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The Implementation of BENEYLU Platform in the Teaching and Learning Process of Arabic as a Foreign Language

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Abstract: This empirical study investigates the impact of integrating the digital platform "Beneylu" on Arabic as a Foreign Language (AFL) teaching and learning within the network of French mission schools in Morocco. A concerning trend has emerged, with students consistently failing to achieve the expected A1 and A2 levels of the Common European Framework of Reference for Languages (CEFR). National evaluation outcomes and a surge in primary school exemptions highlight this issue. To address this challenge, this study questions the efficacy of current didactic approaches and explores the potential of technology to enhance learning. The primary research question is: Does integrating the "Beneylu" platform positively influence AFL learning? The main hypothesis posits that using this platform can enhance AFL learning by facilitating differentiated pedagogy and fostering learner autonomy. Employing a positivist approach and deductive reasoning, the study adopts a quantitative methodology to collect objective data on the impact of platform integration. Experimental data was gathered from 82 Albert CAMUS School students through pre- and post-integration evaluations and comparative analyses using Beneylu. Data analysis was conducted using SPSS software's descriptive and inferential statistics. The findings indicate that integrating the "Beneylu" platform significantly improves Arabic language learning by enabling customized learning, thereby supporting the initial hypothesis. This study underscores the effectiveness of digital platforms in addressing contemporary challenges in AFL teaching and suggests avenues for future research in artificial intelligence-era educational technology, particularly in language teaching.

Keywords: **BENEYLU Platform; Arabic as a Foreign Language; customized learning; descriptive and inferential statistics.**

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المنصة الرقمية وتأثيرها على تعليم وتعلم اللغة العربية للناطقين بغيرها

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الملخص: تستكشف هذه الدراسة التجريبية تأثير دمج المنصة الرقمية "Beneylu" على تعليم وتعلم اللغة العربية كلغة أجنبية في مدارس البعثة الفرنسية بالمغرب. وتظهر نتائج التقييمات الحالية وجود صعوبات ملحوظة لدى المتعلمين في بلوغ المستويين الأول والثاني من الإطار الأوروبي المرجعي للغات، وهو ما يعكسه ارتفاع نسب تغيير المسار الدراسي وطلبات الإعفاء بنهاية المرحلة الابتدائية. يشكل هذالوضع تحديا جوهرياً يستوجب إعادة النظر في الخيارات التعليمية المعتمدة وتقييم دور التكنولوجيا في تحسين التعلم، مما يبرز الحاجة إلى تطبيق ممارسات مبتكرة. افترضت الدراسة أن دمج منصة "Beneylu" يُسهم في تعزيز تعلم اللغة العربية عبر تقديم تعليم مخصص ودعم استقلالية المتعلم. اعتمد البحث على إطار وضعي ومنهج استدلالي باستخدام مقاربة كمية لتحليل أداء 82 متعلم ومتعلمة من مدرسة ألبير كامو. تم جمع البيانات من خلال تقييمات قبلية وبعدية لدمج المنصة، بالإضافة إلى تحليل مقارن باستخدام الأدوات الإحصائية من خلال برنامج SPSS. أظهرت النتائج أن دمج المنصة يحقق تحسناً ملموساً في تعلم اللغة العربية، حيث وفّرت المنصة تجربة تعليمية مخصصة وفعالة، مما أكّد صحة فرضية الدراسية. وأبرزت النتائج فعالية المنصات الرقمية في تجاوز تحديات تعليم اللغة العربية كلغة أجنبية، مع توصية بتطوير المنصة عبر دمج تقنيات الذكاء الاصطناعي التوليدي لتعزيز فاعليتها.

الكلمات المفتاحية: المنصة الرقمية "Beneylu"؛ اللغة العربية كلغة أجنبية؛ التعلم المخصص؛ الإحصائيات الوصفية والاستدلالية.

Introduction:

The integration of digital tools into education has significantly transformed traditional pedagogical practices, fostering innovative methods that enhance student engagement and improve learning outcomes. In the context of Arabic as a Foreign Language (AFL) instruction, emerging technologies present promising opportunities to address persistent teaching challenges while aligning instructional strategies with contemporary international standards, such as the Common European Framework of Reference for Languages (CEFRL). Morocco's French public schools, overseen by the Agency for French Education Abroad (AEFE), face significant challenges in Arabic Foreign Language (AFL) instruction. Despite adopting the CEFRL-based competency approach (adapted by the Center for Arab Studies in Morocco), students struggle to reach A1 and A2 proficiency levels, indicating substantial instructional gaps (Al-Jarf, 2004; Al-Maini, 2011). These shortcomings are further exacerbated by an increasing number of students seeking exemptions from Arabic instruction at the end of primary school, resulting in its gradual marginalization. Arabic often shifts from a primary foreign language (FL1) to a secondary position (FL2) in secondary education, disrupting continuity in language acquisition and limiting opportunities for learners to attain deeper linguistic competence. Recent advancements in educational technology have reshaped modern

