning and immediate feedback. It also improves the efficiency of the educational process by managing time and providing data.

Thus, technology significantly contributes to the development of the educational process and achieving inclusive and interactive education for all.

Conclusion:

The Arabic language possesses the qualities that make it a distinguished global language, maintaining its charm, beauty, and ability to keep pace with various eras in all fields of knowledge. However, our current era is different from previous ones, characterized by rapid technological advancements and globalization that erode identities and cultures. Observers of the state of the Arabic language, particularly its educational aspects, notice the significant challenges it faces, especially in Arab countries influenced by globalization that seeks to make English the unrivaled global language. This trend could limit the use of other languages in general and Arabic in particular. Therefore, governmental bodies, linguistic academies, and educational institutions must take several measures, including:

1. Focusing more on developing curricula that align with the region's culture and specificities while keeping up with global developments.
2. Improving teachers' conditions, considering them the cornerstone of the educational process, by enhancing their social and economic circumstances and providing continuous training programs to keep up with advancements.

3. Providing the necessary infrastructure for educational institutions, both in terms of basic facilities and modern technological tools.
4. Integrating technology and digital education into the educational system.
5. Raising societal awareness about the importance of the Arabic language as a component of national, communal, and religious identity.
6. Increasing funding by allocating larger budgets to develop education, including improving infrastructure and providing necessary educational resources.
7. Involving parents and the local community in the educational process through workshops and awareness campaigns.
8. Organizing interactive educational activities such as group discussions, research projects, and field trips to enhance the use of the Arabic language.
9. Launching initiatives like the Arab Reading Challenge to foster the habit of reading among students.
10. Encouraging students to engage in creative writing through competitions and workshops for writing stories and essays.

Developing the learning of the Arabic language requires comprehensive and integrated solutions that include updating curricula, utilizing technology, and developing teachers. Through collaboration between governments, educational institutions, and the community, significant progress can be achieved in the quality of Arabic language education, ensuring its continuity and development in line with the demands of the modern era.

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