

THE EFFECTS OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) ON THE TEACHINGS/ LEARNING OF ARABIC AND ISLAMIC STUDIES

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Abstract: Arabic and Islamic Studies are very wide to be covered extensively within the confines of classroom lessons. These confines can be broadening to cover all areas of the subjects using modern information and communication technologies to meet and stimulate the interest, appreciation and curiosities of students. This paper, therefore, intends to investigate the overall effects of ICT in the teaching/learning of Arabic and Islamic Studies for the 21st century in Nigeria. It, also, investigates **the role of ICT in the** teaching/learning of the two subjects and the challenges facing the teachers of the subjects. The ICT resources for teaching/learning of the subjects would also be examined. The methodology employed in this study was derived from books, journals, archives, newspapers, reports, internet and the Holy Qur'an. The paper emphasizes the importance of making schools conducive for learning and one major factor that contributes to learning process is the use of ICT. It, also, revealed that, ICT is used as a teaching aid possibly in the demonstration and discussion processes. The paper recommended that it is significantly important for the Arabic and Islamic studies teachers to understand the skills and knowledge required in the ICT era. Also, priorities for future development and acquiring of ICT knowledge is essential to Arabic and Islamic Studies teachers so as to be able to apply ICT knowledge where appropriate in their professional lives as educators, education analysts and school managers. While it concluded that the ICT has a lot of **roles in the** teaching/learning of Arabic and Islamic studies.

Key Words: teaching/learning, Information, communication and Technology, Mechanisms, microscope, online technology, digital-Qur'an

Introduction

Information and communication Technology (ICT) is becoming increasingly important in today's world which is named information age because it is believed to be able to accommodate and speed up our entry into information based environment. In addition it should be accessible, relevant and delivered in an efficient manner. ICT is presently considered as a determinate factor for the success of one nation. It is a dynamic field, which has great impact on the society in several dimensions-ethical, social and political. One of the major areas that are significantly affected by this silent revolution is promoting Islamic knowledge. Therefore great efforts are being made by Muslim scholars, scientists and intellectuals in evaluating the impacts of ICT on Islam, and at the same time, initiating ways to promoting Islamic Studies and information through the use of ICT. ICT is becoming a new engine for Muslims all over the world to collect, exchange, share and spread information about Islam. Services and applications offered by the ICT technology can be efficiently used in order to distribute and increase the level of understanding of Islamic knowledge. One of the greatest benefits to be gained from the use of ICT is Internet. It can be the most useful tool to disseminate Islamic knowledge and information and can be efficiently utilized in promoting teaching. Prevalent use of ICT by Religious studies teachers, particularly Arabic and Islamic Studies teachers may be achieved by educating those of them who do not have prior knowledge of ICT. In Islam, the use of modern technology is encouraged as it helps in the development of positive thinking, the ability to innovate and drive for self improvement.

Definition

ICT is an acronym for Information and Communication Technology. It involves developing and using technology to process information and aid communication. United Nations Educational Scientific and Cultural Organization UNESCO (2013) define

Information and Communication Technology as the combination of informatics technology with other related technologies, specifically communication technology. This definition implies that ICT will be used, applied and integrated in activities of working and learning on the basis of conceptual understanding and methods of informatics. According to Craver K.W (1994), ICT can be surmised as the proper use of Skills and Techniques in Education and while it focuses on the effective transfer of Human Learning, it is not confined to teaching tools/aids only. Okiy R. B (2004) added that, the teaching and learning process is extremely complex since it involves people with different abilities, needs, and expectations. Therefore, appropriate method and skill is needed to make the teaching and learning process effective and interesting. Teaching Technology or the Technology in Education is a subset of ICT which involves techniques used by teachers or educators to systematically improve the learning of the students. Based on teaching models, teaching has four processes according to Collins, (1996):

- (i.) Preparation of teaching (which includes, among others, aims and objectives of teaching, preparation of teaching aids, etc.)
- (ii.) Teaching processes (which among others include introduction, actual teaching, conducting classroom activities, questioning techniques, etc.)
- (iii.) The management of the learning process (that take care of time and space management, skills in motivating children, maintaining the children's discipline, etc.)
- (iv.) The rating and assessment of the students and recording and compilation of the source of learning.

