Open Access Article

THE EFFECT OF AN INTERACTIVE E-BOOK ON TEACHING ARABIC LANGUAGE SKILLS TO NON-NATIVE SPEAKERS

Mohammed Mhmood Al Matalka
Arabic lecturers, Rabdan academy
malmatalka@ra.ac.ae

Dr. Mohammad Al Dwakat
Assistant professor, Rabdan academy
maldowaikat@ra.ac.ae

Mowafaq Riyad Nawaf Migdadi
Professor of Arabic Literature / Modern Literature & Criticism, The world Islamic Sciences & Education University, Mowafaq.migdadi@wise.edu.jo

Shamma Hamdoon Al Naqbi
Associate Dean, Random academy
shalnaqbi@ra.ac.ae

Abstract
This study aimed to identify the effect of an interactive e-book on teaching Arabic to non-native speakers enhancing language skills (listening, speaking, Reading, and Writing). To accomplish the study's objective, this research adopted a descriptive- analytical method. The study sample consisted of 242 Arabic teachers of the non-native speakers, who work in the educational institutions in Jordan. The findings showed that based on the evaluations of Arabic teachers for non-native speakers for the importance of interactive e-book in terms of development of linguistics skills as a whole (listening, speaking, Reading, and Writing) were in a high degree. The findings also found there is a statistically significant effect of the demographic variables including gender, qualification, and experience with varied degrees in terms of the importance of interactive e-book at enhancing language skills (listening, speaking, Reading, Writing) as a whole. Many recommendations are highlighted to encourage the use of e-book and future studies in this regard.
Keywords: E-Book, Teaching Arabic language Skills, Non-Native Speakers

Introduction
The world is witnessing many transformations that teachers, supervisors and institutions teaching Arabic to non-native speakers must stand up to in order to criticize its reality and reflect on the curricula used in it, as many Islamic and Arab countries still adopt traditional methods of teaching the contents of the curricula. Which is no longer commensurate with the way of thinking of learners and

the structural conditions of the field of teaching living languages, in light of the accelerating technology in all fields of the era (Boazawi, 2017).

More precisely, e-learning gives the student a greater ability to assume greater responsibility in the educational process through experiment, exploration and expression, so the teacher becomes a supervisor rather than an expert, and the student becomes an active learner rather than a passive learner (Boazawi, 2017).

Contemporary language policy characterized by trends of generalizing language teaching standards, diversity of language teaching methods, and implementation of innovative technologies in language teaching logically requires strategies based on the principles of distance education (Azer, et al., 2016). The interest in digital educational resources in the global academic field is due to the growing interest in physical health, and it is clear that the demand for remote collaboration between teacher and students, and distance learning technologies leads to a large number of questions regarding the best possible strategy for teaching foreign languages in terms of using digital educational resources (Ridzwan, 2017).

There are significant contributions in favor of the teaching and proficiency of English and other European languages, and at the same time, there is a growing trend of learning oriental languages that require active support from the academic community, including the practice of distance learning Arabic. Attempts to apply open access resources for teaching Arabic as a foreign language have been discussed in some research (Mingazova, et al., 2020).

Digital books are becoming increasingly popular in teaching different languages and across educational contexts as well as in content-oriented courses. It is accessed through portable digital devices (such as tablets and smartphones). In addition to increased affordability and portability, the use of e-books includes the potential benefits of multimedia, a more enjoyable learning process, increased motivation and other benefits. These can also be created through various tools, developed by major publishers or individual educators, and placed on devices or in the cloud (Bikowski & Casal, 2018).

It is worth noting that the growing interest in the use of e-books is also playing a huge role in many academic disciplines (Lawson-Body, et a., 2018). The digital learning environment has become increasingly important in the current stage of multilingual personality formation (Mingazova, et al., 2020). Therefore, our research aims to identify the effect of an interactive e-book on teaching Arabic to non-native speakers.

Interest in learning Arabic as a foreign language is growing significantly. There is also an interest in discovering the vast Arab countries. The learner of Arabic as a second language usually has the desire to use the language in real life situations and not just formally study it with a focus on the four skills and learning phonetics. Therefore, the existence of a curriculum for the Arabic language for non-native speakers is a must. The curriculum teaches Arabic in a way that helps students reach their specific goals and advances the Arabic language at the phonemic, linguistic, grammatical, and structural levels in a way that makes it achievable (Dajani & Omari, 2014).

