



Planning and Strategies for Maharah al-Kalam Learning Arabic Language in Madrasah

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Abstract

This study aims to describe the planning and strategies for maharah al-kalam learning in madrasahs. This objective aligns with the significant role of speaking skills in language, as language is the primary communication in all languages, including Arabic. The research was conducted using a literature review, which involved analyzing data from articles, books, and other scientific works as the primary sources of information. The data was then analyzed using a qualitative comparative approach, comparing various opinions in these sources and establishing the researcher's position among the existing viewpoints. Based on the analysis, it is evident that there is a lack of established planning for maharah al-kalam learning in madrasahs. Currently, no available plan can serve as a reference to facilitate the implementation of maharah al-kalam learning and enable students to acquire Arabic speaking skills. Based on experts' opinions, recommended strategies for maharah al-kalam learning include the jigsaw technique, small group presentations, and gallery/poster sessions. Techniques such as matching and identifying exercises, pattern drills, and dialogues can be employed. Various media, such as display boards, whiteboards, artificial wall clocks, tours, flow charts, flashcards, and reading machines, can be utilized. It is important to note that this research is limited to descriptive studies. Future researchers can further explore implementing some identified strategies to enhance maharah al-kalam learning.

Keywords: lesson planning; learning strategies; maharah kalam.

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Introduction

Language is a tool used by every group of people to communicate. Everyone uses the same language to communicate within their respective communities. Experts say language comprises the group's expressions to convey their intentions and objectives.¹⁻² Language is a set of rules and habits a community follows daily.³⁻⁴

In Islam, the language that has a very important role is Arabic. One of the foreign languages studied in Indonesia is Arabic in traditional schools such as madrasahs and boarding schools and even in non-formal educational institutions such as MDA and TPQ.⁵ The Arabic language is one of the compulsory subjects that must be studied in educational institutions in Indonesia.⁶⁻⁷⁻⁸ This reality is based on the opinion that Arabic is the key to understanding Islamic teachings.

Listening (*maharah istima'*), speaking (*maharah kalam*), reading (*maharah qira'ah*), and writing (*maharah kitabah*) are four important skills in Arabic.⁹ *Maharah kalam* is one of the basic language skills that learners need to learn while learning a foreign language, so this skill plays an important role in language learning.¹⁰

A person's ability to pronounce letters that can express the contents of the mind, whether in the form of ideas, feelings, opinions or desires, orally to the interlocutor is called speaking skills (*maharah kalam*). Therefore, speaking skills have an important position and the main target that should be achieved in learning a language. From some of the explanations above, it can be concluded that *maharah kalam* is a very important skill when learning a language because by speaking, everyone can express ideas, feelings, and thoughts orally.

In some research results,¹¹ it was found that speaking skills are often considered difficult by learners.¹² This is because Arabic language subjects are considered less interesting. After all, teachers rarely use interesting learning methods or media to support learning, so students lack interest and tend to feel bored when learning Arabic. Therefore, good and interesting learning

¹ Yen-Liang Lin, "Vague Language and Interpersonal Communication: An Analysis of Adolescent Intercultural Conversation," *International Journal of Society, Culture & Language* 1, no. 2 (2013): 69–81, http://www.ijsc.net/article_2955_1.html.

² Martin Bygate, "Quality of Language and Purpose of Task: Patterns of Learners' Language on Two Oral Communication Tasks," *Language Teaching Research* 3, no. 3 (July 1, 1999): 185–214, <https://doi.org/10.1177/136216889900300302>.

³ Tina Kartika, "Verbal Communication Culture and Local Wisdom: The Value Civilization of Indonesia Nation," *Lingua Cultura* 10, no. 2 (2016): 89–93, <https://doi.org/10.21512/lc.v10i2.1424>.

⁴ Katarzyna Hamer et al., "What Is an 'Ethnic Group' in Ordinary People's Eyes? Different Ways of Understanding It Among American, British, Mexican, and Polish Respondents," *Cross-Cultural Research* 54, no. 1 (2020): 28–72, <https://doi.org/10.1177/1069397118816939>.