ICT has more motives than purely teaching technology since the interrelations of the different domains are geared towards solving the problems faced in the process of teaching and learning. ICT, as applied in Arabic and Islamic education is an attempt to organize the learning-teaching process systematically into a curriculum with proper learning phases for optimal quality of

knowledge.

Relationship between ICT and Islam

One of the unique features of the Islamic society is the way in which it combines the immutable and the flexible. It is a society that strictly adheres firmly to its fixed principles, but at the same time encourages its followers adopt those things which are beneficial to the society. The Messenger of Allah (SAW) is reported to have said:

“Wisdom is the lost property of the believer, wherever he finds it, he has more right to it.” (Ahmad, 70)

In Islam all beneficial new developments in the fields of science and cultural achievements should be adopted, if they are not already present, and efforts should be made to bring them to the Muslim society, develop them and perfect them. This is a communal obligation (*fard kifaya*), as the Muslim scholars stated, and it requires paying attention to scientific research and allocating large sums of money to it.

Those who are unfamiliar with the Qur’an might, be questioning themselves about the relationship between the Qur’an, which is a book, revealed in more than 1433 years ago and Information and Communication Technology, which is an invention of this century. Al-Qur’an is the book of knowledge and the first sources of Islamic law, which contains general principles applicable for all times and places. As the Divine Guidance is related to faith and belief, so it encompasses the practical sphere of human life as well as the spiritual aspect. The Qur’an and *Sunnah* therefore, have been provided with the principles as comprehensive as to offer the Muslims such solutions to their ever-emerging problems. Which on one hand, are well-balanced and consistent with the human nature; and hold good and ensure real success for them on the other hand, apart from that those problems and issues are occasioned by the circumstantial change or by the emergence of new means and hitherto unknown inventions.

The Prophet (SAW) and early Muslim scholars have possessed an exemplary model on how one should deal with the knowledge. They employed whatever means, were available at that time to access information, store, and process and distribute their ideas and knowledge. Because of their positive attitudes towards knowledge, Islam emerged as a great civilization for centuries. Islam categorized knowledge into two. The first category of knowledge is that endeared by Allah to operate through revelation. This knowledge is regarded as the highest form of knowledge and eventually is made compulsory on every Muslim to learn, comprehend and implement. The second type of knowledge is that acquired by human via rational inquiry based on experience and observation, which normally concern with worldly matter. This latter form of knowledge includes *tanzur* (observation), *tadabbur* (deliberation), *tathakkur* (recollection), *takfakkur* (consideration), *tabassur* (understanding) and *ta'aqul* (rationalization), all of which is mention in the Qur'an as mechanisms to gather knowledge. It is in the latter category lies the field of ICT. In this respect ICT is not alien to Islam. In fact, the technology have adopted and used-in a different way-by Muslim scholars in the early Islamic history. Hence, the usage of ICT to enhance the teaching and learning of Arabic and Islamic Studies is merely not a new issue in Islam. Service and applications offered by the technology can efficiently be utilized in order to distribute and increase the level of understanding the Islamic knowledge (Umar, M. S, 2013).

Bases for using ICT in the Qur'an and *Sunnah*

By its very nature, Islam welcomes every new Lawful invention based on the exploration of the forces of nature. Never can it disallow the use of newer inventions without genuine reasons. The Qur'an and *Sunnah* are the powerful microscope used in determining the lawfulness or otherwise of a thing. It declares that all things are the creation of Allah, who has created them for

the benefit of human beings.