On the other hand, the traditional methods of education still outlive the classrooms of many Arab countries. They did not add anything new to the content of Arabic language education, nor did they

provide any solutions to the problems facing the educational process. Rather, they were unable to keep pace with modern thought. There is an urgent need for a qualitative leap that would make it able to increase the rate of interest in learning Arabic from non-Arabs, through the application of modern strategies and mechanisms that support traditional methods, transferring the learning process from mere indoctrination and storage to an interactive dialogue process between the learner and the student, which is what e-learning provides (Bouazzaoui, 2017). Teaching Arabic to non-native speakers does not succeed if teachers do not use appropriate strategies and methods while teaching, as we are now living in the era of the twenty-first century, the era of technology, as the teaching tool and strategy has already changed according to the development of the times, but many teachers and lecturers still use traditional teaching methods without any change in the classroom (Mei, et al., 2017).

Moreover, teaching language to non-native speakers to non-native speakers is always discussed through expertise in language and education, especially Arabic language teaching, and many teachers and lecturers of Arabic are very experts in the language but not experts in teaching and learning, and for this reason, currently, many of them still use traditional teaching methods and without relying on technology to teach Arabic. During the Arabic class, students only listen and take notes from the lecturer, and after class, they do not practice any Arabic language skills, and there is very limited research discussed on good strategies for teaching Arabic (Mei, et al., 2017).

According to the American Publishers Association, e-books accounted for nearly a quarter of the book sales of commercial publishers in the US, as this trend continues to increase, the global e-book market share was about 12.6% of the global book publishing market in 2014 and is expected to rise to 27.8 % by 2019. Tablet computers and other digital devices have also changed the perception of traditional print, forecasts have indicated a growing demand for relevant digital content, which opens up endless possibilities for revenue, and technological innovations have prompted libraries in recent years to pay increased attention to e-books. (Lawson-Body, et al., 2018)

Hence, the problem of the study lies in examining the effect of interactive e-book on teaching Arabic to non-native speakers, to keep pace with the technological requirements of the age and to be in harmony with the modern thought of today's learners and thus achieve the greatest possible benefit.

Literature Review

E-Learning

It is intended to harness technological and technical means in the educational process, and employ them to enable the learner to learn individually or collectively, and make him the focus of this process, starting with the use of visual and audio means (interactive whiteboard, radio...) in the classroom, and through direct interaction through the Internet within Social networks, and a transition to educational electronic platforms in which e-learning varies between direct network learning, blending and support (Bouazzawi, 2017).

E-Books

The educational book is one of the most important components of the process of teaching Arabic to non-native speakers, and it is the academic content of the curriculum, so experts and authors believe that the quality of the book and its quality are important things to achieve the characteristics of a good

educational book, and at the same time the lack of Arabic language teaching books to achieve the required level of education, pushing many organizations and individuals have called for the necessity of preparing basic books in language education, as the educational process depends on three main elements: the student, the educational curricula, and the teacher (Mohseni-Gad, 2014).

Many organizations are making significant gains from the global growth of the use of e-books, and in general, e-books are defined as digital versions of paper books that can be delivered on a variety of electronic platforms, ranging from computers to mobile devices, because the Internet and other networks; the advent of smartphones has transformed individuals' reading experiences, making e-books an increasingly popular platform for providing reading materials (Lawson-Body, et al., 2018).

An effective educational material that can be used in learning vocabulary and pronunciation is an e-book that is e-books that can be opened and read digitally using computers, or special applications for e-books or mobile phones. It also constitutes a technology for displaying multimedia information consisting of text, images, animation, audio and video and published in a digital form that can be opened and read through a computer or smartphone, and it is every part of e-text except size and composition, but does not include magazine publications available in e-form which can be accessed using different devices. The compact and dynamic e-book model also makes it easier for users because it can be accessed using a variety of devices anytime and anywhere (Nugraha & Amiseno, 2019).

The digital textbook is an educational technology application that has the potential to expand teacher and student autonomy in managing the learning and teaching process and implement a new balancing of power relations in the classroom (Cooke, et al., 2016). According to the definition on the Ministry of Education's ICT program website: "A digital book is a digital object containing content that combines the features of a traditional book with the characteristics of an electronic environment" (Kucirkova, et al., 2017). The digital textbooks have been developed specifically for the web environment and are rich in visual and interaction. Researchers have estimated, digital textbooks provide an innovative learning tool that allows teachers to teach in a previously impossible way, while meeting the needs of students in the age of the "knowledge society" (Abu-Rabia, & Hanna, 2022).

Advantages of E-Books

The different features of e-books can match or exceed those of printed books, since e-books have various navigation features such as automatic search, page reversal, virtual site tag, bookmarks, and annotations, in addition, it is possible to combine different features of the digital environment such as links hyperlinks, multimedia, automatic identification of meanings (synonyms), cross-referencing of key terms with online encyclopedia and automatic index creation at the end of the book (Nugraha & Amiseno, 2019).

