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PROPOSAL TO DEVELOP AND VALIDATE A MOODLE-BASED FLIPPED LEARNING PLATFORM FOR ENHANCING ARABIC COMMUNICATION SKILLS

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Abstract

This research proposes the development and validation of a Moodle-based flipped learning strategy for enhancing basic communication in Arabic among undergraduates in Nigeria, using Al-Hikmah University as a case study. Flipped learning is a model that redefines traditional classroom activities, enhances engagement, and deepens understanding. Integration with Moodle, a widely used Learning Management System (MLS), creates a structured environment for content delivery. The study involves creating Arabic language modules on Moodle, including instructional videos, multimedia, and interactive exercises. These modules support self-paced learning, enabling students to review materials before class, with in-class time dedicated to collaborative activities. Effectiveness will be assessed through quantitative and qualitative measures, including pre- and post-assessment tests, surveys, and focus group discussions. Anticipated outcomes include improved language proficiency, increased participation, and enhanced communication skills. Validating the flipped learning platform using Moodle at Al-Hikmah University will provide valuable insights into language education, particularly for enhancing Arabic communication skills. The study's novelty lies in its innovative use of flipped learning, customized application of Moodle, focus on a unique demographic, and practical approach to language acquisition. This research offers a blueprint for future implementations in diverse educational settings, promoting the broader adoption of technology-enhanced learning methods.

Keywords: Arabic language, flipped learning, Moodle-based, pedagogy

Introduction

Qualitative and effective education can only be accomplished through adequate instructional approaches to learning. Engaging effective innovative technology in acquisition of knowledge in tertiary institutions can encourage effective outcome. Nigeria as an underdeveloped nation, hopes to achieve quality education as specified



in her National Policy on Education (FRN, 2014) that education should nurture its citizenry and society. A crucial approach employed for this purpose is Information and Communication Technology (ICT). Given the pivotal role of education in enhancing the quality of life, it is currently undergoing a technological revolution. In the contemporary educational landscape, technology has become an integral part, with most students possessing digital tools like laptops, palmtops, mobile devices, tablets, and more. Numerous tools and applications have been introduced to facilitate the teaching, learning, and evaluation processes. A recent trend in education involves utilizing technology to flip the classroom. MOODLE stands out as an effective tool for creating a flipped learning environment. Serving as a free and open-source Learning Management System (LMS), MOODLE aids educators in developing online resources and personalized learning environments for students. This platform enables teachers to share videos and textual content digitally with students, fostering increased participation and improved performance among students.

The majority of the digital resources found online are linked with the flipped classroom (FC) such as TED talks, YouTube, Khan Academy, and Coursera. These resources give access to instructional videos, recorded lectures, and sometimes other interactive materials for instructional delivery. Teachers implementing FC in most cases rely on these resources to give the lesson content (Bull et al., 2012). Makinde (2017) describes Flipped Classroom (FC) as an “inverted” classroom where school work is done at home and homework is done at school. The researcher outlines how the flipped classroom is used in Lagos State of Nigeria; observing that insufficient technical knowledge and internet connectivity made teachers burn their recorded video lesson into CD/DVD for learners to watch through a DVD player and television, desktop, or laptop at their comfort and convenient time at home. Assignments which usually are take-home problems can be done in the classroom where teachers offer assistance in difficult areas and monitor students' learning progress. In this situation, more time is available for the teacher to attend to individual learners where necessary and all students are motivated to learn at their pace.

According to the study by Estes et al. (2014), the FC model was proposed in three segments; (i) a pre-class where students' attention to the learning materials on the internet or off-the-net activities was encouraged; (ii) in-class segment, this involve cooperation and collaborations and also include students-student and students-teachers interaction in a classroom setting for effective learning; and (iii) the post-class segments that are controlled through the usage of technologies to assess the use, reproduction or transfer of knowledge through the use of flipped classroom approach (Figure 1).