Do you not see that Allah has made subservient to you whatsoever is in the earth, and the ships that sail through the sea by His command? He withholds the heaven from falling on the earth except by His Leave. Verily, Allah is, for mankind, full of Kindness, Most Merciful (Qur'an 22:65)

The early generation of Muslims traveled long distance to study at the hands of scholars. They would spend years of their lives traveling from one city to the next gathering knowledge. Nowadays one can travel around the world in less than a day. However, to gain Islamic Knowledge, one does not have to travel at all. This is why online technology is vital for quick search and dissemination of knowledge. In addition to this, the amazing advance in online technology means that Islamic knowledge is at our fingertips. If we want it, we can have it. It is just a matter of making the decision and having the discipline to carry us through (Balogun. and Sulaiman, 2010).

Islam is the religion of knowledge. The first verses of the Glorious to be revealed enjoined reading, which is the key to knowledge. Allah says:

Read! In the Name of your Lord who has created (all that exist).He has created man from a clot (a piece of thick coagulated blood).Read! And your Lord is the Most Generous. Who has taught (the Writing) by the pen. He has taught man that which he knew not (Qur'an 96:1-5).

Allah created man and provided him with the tools for acquiring knowledge namely hearing, sight and wisdom. Allah says *Say*:

Are those who know equal to those who know not? It is only men of understanding who will remember (i.e. get a lesson from Allah's sign and Verses)" (Qur'an 39:9).

Evidence that Islam does not interfere with scientific discovery can be seen from an incident that took place during the time of the Messenger of Allah (SAW), who once suggest to farmers that it might be better if they left palm dates trees without

cross-pollinating them as they did every year. The following year, farmers complained that the trees did not produce normal yield, so the Messenger of Allah (SAW) said “You know the affairs of your world better” Based on these and other similar verses of the Glorious Qur’an and the *Hadith* of the Prophet (SAW), the *Ulama* (Scholars) of the *Shafi’i* School and many from among the *Hanafites* holds that all things of the world are lawful to use, except that there are grounds to prove otherwise (Sulaiman, 2013^a).

The Effect of Using ICT in the Teaching of Arabic and Islamic Studies

Nowadays, schools or learning institute in Nigeria provide computer and IT as the learning material to gain knowledge and experience. Students also understand more during teaching process. Internet specially provides many kinds of information is learning tools in education lines. The objective of the exercise is to prepare them in solving problems. According to Sulaiman, (2013^b) one of the methods is by using multimedia activities. Akanni, (2003) added that, besides learning, the teachers can attract the student’s interest in learning process and they understand more if they learn by using something that will attract their interest. By implementing ICT technologies in Arabic and Islamic teaching process, it could improve the students’ interest and creativity thinking. ICT plays some important roles that are to assist teachers in the teaching, provide them with tools to illustrate points or processes as well as supporting long distance educational system. Ismail, and Sarif (2007) also contributed that, on the part of the students, the importance of the ICT is to enable them to associate between concrete/ tangible facts from the abstract ones, help promote students retention and facilitate their simulation and recovery phases. In other to make effective use of ICT, it is important to upgrade teacher’s specialization and skill so that they may identify, troubleshoot and overcome various related problems (Saba Daniel, 2007). The Resources Center is one of the units within a school

functioning in the collection, processing, managing and offering of various administration and educational resources tools. With the establishment of these centers, the goal to upgrade the teaching and learning process in reproducing knowledgeable community may be achieved. It can be summarized that ICT:

- (i.) May be used as a medium in the teaching and learning to develop a more creative thinking in the Integrated Education process.
- (ii.) It is a form of teaching aids that assists the teachers' presentations and save their time.
- (iii.) Current education system requires more innovative and creative teachers through implementation of ICT.
- (iv.) The Education in ICT should be an important subject in the school curriculum as preparation to face challenges posed in the 21st century.

The Role of ICT in the Teaching of Arabic and Islamic Studies

The knowledge of Arabic and Islamic studies is very wide to be covered extensively within the confines of classroom lessons. These confines can be broadening to cover all areas of the subjects using ICT to meet and stimulate the interest, appreciation and curiosities of school pupils and students. One of the key motivating factors of ICT is its ability to provide appropriate challenges for pupils of all abilities (Oladimeji, 2009). The growth of information on Arabic and Islamic studies makes it necessary for teachers to embrace ICT to enable them acquire current and wider knowledge in these areas of teaching.