⁵ Aprianto Aprianto et al., "The Influence of Using Audio-Lingual Method on Students' Speaking Skill in Madrasah Diniyah Takmiliah Awwaliyyah," *Izdiibar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 2 (2020): 147–160, <https://doi.org/10.22219/ijz.v3i2.12514>.

⁶ Mahyudin Ritonga et al., "Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education," *Education Research International* 2022 (2022): 1–9, <https://doi.org/10.1155/2022/7090752>.

⁷ Mahyudin Ritonga et al., "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," *Universal Journal of Educational Research* 8, no. 9 (2020): 4333–4339, <https://doi.org/10.13189/ujer.2020.080960>.

⁸ Mahyudin Ritonga, Sri Wahyuni, and Hendri Novigator, "The Future of Arabic Language Learning for Non-Muslims as an Actualization of Wasathiyah Islam in Indonesia," *F1000Research* 12 (2023): 27, <https://doi.org/10.12688/f1000research.125760.1>.

⁹ Annindita Hartono Putri et al., "Arabic Quizzes Game to Improve Arabic Vocabulary Annindita," *Tamwir Arabiyah: Arabic as Foreign Language Journal* 1, no. 1 (2021): 47–54, <https://doi.org/10.31869/afj.v1i1.2484>.

¹⁰ Norita Purba, "The Role of Psycholinguistics in Language Learning and Teaching," *Tell: Teaching of English Language and Literature Journal* 6, no. 1 (2018): 47–54, <https://doi.org/10.30651/tell.v6i1.2077>.

¹¹ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education* 2, no. 1 (2017): 34–41, <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

¹² Ahmed Ibrahim Elttayef and Nadhim Obaid Hussein, "Arab Learners' Problems in Learning English Language: A Teacher Perspective," *Journal of Literature, Languages and Linguistics* 8, no. 23 (2017): 1–6.

plans and strategies are needed to achieve learning objectives, especially in learning *maharah kalam* (speaking skills).

In learning *maharah kalam*, planning and learning strategies are needed to achieve learning objectives. The implementation of the educational development process to make education much better, efficient, and responsive to the interests of students and the population is called learning planning.¹³ Thus, education and teaching require careful planning. Likewise, the importance of a learning strategy; without a strategy, the results obtained in learning are less than optimal.¹⁴

From some of the explanations above, it can be concluded that every process to prepare teaching and learning activities to achieve learning objectives is called learning planning. In teaching, a plan can be in the form of compiling teaching materials, choosing media that will be used in learning, using approaches or methods that will be applied during the teaching and learning process and assessments that will be carried out to achieve predetermined learning objectives.¹⁵ The concept of lesson plans is seen from several perspectives, namely: 1) Learning planning as a technology, 2) Learning planning as a system, 3) Learning planning as a discipline, 4) Learning planning as a science, 5) Learning planning as a learning process, 6) Learning planning as a reality.

From these perspectives, lesson plans should align with the teaching and learning concepts embedded in the school's curriculum. Creating an educational program aims to carry out learning activities appropriately. When creating a study plan, the syllabus is the main reference. In addition, other important things for achieving learning objectives are the state of the school environment and the situation of teachers and students.

In addition, lesson plans are needed to improve the quality of teaching.¹⁶ The lesson plan is a learning plan that the teacher implements at each meeting during the learning process. Before going through the learning process, the teacher needs a lesson plan. This is a reference for guiding and organizing the learning process to match the learning objectives. When preparing lesson plans, teachers can make the learning process in the classroom much more effective so that learning becomes more qualified. Learning will be boring and less than optimal without proper planning and strategy.¹⁷ Therefore, the study plan should include at least the following components: core competencies (KI), basic competencies (KD), indicators of educational success, learning objectives, teaching materials, strategies, learning methods, teaching and learning processes, learning resources and tools, and assessment.

In addition, learning strategies are needed so that learning objectives and teaching and learning activities can take place optimally. According to Kemp, learning strategies are teaching and learning activities carried out by teachers and students to achieve learning objectives efficiently and effectively. The learning strategy contains the meaning of planning, which can be interpreted as the strategy is still contextual in that this strategy is a decision that the teacher will make in the teaching and learning process.¹⁸⁻¹⁹

¹³ Anatoly V Oleksiyenko and Vutha Ros, "Human Agency and Legacy-Innovation Tensions in the Internationalization of Higher Education: Re-Orientations Managed by Internationally-Educated Scholars of Central Asia," *International Journal of Educational Development* 97 (2023): 102716, <https://doi.org/https://doi.org/10.1016/j.ijedudev.2022.102716>.