Using the Internet to Learn and Teaching Foreign Languages

Language is a global linguistic system that reveals human thought and plight. It is a mirror of an human's identity, culture and heritage, and an expression of his/her purposes and aspirations. It is a feature of his/her qualities, the social means that his life needed for the cohesion and survival of society, and the necessary factor for the unity of human groups, which highlights and preserves his/her civilized and cultural heritage. It is the element of interaction and communication between one individual and the other. The language also constitutes of the culture. of society and the common public

order among its components. Through it, people learn the degree of sophistication in thinking, behavior and thinking, and the ability of mankind to name his/her concepts, and surrounding things (Hassan, et al., 2021).

In the twenty-first century, mastering foreign languages is one of the central needs of every individual as a means of communication. The internet plays a big role in the lives of young people. Students participate in online activities in their spare time or when they are bored. They play games, listen to music, complete exams, read e-books, talk online, check their smartphones during classes and cannot live without it, it ranks among the new technologies that can be very useful in the foreign language learning process, as it provides greater freedom and convenience for learners to learn in a flexible environment (Sucman, 2021). The Internet, as one example of computer-assisted language learning, plays an important role in foreign language learning and instruction, as the Internet not only allows students all over the world to interact with each other at low cost, high speed and reliability, which enriches their knowledge but also motivates them to learn foreign languages, The Internet allows educators around the world to bring the real world into the classroom using original, task-based materials; it allows teachers to create a lively atmosphere in the classroom and to promote effective classroom participation. Thus, access to the Internet is sure to change the process of teaching foreign languages (Sucman, 2021).

The importance of Teaching Arabic

The Arabic language became more powerful in terms of imaginative ability and communicative competence when non-Arabs entered Islam and used it as a means of communication and expression for reading and writing and as a scientific means. Where the speakers of the Arabic language in the Middle Ages were the torchbearers of ancient cultures and civilizations (Tijani, 2021). The writer also concluded that the Arabic language is a tested language and is able to serve as a means of communication by different people from different languages. In addition, the language, which has been used in science in the past and in all secondary schools in Arabic-speaking countries at present, is useful for scientific developments. Both Muslims and non-Muslims have used Arabic and still use Arabic as the language of instruction.

The field of teaching Arabic to non-native speakers is gaining new ground every day, and the efforts of scholars and researchers continue to provide applied research and theoretical studies. Here it is worth noting the importance of Arabic because it is the language of the Noble Qur'an, and not the language of the Arab race, which explains the interest of non-Arabic speaking Islamic peoples to teach and learn, not to mention the political and economic purposes of non-Muslim peoples, and this interest and turnout - whether it stems from a religious motive or not religious - it requires us to make a double effort in facilitating the Arabic language teaching, learning and acquisition, especially since there are available opportunities that must be invested (Ramadan, 2017).

The urgency of understanding Islam and its language motivated many participants to learn Arabic, so teachers did not feel the need to look for ways to conduct the educational process such as preparation, plans, syllabuses, vocabulary, writing books, tools, etc. Of course, this is what Arabic language teaching programs need today (Hassan, Suleiman, Elhag, bin Al Muhsin, & Eletrebi, 2021). There are also many problems and difficulties in teaching the Arabic language program. One of the problems we

encountered is that some teachers use only one method of teaching all the time, but the reality of teaching Arabic has proven that some methods are better than others in teaching Arabic language skills. Contrary to popular belief, teaching and learning embody concepts and practices that differ from those inherent in scientific research. As a result, most scholars are not aware of teaching strategies that can increase purposeful learning (Hassan et al., 2021).

Figure 1: Language Level (Source; Hassan et al., 2021

Related Studies

Bouazzawi (2017) aimed to investigate the reality of using social media, especially Facebook, in the learning and teaching process. The experience showed the clear impact of Facebook in creating an atmosphere of interaction between the teacher and team members on the page. It also showed that the use of Facebook in teaching Arabic to non-native speakers requires technical and logistical preparations. Methodological procedures and specific arrangements for the occasion to adapt this medium with the Arabic language with its distinctive characteristics, and help learners to interact and communicate anywhere and at any time.

Mohseni-Gad (2014) sought to determine the appropriate criteria and indicators for the characteristics of the good language book, and aimed to analyze the content of the book series in learning Arabic and what it contains of elements and language skills to find out their compatibility with these standards. By Arab and foreign authors in the United States of America at three levels, and the study concluded that this series includes most of the features of a good book, but it is not suitable to be a course in Iranian universities and centers because it is not compatible with Islamic culture.