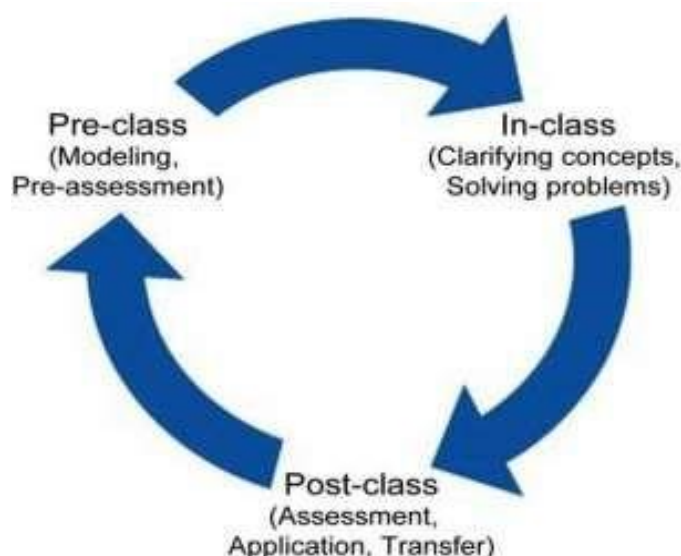


Figure 1. Flipping the classroom sample model (Estes et al., 2014).

In Al-Hikmah University being an Islamic faith-based university that was established in 2005, interested in inculcating adequate knowledge in her students, all students must offer two compulsory general studies (GNSs) in basic communication in Arabic among others. These courses are 1 unit course each in 100 and 200 levels (GNS103: Basic Communication in Arabic I and GNS203: Basic Communication in Arabic II). The two GNSs always pose serious problems for students to pass because Arabic is not the native or official language of communication in Nigeria. Hence, Arabic language is known to be a foreign language to all students.

Over the years, the Arabic language has been playing a vital role in the history of West Africa in general and in the history of Nigeria in Particular. Specifically, the 9th century marked the advent of Islam in Nigeria and Arabic language education accompanied it along. Therefore, most historians generally agree that the advent of Islam in Nigeria has had a great impact on the Arabic language since the 9th century C.E. purposely because of the regular contact of the Arab scholars from Sudan, Turkey, Morocco, etc. with the Nigerian ulama (Scholars), and with traders during that period. This made the influence of the Arabic language more effective in the intellectual and cultural heritage of the people in the Northern part of Nigeria like Bornu (Atotileto, 2011). Learning the Arabic language can promote the Interlingua relationship, job opportunities, and opportunities to move around the world specifically in, the United Arab Emirates (UAE) and other Arabic-speaking nations of the world with ease. The chat below illustrates a pilot survey of student's enrolment and performance in GNS103 and GNS203 for five consecutive years (2018/2019– 2022/2023 academic sessions)

Performance Pattern in GNS103 (2019 – 2023)

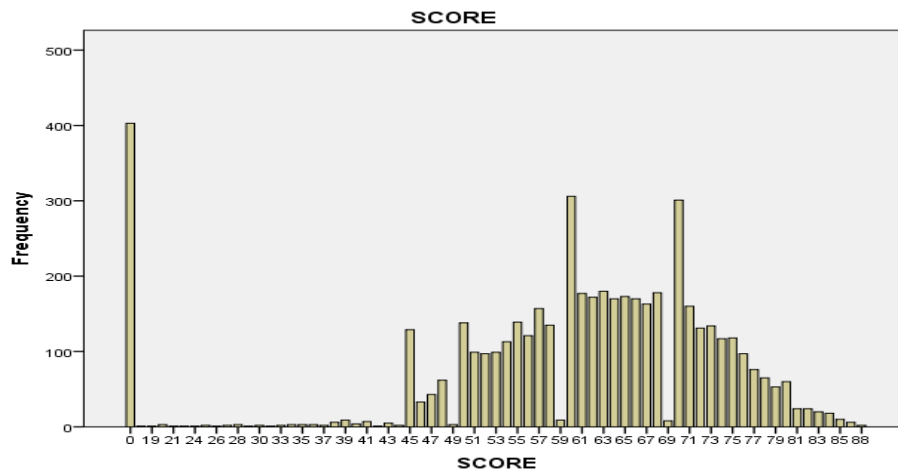


Figure 2. Frequency chart of student's performance trend in GNS103 (Researchers' preliminary fieldwork, 2023)

Performance Pattern in GNS203 (2019 – 2023)

