Methods of Arabic Language Teaching in the Arabic Secondary Schools in Brunei Darussalam: Grade Eleven as a Case Study

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Abstract

  The purpose of this research is to identify the methods of Arabic Language teaching in the class eleventh of Brunei Arabic Secondary Schools. The case study is grade eleventh. The researchers distributed four questionnaires to teachers who teach Arabic Language therein. After getting the data required by the research, the researchers analyzed the data using descriptive and quantitative method in order to get the expected result. The result reveals that mostly the lesson hours allotted for Arabic Language teaching in Brunei Arabic Secondary Schools under study are not sufficient and that most teachers train their students on the four language skills and do not use a particular method of teaching in preference to others (they select randomly). Most of them use the communication method, grammar and translation method, discussion and debate method. All the teachers use this method while training their students on the four language skills, and most of them use other language apart from Arabic in teaching while only few use it.

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Key words: Arabic language teaching, Arabic secondary schools, Brunei, Darussalam

1. INTRODUCTION

The establishment of Brunei as a state was in the second half of the fourth century AD / (1368 AH) or the early fifteenth century AD / (1315 AH) was the emergence of a new center for the dissemination of Islamic teachings in this region. The new Islamic Center in Brunei did not find who can do his job, but one of the first preachers who were some loyal preachers had answered the wholeheartedly appeal of this center and had to learn Bruneian Malay language to use it in the teaching of Islamic religion to Bruneian citizens who did not know Arabic. Hence the mixing of Arabic and Malay language began during the study of Islamic religion. This mingling did not happen in Brunei alone, but among all Islamic education centers in Malay Archipelago. By this mingling, many Arabic words entered in Malay as they are found in religious books until now. Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Ḥaji ʿOmar Sayf al-Din Saʿd al-KhairWa al-Din) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB)opened in 1972 to produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic important center for Islamic teaching (Shamsuddin and Sara: 2017).

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2.   LITERATURE REVIEW

Teaching is an art which includes knowledge, presentation, an art of
dissemination and above all every aspect of paralinguistic. Teaching
demands broad knowledge of subject matter in all horizons, complete
curriculum with standards, positive and caring attitude with
enthusiasm, and a desire for learning and techniques of classroom
management and a desire to make a difference in the lives of young
people. The existence of materials is totally based on the creativity
and innovative ways of teachers. No one can assume even a single
material without a Teacher because it is a teacher who uses the
materials in the classroom effectively and the effective usage of those
materials is reflected by the involvement of the students (Shravan
Kumar, 2017).

Teaching Language in The Light of Communicative Approach
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).

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
nonmethodical system that does not use a textbook series to teach
English, but rather works on developing sound oral/verbal skills prior

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to   reading   and   writing
(https://en.wikipedia.org/wiki/Communicative_language_   teaching).
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:

> - The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
> - 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.)
> - 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:

> - The instructor gives each student the same set of questions to ask a partner.

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- 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:

- Students are assigned a group of no more than six people.
- Students are assigned a specific role within the group. (E.g.,
member A, member B, etc.)
- The instructor gives each group the same task to complete.
- Each member of the group takes a designated amount of
time to work on the part of the task to which they are
assigned.
- 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 to 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).

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3.   RESEARCH METHODS

This research is descriptive and quantitative. Thus, the researchers
distributed questionnaires to four teachers who teach Arabic
Language in the class eleven in Brunei Arabic Secondary Schools.
After getting data needed for the research the researchers analyzed
them using descriptive and quantitative research in order to get the
expected result.

4.   METHODS OF TEACHING ARABIC LANGUAGE TO CLASS
   ELEVEN IN BRUNEI ARABIC SECONDARY SCHOOL

First: Number of hours of teaching Arabic Language in Brunei Arabic
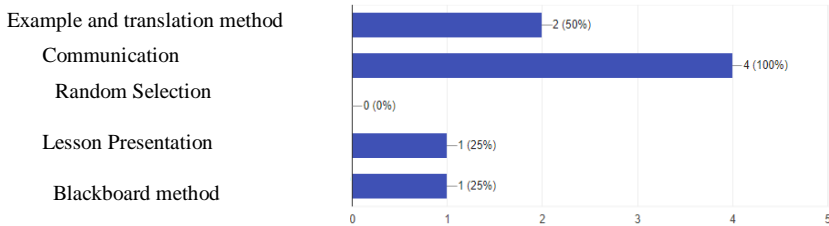Secondary School at class eleven.