¹⁴ John Dunlosky et al., "Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology," *Psychological Science in the Public Interest* 14, no. 1 (January 1, 2013): 4-58, <https://doi.org/10.1177/1529100612453266>.

¹⁵ Lorin W Anderson et al., *A Taxonomy for Learning, Teaching, and Assessing* (New York, 2001), <https://www.uky.edu/~rsand1/china2018/texts/Anderson-Krathwohl - A taxonomy for learning teaching and assessing.pdf>.

¹⁶ Md. Hafiz Iqbal, Shamsun Akhter Siddiqie, and Md. Abdul Mazid, "Rethinking Theories of Lesson Plan for Effective Teaching and Learning," *Social Sciences & Humanities Open* 4, no. 1 (2021): 100172, <https://doi.org/https://doi.org/10.1016/j.ssaho.2021.100172>.

¹⁷ John A C Hattie and Gregory M Donoghue, "Learning Strategies: A Synthesis and Conceptual Model," *Npj Science of Learning* 1, no. 1 (2016), <https://doi.org/10.1038/npjscilearn.2016.13>.

¹⁸ Jason M. Lodge et al., "Understanding Difficulties and Resulting Confusion in Learning: An Integrative Review," *Frontiers in Education* 3, no. June (2018): 1-10, <https://doi.org/10.3389/educ.2018.00049>.

From the description above, the space has not been thoroughly studied for planning and learning strategies to learn *maharah al-kalam*. Therefore, this topic will be studied comprehensively in this study. The achievement of the objectives of this research is expected to contribute to observers and practitioners in the field of Arabic language education, especially Arabic language learning for non-Arabs.

This research uses a qualitative approach with a study (literature review), a scientific study focused on a particular topic. A Literature study explains a theory, evidence, and other research items derived from reference materials used as the basis for the research process. A literature review describes specific literature in academic books and scientific journals.²⁰ The *literature review* overviews relevant issues, problems, and the most appropriate methodology.

The sources in compiling the *literature review* are by the topic, relevant, complete and up-to-date. The primary sources used by the author in writing this scientific work are articles related to planning and learning strategies for Arabic speaking skills and books related to planning and learning strategies for Arabic speaking skills.

The procedures researchers use when conducting this research are problem formulation, namely, selecting a well-explained problem topic. Second, searching for literature is looking for a summary of the research topic from the literature related to the problem. Third, evaluating the data is sorting out what the researcher needs and what is not. Data can be qualitative, quantitative, or a combination of both. Fourth is analysis and interpretation, leading the discussion and summarising it interestingly.

Results and Discussion

Definition of Speaking Skills

A person's ability to use the target language is called language skills (*maharah al-lughab*). While the types of language skills, as found in various sources, consist of listening skills²¹ (*maharah istima*)²² and speaking skills (*maharah kalam*).²³ Reading skills (*maharah qira'ah*) and writing skills (*maharah kitabah*) are four important skills in Arabic.

A person's ability to pronounce letters that can express the contents of the mind, whether in the form of ideas, feelings, opinions or desires, orally to the interlocutor is called *maharah kalam*.²⁴ Physical, psychological, semantic, neurological, and linguistic factors are broad, and speaking is the most important factor in social control. Some of these are called speaking.²⁵

Qureshi et al.²⁶ and Salam et al. argue that maharah kalam is a skill that can be used by all people in their daily lives, whether in a formal or non-formal environment. This skill requires much

¹⁹ Shelly J. Schmidt, "Distracted Learning: Big Problem and Golden Opportunity," *Journal of Food Science Education* 19, no. 4 (2020): 278–91, <https://doi.org/10.1111/1541-4329.12206>.

²⁰ Abdullah Ramdhani, Muhammad Ali Ramdhani, and Abdusy Syakur Amin, "Writing a Literature Review Research Paper: A Step-by-Step Approach," *International Journal of Basic and Applied Science* 03, no. 01 (2014): 47–56.

