

# BLENDING LEARNING FOR TEACHING ARABIC IN SINGAPORE

## – LISTEMAA3.COM AS AN EXAMPLE

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### Abstract

With the widespread access to internet and the impact of such access on different aspects of life, technology has become part of the language classroom. One such manifestation of the introduction of technology into the classroom is blended learning (BL). Defined as “the integrated combination of traditional learning with web-based online approaches, the combination of media and tools deployed in an e-learning environment and the combination of a number of pedagogical approaches, irrespective of the learning technology used in each case,” (Whitelock & Jefts, 2003; Alavi & Gallupe, 2003; Arbaugh, 2005, cited in Abu Bakar, H. et al, 2006. p. 11) BL has been “identified as one of the top 10 emerging trends in the knowledge delivery industry by the American Society for Training and Development” (Rooney, 2003, cited in Alebaikan, R., 2010, p. 8). This paper follows up on an M.A. thesis previously done by the researcher, titled “*blended learning perceptions: perceptions of Adult AFL students learning Arabic morphology in a blended setting*” (Yassin, M., 2016). In this paper, the researcher will summarize how applying BL helped address challenges that were faced by him, along with some observations from that experience.

### 1 Background

The teaching of Arabic as a foreign language to children and adults alike has been widespread and is growing steadily in Singapore. For adult learners, learning Arabic has traditionally entailed enrolling into a course or programme offered by a private learning centre, academy or institution and attending face-to-face (F2F) classes once a week. Each class may last for anywhere between 2 – 3 hours. Learners then return home and review what they have learned and come back the week after for the next class.

While such an approach has been the norm and may have been a practical choice in teaching Arabic to adults, due to the commitments of adult learners that will not permit them to attend class more than once a week, the results of such teaching/learning may not always be satisfactory. As observed by the researcher, who has taught in several private institutions and centres in Singapore, learning Arabic in such a setting usually lacks sufficient interaction, reinforcement and effective retaining of what has been learned in class, among other challenges. Thus, proficiency in language skills, especially speaking and listening, are slow to develop and learner attrition rates are high. Faced with such challenges, the researcher decided to try and introduce BL into one of the classes that he was teaching. It was felt that

the introduction of such an approach into the Arabic classroom for adult learners would bring about benefits such as:

- (1) Increased student engagement in learning and the opportunity for learners to remain connected and “engaged with the learning process and learning materials even when away from the classroom” (Vaughan, N. 2007; Aspden & Helm, 2004, cited in Yassin, M., 2016, p. 18).
- (2) Overcoming time constraint issues (Garnham, C., & Kaleta, R., 2002; Vaughan, N. 2007)
- (3) Better quality of instruction in the form of richer interaction and better reinforcement and retaining of what has been taught (Boone, J., 2015; Vaughan, N. 2007)
- (4) Improved learning outcomes and better learner performance (Vaughan, N. 2007; Aycock et al, 2002)

To this end, the researcher designed and built a website – [www.listemaa3.com](http://www.listemaa3.com) – that served as an online platform where learners would go through lessons, answer quizzes, hold discussions and receive feedback from the instructor. A total of 12 learners were enrolled in the website alongside a face-to-face class, but only 9 learners participated in the aforementioned research study that followed<sup>1</sup>.

### ***1.1 Why choose to blend? - Challenges faced***

In *Blended learning environments: definitions and directions*, Osguthorpe & Graham (2003), mention 6 reasons for implementing a blended learning setting: “(1) pedagogical richness, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost-effectiveness and (6) ease of revision” (cited in Bonk & Graham, 2012, p.8). Graham, Allen & Ure (2003, 2005) further narrow down these reasons to the following 3: “(1) improved pedagogy, (2) increased access and flexibility and (3) increased cost-effectiveness” (cited in Bonk & Graham, 2012, p. 8).

The following are challenges that were faced by the teacher prior to implementing blended learning. The information below summarizes data from personal notes made by the teacher on a regular basis throughout the teaching process.