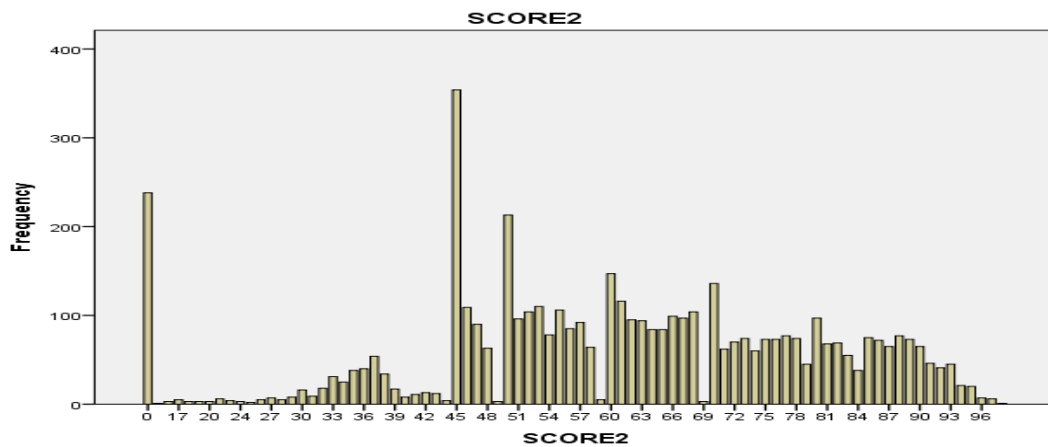


Figure 3. Frequency chart of student's performance trend in GNS203 (Researchers' preliminary fieldwork, 2023)

The Figure 2 and 3 above indicated that high number of students in Al-Hikmah University always score zero (0) in both Arabic language based general studies examinations for between the year 2019 to 2023. In GNS203, the majority of the students struggle to score 45% for them to be able to pass the course since it cannot be waived. Hence, the problem may be a result of a traditional teaching approach or lack of interest because innovative technology like flipped classrooms not introduced to the courses.

Conversely, in Al-Hikmah University, there are groups of students who showed excellence in their Arabic Language experience which is the medium of instruction in their studies. Majority of them already have the background knowledge before seeking admission into the university to study either Arabic language, Islamic studies, Arabic education, or Islamic studies education. However, this group of students is very small compared to the generality of the student population on the university campuses in Adeta, Atere, and Igbaja. Given this reality, this study aims to create and authenticate a learning resource designed to address the challenges faced by students in acquiring fundamental communication skills in Arabic as a foreign language. This resource would be specifically developed as a flipped learning model using Moodle.

The main objective of this research is to create and authenticate video lessons for Moodle-based flipped learning, focusing on the impact on achievement in Basic Communication in Arabic for undergraduate students at Al-Hikmah University, Ilorin, Nigeria. The specific objectives include:

1. Planning a video lesson for basic communication in Arabic.
2. Designing a video lesson for basic communication in Arabic.
3. Developing a video lesson for basic communication in Arabic.
4. Validating the video lesson for basic communication in Arabic.

Problem statement/justification

Flipped classroom (FC), an instructional approach has been majorly acclaimed to be an effective method of teaching and learning for better performance in any subject. It provides the teacher more opportunity to interact with students on brain tasking problems in class (Makinde & Yusuf, 2017; Makinde, 2020); Students who miss classes can watch the videos of the lessons at a later time at home to catch up with their mate in class (Purwanto, 2022). This approach encourages learning to take place at all times gives room for 24/7 thinking (Jacob & Mathew, 2013), and creates more time for one-on-one interaction between the teacher and students during learning activities in the class.

Though a lot of research has been conducted on the causes and remedies of poor performance in basic communication in Arabic in the educational sector in Nigeria, the problem remains unsolved. Basic communication in Arabic is a required course in Islamic faith-based universities in Nigeria which must be passed by all students before graduation. However, poor performance has always been recorded. According to Ablo and Yekple (2018); Agu et al. (2018); Doe et al. (2020); Ebekozien et al. (2023); Edet and Udida, (2023), lack of basic infrastructures like electricity, pipe-borne water, and technical resources, safe and secure facilities that are essential to successful educational programs also contributed to low in students' performance. This, therefore, necessitates Arabic teachers and educational technologists to increase research to remedy the situation.

