



Item	Content
Introduction	Systematic steps of language teaching and learning enhance students' capacity and accelerate language learning. This case study explains 8 steps of systematic process in language teaching and learning in the classroom. The 8 steps are (i) proper lesson plan, (ii) interesting set induction, (iii) lesson message with (iv) constructive responses, (v) group discussion, (vi) correction and additional input from teacher, (vii) assessment on teaching outcome, and (viii) conclusion/homework. Nowadays, Information Communication Technology or ICT could be a learning tool in education. One of the practical examples in teaching and learning language was GEMS Wellington Primary School, which has introduced an innovative teaching methodology by using information and communications technology (ICT) equipment in Arabic Language as learning tools to Year 3 Non-Arabic speaking children. The initiative is based on UAE Ministry of Education's suggestion in Malaysia where the integration of technology with education is needed to complement the efforts to boost the efficiency of Arabic language training. The Year 3 students made presentations about their learning experiences, which included learning the different ICT equipments in Arabic Language. As part of learning process, homework and in-class exercises are given to students to help them in memorizing and revising what they have learned in classes. Assignments are also provided as a practice in helping students to solve problems and case studies. Multimedia presentations are usually used to describe a topic and illustrate it using visualization of objects and process. The multimedia activities are also able to test the explained matter using several prepared exercise as well and by applying this method, students could improve their ICT knowledge too.
Type of institution involved	Primary School
Title of the methodology used	ICT and systematic steps in teaching and learning language in the classroom
Type of educator	Teachers
Tool/tools used	MP3 and MP4 player, digital cameras, digital camcorder, mobile phones and portable laptops.
Main Challenges, Key Success & Enabling Factors	<p>4 pedagogical factors considered for its implementation are;</p> <ul style="list-style-type: none"> ▪ Creativity: Creativity is a commitment to transference new knowledge and generates new ideas. Creativity increased a complex and sophisticated cognitive thinking. Teachers role are to stimulate and encourage creativity in substantive ways. Creativity environment more control over right brain. Creative factor should be applied at step 2 (set induction which is relevant and interesting) and at step 8 (conclusion and giving homework for students). Creativity is to have the ability to produce, innovate and improve i.e. on the quality. ▪ Reflectivity: Teachers willingness to reflect on teaching. The awareness of teachers to synchronize teaching and learning process with the students learning styles. Documented reflectivity is vital in knowing how learning takes places and serves as resources for further research. Left brain is much appropriate in reflectivity. Reflective factor should be applied at step 1(providing lesson plan, preparing teaching aids, resources and classroom attendance, reflecting the previous lesson plan in order to conduct a better lesson) and at step 7 (to measure and evaluate the objectives of teaching and learning, reflect on the teaching outcomes which stated in the lesson plan to measure. the teaching objectives). The system implemented should always be studied, evaluated and improved including the teaching, learning and school administration. ▪ Cooperation: Teachers encouraged participation among teammates in a collaborative way. Peer learning and sharing in groups enhanced self-directedness, valued teammate's ideas and how to actively involve as a team. ▪ Responsible: Effective teaching requires substantial commitment to content and subject matters. Teachers must have a sense of responsibility towards the level of understanding of the students.
Lessons Learnt & Recommendations	As an Arabic language teacher at GEMS Wellington Primary School Gihan Ahmed Mansoor said "learning Arabic language using the latest ICT tools has revolutionized the teaching and learning practices. It has generated tremendous interest among non-Arabic speaking children. We encourage our students to leverage the advantages of technology because it is important, both as a teaching tool and as an increasingly important part in their lives.". A year-three student, Maheen Shariff, stated:"I learned the body parts in Arabic using my Nintendo DS. I did this by drawing them on the DS the capturing them using a camera. After that I sent them to the laptop using Bluetooth. I can now learn language and technology at the same and I am really enjoying it!".
Country	Malaysia
Name of the Institution/Education Center	GEMS Wellington Primary School



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.