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teaching practices, particularly in language education. Digital tools, including interactive platforms and online learning systems, have been widely recognized for their role in addressing contemporary challenges such as learner engagement, differentiated instruction, and accessibility (Blake, 2013; Compton, 2009). The global shift towards technology-enhanced education has gained momentum following the COVID-19 pandemic, which accelerated the adoption of synchronous and asynchronous learning environments. In this evolving context, AFL instruction must embrace innovative solutions to remain relevant and effective. The use of digital platforms in AFL instruction aligns with current global trends that prioritize technology-mediated learning to bridge proficiency gaps and enhance educational outcomes. For example, adaptive learning systems offer tailored feedback, while interactive online environments promote active participation and collaboration (Pachler & Daly, 2011; Lai, 2019). Such advancements align closely with frameworks like the Technological Pedagogical Content Knowledge (TPACK) model (Mishra & Koehler, 2006). Therefore, in the wake of a world completely immersed in digital migration, does the integration of the BENEYLU platform into the teaching/learning process, as a digital workspace, positively influence the learning of Arabic as a foreign language? This study, by integrating both theoretical perspectives and practical applications, aims to highlight the transformative role of digital platforms in AFL education, while addressing associated linguistic and pedagogical challenges. Specifically, it focuses on evaluating the BENEYLU platform as an innovative digital solution designed to enhance AFL instruction, with the objective of answering key questions regarding its effectiveness and impact on learners, including:

- Can the BENEYLU platform improve AFL learning outcomes by bridging identified proficiency gaps?
- How effectively does the platform mediate learning in both synchronous and asynchronous contexts?
- What role can digital tools play in transforming AFL instruction to meet current educational challenges?

This research raises the question of how to overcome various obstacles to effective learning, based on hypotheses that highlight the need for fundamental reconsideration:

- The use of the BENEYLU platform enhances students' learning of Arabic as a foreign language.
- The BENEYLU platform supports Arabic language learning in both synchronous and asynchronous modes, fostering innovative teaching methods such as flipped classrooms.
- The BENEYLU platform facilitates the implementation of differentiated pedagogy in the teaching of Arabic as a foreign language.

Introduction to the Digital Platform 'Beneylu':

The Beneylu School digital platform offers an intuitive virtual classroom designed for primary school students, easily accessible through a web browser. Its user-friendly interface and numerous features enable teachers to customize the experience to meet specific pedagogical needs. The platform includes tools such as a digital calendar, a communication diary, secure blog, multimedia workshop, internal messaging, and an online library, facilitating effective communication and interactive activities. Both students and parents receive secure individual access. Additionally, Beneylu School facilitates collaboration between partner classes and supports Arabic language learning with specific tools like an audio recorder and an Arabic

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search engine. The platform is freely accessible, with optional paid features offering advanced functionalities, making it a flexible and adaptable solution for various educational contexts.

Launch of the Beneylu Platform:

The Beneylu platform launch began with its free version, offering collaborative features at no cost, mirroring the paid version. However, due to growing demand from Arabic language classes, the administration of Albert Camus School funded Beneylu Platinum, providing access to advanced features. Online tutorials, video guides, and in-class support facilitated implementation for students and parents. The intuitive tool enabled rapid user adaptation. Parental intervention remains minimal, and technical issues are efficiently resolved via email support based in France

Methodology

Paradigm and Research Epistemology

This study operates within a positivist paradigm, employing deductive reasoning to move from general principles to specific observations. A quantitative methodology is utilized, aligning with the research's exploratory nature and providing a detailed, descriptive analysis of the phenomena under investigation.

Study Context

This study targets primary school students learning Arabic as a foreign language within Morocco's diverse foreign education networks. Specifically, it focuses on 82 students from the Albert Camus School, part of the Agency for French Education Abroad (AEFE) network. The participants, distributed across four classes (two second-grade and two fourth-grade), receive five hours of Arabic instruction weekly.

