Integrating Technology into Foreign Language Teaching: A Closer Look at Arabic Language Instruction at the Australian National University

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Abstract : Foreign language education is a complex endeavor that often presents educators with a range of challenges and difficulties. This study shed light on the specific challenges encountered in the context of teaching Arabic as a foreign language at the Australian National University (ANU). Drawing from real-world experiences and insights, we explore the multifaceted nature of these challenges and discuss strategies that educators have employed to address them. The challenges in teaching the Arabic language encompass various dimensions, including linguistic intricacies, cultural nuances, and diverse learner backgrounds. The complex Arabic script, grammatical structures, and pronunciation patterns pose unique obstacles for learners. Moreover, the cultural context embedded within the language demands a nuanced understanding of cultural norms and practices. The diverse backgrounds of learners further contribute to the challenge of tailoring instruction to meet individual needs and proficiency levels. This study also underscores the importance of technology in tackling these challenges. Technological tools and platforms offer innovative solutions to enhance language acquisition and engagement. Online resources, interactive applications, and multimedia content can provide learners with immersive experiences, aiding in overcoming barriers posed by traditional teaching methods. Furthermore, this study addresses the role of instructors in mitigating challenges. Educators often find themselves adapting teaching approaches to accommodate different learning styles, abilities, and motivations. Establishing a supportive learning environment and fostering a sense of community can contribute significantly to overcoming challenges related to learner diversity. In conclusion, this study provides a comprehensive overview of the challenges faced in teaching Arabic as a foreign language at ANU. By recognizing these challenges and embracing technological and pedagogical advancements, educators can create more effective and engaging learning experiences for students pursuing Arabic language proficiency.