Using ICT to Enhance the Teaching and Spreading Knowledge of the Glorious Qur'an

The WWW technology has emerged as a clear leader in ICT applications, as evidenced by its enormous user-numbers. The WWW technology enables fast and convenient user-access to obtain data from a variety of sources on the Internet, which are then retrieved and displayed on the user's web browser in

various formats including: text, audio, video, etc. Therefore, the WWW provides an efficient mechanism for information-sharing between millions of worldwide users. The development of cheap and convenient computer programs for various applications has increased in popularity. Consequently, increasing user-numbers are able to obtain computer software/programs containing digital Qur'an text, audio and other forms of multimedia for teaching the Glorious Qur'an. Such programs are made available for sale/distribution on CDs or as downloadable multimedia applications, which are then executed automatically through a simple guided installation process. Hence, the use of convenient easy-access, cheap or free software products result in a rapid increase of such software users countrywide, and thereby provide a mechanism for spreading and teaching the Glorious Qur'an (Oloyede, 2004).

An alternative mechanism for digital Qur'an distribution has become evident with the use of portable digital devices. Portable digital devices that enable the spreading and teaching of the Glorious Qur'an include: laptop computers, handheld digital-Qur'an, portable digital assistants (PDAs), mobiles, handheld iPods, MP3/4/5 players. The handheld digital-Qur'an is dedicated for teaching Qur'an through multimedia recitation, visual text displays and translation, whilst the remaining technologies facilitate the teaching of the Glorious Qur'an following software installation. Advantageously, portable digital devices allow users to read/listen to the Qur'an while on the move thereby removing the restriction of a single static environment (Siddiqui, 2008).

The Relevance of ICT for teaching Arabic and Islamic studies

In this age of ICT and globalization, there are many ways through which the ICT is relevant to the study of Arabic and Islamic Studies. Some of the relevance by which modern ICT could be used to improve upon the teaching and leaning of Arabic and Islamic Studies in our education institutions are outlined below:

Using Multimedia to Enhance the Teaching and Learning of Arabic and Islamic Studies

Multimedia which encompasses animation, audio, video, graphic - both two dimensional (2D) and three dimensional (3D) is another one of the most complex and rapidly changing areas in ICT. It can be very entertaining, especially if it is equipped with high-end computers, all the necessary plug-ins installed and access to the Internet at a quiet time. Multimedia elements, if they are efficiently utilized can be useful tools to enhance the teaching and learning of Arabic and Islamic Studies. Audio and video technologies are widely used by most of the websites in order to improve the way information are delivered, rather than presenting them in the text-based format. Al-Islam.Com (<http://www.al-islam.com>), IslamiCity.Com (<http://www.islamicity.com>) and IslamOnline.Net (<http://www.islamonline.net>) are among the Islamic websites that enable the users to listen for the *khutbah* or lectures conveyed by prominent Muslim scholars (Sulaiman, 2012).

CD – ROM Databases

CD-ROM is an abbreviation for compact disc read only memory. Read only memory (ROM) means the information in the disc can only be read or listened to, but cannot be altered by the user. A CD-ROM is an optical compact disc used to store computer text and data digitally (Wishart, 1999). One major advantage of the CD-ROM is that a large amount of information can be stored on a disc up to 700 megabytes.

Newspapers, dictionaries, encyclopedias, Arabic and Islamic subjects are produced on CD-ROM which support teaching and learning in schools.

CD-ROOM unlike online service has no time charges so that interruptions during a search are not going to increase costs. Pupils and students are more likely to be encouraged to access and

browse the CD because no extra cost in doing so once the disc is bought (<http://en.wikipedia.org/wiki/Overhead-projector>)

Television

Television programme information can be used to supplement classes in Arabic and Islamic studies. The programme could be received from broadcast information services through television signals or through satellite. The latter need to be subscribed for periodically, and satellite dish and receiver are required.