The need to implement blended learning arose out of a need to create a more effective learning atmosphere that would extend beyond the classroom. The researcher listed down the following main challenges that he encountered while teaching Arabic as a foreign language in the traditional classroom format:

#### a) Time constraints

As lessons were only conducted once a week for about 2 ½ or 3 hours a session, many a times there wasn't enough time to cover new content and provide students with sufficient opportunities to practice the content that had been learned. Also, time for reviewing content which had previously been learned was very limited. Learners also found that if the teacher were to go over a concept that had already been taught in the classroom again, very little time would be left for introducing new content. Rothwell et al. (2006) mention that “blended learning also addresses the issue of time and space constraints which are prevalent today,

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<sup>1</sup> Yassin, M., (2016). Blended learning perceptions: perceptions of adult AFL students learning Arabic morphology in a blended setting

especially among adult learners, by moving part of the learning process to the online sphere.” (Rothwell et al. cited in Yassin, M., 2016).

b) Little, if any reinforcement

As lessons were only conducted in the classroom, there was very little opportunity for learners to do exercises that were necessary to reinforce material that had been previously introduced in class. Typically, most learners would learn in class and then only re-visit the learning material the next week when they came back to class. This would result in learners constantly forgetting what had been taught previously. In addition to that, there was little motivation for learners to undertake their own revision, which, when done, was done individually.

c) Learning individually, not collectively and a lack of socialization among students.

Despite collaborating in some activities in class, learners were mainly learning individually in the classroom, not collectively and together as a community of learners. Furthermore, outside of the classroom, learning content was reviewed individually and learners who had questions would then approach the teacher on an individual basis to ask questions. Even when questions were asked in front of other learners, only the questioner would pay attention to the answer given as they were the one who could relate to the question being asked. As such, learners were together in the classroom but were not learning together as a classroom. The researcher felt that more could be done to encourage learners to come together and learn as a community. It has been mentioned in the literature that a blended learning setting that combines F2F and online lessons contributes to “a higher level of socialization and sense of togetherness among participants and, consequently to increase the quality of learning and the achievement of instructional objectives.” (Aspden & Helm, 2004 and Rovai & Jordan, 2004, cited in Delfino, M., et al., 2007, p. 251).

d) The need for more personal and customized feedback for learners

This challenge arose mainly from time constraints. The researcher was not able to provide personalized feedback to students on their individual assignments / quizzes. Furthermore, the researcher noticed that some students who were shy and more introverted than others would generally refrain from asking questions pertaining to their work or what had been taught in class (Yassin, M. 2016). This would be discovered when the researcher would point out some content that had been highlighted to that learner before and the learner would say that he/she actually had some questions on the feedback provided but did not ‘get the chance’ to follow-up. Given the importance of feedback for the learning process (Gipps & Stobart, 1997), the need for a feedback mechanism capable of delivering appropriate, timely and personalized feedback outside of the classroom was important to the teacher.

## **2 Components of Listemaa3.com**

Listemaa3.com is a website based on the WordPress framework. It is a platform that carries lessons in various topics in Arabic, targeted at foreign learners of the language who are already enrolled in some type of classroom learning. The website brings together 5 different components, each of which performs an individual function. (1) Lesson component, (2) Quiz component, (3) Grading and feedback component, (4) Discussion component and, (5) Student Wiki component.

### ***2.1 Lesson component***

The lesson component of Listemaa3.com presents the lesson content to learners. Content can be presented via text, pictures, video or audio materials and the combination of different presentation means is also possible.

This component was used by the teacher to present both new and previously studied content to the learners. Content presented by the teacher to the learners in the study was in the form of text, visuals and audio materials. No video lectures were used for this class, although learners subsequently suggested that short asynchronous video lectures be introduced in the future (Yassin, M., 2016).

## ***2.2 Quiz component***

The quiz component of Listemaa3.com is separate from the lesson component. In this component, learners answer questions based on the lesson. Question formats that are available are: multiple choice questions, fill in the blanks, open ended questions, true and false questions and the option for learners to upload their answers from a file on their device. There is an option for instant marking for multiple choice and true and false questions. Once a learner has submitted the quiz, the quiz is then forwarded to the teacher for marking.