Mingazova, Subich, and Gazizova (2020) conducted a study to investigate the educational evaluation and assessment of digital educational resources in teaching Arabic in the higher education system through the remote system. It presents the best practices in teaching Arabic at a distance based on the evaluation and assessment of the sources mentioned in the study and included in the official curricula of Kazan Federal University.

Lawson-Body, et al., (2018) investigated students' acceptance of e-books employing the Unified Theory of Technology Acceptance and Use (UTAUT), which measures eight different models of information technology (IT) acceptance, as theoretical foundations to identify factors that may influence the acceptance of e-books by accounting students. Data was collected from 107 accounting students to test the admission form for e-books. The results showed that many of the hypotheses were significant, and surprisingly, the perceived usability had no positive effect on any factor as expected in the hypotheses, the perceived usability had negative effects on the perceived usefulness and attitude towards e-books..

Mei, et al., (2017) explored the cooperative learning strategy in teaching Arabic to non-native speakers, and reviewed the experiences of Arabic language lecturers while they applied this method of teaching Arabic at Sultan Idris Educational University in Malaysia. The researchers relied on the design of the survey research, and the study was used for a sample of 10 lecturers who teach Arabic, who were randomly selected from Sultan Idris University of Education, Malaysia. The results showed that the majority of lecturers strongly support the application of cooperative learning in and out of the classroom to help students improve their language skills, communication skills and social interaction.

Sucman (2021) conducted a study regarding the use of Internet services in foreign language education, where teaching and assessment are closely related, and web services can significantly improve not only the quality of foreign language teaching, but also the organization of student assessment. Also, Internet services can increase students' motivation, but it is the teacher who plays a leading role in organizing effective educational activities using various Internet services.

Nugraha and Amiseno, (2019) aimed to describe a need analysis for developing English vocabulary and pronunciation e-books for SMA/MA students. This study used the qualitative descriptive method of research conducted in SMA Negeri Pengasih. The data was collected through observation and interviews in which a teacher specialized in teaching English and some students participated. The research indicated that: (1) most students used an online translation machine (Google Translate) during the learning process, (2) teachers should use English more than Indonesian during the learning process, which is supported by appropriate and interesting learning processes and resources , (3) students had difficulty pronouncing words they rarely use, especially more than 3 syllables, (4) learning processes and resources were less interesting and less diverse.

Bikowski and Casal, (2018) carried out a study regarding the interactive digital textbooks and engagement. This mixed-method research explored the learning and engagement processes of non-English speaking students who used a customized interactive digital book on a mobile device. Data was collected through think-aloud protocols, surveys on expected and actual engagement with digital textbook, reflective journals, and member verification. Among the participants were 13 students in a large business English class at a US university. This study responded to the call for further research on how interaction with digital textbooks and mobile devices affects students' reading behaviors and the learning process, using the conceptual framework of culture of use by Thorne (2003) as a lens for analysis. Results from the Wilcoxon Paired Site Ranking Test found that participants entered the course with high expectations for the digital textbook and ratings remained high throughout the semester, with only one area showing a significant decrease in participation. Analysis of the think-aloud protocol and reflective journal data created a framework for learning using digital resources. This framework of learning processes and strategies can be used by subject designers to create textbooks and digital resources, and by educators to support students as they transition from using digital devices primarily for personal use to using them effectively in their learning.

Tijani (2021) aimed to identify the difficulties of teaching Arabic to speakers of other languages in Europa land. The study examined the attitudes of non-native learners towards learning Arabic culture with special reference to Yoruba Muslims in southwestern Nigeria. It also investigated the difficulties

faced by non-native Arabic language learners in the region, and investigated the factors that cause these difficulties and attempted to provide possible solutions to them.

Dajani and Omari (2014) reviewed three textbooks published by the University of Jordan and are currently used in teaching. She pointed to the positive or negative aspects of the experience teaching these books for more than a decade and from student feedback. Hassan et al., (2021) identified the difficulties and problems facing teaching Arabic to non-native speakers when choosing teaching methods to teach the four Arabic language skills, and to clarify the most appropriate methods compatible with the characteristics of the Arabic language with different specificity for all languages. The study used the descriptive approach, and dealt with the topic on four axes: the first dealt with teaching methods and the relationship between them and the curriculum - strategy, the second dealt with the importance of teaching methods in teaching Arabic to non-native speakers, and the third presented the study on the most important foundations and criteria to be followed when choosing teaching methods. While the study devoted the fourth axis to the most important findings and recommendations, including: the best way to teach those chosen by the teacher through the educational situation, the cumulative educational experience, the levels of learners and their cultural and linguistic backgrounds, and that the Arabic language differs from other languages, in addition to the methods of teaching Arabic to non-native speakers.
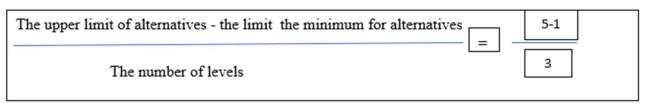
Abu-Rabia and Hanna (2022) examined the effectiveness of digital books in improving reading and reading comprehension among seventh grade Arab students who were defined as having difficulty reading, as it included 120 male and female students. Sixty students studied Arabic using a digital book, while sixty students in another school studied the same material in hard copy. The study population was identified at the beginning of the school year based on the results of the AMIT assessment (an instrument for determining students' reading comprehension ability) in order to test the effectiveness of digital books in enhancing reading comprehension skills. This study tested students in Arabic. The students took a reading and reading comprehension test using digital texts. The results of the study indicated that the use of digital books actually improved Arabic reading comprehension skills (in all dimensions of comprehension) among Arab students who struggle to read. On the other hand, the use of digital books does not appear to affect the reading accuracy skills of these students. The researchers concluded that learning Arabic through digital books can improve students' Arabic reading.