Microsoft PowerPoint Slides as a Tool in Teaching and Learning Arabic and Islamic Studies

Microsoft Power-Point if efficiently used can enhance the teaching and Learning of Arabic and Islamic Studies. Microsoft PowerPoint programme can be used to modify the contents of the material for presentation in the Class. It helped to represent them in a more meaningful way, using different media elements. By incorporating multimedia elements into the project, the students can be able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better (<http://en.wikipedia.org/wiki/wikipedia:External-links>).

Video Tape and DVD

Video programme can be viewed on television using a video tape player. This enables teachers and students to slot video cassettes of their choice in video cassettes recorder (VCR). There are video cassettes on speaking Arabic, Islamic History, and recitation of Qur'an etc.

Digital video disc or digital versatile disc (DVD) is an optical disc storage media format. Its main uses are video and data storage. It stores photographs, map of Arab countries and the world as a whole, written information etc, and DVD player or computer

programme controls access to the information.

Internet Services

Online information is available on Arabic and Islamic studies. However, there must be Network connection in the school to have access to these services.

One can browse many Arabic and Islamic websites on the Internet, send and receive e-mail, contribute to the information on the internet, retrieve information from the internet etc.

Internet as a Wonderful Teaching AID

In the borderless globalization of information era, internet plays a vital role as knowledge disseminator. Nothing can stop us from getting what we want to know, we want to see and we want to listen because internet can be accessed by everybody. Whether it is harmful or useful, it depends on us how to decide. One of the famous websites to use in enhance is YouTube website. YouTube is a popular video sharing website where users can upload, view and share video clips. YouTube has become an enormously popular form of Web 2.0 new media. A recent article in Wired cites an average of 65,000 uploads and 100 million videos viewed per day on YouTube (Abimbade, 1999 and Koleoso, 2002). This number shows how great the response that YouTube gets from the viewers especially teenagers. That is why, in teaching Islamic Studies, researcher also had integrated some related video clips from this website into teaching and learning process, because video can be a powerful educational and motivational tool. However, a great deal of the medium's power lies not in itself but a means toward achieving learning goals and objectives. Effective instructional video is not television- to student instruction but rather teacher-to-student instruction, with video as a vehicle for discovery (O dianwu and Azubike, 1994).

Overhead Projector

An overhead projector is a variant of slide projector that is used to display images to an audience. It may be used as the chalkboard. It facilitates an easy low-cost interactive environment for the teachers (Adewoyin, 1991). The teacher writes with a special pen on an acetate roll, and the script is projected in magnified form as it is being written. The overhead projector functions on a simple optical system consisting of four main parts: the light source, the stage the projector has a lot of advantages over the chalk board. It saves time: transparencies could be prepared in advance and presented to the class without interrupting instruction. It also allows the teacher to face the class as material is present and hence allows the teacher to maintain eye contact with students. This facilitates better communication between the students and their teacher.

Films

A film, also called a movie or motion picture, is a series of still or moving images. It is produced by recording photographic images with cameras, or by creating images using animation techniques or visual effects. It is an important art form, a source of popular entertainment and a powerful method for educating or indoctrinating children (Ismail and Aleem, 2001).

Its importance in the teaching and learning of Arabic and Islamic Studies cannot be overemphasized. Through films, students are exposed to a galaxy of people, events, processes, and experiences they might never otherwise see. This would not only help to influence students' attitude, but also at the same time arouse their interest and increase the degree of retention of materials learnt. Films, apart from being an effective tool for teaching of Arabic and Islamic Studies also serves as means by which religious events are preserved for on-coming generations. Through films, events could be accurately recorded and properly documented for future use (Tijani, 1995).

Slides

These are individual pictures which are projected on a screen for a class to view. Slides can be used with or without sound. The use of slides in the teaching of Arabic and Islamic Studies would add in relation to class presentation. They are small; hence they could be easily stored.