Several authors such as Purwanto (2022) and Makinde (2017) found that FC increased student satisfaction, improved communication skills, enhanced learning experience, and consequently, improved students' performance in mathematics and the sciences. If this is possible in mathematics and science, then, it can also be replicated in humanities and arts courses like Arabic communication being a foreign language. Therefore, this study focuses on developing and validating a flipped learning platform using Moodle to improve basic Arabic communication skills for

undergraduates at Al-Hikmah University, Ilorin, Nigeria. The uniqueness of this research is highlighted by several key aspects:

1. *Innovative Flipped Learning Application*: Although flipped learning is becoming more popular, its specific use for teaching Arabic communication skills at the university level is distinctive. This method contrasts with the traditional lecture-based approach commonly seen in language education.
2. *Utilization of Moodle*: Leveraging Moodle, a widely-used learning management system, to create a customized and interactive flipped learning platform for Arabic language education is innovative. Moodle's features, such as personalized learning paths, quizzes, forums, and multimedia integration, bring a unique dimension to this educational approach.
3. *Specific Demographic Focus*: Concentrating on undergraduates at Al-Hikmah University in Ilorin, Nigeria, offers a unique demographic and cultural context. This approach addresses the specific educational challenges and needs of Nigerian tertiary students, which have not been widely explored in past research.
4. *Improving Arabic Communication Skills*: The focus on enhancing basic Arabic communication skills through this flipped learning approach is a novel educational objective. It aims to make language learning more practical, engaging, and effective for students.
5. *Model for Broader Application*: Successfully implementing and validating this platform could serve as a model for other educational institutions and languages, encouraging the broader adoption of technology-enhanced learning methods in similar educational settings.

Literature Review

Several studies on the flipped classroom consider it to be an effective method of teaching and learning for adequate engagement and performance of students in nearly all subjects because it acclaims to be a self-learning method and creates more time for teachers to be with individual students on their learning difficulties in the classroom (Makinde, 2020a; Toppo, 2011).

As noted by Morrison (2019), self-paced learning methods, also referred to as individualized learning or self-instruction, are a focal point in instructional design. According to established principles of learning, substantial evidence supports the notion that optimal learning occurs when students engage at their own pace, actively participate in specific learning tasks, and achieve success in the learning process. Morrison emphasizes the importance of key elements in a high-quality self-paced learning program, such as meticulously designed learning activities aligned with specific objectives and careful selection of activities and resources to meet instructional requirements. Long et al. (2020) opine that incorporating activities before lectures and allocating time for active learning can lead to a modest improvement in the examination performance of learners. Significantly, this change not only enhances student attitudes towards the course in general but also positively influences their perception of lectures.

Fisher (2017) underscores the pivotal significance of assessing students within the teaching and learning process. Evaluating student learning is essential because it provides valuable feedback to both educators and learners, offering

insights into the extent to which students are accomplishing the specified learning objectives.

The rapid advancements in ICT and related technologies over the past few decades have significantly transformed various aspects of education, particularly in higher education (Lubis et al., 2011). Its positive influence on global dynamics and the increasing cultural diversities in all realms of human knowledge, especially in language learning, cannot be underestimated. Thus, the utilization of Information and Communication Technology (ICT) in Arabic language learning in the 21st century can take various forms, including e-learning, blended learning, mobile learning, distance education, and online learning (Atotileto, 2011).

The current state of Arabic language teaching and learning in Nigeria is confronted with substantial challenges, primarily stemming from the prevalent pedagogical approach adopted by many Arabic language educators—predominantly reliant on traditional teaching methods. Research conducted by Olaniran (2018), and Gallagher (2023) highlights that some Arabic language teachers favor a teacher-centric method with limited student involvement. Eltahir et al. (2021) assert that certain teachers make minimal contributions to student achievement.

Simultaneously, the issues extend to the students themselves, who exhibit weaknesses in Arabic proficiency and tend to adhere to traditional learning methods. This is evident in studies by Akewula (2020), Omar (2019), Rohman (2022), and Zubair (2023). Al-Amery (2020) noted that many students prefer passive learning, merely listening to the teacher, and are hesitant to engage in Arabic language activities. Consequently, Rohman (2022) discovered that students encounter difficulties comprehending the Arabic Language subject and this attributes this weakness to students' passive attitudes, manifesting through limited application of effective learning strategies due to a lack of awareness. This observation is echoed by Arshad (2012), and Samah et al. (2014).