The quiz component was used to assess learner's comprehension of content that was presented via the lesson component. Learners had the option of attempting the quiz immediately after going through the lesson or attempting it at a later time of their convenience.

## ***2.3 Grading and feedback component***

This component allows the teacher to mark and grade the answers in the quizzes. For each question, the teacher can award a certain mark. There is also the ability to provide open-ended feedback for each question.

Feedback was given by the teacher for both correct and incorrect answers. Other possible answers for certain quiz questions were also highlighted via this component. This component ranked considerably well among learners.

Unlike the discussion and student wiki component, the lesson, quiz and grading & feedback components function together. Using one of the components usually entails using the others one way or another.

## ***2.4 Discussion component***

The discussion board on Listemaa3.com allows for learner-to-learner and learner-to-teacher interaction. The discussions that take place on the website are typically asynchronous in nature. This allows for learners to take part in discussions at their own convenience. Learners usually ask questions pertaining to the lessons, technical questions and questions about Arabic in general.

## ***2.5 Student Wiki component***

The Wiki component on the website is a venue for learners to come together to create and organize the information that they have been learning. In addition to the previous discussion

board component, this component provides learners with the opportunity to collaborate with one another in creating their own reference, notes, and observations on what they are learning.

### 3 Questions

Based on the aforementioned challenges, the following questions were of interest to the researcher:

- 1) Would the introduction of blended learning, using Listemaa3.com, help to address the challenges faced in the traditional classroom setting for teaching AFL and how would it do so?
- 2) What are the benefits and limitations of each component of the online platform with regards to creating a more effective learning environment?

### 4 Results

The results from the Likert-scale questionnaire from the previous study titled “*blended learning perceptions: perceptions of Adult AFL students learning Arabic morphology in a blended setting*” (Yassin, M., 2016) can be found in Appendix 1. The following is a summary of those results:

- 1) Overall there was a very favourable response from learners towards the introduction of blended learning in the Arabic classroom. Learners welcomed the following features of the blended learning format: 1) More reinforcement of material learned in class, 2) personalized feedback on quizzes, 3) more time to learn and absorb content throughout the rest of the week, 4) opportunities to interact with the teacher and other classmates outside of the classroom via the discussion board, and 5) Self-paced learning and autonomy.
- 2) The aforementioned positive response was also coupled with some reservation on the learners’ part when it came to ‘interaction’ and ‘learning new content’. When it came to interaction, learners rated the F2F lessons higher than the online lessons and stated that “they found F2F classroom activities more interesting than online ones” (Yassin, M. 2016, p. 47). Learners also believed that the online lessons were more suited to reviewing and reinforcing material that had already been taught in the classroom, as compared to introducing new material.
- 3) The results of the study also pointed out that learners who attended the F2F lessons regularly found the blended learning format to be more effective, compared with participants who did not attend the F2F lessons as regularly. Those who missed a few of the F2F lessons even reported feeling slightly frustrated when doing the online lessons as they felt that they had missed some important parts of the lesson that were taught in the classroom.
- 4) Negative responses on the blended learning format centered around technical issues pertaining to logging on to the website and typing with the Arabic keyboard.

The following table contains a summary of responses regarding the individual components of listemaa3.com elicited from learners during the interview that followed the administering of the aforementioned Likert-scale questionnaire. Also included is a summary of notes made by the researcher throughout the duration of teaching the course.