Film Strips

Film strips which is an elaboration of the slide is equally another technological means of disseminating Islamic facts and information in a more practical way to the learner. Film-strips are usually between twelve and fifty frames in length. Films strips just like the other types of film discussed earlier have the capacity of not only sustaining learners' interest, but at the same time motivate them to learn (Kareem, 2002).

Video Cassettes

This can perform the same function as films in a classroom instruction. Video cassettes are very easy to use and less expensive than films (Bidmos, 1990).

Tape Recorder

Another potent instructional material is the tape recorder. This can be used in two ways: firstly, to record the materials to be presented to the students prior to the class setting. Secondly, to provides audio materials to record the teaching materials for independent study.

Apart from being a potent force in the art of teaching and learning of Arabic and Islamic Studies, electronic media such as audio tapes, audio-visual tape, just like films, could also be used to preserve events for future reference. Through the use of video coverage, events could be accurately recorded and well preserve and documented for future use. Whoever is investigating some thing about Islam of such a period could easily call for such tapes

for replay, coupled with the above, recorded audio-visual tapes also enhances easy retrieval of Islamic information and records. Events that had occurred several years back could be recalled and played back for the purpose of investigation and research (Abdulsalami, 2008).

Aside this, it makes research work less rigorous and Islamic Studies Students who intend to investigate the past would find such recorded video tape very useful in the course of their research work. The use of modern technology preservation of Arabic and Islamic facts also enhances accurate record and documentation of events. Islamic verdicts that would perhaps have been distorted or lost outright are preserved for future use.

Computers

This is another technological device that had gone a long way in relevant to the study of Arabic and Islamic Studies. Computer assisted education or computer based education have developed over several decades and is now a common feature in advance countries of the world (Adebayo, 2005). Application of computer-based on education to a wide variety of subject areas such as Arabic and Islamic Studies has produced result: which have been accepted by both teachers and students in the advanced countries. Two types of computer based instruction are common. These are Computer Assisted Instruction (CAI), which delivers instructions directly with lessons programmed into the system, and Computer Managed Instruction (CMI) which helps a teacher to administer and guide the instructional process (Akanni, 2003). Coupled with the above is the fact that computer device also serves as a very reliable means of storing Arabic and Islamic data and information. This information could be easily retrieved by anyone who intends to investigate the past, even many years later.

With technological inventions, the heavy task of teaching with less result had been greatly reduced. Burden on the part of teachers as well as students had also been reduced. Teachers could

make use of overhead projector to save time by writing on the chalkboard. This too permits students to take notes without difficult (Olajuni, 2005). The graphic materials such as photographs; poster charts, maps, and globes are parts of technological inventions which are useful for Arabic and Islamic Studies. Most of the graphic materials are excellent tools for clarifying and illustrations what a teacher wishes to teach (Saba, 2005). These, also arouse interest, and appeal to the emotions of student in any topic taught.

The teaching and learning of Arabic and Islamic Studies had been revolutionaries through technological inventions. Some of these inventions tend to be resources for Arabic and Islamic teaching. They widen the channels of communication between the teachers and the students, stimulate classroom environment; promote the desire to learn, eliminate verbalism, retention and memory, and stimulate imagination.

Also, Pupils and students can use computers to enable them complete their homework and extend notes taken in the class using word processing. Software students can use is the Desktop publishing; it produces high-quality printing, using techniques from graphic design, typography and printing. And spreadsheet; this enable the insertion, manipulation and calculation of data and figures by using worksheets and formulae to convert graphical representation like graph and charts and display the input information in an appropriate format (Oliver. et al, 1990).