Al-Hikmah University contributions toward adequate innovative learning

Al-Hikmah University, located in Ilorin, Nigeria, was established in 2005 under the Abdur-Raheem Oladimeji Islamic Foundation (AROIF). Its initial setup included three faculties—Humanities, Management Sciences, and Natural Sciences—with an inaugural student body of 70 individuals distributed across these faculties. Over time, the university has evolved and currently comprises seven faculties: Humanities and Social Sciences, Management Sciences, Natural and Applied Sciences, Education, Law, Health Sciences, and Agricultural Sciences. The Institute of Education has also emerged from the Sandwich degree program. The current student population exceeds 6000, encompassing both undergraduates and postgraduates. All courses offered by the university are duly approved and accredited by the National Universities Commission (NUC). The university gives constant training for both lecturers and students in the area of soft skills regularly. Al-Hikmah University stands as one of Nigeria's pioneering conventional private universities, the first Islamic faith-based university in Nigeria, guided by a well-defined mission and vision encapsulated in its motto: "Learning for Wisdom and Morality" (Makinde, 2020). With all these trainings given to students on an annual basis, the adoption of any innovative technology for more effective learning may not likely face any stopping block from the students.

Method

Research design

This study is a design-based research that is based on the constructivist theory of learning. The first three stages of ADDIE model for Instructional learning production were adopted, namely the Analysis (Plan), Design, Development, and Implementation of the learning package. This package was validated by experts in the Language department (Arabic) and Science Education (Educational Technology).

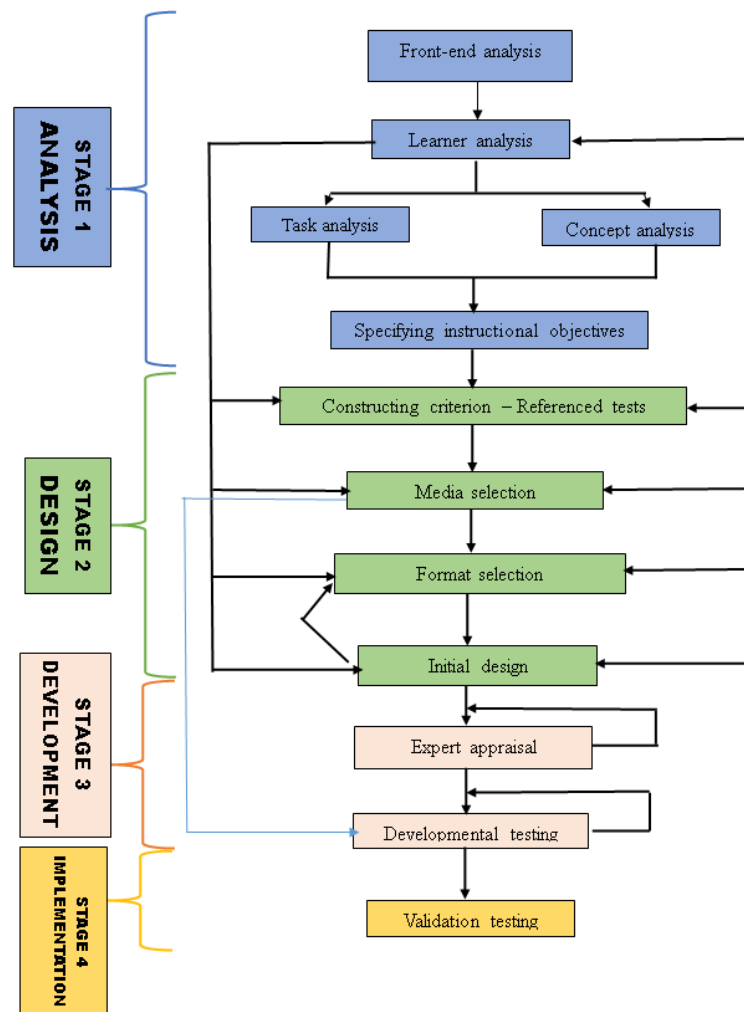


Figure 4. Development and validation stages of the ADDIE Model

Research procedure

Stage 1

The Analysis stage itself comprised five activities. First, there was front-end analysis that analyzes the fundamental problems encountered in the learning process of Arabic communication. The analysis of the problem was conducted by studying literature and conducting field studies. Second, student analysis activities identified the students' characteristics relevant to model design as well as its development. These student characteristics included the initial conditions of the student's speaking and listening. This was accomplished with the use of student analysis, followed by

