

The Goals of the Arabic Language Teaching Curriculum in Indonesia: State University of Malang for Sample

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Abstract:

The aim of this research work is to identify the extent of the usefulness of the objectives of the Arabic Language Curriculum at the State University of Malang in Indonesia in the light of the communicative approach. The researcher distributed the questionnaires to the teachers of the concerned university in order to get information about the objectives of the Arabic Language therein, after which he analysed and discussed them accordingly. Moreover, the modern trends in the Teaching of Arabic Language for Non-Arabic Speakers opines that Arabic Language is a communicative means, and it is necessary that its teaching be designed for this purpose. This research work has eventually arrived into a finding that the objective of the Arabic Language Curriculum in the State University of Malang in Indonesia is Communicative Objective, which focuses on the development of the four language skills (Listening, Reading, Speaking and Writing) of the students.

Key words: Goals, Curriculum, Language, Arabic, University

INTRODUCTION

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real

communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (teachingenglish.org.uk).

The Goals of the Arabic Language Teaching In The Light of the Communicative Approach

According to the communicative approach, the goal of teaching Arabic language is the ability to communicate in the target language (Sandra: 1997). This is in contrast to previous views in which grammatical competence was commonly given top priority (Stephen: 2003). Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interactions both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the Target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English, but rather works on developing sound oral/verbal skills prior to reading and writing (wikipedia.org).

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language (David:1991).

Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought,

instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT). It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence (William: 1981).

The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning. This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However,

these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary (Rosamond: 1988).

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method. This led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, and they set out to provide a syllabus that would meet the needs of European immigrants. Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using "notions" and "functions", rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax, and instead relied on real interaction (Richards, Jack; Rodgers and Theodore: 2014).

Classroom Activities: According to the Communicative Language Teaching Method

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration,

fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms (Rosamond: 1988).

Role-play: According to the Communicative Language Teaching Method

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class. Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills (Rosamond: 1988)

Interviews: According to the Communicative Language Teaching Method

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits. This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits (Klaus: 2007).

Group work: According to the Communicative Language Teaching Method

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting, for example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL. Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity (Klaus: 2007).

Objectives of Arabic Language Teaching Curriculum in the State University of Malang, Indonesia.

The modern trend in Arabic Teaching views that it is necessary that Language Teaching is carried out on the basis of its function in life and the observance of this teaching process is the proper way which has no option in its application. There are two sides for this communication which are expression and reception, so the objectives of language teaching must be built on the basis of stabilization of students to be able to use language as a means of communication. Therefore, this research work aims at identification of the extent of the usefulness of the objectives of the Arabic Language Teaching Curriculum in the State University of Malang in Indonesia where the researcher distributed questionnaires for all concerned Arabic teachers therein, in order to get facts around the Arabic Language Teaching Curriculum there, as it has been previously highlighted and analysed as follow:

Analytical Charts of the objectives of the Arabic Language Teaching Curriculum in the State University of Malang, Indonesia.

1. Clear illustration of the Arabic Language Teaching Curriculum in the State University of Malang in Indonesia

Chart No. 1

The following chart illustrates the explanation and specification of the objectives of Arabic Language Teaching

Response	Frequency	Percentage
Agree	15	75%
To some extent	05	25%
Disagree	0	0%
Total Number	20	100%

It is clear from the above chart that 75% of the sample specimen observed that the objectives of the Arabic Language Teaching Curriculum are clear and specified. But the remaining 25% of the specimen viewed that they are relatively clear and specified. These facts imply that the objectives of the Arabic Language Teaching in the State University of Malang, Indonesia are clear and specified.

Thus, the researcher observes that the outcome is traceable to the change in the perspective of the educational institutions in Indonesia towards the objective of Arabic Language Teaching which lasted for a long period that the objective of the language teaching was based on religious purpose, and because this Arabic language is being observed in line with its socio communicative function. So it is inevitable that the objective of Arabic language teaching is based on such function.

2. Objectives of Arabic Language Teaching include all language skills (listening, speaking, reading and writing)

Chart No. 2

The chart illustrates the inclusivity of the objectives of Arabic Language Teaching on all the language skills

Response	Frequency	Percentage
Agree	20	100%
To some extent	0	0%
Disagree	0	0%
Total Number	20	100%

It is clear from the above chart that 100% of the individuals of the specimen viewed that the objectives of the Arabic Language Teaching Curriculum embody all the four language skills (listening, reading, speaking and writing). These facts indicate that the objectives of Arabic Language Teaching in the concerned university enable the students on the exploitation of Arabic language as a communication means as it is clearly shown in the chart.

After the analysis of what emerges in the chart, the researcher observes that the objectives of the Arabic Language Teaching Curriculum in the State University of Malang in Indonesia is appropriately in harmony with what is adopted by the modern trend in Arabic Language Teaching which it inspires to its teaching in the light of the concept of communication theory, its traces and the necessity of the insight into the communication process on the basis of the fact that it is an integrated system of which its numerous element are overlapping, interacting within themselves and inter influencing between each one and other in the sphere of the objectives of the process of communication. (Muhsin Ali 'Atiyyah: 2008).

3. Towards the harmonization of the objectives with the language level of the students.

Chart No. 3

The chart explains the harmonization of the curriculum objectives with students

Response	Frequency	Percentage
Agree	5	25%
To some extent	15	75%
Disagree	0	0%
Total Number	20	100%

It is clear from the above chart that 25% from among the individuals of the specimen have agreed that the objectives of the curriculum are suitably in harmony with the language level of the students, whereas 75% of them observed that the objectives of the curriculum are in harmony with language level to some extent. These facts imply that the objectives of the Arabic Language Teaching Curriculum are consequently in harmony with the language level of the majority of the students.

The researcher conclusively observed that what has emerged in the chart is traceable to individual differences knowingly that some of them had no background in Arabic language learning and therefore became weak in the Arabic language subject, in addition to the fact that some of them are not interested in Arabic language learning. Meanwhile, only their failure to proceed studies in the other departments prompted them to optionally join the department of Arabic language. Thus, enrolment for studies in the department of Arabic language is not a preferred choice of interest to some of them, rather their real learning target is to pursue studies in other specializations, while having no or less interest in the learning of Arabic language has negative effect in the success of their educational process.

CONCLUSION:

Research Outcome:

It is clear from this research work that a change has occurred in the objectives of Arabic Language Teaching in Indonesia from being a design for religious purpose to the objective of communicative skill. In the past, there were many students who studied Arabic language for many years and could not master the displaying of verbal communication with Arabic language; that was traceable to the religious objective of its teaching at that time. And the finding of the research shows that State University of Malang (which may be made as a case to measure other universities in Indonesia) has adjusted in the objective its teaching mode to conform with the modern trends which enable students in the exploitation of Arabic language as a means of communication in its teaching objective, except that the language level of some students could not go with that objective because of the lack of their background knowledge in it and lack of former knowledge of it before the enrolment in the university, in addition to the lack of interest of some of them in studying it.

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