Hassan et al., (2021) clarified the levels of language, the objectives of language communication, the stages of language acquisition and linking them to the communication process, as well as clarifying some e-learning strategies. Among the most important findings of the current study: 1. A list of criteria for preparing an interactive e-book suitable for teaching Arabic to non-native speakers has been developed, and they are (criteria for listening text, criteria for presenting vocabulary, criteria for reading text, criteria for presenting grammar, criteria for speaking skills). 2. A proposal for an interactive e-book for teaching Arabic to non-native speakers has been conceived. 3. A model has been developed for a proposed unit for an interactive e-book for teaching Arabic to non-native speakers.

Methodology

In order to reach a wide number of respondents, this study will use quantitative methodologies and a questionnaire (Wilkinson & Birmingham, 2003). In this context, Wellington and Szczerbinski (2007) stated that the goal of the quantitative method is to explain, control, and anticipate social phenomena. Additionally, Sakaran (2003) suggests that a quantitative approach makes an effort to both explain and resolve difficult problems. Additionally, a quantitative approach can achieve the study's goals by using empirical valuations that incorporate measurements and analysis, as well as numerical values (Zikmund et al., 2013). They also emphasise that testing particular research questions or hypotheses is a typical objective of quantitative research. Additionally, Sekaran (2003) asserts that a quantitative research design enables researchers to concentrate on a particular subject, pursue rigorous methodologies, and come to reliable findings.

The five-stage Likert scale was adopted to correct the study measures, where each of its items is given one score out of its five degrees (strongly agree, agree, neutral, disagree, strongly disagree), and it is represented numerically (5, 4, 3, 2,1). The following scale was adopted for the purposes of analyzing the results as shown by using the following equation:

$$\frac{\text{The upper limit of alternatives - the limit the minimum for alternatives}}{\text{The number of levels}} = \frac{5-1}{3}$$

- The values of the mean of the individuals' responses were calculated according to the following equation: The response range is 5 -1/3 = 4/3=1.33, so the values are as follows:
A. The mean value from (1 to less than 2.33), the response is of a low degree.
B. The mean value (2.34 to less than 3.67) is of moderate degree.
C. The mean value from (3.68 to less than 5) the response is high.

The target population of the present study is Arabic language teachers of Non-native Arabic language in Amman. The sample size is 242 respondents based on Krejcie, and Morgan, (1970). More specifically, this study distributed 242 questionnaires and received back 231. However, 224 questionnaires were analyzed after cleaning the data.

Analysis and Discussion

Demographic Information

Table 1: Distribution of respondents according to Gender, Experience, and Qualifications

		Frequency	**Percent**
Gender	Male	60	26.8
	Female	164	73.2
	Below 5 years	92	41.1

Years of Experience	More than 5 years	132	58.9
Qualification Degree	Bachelor	207	92.4
	Postgraduates	17	7.6

Table 1 illustrates that male are less than female as it shows that female percentage is 73.2%; while 26.8% of the respondents are male. Table 1 also shows that 58.9% of the respondents have an experience of more than 5 years; while 41.1% of them is below 5 years. In regard to qualification, most of respondents (92.4%) have a bachelor degree.

Descriptive statistics

In order to identify the effect of an interactive e-book on teaching Arabic to non-native speakers, the mean, standard deviation, and rank are presented.