**Table 1.1 Summary of response by the learners and observations by the researcher**

	Number of active users	What learners liked about it?	What learners did not like?	Teacher's observations
<b>Lesson, quiz and feedback component</b>	9/9	<ul style="list-style-type: none"> <li>• Flexibility and learner autonomy</li> <li>• Provides useful summaries for what has been covered in class.</li> <li>• Well-suited for revision and provides opportunities to revisit and practice what has been learned</li> <li>• Individualized feedback that learners' could follow-up on at any time in an asynchronous manner</li> </ul>	<ul style="list-style-type: none"> <li>• 2 learners felt that the format of lessons and quizzes required some time to get used to.</li> <li>• More interactivity is needed for content delivery, e.g. short-videos presenting content, instead of text</li> <li>• May not be as effective as F2F for introducing new concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• A familiarization lesson/module for the online website is necessary. This lesson/module will introduce learners to how to navigate the website, set up an Arabic keyboard, a few simple trial lessons for familiarizing learners with the format.</li> <li>• Feedback from the learners and the teacher's observation of other websites that provide blended/online learning show that presenting content in the form of videos will be more effective for learners.</li> <li>• As of now, the course is structured in such a manner that the online lessons compliment and re-inforce what is learned in class. The online lessons have not proved to be as effective in introducing new content to the learners. Learners prefer F2F format for introducing new content.</li> </ul>
<b>Discussion Component</b>	5/9	<ul style="list-style-type: none"> <li>• A good platform for learners to discuss lessons and quiz questions with each other and the teacher.</li> <li>• Asynchronous nature of the discussion board allows everyone to take their time in reading through what others have said, to think it over and reply at their own convenience.</li> <li>• Discussions last several days,</li> </ul>	<ul style="list-style-type: none"> <li>• Typing and using Arabic requires time to get used to.</li> <li>• Discussion board must be visited at least once a day in order to keep up with the discussion, or else one may "feel lost."</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarization with the Arabic keyboard is a must, especially if discussions are encouraged to be held in Arabic as much as possible. Familiarization with the Arabic keyboard must be inserted into the learning process if online discussions are to be more successful.</li> <li>• Learners who did not attend class seem to participate less in the discussion board, despite having more</li> </ul>

		allowing learners to think more deeply and thoroughly about topics that are being discussed.		<p>need to catch up with lessons that have been missed. It appears that some learners feel lost when discussing issues that were mentioned in class and feel hesitant to ask the other classmates about these issues.</p> <ul style="list-style-type: none"> <li>• In order to encourage more active participation, perhaps a reward system (points, badges, etc) should be introduced into the online discussion board platform.</li> </ul>
<b>Student wiki Component</b>	2/9	<ul style="list-style-type: none"> <li>• Good for learners to learn how to create their own reference and organize information.</li> <li>• Ability to create entries based on discussions and to learn and benefit from the entries of others.</li> <li>• Allows for everyone to “be on the same page”, in such a manner that one would be alerted if they missed out on a certain piece of information during the learning process.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires more time to be spent online.</li> <li>• Formatting of information takes time.</li> </ul>	<ul style="list-style-type: none"> <li>• This component does not seem to receive as much participation as the lessons, quizzes and discussion board.</li> <li>• Learners appear to cooperate with one another via discussions on quiz questions, but not on creating Wiki entries.</li> <li>• Learners need to be encouraged to participate and use the Wiki more. It is hoped that by doing so, learners will reap the benefits of cooperative learning and become more ‘responsible’ and ‘autonomous’ in their learning.</li> </ul>

## 5 Discussion

The above results highlight that the decision to change the format of the class to a blended-learning format was a correct and successful choice overall, based on the response of the learners and the teacher. The blended-learning format did succeed in addressing the aforementioned challenges noted by the teacher prior to implementing BL.

### 5.1 Lesson, quiz and feedback component

As learning took place only in the classroom prior to introducing BL and the F2F classes were only held once a week, the online lessons allowed for learners to stay in touch with learning Arabic throughout the rest of the week until the next lesson. Learners had more time to undertake lessons and quizzes that would reinforce what had been learned in class and could interact and discuss with their other classmates and the teacher throughout the week.

This feature of the website helped the teacher overcome: 1) time constraints, 2) little reinforcement, and 3) lack of individualized feedback. By having lessons online, in addition to the classroom, the teacher could focus on interactive activities and introducing new material in class, while leaving extra practice and re-enforcement activities to the online lessons. It is important to note that unlike flipped classrooms, the online lessons in this course were used to mainly re-enforce what had been learned in class and provide learners with the opportunity to practice more.