Type of Sample:

This is a weighted stratified sample consisting of 82 students, differentiated solely by their grade levels, as they belong to two distinct cycles: Cycle 1 and Cycle 3. The distribution is presented in Table 1:

Table 1: Distribution of the Research Sample

Levels	CLASS A	CLASS B	**Total Students**	**Overall Total**
CE1	21	21	42	**82** (research sample)
CM1	20	20	40	

ANALYSIS AND INTERPRETATION OF RESULTS

This section presents the results of the empirical study aimed at exploring the data.

Sample Profile

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Based on the data entered into SPSS (Table 3: see appendix), the following results were obtained in Table 2and illustrated in Graph 1:

Table 2 : Sample Profile

Student Gender

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valide	**F**	**44**	**53,7**	**53,7**	53,7
	M	**38**	**46,3**	**46,3**	100,0
	Total	**82**	**100,0**	**100,0**	

Student Age

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valide	8	42	51,2	51,2	51,2
	10	29	35,4	35,4	86,6
	11	11	13,4	13,4	100,0
	Total	82	100,0	100,0	

Student's Class

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valide	CE1b	21	25,6	25,6	25,6
	CE1a	21	25,6	25,6	51,2
	CM1a	20	24,4	24,4	75,6
	CM1b	20	24,4	24,4	100,0
	Total	82	100,0	100,0	

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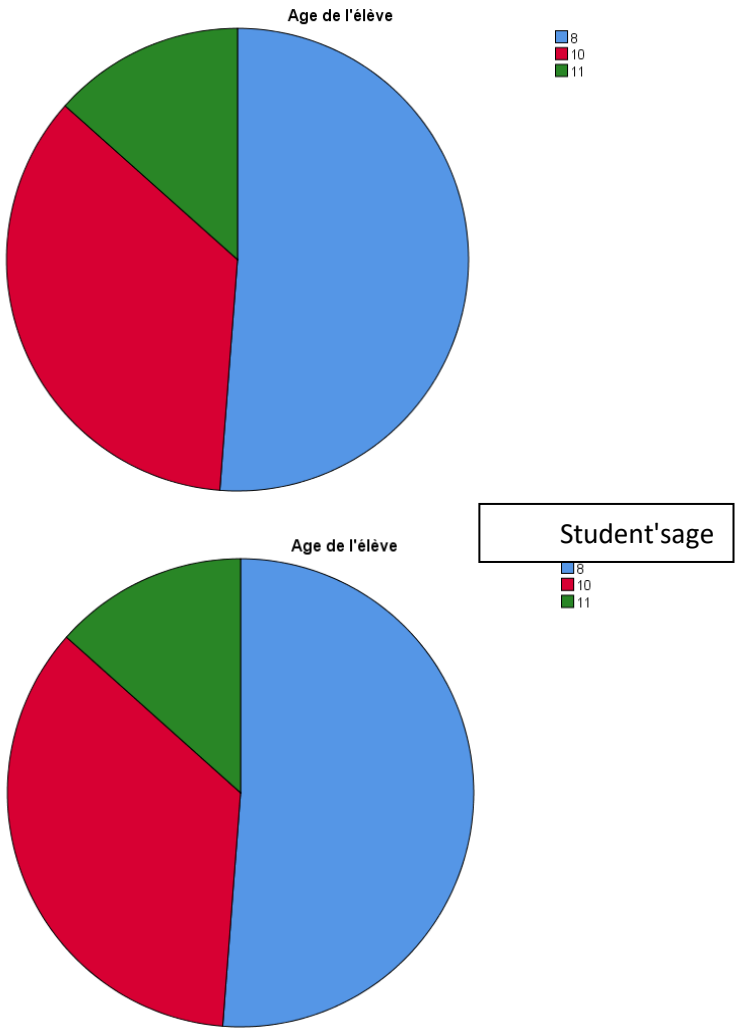

Graph 1: Sample Profile

Table 1 and its corresponding Graph 1 illustrate the sample distribution: 51.2% of students are from the CE1 level (two classes, A and B), 48.8% are from the CM1 level (two classes, A and B). The sample compromises students from Cycle 2 and Cycle 3 with nearly equal percentages, distributed as 53.7% girls and 46.3% boys.

Study 1

Hypothesis1: Using the platform improves students' learning.

To verify the validity of this hypothesis, two tests were conducted:

- A paired test was performed to assess the level of CM1 students by analyzing the two grades obtained before and after the integration of the BENEYLU platform. This test aimed to measure the significant impact of the tool on students' performance.
- A Chi-square test was conducted to evaluate the level of CE1 students through two separate exams: one for an experimental class and the other for a control class of the same level. This test compared the results to analyze significant differences between the two groups.