Table 2: the Descriptive Statistic of the Questionnaire variables looking at Mean, Standard Deviation, and Rank

	Mean	Std. Deviation	Rank
Reading skill	3.73	.474	High
Listening skill	4.05	.277	High
Speaking skill	3.88	.576	High
Writing skill	4.15	.455	High
Valid N (listwise)			High

Table 2 presents mean and standard deviation of the variables. It shows that teachers highly agreed on the items' selection as being effective. It means teachers highly agree that an interactive e-book presents texts in an attractive way to read and is supported by pictures and functional graphics; it also enables students to control the font size and color, and thus choose the most appropriate image for the student. This shows how effective is the e-book. In addition, respondents indicate that e-book highlights important ideas and words and makes it easier to understand and assimilate new words by supporting them with pictures. Respondents also agree that e-book enhances the student's desire for silent reading. Learners can assess their reading skills by providing the option to register. E-book enables students to link phonetic and written symbols enhancing listening skill. It enables students to distinguish between Arabic sounds that are similar in pronunciation. E-book also makes it easier to distinguish between long and short sound movements. It enhances the students' concentration level and draws their attention to determine the desired meaning.

In e-book, the sound is presented clearly and understandably. It enhances students' ability to distinguish feminine and masculine forms of the language. Additionally, teachers agree that e-book enhances the students' ability to pronounce Arabic sounds and letters correctly. It also enhances the students' ability to distinguish between tones and vocal tones when they converse. It provides students with the opportunity to speak with native speakers of the language and thus improve their speaking

skills. E-book facilitates the process of learning Arabic letters. It enables the student to distinguish between letter shapes easily improving their writing skill. It enables the student to repeat and copy the process of writing letters and words. It also provides rules for spelling that enhance the student's ability to distinguish between the pronunciation process and the writing process. E-book enables students to measure their ability in objective writing.

Furthermore, this study examines the effect of demographic information identifying the role of gender, experience, and qualifications.

Table 3 the relationship between respondents' gender, experience, and qualifications towards reading skill.

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients					
Model	B	Std. Error	Beta	t	R^2	f	Sig.	
1 (Constant)	3.778	.222		17.010	.034	2.596	.000
Gender	-.223	.103	-.209	-2.158			.032
Years of Experience	.248	.094	.258	2.646			.009
Qualification Degree	-.052	.127	-.029	-.408			.684
a. Dependent Variable: Reading skill								

Table 3 presents there is a significant relationship between gender and experience on enhancing reading skills with the use of e-book based on the respondents' points of views. It shows that gender has a significant relationship at the p.value (0.032) which below (0.05) and experience is significant at the p.value of (0.009). on other hand, respondents' qualifications do not have a significant relationship with reading skill as the p.value is (0.684) which is more than (0.05).

Table 4 the relationship between respondents' gender, experience, and qualifications towards Listening skill.

	Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients					
Model	B	Std. Error	Beta	t	R^2	f	Sig.	
1 (Constant)	3.976	.131		30.240	.010	.775	.000
Gender	-.047	.061	-.076	-.772			.441

	B	Std. Error	Beta	t			Sig.
Years of Experience	.082	.055	.146	1.483			.139
Qualification Degree	.023	.075	.022	.306			.760
a. Dependent Variable: Listening skill							

Table 4 presents there is no a significant relationship between gender, experience, and qualification on enhancing listening skills with the use of e-book as the p.value of gender (0.441), experience (0.139), and qualification (0.760) are more than (0.005).

Table 5 the relationship between respondents' gender, experience, and qualifications towards speaking skill.

		Coefficients^a						
		Unstandardized Coefficients		Standardized Coefficients				
Model		B	Std. Error	Beta	t	R^2	f	Sig.
1	(Constant)	4.217	.268		15.726	.048	3.720	.000
	Gender	-.325	.125	-.250	-2.607			.010
	Years of Experience	.082	.113	.070	.721			.472
	Qualification Degree	.086	.153	.040	.562			.575
	a. Dependent Variable: Speaking skill							

Table 5 presents there is a significant relationship between gender and enhancing speaking skills with the use of e-book as the p.value of gender (0.010). However, experience and qualification have no significant relationship with speaking skills.

Table 6 the relationship between respondents' gender, experience, and qualifications towards writing skill.

		Coefficients^a						
		Unstandardized Coefficients		Standardized Coefficients				
Model		B	Std. Error	Beta	t	R^2	f	Sig.
1	(Constant)	4.007	.210		19.046	.058	4.538	.000
	Gender	-.260	.098	-.254	-2.655			.009

Years of Experience	.194	.089	.210	2.183	.030
Qualification Degree	.266	.120	.155	2.215	.028

a. Dependent Variable: Writing skill

Table 6 presents there is a significant relationship between demographic information including gender, experience, and qualification toward enhancing writing skills with the use of e-book as the p.values of these three variables are more than (0.05).