²¹ Iis Susiawati and Dadan Mardani, "Learning Arabic Language Skills for Adults (Jack C. Richard Thought Review)," *Alibbaa: Jurnal Pendidikan* ... 3, no. 2 (2022): 103–123, <http://ejournal.iainmadura.ac.id/index.php/alibbaa/article/view/5924>.

²² Sri Wahyuni, Mahyudin Ritonga, and Windy Afrianti, "Systematic Review of Learning Method for Teaching Arabic Listening and Speaking Skills," *Al-Hayat: Journal of Islamic Education (AJIE)* 7, no. 1 (2023): 30–41, <https://doi.org/10.35723/ajie.v7i1.321>.

²³ Joko Widodo and Muhammad Nanang Qosim, "Penilaian Kinerja Pada Pembelajaran Maharah Al-Kalam Level 1 Di Kursus Bahasa Arab Al-Arobiya Surakarta," *Uktub: Journal of Arabic Studies* 1, no. 2 (2021): 84, <https://doi.org/10.32678/uktub.v1i2.5814>.

²⁴ Nur Cholifah and Frida Akmalia, "Maharah Kalām Book: The Implementation at Arabic Course," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 4, no. 1 (2021): 1–14, <https://doi.org/10.17509/alsuniyat.v4i1.27311>.

²⁵ Si Putu Dewi and Ni Komang Purwaningsih, "Speaking Skill Ability in Handling Diabetic Patient in 5 Semester Nursing Students of STIKES Bina Usada Bali," *Jurnal Linguitik Dan Sastra* 10, no. 2 (2018): 27–33, <https://e-journal.unmas.ac.id/index.php/sphota/article/view/1154>.

²⁶ Mustapha Qureshi et al., "Scale For Measuring Arabic Speaking Skills In Early Children's Education," *Journal International of Lingua and Technology* 1, no. 2 (2022): 114–30, <https://doi.org/10.55849/jiltech.v1i2.81>.

practice because speaking skills focus on intellectual abilities and the ability to receive and send messages.

From the various opinions above, it can be concluded that the teaching and learning process on speaking proficiency would be nice to have two-way communication between teachers and students. For learning to go well, speaking practice must first begin with listening skills, pronunciation skills, and vocabulary acquisition accompanied by expressions that can express the intentions and thoughts of students. In addition, the most important factor for speaking activities to be well realized is the learners' courage and fear of mistakes when speaking. Therefore, the role of the teacher is to encourage and motivate learners to dare to speak without fear of making mistakes.

Learning Objectives of Maharab Kalam

The general objective of speaking skills is to enable learners to communicate effectively and appropriately in the target language. Torkey identifies several objectives for speaking skills, including: 1) Familiarizing learners with language that is easily understood within their surroundings. 2) Developing learners' ability to construct sentences precisely and accurately. 3) Helping learners become proficient in selecting and placing words and phrases appropriately, using them in their correct context.²⁷ On the other hand, according to Al-Naqah (1985), the general purpose of learning "kalam" (speech or discourse) can be summarized in the table below:

Table 1. Learning objectives of *maharab al-Kalam*

No	Level	Learning Objectives
1	Beginner level	a. Learners can pronounce Arabic letters and express a variety of dialects and intonations well so that native speakers can accept them.
		b. Learners can pronounce letter sounds that are similar in pronunciation.
		c. Learners can distinguish between the pronunciation of short-stated and long-stated pronunciation.
2	Intermediate Level	a. Learners can express their thoughts with proper grammar.
		b. Learners can differentiate between male pronouns (<i>mudzakar</i>) and female pronouns (<i>muannats</i>), able to differentiate between 'adad (number), thing, verb structure and time and other things.
3	Advanced Level	a. Learners acquire many new <i>mufradat</i> adapted to the speaker's age, ability and maturity level. In application, this <i>mufradat</i> is used as the basis of communication activities.
		b. Learners can use a variety of Arabic cultures that can be adapted to their age, work model, and social level of society. Learners can get a variety of knowledge that they will get from various books of Islamic Arabic heritage (<i>turats</i>).
		c. Learners can describe themselves well and easily understood.
		d. Learners can communicate and think using Arabic continuously.