Table No. 1: Time allotted for Arabic lessons is sufficient.
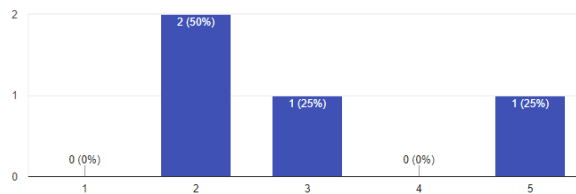
It is clear from the graph that 50% of the population do not agree
number of hours for teaching Arabic in class eleven in Brunei Arabic
Secondary School is enough, 25% of the respondent neither agrees or
disagree while the remaining 25% take the opposition opinion, that is,
the time is sufficient. This indicates that most of lesson hours for
teaching Arabic to class eleven in Brunei Secondary School are not
enough.

Second: Methods of Arabic Language Teaching in Class Eleven of
Brunei Arabic Secondary Schools.

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Table No. 2: Teaching Method used

It is clear from the graph above that most of the teachers in class
eleven do not use one particular method in preference to other (they
select and use methods) randomly. Most of them use random
communication method, example and translation method, discussion
method and lesson presentation method.

Third: The extent of training students on the four language skills
among Brunei's Arabic Secondary School.

Table No 3: The teacher trains students on the four language skills.
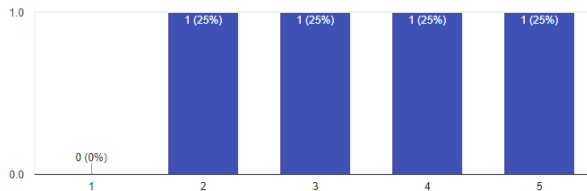
It is clear from the above graph that 50% of the population agrees that
the teachers of class eleven of the Brunei Arabic Secondary Schools
train students on the four Arabic Language skills. 25% of the
respondent neither agree nor disagrees while 25% are of the opposite
opinion that is they do not train students on the Arabic Language
skills. This shows that most of the teachers in class eleven of Brunei
Arabic Secondary School train their students with the four language
skills.

Four: The extent of use of discussion and debate methods in the teaching of Arabic in class eleven of Brunei Arabic Secondary School.

Table No. 4: Use of Discussion and Debate Methods
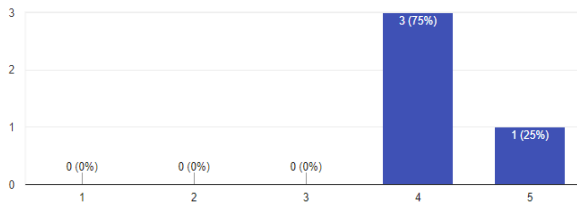
It is clear from the graph above that 100% of the population agrees that Arabic Language Teachers of class eleven in Brunei Arabic School sufficiently use the discussion and debate method of teaching. This shows that all Arabic Language teachers in class eleven train their students on Language skills during discussion and debate.

Fifth: The extent of the use of non-Arabic Language in teaching Arabic by Arabic teachers in Class Eleven of Brunei Arabic Secondary Schools.

Table No. 5: Arabic Teachers use non Arabic in teaching.
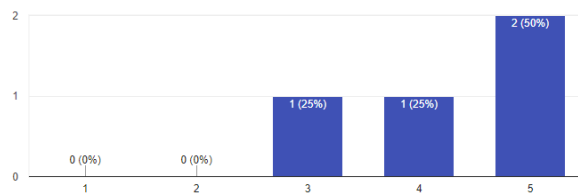
It is clear from the Table above that 75% of the population agrees that teachers of class eleven in Brunei Arabic Secondary School use other languages apart from Arabic in teaching, while 25% neither agree nor disagree. This shows that most of the teachers of class eleven of the school under study use other language apart from Arabic in teaching while only few use it.

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5.   CONCLUSION

The result reveals that mostly the lesson hours allotted for Arabic
Language teaching in Brunei Arabic Secondary Schools under study
are not sufficient and that most teachers train their students on the
four language skills and do not use a particular method of teaching in
preference to others (they select randomly). Most of them use the
communication method, grammar and translation method, discussion
and debate method. All the teachers use this method while training
their students on the four language skills, and most of them use other
language apart from Arabic in teaching while only few use it.

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