

# Efficacy of Arabic Language Communication Teaching Methods at The Sultan Sharif Ali Islamic University: Faculty of Sharia in Perspective

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**Abstract:** *The purpose of this research is to determine the effectiveness of the Arabic language communication teaching methods at the Faculty of Shariah; a Faculty at the Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam. Researchers distributed the identification to the 22 first year students of the College at the Sultan Sharif Ali Islamic University, who studied the Arabic subject of communication in 2024 (all students of the first year of the College at the Islamic University, who studied the Arabic subject of communication in 2024 were 35 students, a sample of 63% of all students). Having obtained the data needed for this research, they have analysed them evaluatively and quantitatively to obtain the required results. This research has found out that the teacher speaks Arabic when teaching Arabic language at the Sultan Sharif Ali Islamic University, by 79.1%, the students are asked to have oral dialogue in Arabic on matters related to daily communication, by 80%, the students are required to have oral dialogue in the Arabic language in the classroom, by 72.7%, they correct oral errors in the course of their oral dialogue with each other by hearing their recorded voices, by 82%, the students are required to have written dialogue in the Arabic language in the classroom, by 78.2%, the students present their oral dialogue in the screen with 76%, the students relate to 76%, respectively, and that they give an adequate speech in the language, the students give an opportunity in the language of 72%, in the proportion of the number of subjects, in the proportion of which they relate to 82%, and it*

*gives students an adequate opportunity to listen to Arabic voices on topics of daily communication, by 83.6%; The downside is that the teacher does not speak Arabic when teaching the Arabic language, by 20.9%. Students are not required to engage in oral dialogue in Arabic on matters of daily communication (20%), students & apos; voices are not recorded when speaking orally in the classroom, by 27.3%, students & apos; oral mistakes in the course are not corrected by hearing their recorded voices, by 17.3%, students are not required to engage in written dialogue in Arabic in the classroom, by 21.8%, by what students (or some of them) do not offer a written dialogue in the classroom, by 23.6%, and by the fact that students do not correct written mistakes in the course (or some of them) that students have made on the screen through the Arabic dialect (projector) before the class, by 17.3%, by which students do not have sufficient opportunity to listen to Arabic voices on the daily basis, by 16.4%, and by which students do not have a sufficient opportunity to read Arabic dialects on subjects of daily communication, by a percentage of 23.3%. It does not give students an adequate opportunity to hear Arabic voices on subjects of daily communication, by 16.4%. It does not give students a sufficient opportunity to read Arabic dialogues on topics of daily communication, by 23.6%. It does not give students a sufficient opportunity to have oral conversations on subjects of daily communication, by 22.7%. It does not give students a sufficient opportunity to write the dialogue on topics of daily communication, by 17.3%. It does not use the attractive method in the Arabic language communication, by 17.3%. It does not use various teaching methods in the Arabic language communication, by 21.8%. It does not train students in the four language skills in a balanced manner, by 19.1%.*

**Keywords:** teaching, methods, language, Arabic, communication.

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## INTRODUCTION

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 (Haji 'Omar Sayf al-Din Sa'd 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).

## **LANGUAGE TEACHING METHOD 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, for example: practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. In the classroom, activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials (<https://www.teachingenglish.org.uk/article/communicative-approach>).

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class. 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 focus on the learning experience in addition to the learning of the target language. According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. 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 ([https://en.wikipedia.org/wiki/Communicative\\_language\\_teaching](https://en.wikipedia.org/wiki/Communicative_language_teaching)).

McLaren (2005) said that the latter views language learning as the product of the diverse sub-competences comprised within the general concept of communicative competence; that is, not merely linguistic or grammatical competence, as in previous methods, but also sociolinguistic, discourse, and strategic competences. Hence, the primary goal of CLT is to develop communicative competence, to move “beyond grammatical and discourse elements in communication” and probe the “nature of social, cultural, and pragmatic features of language”.

Consequently, learners are expected, not so much to produce correct sentences or to be accurate, but to be capable of communicating and being fluent. Classroom language learning is thus linked with real-life communication outside its confines, and authentic samples of language and discourse or contextualized chunks rather than discrete items are employed. Students are hence equipped with tools for producing unrehearsed language outside the immediate classroom (Brown, 1994: 77).

This general goal of CLT can be viewed in two ways, since, as Howatt (1984: 279) points out, it has both a “weak” and a “strong” version. The weak version “stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching”. On the other hand, the strong version “advances the claim that language is acquired through communication”, so that language ability is developed through activities simulating target performance and which require learners to do in class exactly what they will have to do outside it. But let us characterize CLT further, beyond its central aim, by examining its theory of language and learning, its syllabus, activity types, and materials, as well as its teacher and learner roles. At the level of language theory, the Communicative Approach is based, in line with what we have already mentioned, on Hymes’ and Canale and Swain’s view of communicative competence, on Halliday’s theory of language functions, and on Widdowson’s view of the communicative acts underlying language ability.