task and concept analyses. Task analysis was then conducted to point out the main skills that students must acquire and then break these down into a set of necessary and sufficient sub-skills. The major skills that were developed in students are speaking and listening. These two things were analyzed to find indicators that must be developed in the students so that key skills would be achieved. The fourth was an analysis of the concept to find the main components that existed and would be designed into a model. According to Joyce et al. (2015), it is needed to determine the components that comprise a learning model. Fifth, the identification of learning objectives simply meant rephrasing the results one obtains from task analysis and concept analysis into formulated objectives expressed in the form of behaviors.

Stage 2

In this stage of the design, there were four activities involved: the first one was constructing criterion-referenced tests and carrying out the preparation of the research instruments, namely instruments to measure learning objectives, which were also the objectives of model development, and instruments for model validation. The second one was choosing appropriate media to deliver both the developed model and the learning material. The model delivery medium was specified in the form of a model book equipped with the necessary learning tools. The media for delivering the material were videos and student virtual workbooks. Third, the most appropriate format was chosen based on several factors: a combination of media, teaching strategies, and utilization of techniques going into the learning format. The format of learning in the FL Moodle-based could either be individual or group learning. Fourth was the actual activity to prepare the preliminary design for FLM. In general, the preliminary design product consisted of FLM and Learning tools that supported the implementation of the model including a syllabus, workbook, video, reflection book, and guidebook on the implementation of the model.

Stage 3

The Development stage had two activities. The first one was Expert Appraisal. Experts' review was carried out to get the evaluations and recommendations of experts for improving the initial product. The second one was Developmental Testing. Development testing is a trial of the product design activity that is revised in the light of expert advice, targeting students. Development testing tends to find out those areas that still need to be revised and test case the model's practicality. Revisions of the product were based on several students who were used as test subjects for response, reaction, and comment.

Stage 4

Testing consisted of three activities in the implementation stage of the process. Before this, we implemented the product and intended to do validation testing in the form of a summative evaluation to describe its effect. Mainly, the data collected in this phase comprised changes in speaking and listening by students. The second stage for packaging learning products in an acceptable form is the packaging. Face validity, completeness, flexibility, and ease of use are typical characteristics of widely adopted learning products.

This study was conducted at Al-Hikmah University, Ilorin, Nigeria. The university, renowned as the first prominent private Islamic faith-based institution in

Nigeria, accommodates a student population exceeding 6,000, distributed across seven faculties: Humanities and Social Sciences, Management Sciences, Natural and Applied Sciences, Education, Law, Health Sciences, and Agricultural Sciences. Additionally, the Institute of Education had evolved from the Sandwich degree program. As a faith-based university, all students are mandated to undertake and successfully pass GNS103: Basic Communication in Arabic I and GNS203: Basic Communication in Arabic II before graduating. Hence, a great challenge for students since Arabic is not the native or official language of learning. This study adopted Moodle as an open-source Learning Management System (LMS) platform that allows teachers to upload learning materials on the internet for learning to use at ease and can allow personalized learning. Therefore, the researchers aimed to plan, design, develop, and validate, a video lesson that could remedy the problems of students in learning, specifically, Arabic as seen as a foreign language. Hence certain steps and procedures needed to be followed as highlighted below in the development and validation of a learning video for GNS103 and GNS203 in Moodle based of flipped learning.

Development of script for video lesson

The researchers created the script for the Video Lesson following a thorough review by experts. This script encompassed all the content for the courses "Basic Communication in Arabic I & II." Subsequent to the script's preparation, the researchers produced the video content for both courses in alignment with the script. The finalized video lessons underwent scrutiny by experts to assess their accuracy and practicality. The development of the video scripts adhered to the outlined steps below.