This is one of the limitations of the aforementioned components. Based on the teacher's experience, learners did not absorb newly introduced concepts as well online as they would in the class. This was further confirmed by learners, as shown in the table above (also see Appendix 1). Based on suggestions made by learners, they felt that new material would be better absorbed if there were accompanying short videos (Yassin, M. 2016).

### ***5.2 Discussion board component***

This component of the online lessons helped to promote cooperative learning among students and helped the teacher overcome the challenge of learners learning individually and not collectively. When faced with a challenging question in an online quiz, learners would discuss with one another about the particular question and try and find ways to answer it. According to the teacher's observations, the discussion board, played an important role in forging a sense of 'being part of a learning community' among learners. This feature of the website complemented the lesson and quiz feature and ensured that learners moved towards learning collectively, instead of individually. This was especially evident in activities such as those in Appendix 2.

The discussion board logs show that out of the 9 subjects, 5 learners participated actively in the forum, asking and answering questions and putting forth suggestions. The remaining 4 learners, would most of the time follow the discussions passively and sometimes participate by asking questions. However, they never answered or suggested an answer to any questions in the discussion board. This could be due to the fact that some students considered themselves to be reserved and introverts (Yassin, M., 2016).

A challenge to making full use of online discussion boards for this class of AFL learners was the lack of familiarity with the Arabic keyboard. This was mentioned by at least 4 learners. Due to the lack of a physical Arabic keyboard or stickers for the Arabic letters, learners either reverted back to using English or a form of Arabizi or romanized Arabic (see Allehaiby, W. H., 2013). As studies have shown that using Arabizi might have negative effects on the learning process of AFL learners (Attwa, M. 2012; Allehaiby, W.H., 2013), it is important, therefore, to familiarize learners with the layout of the Arabic keyboard prior to holding discussions on an online platform. Furthermore, teachers of AFL are encouraged to "find ways to integrate Arabic script into CMC, and, more importantly, to technology planners to find platforms and systems that encourage the use of the Arabic keyboard..."(Attwa, M., 2012, p, 50; Essawy, R., 2010).

### ***5.3 Student Wiki component***

This component was the least used component in the online website among the learners. The purpose of this component as initially intended by the teacher was to encourage learners to collaborate with one another in order to create their own wiki that would serve as a resource



for them and other learners in the future. It was hoped that by participating actively in the Wiki, learners will learn “how to construct their own schema for internalizing the information and organizing it so that it becomes their own”, as suggested by the constructivist model. (Costa, 1991; Day 1981; Worsham, 1988, cited in Askew, S., & Lodge, C., 2000, p. 9).

Unfortunately, only 2 learners actively participated and contributed to the wiki. These learners saw the wiki as a means for them to learn how to structure and organize what they had learned and to learn with other learners. However, in addition to some technical challenges in formatting, they felt that contributing to the wiki required more time than they could spare. This could be one reason why the other 7 learners did not contribute to the wiki on *listemaa3.com*.

It has been noted in the literature that one of the challenges of blended learning is the increased amount of time that is required not only of the learner but the teacher as well. Therefore, the teacher feels that there is need to find other ways should be found to encourage learners to participate in such wikis. One possible way would be to award points or even digital currency<sup>2</sup> to learners as they participate and collaborate in creating entries in the wiki. As mentioned by Graham, C. R., Allen, S., & Ure, D. (2005) “when institutions decide to utilize both learning environments (F2F and BL) for a single course offering, the time demands of the instructor or trainer increase because now instructional materials must be developed for both CM and F2F environments. Additionally, instructors and trainers typically incur an increase in time they spend interacting with learners in BLEs.” (p. 257).

## 6 Conclusion

The decision to implement a BL format for the aforementioned class of adult AFL learners contributed to a more effective learning environment in the opinion of the learners as well as the teacher. Here are some things that were observed by the researcher when implementing blended learning via *listemaa3.com*.