Discussion

As for reading skill alone; the results indicated that the level of the study sample's estimates of the importance of the interactive e-book in developing students' reading skill is high, as the sample estimated that the interactive e-book facilitates the understanding and assimilation of new words by supporting them with pictures. This result is similar to the Frye (2014), which concluded that the e-book contributed to providing students with many skills that enhance the level of effectiveness of the educational process, and also makes it easier for the student to comprehend the reading material. The results of the current study are in agreement with the results of the study of Brahma et al. (2020), who concluded that the e-book enabled the student to absorb the content of the text and the displayed images, as well as develop his linguistic repertoire, through which he possesses many linguistic vocabulary and is able to identify their linguistic synonyms. It also increases the level of students' ability to distinguish between weak and strong texts. The study of Brahma et al. (2020) also confirmed that the e-book contributes to the development of creative reading skills among students.

On the other hand; this result differed with Kimberly's study, which, although it found that students prefer to use e-books in the educational process; however, the results indicated that there was no clear effect of the use of the e-book on the development of reading skill. Regarding the importance of the e-book in developing listening skill; the results concluded that the study sample's estimates of the importance of the interactive e-book in developing students' listening skill is high, and stressed that one of the most prominent advantages offered by the use of the e-book in learning is that it gave the student the option to re-listen or slowdown in the level of listening speed, thus enhancing students' hearing abilities.

This result is consistent with the study of Brahma et al. (2020), which found that the e-book contributed to presenting the educational material in an interesting and interesting way, and thus contributed to overcoming the boredom that may afflict the student when repeating the educational material and hearing it again.

Regarding the importance of the e-book in developing conversational skill; the results revealed that the study sample's estimates of the importance of the interactive e-book in developing students' conversational skill is high, as they emphasized the importance of the e-book in providing the option to listen to audio recordings that include clear pronunciation of letters and words, which positively affects the student's speaking skills.

This result is consistent with the study of Brahma et al. (2020), which found that the e-book provides students with sufficient time to listen to texts and the content of the educational material, and thus takes into account the individual differences between them and takes into account their absorption differences.

As for the importance of the e-book in developing writing skill; the results revealed that the study sample's estimates of the importance of the interactive e-book in developing students' writing skill is high, as they confirmed that it enhances the student's ability to use punctuation marks correctly.

This result is consistent with a study confirmed by Brahma et al. (2020), which found that the e-book provides the ability to display texts and materials in an enjoyable and clear manner, as it allows the possibility of enlarging the text and thus enhancing its level of clarity for the reader.

In regard to the relationship between demographic information and e-book effectiveness, it is shown that the relationship is varied.

Table 7: The relationship between study variables and language skills

Skills / Variables	Reading	Listening	Speaking	Writing
Gender	✓	✗	✓	✓
Experience	✓	✗	✗	✓
Qualification	✗	✗	✗	✓

Conclusion

This study concludes that e-book is very important in enhancing Arabic language skills. It also shows that demographic information plays an effective role. More specifically, gender can affect the use of e-book effectively. In addition, experience is also an important factor. Hence, this study presents some further findings, implications, and recommendations, urging learners to use e-books in the learning process, especially in teaching Arabic to non-native speakers, due to the teachers' agreement on the importance of using and employing e-books, conducting a quasi-experimental study to empirically examine the effect of e-book in teaching Arabic to non-natives. E-book can create an interest in teaching Arabic language skills (reading, listening, speaking and writing) to non-native students using the e-book; because of its impact on students' attitudes and motivation to learn. It is important to direct Arabic language teachers to use the e-book in the educational process within the training and qualification programs offered to them. It is essential to motivate and encourage teachers of Arabic to

non-native speakers to make the e-book an enrichment tool that enhances the effectiveness of the educational process.

The study also suggests the following:

1. To develop a proposed vision for the design of websites for teaching Arabic to non-native speakers focusing on teaching the four language skills.

2. To conduct a study aimed at evaluating the level of impact of using the e-book on the educational process as a whole for non-Arabic speakers.

3. To enhance teachers' knowledge of the methods of employing the interactive e-book in the Arabic language class, by conducting effective training courses for teachers.

4. To design a website for teachers of Arabic to non-native speakers that is concerned with evaluating the quality of learning language skills in the Arabic language using the interactive e-book, so that it serves as a base on which those concerned in educational institutions rely on the development of the content of the e-book.

References

Abu-Rabia, S., & Hanna, M. (2022). The Impact of Digital Books on Reading in Arabic Orthography. *Creative Education, 13*(1), 296-319.

Azer, I, Hamzah, HC, Mohamad, SA & Abdullah, H (2016). "Contribution of Economic Sectors to Malaysian GDP". Regional Conference on Science, Technology and Social Sciences, pp.183-189.