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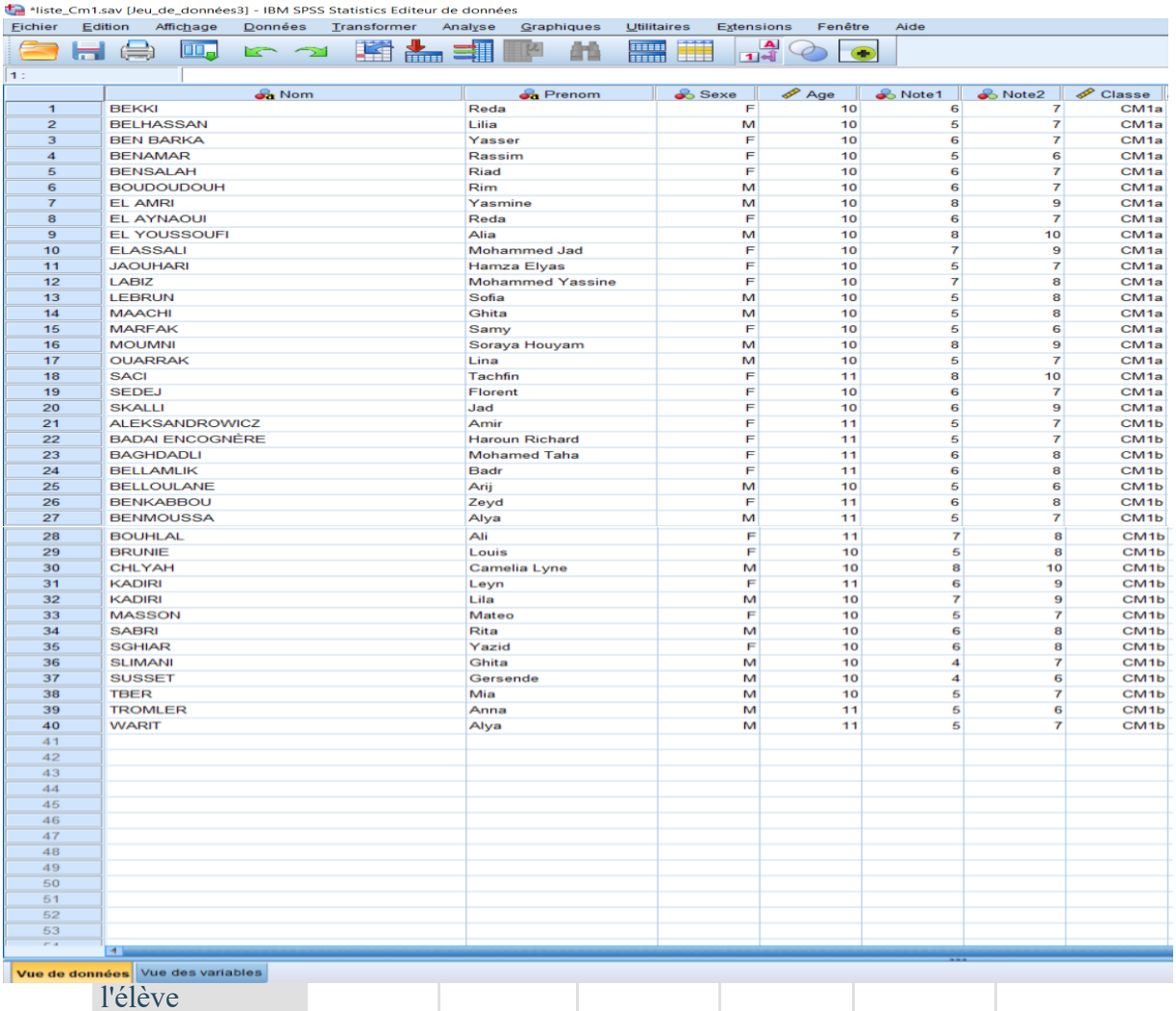
1. Paired Test for Middle class (CM1) Level Based on Two Exam Grades Before and After Integrating the BENEYLU Platform

Table 3 displays the results analyzed using SPSS software, comparing grades from two exams administered to the same students. The average grades significantly improved from 5.73 (Exam 1) to 7.65 (Exam 2), indicating enhanced student performance following utilization of the BENEYLU platform.