1. The researchers gathered pertinent materials by consulting books in the library and utilizing online digital resources. These collected materials underwent a thorough review by experts.
2. The researchers logically organized the script's content, commencing with familiar topics and progressing toward unfamiliar ones. The script concluded with appropriate closure points, ensuring a coherent structure for the unit.
3. Subsequently, the researchers reworked the script, making essential modifications to achieve a final version characterized by proper continuity and proportion.
4. Ultimately, the researchers composed the script content and combined audio-visual elements and animations, incorporating visual illustrations.

Creating visual content

In the process of crafting visual content, the researchers gathered pertinent images, animations, video clips, as well as music and audio. These collected visual elements were seamlessly integrated with the script to enhance the overall presentation. In the final step, the researchers included a voice-over for the lesson script to create a compelling video lesson. Utilizing the latest video editing tools, the researchers employed the content, teaching points, and e-content to produce the video lesson.

Schematic presentation of the video lesson

Table 1. The schematic presentation of the video lesson is given below

Video Lesson	Purpose
Two Senior lecturers, Associate Professors, or Professors of Arabic language teaching Basic communication in Arabic in Universities	To get clear ideas about identifying subject matter in basic communication in Arabic
Two Senior lecturer or Professor of Educational technology	To get the technicality of the presentation and arrangement of the package of the lessons.
A sample of 5 students from all 6 faculties offering basic communication in Arabic	Demonstration for trying out the Video Lesson Package
Three experts (senior lecturers and above in Arabic language, Educational technology, learning package designer (technologist))	For validating the Video Lesson

To authenticate the video lesson package, two subject matter experts were invited to examine the video lesson, and their input will be utilized for any required adjustments. In accordance with the feedback received, the researchers made adjustments to the video lesson package. The revised video lesson package underwent additional evaluation by the experts. Subsequently, the final approved version of the Video Lesson Package was achieved (Table 1).

After trial testing and the package had been adjudged to be adequate for flipped classroom learning, the content was released to the students in modules of the MOODLE platform of LMS. Over 1,000 students could then be effectively handled at a go without much stress and more time would be available to attend to student's problems collectively or individually because the classwork was done in the hostel while assignments were done in the classroom in the present of lecturers to measure the learning progress. This is the principle behind the flipped-learning approach for effective instructional delivery in schools.

Findings and Discussion

Planning a video lesson for basic communication in Arabic

In this phase, the researchers intended to collaborate to outline the structure and content of the video lesson. This involved several key steps:

- ✓ *Identifying Key Topics:* The researchers determined the essential subjects needed to facilitate basic communication in Arabic, including greetings, common phrases, basic grammar, vocabulary, and conversational scenarios.
- ✓ *Setting Learning Objectives:* Clear and measurable learning objectives were established to guide the instructional process, such as being able to introduce oneself, ask and answer simple questions, and understand and use basic expressions in everyday situations.
- ✓ *Choosing the Instructional Approach:* The researchers decided on the teaching methodologies and strategies to be employed, which included a combination

of direct instruction, interactive activities, and practical exercises to ensure that students could apply what they learned in real-life contexts.

- ✓ *Collaborative Planning:* The researchers worked together to map out the sequence of the lesson, ensuring that it flowed logically and built progressively on the students' knowledge. They also allocated tasks among themselves, such as scriptwriting, creating visual aids, and sourcing multimedia resources.

Designing a video lesson for basic communication in Arabic

The design phase focused on translating the planned content into a visually engaging and pedagogically effective video format. Key considerations included:

- ✓ *Visual and Multimedia Elements:* The researchers incorporated various multimedia elements such as graphics, animations, and subtitles to enhance understanding and retention. Visual aids like flashcards, diagrams, and real-life footage helped illustrate concepts and provide context.
- ✓ *Instructional Aids:* The design included tools to support learning, such as on-screen text for key vocabulary, interactive quizzes, and example dialogues. These aids were designed to reinforce learning objectives and provide opportunities for practice and assessment.
- ✓ *Presentation and Engagement:* The overall presentation was crafted to capture and maintain student interest. This included using a friendly and approachable tone, varying the pace of instruction, and incorporating elements of storytelling to make the content relatable and memorable.
- ✓ *Technical Considerations:* The researchers ensured that the video was technically sound, with clear audio, high-quality visuals, and smooth transitions. Accessibility features such as closed captions and audio descriptions were included to cater to diverse learning needs.
- ✓ *Pedagogical Effectiveness:* The design focused on creating an interactive and student-centered learning experience, embedding questions and prompts within the video to encourage active participation and reflection.