Islamic Distance and Online Education

Through the distance and online programme ICT is use to enhance the teaching and learning of Arabic and Islamic Studies. Prophet (SAW) Said: “Seeking knowledge is a religious obligation upon every Muslim” (Narrated by Ibn Majah). Allah has blessed us to live in a time when access to Islamic knowledge is easy and inexpensive, such that there is no excuse for not seeking proper and authentic Islamic Knowledge. The early generations of Muslims used to travel long distances by

foot or on horseback to study at the hands of a Scholar. They would spend years of their lives traveling from one city to the next gathering knowledge. It is a well known that collectors of *Hadith* would travel for months to a far-away city, just to get one single *Hadith* from a narrator and to ensure the chain of narrators is valid. At their time, traveling was very difficult, dangerous and time consuming. With the fortunate development, in the field of ICT there are number of Islamic Universities that offer Arabic and Islamic Studies online or through distance education (Abubakar Kawu, 2009). The following is a list of the top ten most popular and trustworthy of these Islamic Universities:

- (i.) American Open University: The AOU is an independent and non-profit Islamic University based in the United States. The AOU offers many degree programs in Arabic and in English, Including Diploma, Bachelor, Masters and Doctorate degrees. Their website is: <http://www.aou.edu>.
- (ii.) American Open University-Egypt Office: The same as the American Open University discussed, page above. However, serving the Middle East region their website is : <http://www.egypt.com>
- (iii.) Sharta Academy of America: An independent educational Institution, with its headquarters located in Tampa, Florida in the USA *Sharia* Academy adheres to the *Qur'an* and *Sunnah*, and aims to spread Islamic Knowledge in a moderate and balanced framework. The Academy offers Islamic education orally, by video-conferencing and interactive live broadcasting through the internet available to students all around the world. Their website is: <http://www.Shariaacademy.Com> (Muhammad Etubi, 2009)
- (iv.) AlMagrib Institute: Provides courses on Islam in six-day, two weekends, intensive seminar format, towards a Bachelor's degree in Islamic Studies. Scholars teach the courses live and in person in many cities in North America. Although the main program is not online, they do have some online activities and seminars, their website

- is: <http://www.almagrib.org>
- (v.) The American inter-global University: An independent non-profit distance learning institution offering several diplomas and degrees in various aspects of Islamic Studies AIU approach depends totally on the Glorious *Qur'an* and the adoption and pursuance of the methodology of Prophet Muhammad (SAW). Their website is <http://www.aminuniversity.com>
 - (vi.) Islamic Open Academy (Arabic Only): Free Islamic Courses in Arabic online, with course materials, live and recorded audio lectures all available online. Top three Student get cash prizes! their website is: <http://www.Islamacademy.net>
 - (vii.) Islamic Online University: Founded by Dr. Bilal Philips, offers an accredited Bachelor Degree in Islamic Studies in English. Courses are offered online. Also offers a number of free courses. Their website is: <http://www.Islamiconlineuniversity.com>

Islamic Websites

Apart from the various institutions that offer different online courses there are also some Islamic websites which display various programs on Arabic and Islamic Studies. The following are some of the websites:

- (i.) General Islamic Sites
- (ii.) Specialized Islamic Sites
- (iii.) Arabic link: Their website is: www.abdul.com/arbic.htm
- (iv.) Arabic 2000.com-Arabic Around the web. Their website is: www.arabic2000.com/
- (v.) Arabic on the www Ring. Their website is: www.geocities.com/Rainforest/3286/ring.html
- (vi.) NetNile (in Arabic Language). Their website is: www.netnile.com/
- (vii.) Arabic language Adventure: learn the basics of the Arabic alphabet and grammar with this step by step interactive guide. Their website is: www.arabic-language.com