Table 3: Paired Test Data for the Middle Class (CM1)


*liste_Cm1.sav [Jeu_de_données3] - IBM SPSS Statistics Editeur de données

Fichier Edition Affichage Données Transformer Analyse Graphiques Utilitaires Extensions Fenêtre Aide

	Nom	Prenom	Sexe	Age	Note1	Note2	Classe
1	BEKKI	Reda	F	10	6	7	CM1a
2	BELHASSAN	Lilia	M	10	5	7	CM1a
3	BEN BARKA	Yasser	F	10	6	7	CM1a
4	BENAMAR	Rassim	F	10	5	6	CM1a
5	BENSALAH	Riad	F	10	6	7	CM1a
6	BOUDOUDOUH	Rim	M	10	6	7	CM1a
7	EL AMRI	Yasmine	M	10	8	9	CM1a
8	EL AYNAOUI	Reda	F	10	6	7	CM1a
9	EL YOUSSOUFI	Alia	M	10	8	10	CM1a
10	ELASSALI	Mohammed Jad	F	10	7	9	CM1a
11	JAOUHARI	Hamza Elyas	F	10	5	7	CM1a
12	LABIZ	Mohammed Yassine	F	10	7	8	CM1a
13	LEBRUN	Sofia	M	10	5	8	CM1a
14	MAACHI	Ghita	M	10	5	8	CM1a
15	MARFAK	Samy	F	10	5	6	CM1a
16	MOUMNI	Soraya Houyam	M	10	8	9	CM1a
17	OUARRAK	Lina	M	10	5	7	CM1a
18	SACI	Tachfin	F	11	8	10	CM1a
19	SEDEJ	Florent	F	10	6	7	CM1a
20	SKALLI	Jad	F	10	6	9	CM1a
21	ALEKSANDROWICZ	Amir	F	11	5	7	CM1b
22	BADAI ENCOGNÈRE	Haroun Richard	F	11	5	7	CM1b
23	BAGHDADLI	Mohamed Taha	F	11	6	8	CM1b
24	BELLAMLIK	Badr	F	11	6	8	CM1b
25	BELLOULANE	Arij	M	10	5	6	CM1b
26	BENKABBOU	Zeyd	F	11	6	8	CM1b
27	BENMOUSSA	Alya	M	11	5	7	CM1b
28	BOUHLAL	Ali	F	11	7	8	CM1b
29	BRUNIE	Louis	F	10	5	8	CM1b
30	CHLYAH	Camelia Lyne	M	10	8	10	CM1b
31	KADIRI	Leyn	F	11	6	9	CM1b
32	KADIRI	Lila	M	10	7	9	CM1b
33	MASSON	Mateo	F	10	5	7	CM1b
34	SABRI	Rita	M	10	6	8	CM1b
35	SGHIAR	Yazid	F	10	6	8	CM1b
36	SLIMANI	Ghita	M	10	4	7	CM1b
37	SUSSET	Gersende	M	10	4	6	CM1b
38	TBER	Mia	M	10	5	7	CM1b
39	TROMLER	Anna	M	11	5	6	CM1b
40	WARIT	Alya	M	11	5	7	CM1b

Vue de données | Vue des variables

l'élève						
Note 2 de l'élève	40	6	10	7,65	**1,122**	**1,1475**
N valide (liste)	40					

Based on the data in Table 4, the standard deviations of the two variables are less than 15% of their respective means, indicating low dispersion in Grades 1 and 2. This low variability, as suggested by the descriptive statistical analysis, points to an improvement in student performance during Exam 2. To confirm or refute this observation within the framework of inferential statistical analysis, a paired test was conducted to address the following question: Is the difference between Grade 1 and Grade 2 the result of a systematic cause, or is it merely due to chance?

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b. Paired Test

The results of this test are summarized and presented in Table 6 below, providing a clear interpretation of the differences observed between Grades 1 and 2 and their statistical significance

Table 5: Paired Sample Test

		Paired Differences							
		Moyenne	Standard Deviation	Mean Standard Error	95% Confidence Interval of the Difference		T	ddl	Sig. (bilatéral)
					Lower	Upper			
Pair 1	Student's Score 1 - Student's Score 1	-1,925	,730	,115	-2,158	-1,692	-16,681	39	,000

Table 5 summarizes the statistical parameters obtained, indicating a degree of freedom of 39 (ranging between 1 and 40) and a significance level of P = 0.000. These results suggest that the difference between the means is due to a systematic cause. In other words, this difference is not random, and even if the exam were repeated multiple times, Grade 1 would consistently be lower than Grade 2.