Muhsin Ali Atiyah (2008) wrote that this approach is based on the purpose that language is part of life, as it fundamentally focused on simplification of communicative procedure among the societal individuals since the means of linguistic communication is language through its written and verbal vocabularies. Also, the meanings indicated by those vocabularies portray the motive while the reaction of the receiver depicts the response. Meanwhile, all of them constitute the result of reasonable and functional activities between the two parties of the communicative procedure. Therefore, communication commences when the sender develops interest in sending a message which may be out of a response to a specific inducement or out of initiation through the posing of another exciting impulse in the domain of verbal or written communication. That means the role of the sender is manifested in the symbolic constructions. In contrary, the receiving party is perceived in a trying effort to understand the spoken illustrations or written symbols which are contained in the message with an attempt to comprehend it in the light of his capacities and experiences. The meaning of that is that the role of the receiver is manifested in the emancipation of these symbols. Based on that, it is inferred that communication may be either spoken or written, direct or indirect. Whatever category of communication that may be engaged, man is always in need of it, and he is therefore mandated to study Arabic Language Teaching from this angle. On

this basis, the concerned people in Arabic teaching have agitated for its inclusion in teaching module in the light of the concept of communication theory and its parts. In addition, the agitators appealed for necessary study of communication activities on the basis that it is an integrated system in which various elements are mutually overlapping, interacting and interpenetrating in the sphere of the targets of the communication procedures. The linguistic communication is constituted from major elements which are collectively integrative in order to realize the objective for the sake of which the communication is made available. These elements are: Sender, Receiver, Linguistic message, Sending Channel, Linguistic code and Communication environment. Each element must necessarily be featured with inevitable conditions in order to insure the success of linguistic communication procedure. According to the Traditional Teaching Methods, language curriculum development and selection of its contents were made on the basis of principles and linguistic patterns, but according to this modern communicative approach, selection of contents is outstandingly based on the commutative attitudes, not on linguistic principles.

Nihaad Al-Musa (2003) said, it is not necessary for teacher to dictate a poetical or prosodic portion or Quranic verses, in repetition, for the purpose of memorization in spite of the fact that the meaning is neither comprehended nor used to. It is not a good attitude in Language Teaching whereby teacher is expected to dictate on his students, portion which is not envisaged by them. It is not a linguistic teaching attitude as well, the method where student is required to write an expression in truncation with imperfect meaning in beautiful handwriting.... This is because all such attitudes and the likes will restrict language to vocal expression or written symbol only, whereas language is never like that. Vocal is nothing except as an instrument and nothing is symbol except as a means; both are instruments and means in a connotative explanation or establishment of feeling or expression of a situation. For student, impossible for them to speak while still consulting dictionary first to be provided with vocabularies needed in that particular situation, then proceeds to consulting grammatical principles so as to understand how to operate and consult sentences, rather the expression is expected to be perfectly prompt, integrative and correlative (Sa'eed Muhammad Muraad: 2002).

### **A HISTORICAL PERSPECTIVE ON THE COMMUNICATIVE APPROACH**

Celik, (2014) mentioned that until the latter part of the 20th century, the theoretical foundations of language education were firmly anchored in behavioural psychology and structuralism, which held that learning mainly took place through a process of repetition and habit forming. language teaching was typically divided into four skill categories, including the active skills of speaking and writing, as well as the passive skills of listening and reading (Savignon: 1991); and foreign language lessons often centred on rehearsing a fixed repertoire of grammatical patterns and

vocabulary items until they could be reproduced easily and precisely, with a low tolerance for error. However, Richards (2006) points out that because the focus of learning was primarily confined to accuracy of production, rather than meaningful interaction, individuals taught according to this approach frequently experienced considerable difficulty in real-life communicative encounters.

Noted linguist and social theorist Noam Chomsky (1965) criticized this aspect of language instruction, arguing that: Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (p. 3). This criticism of the traditional view of language learning as a sterile, intellectual exercise, rather than as a practical undertaking resulting in skills that may be applied in real-life situations, was echoed by scholars such as Habermas (1970), Hymes (1971), and Savignon (1972), who based their understanding of language on the psycholinguistic and socio-cultural perspectives that meaning is generated through a collaborative process of “expression, negotiation and interpretation” (Savignon, 1991, p. 262) between interlocutors. Hymes (1971), in particular, stressed the need for language learners to develop communicative competence, which suggests that successful communication requires “knowing when and how to say what to whom” (Larsen-Freeman & Anderson, 2011, p. 115); in his view, knowledge of grammatical structures and vocabulary were not sufficient to enable communication on a functional level.