Bouazzawi, M, (2017) Teaching Arabic to non-native speakers through social networks, Facebook, as a model, the context of the experience and the prospects for education. The Arab Journal for Speakers of Other Languages.

Brahma, H; Brahma, N; Al-Hassoun, S (2020). The effectiveness of using the electronic book in developing creative reading skills and reducing motor activity among fourth graders in Jordan. *The Arab Journal for Scientific Publishing*, (18), pp. 541-565

Bikowski, D., & Casal, E. (2018). Interactive digital textbooks and engagement: A learning strategies framework. *Language Learning & Technology, 22*(1), 119-136.

Cooke, C., Philpott, C., Evans, K., & Spruce, G. (2016). Learning to Teach Music in the Secondary School: A Companion to School Experience. Routledge.

Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.

Dajani, B. A. S., & Omari, F. M. A. (2014). A critical study of three textbooks for teaching Arabic to non-native speakers. *Procedia-Social and Behavioral Sciences, 114*, 476-481.

Frye, S. (2014). *The implications of interactive e-books on comprehension*. Unpublished Doctoral Thesis, Graduate School of Education, Rutgers University, New Jersey. USA.

Hassan, E. M. E. A., Suleiman, H., Elhag, I. B., bin Al Muhsin, M. A., & Eletrebi, M. F. (2021). The Impact of Choosing the Appropriate e-Method in Teaching Arabic & Islamic Studies to Non-Native Speakers between the Semantic Role and Learners' Culture. *PalArch's Journal of Archaeology of Egypt/Egyptology, 18*(1), 4266-4273.

Hassan, E. M. E. A., Elhag, I. B., Lin, L. T., Suleiman, H., & El-Ebiary, Y. A. B. (2021). Electronic Strategies and Their Importance in Teaching and Learning Arabic Language for Non-Native Speakers and The Sciences of Qur'an. *PalArch's Journal of Archaeology of Egypt/Egyptology, 18*(4), 551-563.

Kimberly D. (2014) *correlation Between Interactive eBooks and Printed Text in Reading Achievement and Student Interest*. Master of Education Program Theses

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educ psychol meas*.

Kucirkova, N., Littleton, K., & Cremin, T. (2017). Young Children's Reading for Pleasure with Digital Books: Six Key Facets of Engagement. *Cambridge Journal of Education,47*, 67-84.

Lawson-Body, A., Willoughby, L., Lawson-Body, L., & Tamandja, E. M. (2018). Students' acceptance of E-books: An application of UTAUT. Journal of Computer Information Systems.

Mei, S. Y., Ju, S. Y., & Mohd, A. B. (2017). Cooperative Learning Strategy in teaching Arabic for Non Native Speakers. International Advisory Board, 201.

Mingazova, N. G., Subich, V. G., & Gazizova, A. I. (2020). Usage of Digital Educational Sources in Arabic Teaching. *Utopía y Praxis Latinoamericana*, *25*(12), 346-355.

Mohseni-Gad, S (2014). Foundations and standards for preparing books for teaching Arabic to non-native speakers. Imam Al-Sadiq University (peace be upon him), College of Girls.

Nugraha, N., & Amiseno, A. (2019, October). A Need Analysis for The Development of English Vocabulary and Pronunciation E-books for SMA/MA Students. In Third International Conference on Sustainable Innovation 2019–Humanity, Education and Social Sciences (IcoSIHESS 2019) (pp. 382-386). Atlantis Press.

Ramadan, H (2017). Teaching Arabic to non-native speakers is a forward-looking vision. Turkish Arab Forum publications.

Ridzwan, R, Muhammad, N & Rahman, A (2017). "Issues and Challenges among Young Entrepreneurs in Malaysia". Journal of Business and Management (IOSR-JBM), 19(3), pp.80-84.

Sekaran, U. (2003). Research Methods for Business: A Skill Building Approaches (4th Ed). New York. United States :John Wiley & Sons

Sucman, A. (2021). The use of internet services in teaching foreign languages. In Ştiinţă, educaţie, cultură.2, pp. 24-28.

Tijani, S. (2021). Difficulties in the Teaching of Arabic Language to Non- Native Speakers: Problems and Prospects. Academia Letters, Article 1040. https://doi.org/10.20935/AL1040.

Wellington, J., & Szczerbinski, M. (2007). Research methods for the social sciences. New York: United States : London; A&C Black.

Wilkinson, D., & Birmingham, P. (2003). Using research instruments A guide for researchers (1st ed). London. England: Routledge Falmer.

Zikmund, W. G., Babin, B. J., Carr, J. C., & Griffin, M. (2013). Business research methods. England:Cengage Learning.