2. Khi-Square Test for Elementary Class (CE1) Level:

The experimental and control classes, both from the same grade level, underwent the same exam. SPSS analysis of the results yielded Table 6, featuring two qualitative variables:

- the variable "Judgment" with three categories: Green, Yellow, and Orange, representing satisfaction levels: very satisfying, satisfying, and less satisfying, respectively.
- The variable "Class" with two categories: Class A (control group) and Class B (experimental group).

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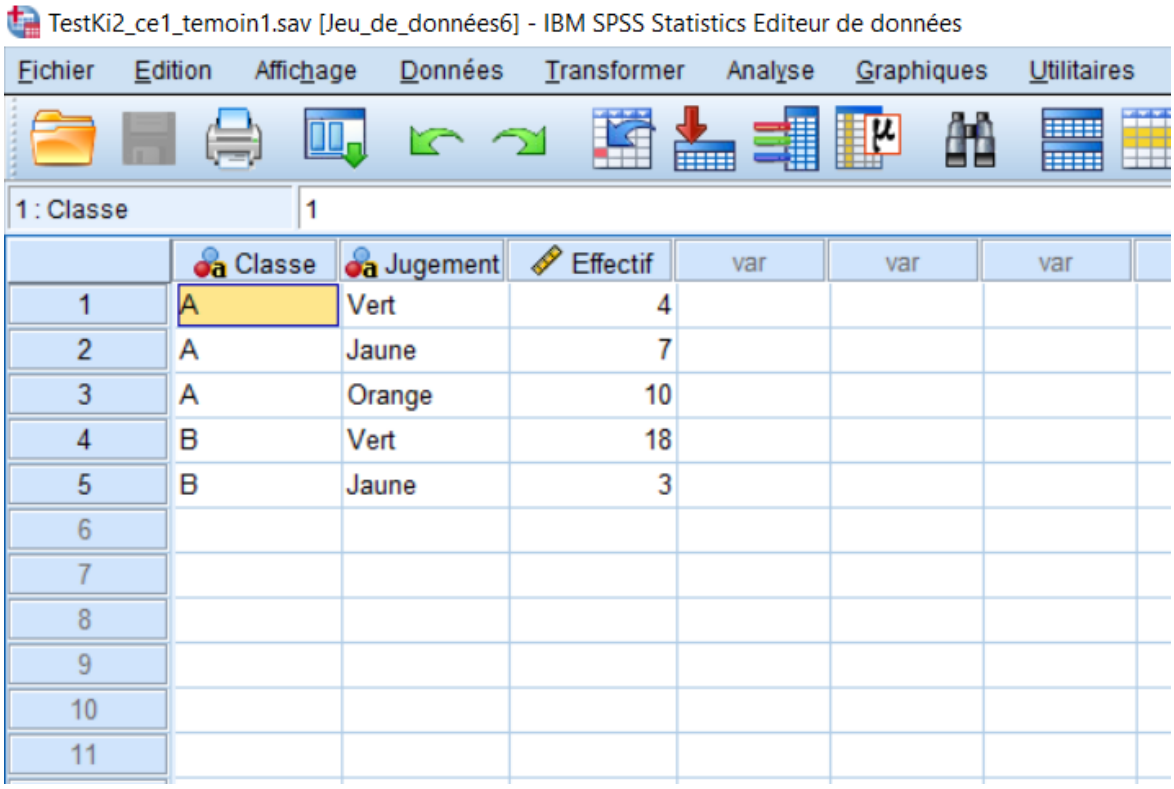
Table 6: Data for Chi-Square Test on SPSS



The objective was to determine whether the level of satisfaction is influenced by belonging to a specific class. To this end, inferential statistics were applied using the Chi-Square test. The validity conditions for the Khi-Square test were met, as all theoretical values exceeded 5%, ensuring the reliability of the results. Table 4 presents the results of the cross-tabulated data analysis, weighted by the "effective size" variable. The Chi-Square calculation generated Table 7, which highlights the degrees of freedom for the qualitative variables and the bilateral significance level.

Table 7 :Khi-Square TestsT

	Valeur	ddl	**Asymptotic Significance (Two-Sided) P**
Pearson Khi-Square	20,509[a]	2	**,000**
Likelihood Ratio	25,145	2	**,000**
Number of Valid Observations	42		

a. 0 cells (0.0%) have a theoretical count less than 5. The minimum theoretical count is 5.00.

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The obtained significance value, P = 0.000, indicates that the difference is highly significant. Consequently, it confirms that the observed qualitative variables, namely "Judgment" and "Class," are strongly correlated and dependent on each other. Specifically, the green category, representing "very satisfying" judgment, is associated with Class B, the experimental group. Based on Tests 1 and 2, both descriptive and inferential statistics confirm hypothesis H1, which states that the use of the BENEYLU platform improves students' learning outcomes.