- (viii.) Arabic Sinai: The newest language course is now being offered by the blue Beach Club. Their website is: www.sinai.ch/
- (ix.) Islamic virtual School. Their website is : www.Islamicschool.net
- (x.) Fadi,s Home page offered free online Arabic Language Tutorial. Their website is: fadl.webjump.com
- (xi.) Arabic translation Bureau. Their website is www.maxpages.com/atransbureau
- (xii.) Arabic twist Arabic and English technical writing and translation service via the internet. Their website is: www.accessme.com/free.html.
- (xiii.) (xiii) Arabic translation and promotion services available at www.geocities.com/Eureka/plaza available
- (xiv.) Teaching of recitation and Memorization. Their website is [htt:www.qquran.com](http://www.qquran.com).
- (xv.) Scientific Miracles of the Qur'an. Their web site is <http://www.Islampedia.com>
- (xvi.) Books of *Hadith*. Their website is <http://www.sultan.org/>
- (xvii.) Takreej of Hadith sites. Their website is <http://www.islammo.cc/had>
- (xviii.) Scientific I jaz of *Sunnah*. Their website is <http://www.amaneena.com/meracle.htm>
- (xix.) Fatwa Sites (Arabic) <http://www.alfiqh.com/fatwa>
- (xx.) Fatwah (other languages) <http://www.fatwa-online.com>
- (xxi.) Siyam (Arabic) site <http://www.islam.com>
- (xxii.) Siyam English site <http://www.jannah.com>
- (xxiii.) Hajj (Arabic) site <http://www.hajdirection.com>
- (xxiv.) Hajj (English) Site <http://www.ummah.net>
- (xxv.) Zakah (Arabic) site <http://zakah.al-isalm.com>.
- (xxvi.) Zakah (English) site <http://www.thezakat.org> (Ismail and Aleem, 2001)

Audio Library

Recording of different recitations and styles, their website

is <http://www.quranvoice.com/> (Oadianwu and Azubike, 1994)

Interactive Learning

In addition to the thousands of websites with authentic materials of Arabic and Islamic Studies for self-education, there are other web sites that engage in interactive session in teaching Arabic and Islamic studies. In such enlightened interaction there is hope for 21st century that will be period of rapid advancement in Arabic and Islamic Studies (Umar, 2013).

The Challenges of Teaching Arabic and Islamic Studies in an ICT era

In spite of the advantages of ICT, there are problems confronting their selection in Islamic Studies. Among these problems are

1. Inadequate Awareness

Many schools are not aware ICT can be integrated into the teaching and learning of Arabic and Islamic studies. They depend on books alone to prepare lessons, unaware of other resources such as CD-ROM databases, television e.t.c.

2. Lack of ICT Skills

Most of the Arabic and Islamic teachers are ignorant of using, the ICT and induction course, lecture, and seminars are not organized in teaching profession as they are organized in the civil services to up-grade knowledge and to facilitate the use of sophisticated ICT. Teachers also do not make maximum use of the few ICT at their disposal, because many of them do not have the knowledge of operating them and are not making effort at having ICT skills that would enhance their job (Moimeka, 1981).

3. Lack of Funds

There is no adequate support or patronage from the Government and School administrators to encourage teachers of

Arabic and Islamic Studies in the use of ICT. Some of the materials are very expensive to provide by teachers. For example, Video Tape and DVD, Computers, Television and Internet Services that are retaining permanent knowledge to the students Also, the acquisition of ICT is a capital intensive and many schools are yet to source enough fund from their proprietors for the provision of these resources (Adeniyi, 2011).

Conclusion

In this paper it was found that, by implementing ICT technologies in Arabic and Islamic teaching process, it can improve the students interest and also creativity thinking. ICT also plays some important roles that are to assist teachers in the teaching, provide them with tools to illustrate some points or processes as well as to support long distance educational system. On the part of the students, the importance of the ICT is to enable them to associate between concrete/ tangible facts from the abstract ones, to help promote the students retention and to facilitate the simulation and recovery phases. Also, in a society of fast growing ICT use, standing and giving endless classroom lessons is gradually becoming old-fashioned method of instruction. Lessons received in classroom need to be further experimented using ICT age library resources. It is for these reasons the following recommendations are made. The paper therefore recommended that, Arabic and Islamic teachers should acquire ICT skills as soon as possible. Arabic and Islamic teachers can not be left behind in the acquisition of current and wider knowledge and School administrators and proprietors should know the revolution in information in the modern world has made classroom lessons alone inadequate for teaching without the integration of the use of ICT age library resources. The provision and use of ICT are very important. Its concluded that, to support the use of ICT, it is important to upgrade teacher's specialization and skill so that they may identify, troubleshoot and overcome various related problems.

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