- 1) Introducing BL promotes problem-based learning (e.g. student wiki) and teaches learners to be more autonomous and responsible for their learning. BL may also be more helpful for teachers promote cooperative and/or collaborative learning and create a more ‘constructivist’ learning environment, given the nature of online space (Huang, H. M., 2002). As such, it is important for the teacher to convey these matters to the learners and to create awareness among them as to of how introducing blended learning in the classroom will shift more responsibility to them. One of the barriers of successful implementation of BL is that BL requires strong self-discipline on the part of the learners (Collis, 2003). It has also been observed that some learners may have the tendency to procrastinate in blended learning settings (Leh, 2002). Implementing BL, especially for those who are used to being passive learners in traditional F2F classrooms, requires a change in mindset and learning style.
- 2) Using the BL format to teach Arabic as a foreign language brought to the attention of both the learners and the teacher the need to provide learners with the opportunity to interact with Arabic in technology tools (e.g. Arabic keyboard, online fonts, etc). This was understood by the learners when they realized that writing answers and interacting with their peers online required familiarity with the Arabic keyboard, which is not

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<sup>2</sup> Like STEEM, a “blockchain-based social media platform” that rewards writers for posting good quality content. See <https://steem.io>.

based on typing using the romanized keyboard (see Appendix 3). With the ubiquity of technology in everyday life, if AFL learners are to be encouraged to communicate online and via text messaging using Arabic, then attention should be paid to providing them with opportunities to familiarize themselves with these tools in Arabic.

- 3) Applying the BL format requires a significant additional amount of time to be spent on part of the teacher, especially in the early stages, as well as the students. So while a commonly mentioned benefit of BL is ‘convenience of access’, it should be noted that one of the significant challenges at the same time is ‘increased demand of time’ (Graham, C. R., Allen, S., & Ure, D., 2005)
- 4) The manner in which BL was applied for this course showed that the online lessons on listemaa3.com supplemented the F2F sessions. Learners still preferred for new content to be introduced in the classroom and still felt that the classroom lectures were more ‘interactive’ compared to the online lessons. As recommended by learners, perhaps the introduction of asynchronous video lectures in the BL format will be one step towards transforming the learning format into a flipped classroom format, in which activities that have “traditionally taken place inside the classroom now take place outside the classroom and vice versa” (M.J. Lage, p. 32).
- 5) For AFL classrooms in Singapore based solely on the F2F format, BL is a force-multiplier for the teacher that enables him/her to reach out to the students in a way the traditional classroom format may not provide. As experienced by the researcher, it is highly expected that applying some form of BL will help the learners in these classrooms learn Arabic as a foreign language in a much more active and effective manner.
- 6) The institution in which the researcher implemented BL did not have a framework or any policy to support BL-style classes. Therefore, the researcher therefore undertook the task of implementing BL on an individual and personal basis. Implementing BL successfully on a much wider scale for AFL classrooms in Singapore would require strong commitment by Arabic language centre owners and institution leaders in addition to important policy revisions. It is expected that significant organizational changes would have to be made for BL to produce its desired results in AFL classrooms in Singapore<sup>3</sup>.

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<sup>3</sup> See Vaughan, N., (2007) and for further perspectives on the importance of institutional support.