Study 2:

Hypothesis2: Students use the BENEYLU platform in both synchronous and asynchronous modes, supporting new teaching methods such as flipped classrooms.

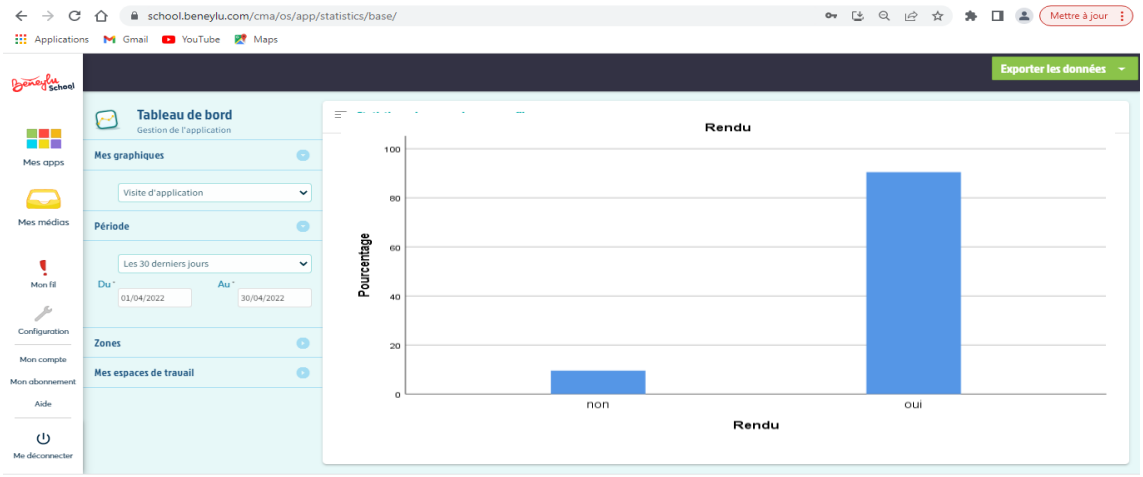
1. Activity 1:

Following student training sessions and tutorial development, 82 BENEYLU accounts were created for CE1 and CM1 level students. The account activation data, analyzed using SPSS software, are presented in the following table:

Table 9: Activation of BENEYLU Accounts

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Oui	82	100,0	100,0	100,0

The 100% percentage confirms that all students successfully activated their accounts. Following the successful account activation, students were encouraged to use the BENEYLU platform in two different modes: synchronous and asynchronous, as part of new teaching methods, specifically the flipped classroom model. The statistical application of the BENEYLU platform generated Graphs 2 and 3, which provide a summary of the number of students connected and the number of assignments submitted.



Graph 1: Percentage of Connected Students

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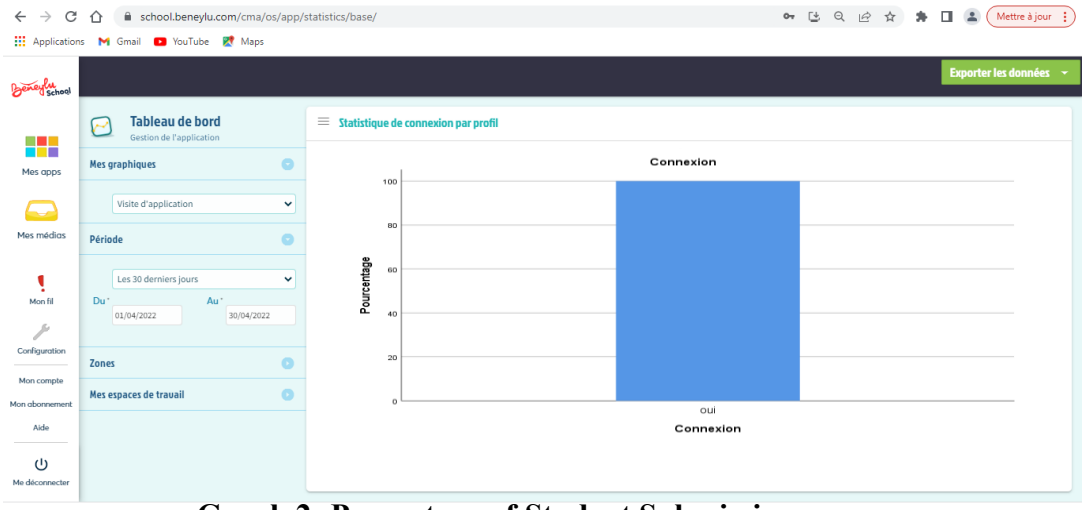

Graph 2: Percentage of Student Submissions

Based on Graphs1 and 2, all students accessed the BENEYLU platform in synchronous mode, and 90% of them submitted their work through the platform.