Principles of learning Maharab Kalam

²⁷ Yazid Hady, "Pembelajaran Mahārat Al-Kalām Menurut Rusdy Ahmad Thu'aimah Dan Mahmud Kamil Al-Nāqah," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 63–84, <https://doi.org/10.14421/almahara.2019.051-04>.

The principles that must be considered when studying *Maharab Kalam* are as follows²⁸⁻²⁹⁻³⁰:

First. The teacher has proficiency in *maharab kalam* (speaking).

Second. The lesson starts by mentioning the letters with the same sound between the two languages (learners' language and Arabic).

Third. Pay attention to each stage in learning *maharab kalam*. Learning begins with easy *recitations* and then gradually progresses to difficult *recitations*.

Fourth. Learning starts with easy *mufradats*.

Fifth. In learning *maharab kalam*, the focus is on the skills part, such as: a) Recite the *makharrijal letters* clearly, b) Knowing the difference between short and long *harakat*, c) Express ideas using learned grammar appropriately, d) Learners are familiarised with starting and ending conversations correctly.

Sixth. Increase practice, such as speaking practice, practice expressing ideas and so on.

Maharab Kalam Learning Strategies

Based on the data found in various sources, it is known that the strategies for learning speaking skills, both languages in general and Arabic in particular, are as in Table 2 below³¹⁻³²⁻³³:

Table 2. *Maharab al-Kalam* Learning Strategies According to Experts

No	Strategy	Steps
1	Projection	<ul style="list-style-type: none"> a. Learners select an image that matches the desired theme. b. The teacher shows the learners the pictures, such as pasting them on the board. c. Learners name the object or part in the picture in Arabic. d. Each learner verbally makes a sentence from the picture. e. Each learner makes a sentence from the picture. f. Each learner reads out the result. g. At the end of the lesson, the teacher explains the content of the texts learned.
2	Jigsaw	<p><i>Jigsaw</i> (Cafe Cafe) aims to enable learners to understand the whole text by grouping it into small sections. Each learner is tasked with understanding several parts of the content of the text, then combining several understandings into a complete understanding. By using this strategy, learners can quickly understand the content of long texts; besides, learners' understanding will be deeper because the learning process is repeated. The procedure is as follows:</p> <ul style="list-style-type: none"> a. Break the group into sections according to the number of themes covered or by the number of paragraphs of the text.

²⁸ Dedi Aprianto and Novian Zaini, "The Principles of Language Learning and Teaching in Communication Skill Developments," *VELES Voices of English Language Education Society* 3, no. 1 (2019): 45–61, <https://doi.org/10.29408/veles.v3i1.1281>.

²⁹ Muhammad Evan Alfian, "Keterampilan Berbicara Dan Pengajarannya," *Arabia, Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2013): 103–21, <https://doi.org/10.21043/arabia.v5i1.1409>.

³⁰ Maria Ulfa Lubis and Zulpina, "دراسة وصفية تقويمية," *El-Jandah: Jurnal Pendidikan Bahasa Dan Sastra Arab* II, no. 1 (2021): 19–33, <https://jurnal.stain-madina.ac.id/index.php/ej/article/view/360/317>.

³¹ Katherine Livan Kehing and Melor Md Yunus, "A Systematic Review on Language Learning Strategies for Speaking Skills in a New Learning Environment," *European Journal of Educational Research* 10, no. 4 (2021): 2055–2065, <https://doi.org/10.12973/eu-jer.10.4.2055>.

³² Sri Erma Purwanti, Fauzia Sudra, and Suldania Pratiwi, "Students' Learning Strategies in Developing Speaking Skill At English Study Program Islamic University of Indragiri," *Jsi* 2, no. 2 (2021): 98–109, <https://doi.org/10.32520/jsi.v2i2.1560>.

³³ Hikmah Maulani and Ahmad Faqih, "Learning Arabic for Beginners: Role-Based Small Group Discussion Cooperative Learning," *Tamwir Arabiyah: Arabic As Foreign Language Journal* 1, no. 2 (2021): 83–92, <https://doi.org/10.31869/afj.v1i2.2900>.