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Appendix 1

**Table 1.1, Yassin, M. (2016) p. 45**

No		Strongly Agree	Moderately Agree	Undecided	Moderately Disagree	Strongly Disagree
1	Blended learning made it easier for me to understand new concepts taught in this course	3	4	0	1	1
2	It is easier to get the teacher's exclusive attention when learning online	2	5	0	0	2
3	I learn better from traditional classroom (face-to-face) activities	3	2	1	3	0
4	I prefer the learning style in this course compared to the learning style in other courses	6	2	0	1	0
5	I feel that learning online is only effective if you attend class	5	2	2	1	0
6	Among all the courses, the Sarf course was the most enjoyable as it included online activities in addition to class activities	1	5	2	0	1
7	All other courses should be taught using blended learning	4	4	1	0	0
8	The Sarf course should have been taught like all other courses using face-to-face learning only	1	1	2	2	3
9	It is easier for me to understand new concepts via online lessons than in the classroom	0	0	2	4	3
10	Classroom lessons are more interesting than online lessons	3	2	4	0	0
11	The website provided me with more opportunities to put what I had learned into practice as compared to the classroom.	3	4	0	2	0
12	I like blended learning because I can learn according to my own pace.	6	2	1	0	0
13	When learning online, I feel that I am more responsible for my learning than when in a traditional class	6	2	0	0	1
14	Traditional learning in a classroom offers me more flexibility than blended learning	0	1	2	1	5
15	I benefit from the feedback given by my teacher through the website	5	2	1	0	1
16	I find it difficult to access the website (if yes, please state why)	0	0	1	6	2

Appendix 2

Sample lesson from listemaa3.com

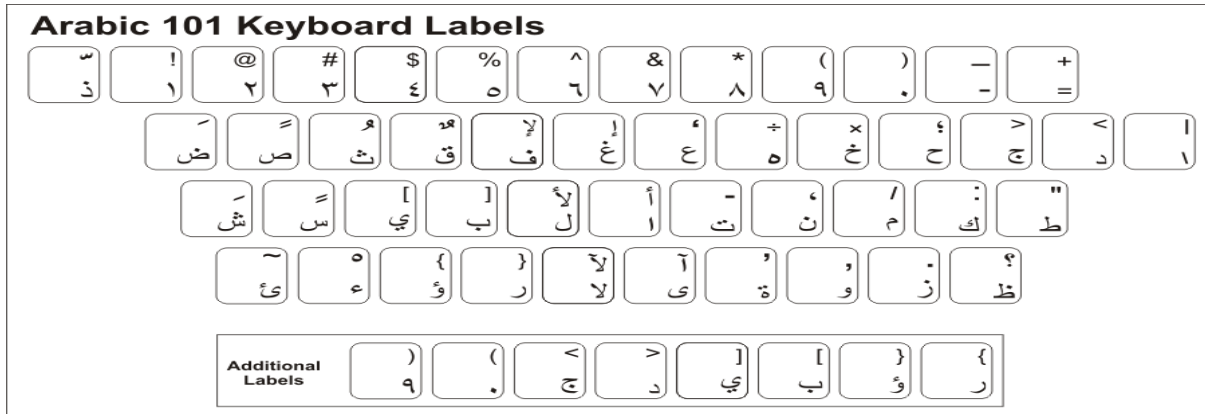
والآن عبّر عن معاني هذه العلامات باللغة العربية  
باستخدام كلمة "ممنوع" + المصدر، واكتب إجاباتك في  
المكان المخصص الذي ستجده عند الضغط على زرّ:

"take the lesson quiz"



Appendix 3

Arabic keyboard layout



Source:

<https://www.google.com.sg/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiapEjTqOvPAhUINI8KHR8RAWQQjRwIBw&url=http%3A%2F%2Fwww.smartkeyboardsolutions.com%2Flabel-arabic-101-10002.htm&bvm=bv.136593572,d.c2I&psig=AFQjCNH1ZrciUNnhe7XVklIOVslSejvXhg&ust=1477119378880361>



Source:

[https://www.google.com.sg/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjot\\_yRqevPAhUJv48KHb2YBb8QjRwIBw&url=https%3A%2F%2Fwww.goodtyping.com%2FteclatUK.htm&bvm=bv.136593572,d.c2I&psig=AFQjCNGM6q0BWwLqWUfHxeLscI4Bg3fttQ&ust=1477119512336529](https://www.google.com.sg/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjot_yRqevPAhUJv48KHb2YBb8QjRwIBw&url=https%3A%2F%2Fwww.goodtyping.com%2FteclatUK.htm&bvm=bv.136593572,d.c2I&psig=AFQjCNGM6q0BWwLqWUfHxeLscI4Bg3fttQ&ust=1477119512336529)