Study 3:

Hypothesis 4: The BENEYLU platform's effectiveness in implementing differentiated pedagogy for Arabic language learning was evaluated by integrating it into the teaching practices of the former control class. This final experimentation stage yielded SPSS data (Table 9) dividing Grade 2 students into two categories based on learning pace.

Table 9 Categories of Students Based on Learning Pace

	Less Advanced Group	Advanced Group
Numbers	15	6

The applications and resources on the BENEYLU platform were designed and adapted to meet the specific needs of each group, enabling both synchronous and asynchronous usage while promoting independent learning:

- For the less advanced group, remedial activities were offered using the applications available on the BENEYLU platform.
- For the advanced group, as part of an enrichment approach, specific resources and applications were provided to address their pedagogical needs.

To assess the progress of students in this class, an exam tailored to the needs of each group was conducted. A paired test was performed with the results presented in Table10

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Table 10: Paired Test of Scores 2 and 3

Paired Sample Statistics

		Moyenne	N	Ecart type	Moyenneerreur standard
Paire 1	Note de l'examen 2	6,0476	21	1,11697	,24374
	Note de l'examen 3 après différentiation	7,1429	21	1,06234	,23182

Paired Samples Test

		Différencesappariées							
		Moyenne	Ecart type	Moyenneerreur standard	Intervalle de confiance de la différence à 95 %		t	ddl	**P (Sig. bilatéral)**
					Inférieur	Supérieur			
Paire 1	Note de l'examen 2 - Note de l'examen 3 après différentiation	-1,09524	,70034	,15283	-1,41403	-,77645	-7,167	20	**,000**

Table 10 indicates a significance level of P = 0.000, which suggests that the difference between the mean scores of Grades 2 and 3 is significant and attributed to a systematic cause. This confirms the hypothesis that the BENEYLU platform plays a pivotal role in implementing differentiated pedagogy.

Hypothesis Verification

Table 11 provides a synthesis of the verification process assessing the validity and accuracy of the hypotheses.

Table 11: Summary Table of Hypotheses

	Hypothesis	**Verification**
H1	□ The use of the BENEYLU platform improves students' learning in Arabic as a foreign language.	**confirmed**
H2	□ The BENEYLU platform enables Arabic as a foreign language learning in both synchronous and asynchronous modes, supporting innovative teaching methods such as flipped classrooms.	**confirmed**
H3	□ The BENEYLU platform facilitates the implementation of differentiated pedagogy in learning Arabic as a foreign language.	**confirmed**

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Conclusion:

The integration of digital tools into education has transformed traditional pedagogical practices, offering innovative solutions for teaching Arabic as a Foreign Language (AFL). This study's findings corroborate existing research, highlighting digital platforms' potential to enhance learning outcomes and pedagogical effectiveness. Anderson (2013) and more recent studies (e.g., Smith & Jones, 2022) have highlighted how digital tools foster interactive learning environments and accommodate diverse learner profiles through tailored approaches. The BENEYLU platform effectively enhances Arabic Foreign Language instruction by seamlessly integrating synchronous and asynchronous learning modalities, aligning with cutting-edge pedagogical approaches (Brown et al., 2021). Observations in the field identified the platform as an innovative digital solution, particularly due to its integration of active learning strategies, such as flipped classrooms, which have been shown to boost engagement and learning outcomes (Miller & Lee, 2020). Its multimedia and interactive features further contribute to increased motivation and interaction, as highlighted by Wang et al. (2018) in the context of language acquisition. Moreover, the platform aligns with international frameworks, such as the Common European Framework of Reference for Languages (CEFRL), by incorporating tools for tracking learners' progress and enhancing autonomy (Nunan, 2003; Puentedura, 2014). This combination of features positions the BENEYLU platform as a robust solution for improving AFL instruction within evolving educational paradigms. This research validates the transformative impact of digital tools in AFL instruction, bridging theoretical foundations with practical applications. The findings confirm that platforms like BENEYLU overcome traditional teaching limitations, foster meaningful learning experiences, and support language acquisition and cultural dissemination.

Future Outlook

Technological advancements, particularly artificial intelligence, hold promise for further enhancing platforms like BENEYLU, revolutionizing Arabic Foreign Language education.

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