Developing a video lesson for basic communication in Arabic

The development phase was dedicated to the actual creation of the video lesson, following the designed framework. This phase involved several key activities to ensure the video was engaging, clear, and aligned with learning objectives:

- *Content Creation:* The researchers produced the video content, including filming, recording voiceovers, and editing footage. This step ensured that all planned elements were seamlessly integrated, creating a cohesive and professional video.
- *Incorporation of Interactive Elements:* Interactive components such as quizzes, practice prompts, and clickable sections for additional information were added to the video. These elements were designed to engage learners actively and reinforce their understanding of the material.
- *Ensuring Clear Communication:* The video was crafted to deliver information clearly and understandably. This involved using simple language, appropriate pacing, and visual aids to enhance comprehension and ensure that learners could easily follow along.

- *Alignment with Learning Objectives:* Throughout the development process, the researchers ensured that the video content aligned with the predefined learning objectives. Each segment of the video was designed to contribute to achieving the intended educational outcomes, ensuring the lesson was effective and goal-oriented.

Validating the video lesson for basic communication in Arabic

The validation process was crucial for ensuring the video lesson's effectiveness, clarity, and relevance. This phase involved obtaining comprehensive feedback from various stakeholders to refine and improve the instructional content.

- *Gathering Expert Feedback:* Language education experts and faculty members reviewed the video to assess its instructional quality, accuracy, and pedagogical soundness. Their expert insights helped identify areas needing improvement and ensured the video met academic standards.
- *Student Feedback:* A representative sample group of students watched the video and provided feedback on their learning experience. This input was vital for understanding how well the video met the learners' needs and expectations, ensuring that it was engaging and informative.
- *Assessing Learning Outcomes:* The feedback process also involved evaluating whether the video achieved its intended learning objectives. This assessment determined if students could effectively demonstrate the basic communication skills in Arabic that the video aimed to teach.
- *Revisions and Improvements:* Based on the collected feedback from experts and students, the researchers made necessary revisions to the video. This iterative process ensured that the final product was clear, engaging, and effective in teaching basic Arabic communication skills.

Conclusion

This research successfully achieved its objectives by systematically planning, designing, developing, and validating a flipped learning platform utilizing Moodle to enhance basic communication in Arabic. The collaborative effort of the researchers ensured that the final product aligned with pedagogical principles and met the specific needs of undergraduate students at Al-Hikmah University. The validation process provided valuable insights and feedback for potential enhancements, contributing to the ongoing improvement of language education strategies.

Pedagogical assumptions, novelty, and implications

The flipped learning model suggests that students can learn more effectively by engaging with course material outside the classroom and applying their knowledge during in-class activities. It emphasizes students taking responsibility for their learning, with teachers serving as facilitators. This approach is rooted in the belief that students build knowledge through experiences and reflection. The platform caters to diverse learning needs by offering various instructional materials and activities. Integrating technology, particularly through Moodle, is believed to enhance the learning experience by providing accessible and interactive resources.

Introducing a flipped learning approach for basic Arabic communication skills was innovative, as traditional methods were typically lecture-based. Using Moodle to create and deliver this platform was unique due to its customization and interactive

capabilities. Focusing on undergraduates at Al-Hikmah University in Ilorin, Nigeria, added a distinct perspective, taking into account the local educational and cultural context.

The flipped learning model was expected to improve students' Arabic communication skills by offering more practice and application opportunities, leading to better retention and understanding. Moving passive learning activities outside the classroom and concentrating on interactive exercises during class likely boosted student engagement and motivation. Successfully implementing and validating this platform could serve as a model for other institutions and languages, promoting the use of technology-enhanced learning methods. Teachers would shift from traditional lecturers to facilitators, which could provide professional development opportunities and redefine teaching practices. The study's outcomes laid the groundwork for further advancements in integrating technology into language education, encouraging future research and adaptation of similar models in various educational settings.

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