		<ul style="list-style-type: none"> b. Scripts/readings are distributed to each group based on the theme discussed, and each group gets one theme/paragraph. c. Learners in each group have time to read, understand and restate the content of the text one by one. d. When this group work is complete, learners form new groups, and each group member spreads out and joins the others. e. Each learner in each group repeats what they understood in the first group. So each group understands five different objects or five different paragraphs. f. Each group explains its overall results. At this point, each learner understands all the assigned readings/topics. g. At the end of the lesson, the teacher explains the content of the texts learned.
3	<i>Small group Presentation</i>	<p><i>Small Group Presentation</i> requires learners to be formed into small groups and work on a given task. After working on the group task, learners present the results to the class. The purpose of this strategy is to encourage learners to be more active when learning so that each learner gains the same knowledge and skills as the others. Here is the procedure:</p> <ul style="list-style-type: none"> a. Select the topic/theme to be learned. b. Before starting the activity, all learners determine and identify what points will be discussed during the lesson. c. The class is formed into small groups of about two to five students. d. Each learner takes turns presenting the topic in their group. e. After the activity, each learner representing their group presents the discussion results in front of the class. f. At the end of the lesson, the teacher explains the content of the texts learned.
4	<i>Gallery Session/ Peter Serie</i>	<p><i>Gallery Session/Peter Serie</i> aims to develop the ability to understand what is read and be able to explain what is read. It is hoped that learners will understand what they read more easily from the pictures and retain what they read longer. Here is the procedure:</p> <ul style="list-style-type: none"> a. Determine the subject matter and text to be taught. b. Learners are formed into groups and given a script with a different theme for each group. c. All learners read and understand the script simultaneously. d. After reading the script, each group put what they had read into pictures. The shapes and elements drawn by the learners can represent the main ideas of the script content they have read. e. The drawings each group has made are attached to the gallery provided for each group. f. Each group appoints one learner to be the gallery keeper. The gallery keeper has the task of explaining the content and meaning of the pictures on display to visitors from other groups. g. All learners other than those not assigned to guard the galleries walked around each gallery to ask questions about the pictures on display to the gallery keepers in Arabic. h. Each guard gave an explanation of the pictures on display in Arabic. i. At the end of the lesson, the teacher explains the content of the texts learned.

According to various sources, the suitable techniques to effectively teach speaking skills are The *First*, matching and identifying exercises. This exercise aims to familiarise spontaneity and accuracy in identifying and matching vocabulary definitions spoken or heard by the learners³⁴. The exercise format follows: The teacher mentions the vocabulary, and learners formulate the definition into an adverb.

المدرس : ماذا تعرف بالمفردات التالية ؟
الطالب :

هو مكان يأكل فيه الإنسان	المطعم
هي مكان يقرأ فيها الطلاب والطالبات	المكتبة
هو مكان يتوقف فيه الطائرة	المطار

The teacher says the noun, and then the learners say its equivalent or opposite. The second technique mentioned is Pattern Drill, an exercise that teaches sentence patterns. Through repetitive practice, learners become familiar with these patterns and can express them automatically and confidently. The third technique mentioned is dialogue, which involves exercises based on daily life themes. Dialogues are designed to engage learners and generate interest in the topic. This technique utilizes a communicative approach, where the emphasis is on interactive and meaningful language use. Incorporating real-life situations and interactions makes learning more interesting and engaging for the learners. Techniques like Pattern Drill and dialogue exercises make language learning more dynamic and interactive. Learners can practice and apply the language in context, enhancing their speaking and communication abilities.

Conclusions

Based on the explanation above, it can be concluded that the planning and learning strategies for *maharah kalam* are as follows: *Firstly*, a person's ability to pronounce letters that can express the contents of the mind, whether in the form of ideas, feelings, opinions or desires orally to the interlocutor is called *maharah kalam*. *Second*, the appropriate learning strategies for *maharah kalam* are *jigsaw*, *small group presentations*, and *gallery / poster sessions*. The techniques are matching and identifying exercises, pattern drills, and dialogue. The media that can be used are display boards, blackboards, artificial wall clocks, tours, *flow charts*, *flashcards*, and *reading machines*.

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³⁴ Shaoqun Wu et al., "A Digital Library of Language Learning Exercises," *IJET International Journal of Emerging Technologies in Learning* 2, no. 1 (2007): 1–7, <https://online-journals.org/index.php/i-jet/article/view/15/23>.

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