Hymes’ (1971) ideas were supported by an evolving understanding of how communication occurs. Research on language and communication revealed that the so-called “passive” language learning skills – reading and listening – in fact require active engagement on the part of the learner; as a result, these skills were re-conceptualized as receptive activities, while the skills of speaking and writing were reclassified as productive (Savignon, 1991). Furthermore, it was recognized that communication consists not only of production (message-sending) and reception (message-receiving), but negotiation of meaning, or collaboration between senders and receivers. Added to the dramatic shift in the international social and political climate of the late 1960s and early 1970s, along with the expansion of global English, this changing viewpoint brought recognition of the need to reframe our conception of language education from that of teaching a language to teaching students how to use the language (Nunan, 1989). Principles of Communicative Language Teaching unlike many of the other instructional techniques covered in this book, communicative language teaching does not constitute a method in itself. Rather, CLT is a set of principles framing an overarching approach to language teaching which may be carried out according to a variety of

different methods (some of these, including Content-based instruction (CBI) and task-based instruction (TBI) will be dealt with in separate chapters later on). These principles have been summarized by Berns (1990) as follows:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language— that is, that they use language for a variety of purposes in all phases of learning (p. 104).

Because the communicative approach does not comprise a standardized framework for teaching, curriculum design is largely up to individual institutions and the language instructors who teach according to these principles. However, regardless of the specific techniques employed, any teaching methods that can be classified as truly communicative share these assumptions.

### **INSTRUCTIONAL PRACTICES IN COMMUNICATIVE LANGUAGE TEACHING**

As Richards and Rodgers (2001) stress, communicative learning activities are those which promote learning through communication itself; therefore, the range of instructional practices that may be employed in CLT is bounded only by the creativity of curriculum designers and classroom instructors in developing authentic communicative tasks. Breen (1987) described these as structured activities which “have the overall purpose of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making” (p. 23).

Designing Communicative Tasks Nunan (1989) enumerates six basic elements that should be taken into account in designing communicative tasks, including:

1. Learning goals;

2. Linguistic input;
3. Classroom activities;
4. The teacher's role;
5. The role of the students; and
6. The setting in the activities

### **Learning Goals**

According to Nunan's (1989) understanding, the learning goals of a communicative exercise denote the range of outcomes that are expected as a result of carrying out a specified learning task. In terms of communicative language learning, these goals entail "establishing and maintaining relationships" (p. 50); exchanging information; carrying out daily tasks; and obtaining and utilizing information from a variety of sources (such as the internet, television, newspapers, public announcements, research materials and so on).

### **Linguistic Input**

The input of a communicative task refers to any type of information source on which the exercise is centred. For instance, depending on the learning objective and the needs of the students, a teacher might design an activity framed around a newspaper article, a class schedule, a recipe, a feature film, a schematic of a computer circuit, or a map

### **Activities**

Learning activities in a communicative context are drawn from the relevant input in order to develop competencies such as interactional ability in real-life settings, skills building, or fluency and accuracy in communication (Nunan: 1989). These should be designed to mirror authentic communicative scenarios as closely as possible, and "methods and materials should concentrate on the message, not the medium" (Clarke & Silberstein, 1977, p. 51). Özsevik (2010) and Richards (2006) suggest the use of information-gap and problem-solving exercises, dialogs, role play, debates on familiar issues, oral presentations, and other activities which prompt learners to make communicative use of the target language; in doing so, they develop the skills that they will need to use the language in unrehearsed, real life situations.

### **Role of the Teacher**

Richards and Rodgers (2001) emphasize that the teacher's role in implementing a communicative learning exercise is somewhat malleable in comparison with other, more instructor-oriented



approaches to language learning. In traditional language classrooms, the instructor is generally the dominant figure; the focus of the class is on the teacher, and students may assume a passive role as they receive direct instruction. In the communicative classroom, on the other hand, the focus is on interaction between students. The teacher's role in this setting is that of a "needs analyst" who is responsible for "determining and responding to learner language needs" (p. 167) within a specific learning context. In this case, the teacher serves mainly as a facilitator, designing activities that are geared toward communication and monitoring students' progress, as well as stepping in as necessary to resolve breakdowns in communication. Beyond this, the instructor may take on the role of a participant in a given exercise, or even act as a co-learner herself, as students express themselves during the course of a communicative task (Nunan, 1989, p. 89). When errors occur, the instructor may note them without comment so as not to disrupt the flow of the activity, instead addressing the issues that appear to cause difficulties at a later time (Larsen-Freeman & Anderson, 2011). As Richards and Rodgers (2001) suggest, teachers who lack specialized training may find classroom development to be challenging in such a learning environment, as they strive to find a balance between providing structure to the learning process while still maintaining a natural flow of communication.

### **Role of the Students**

Within the framework of a communicative approach, students are the focal point of classroom activity, assuming primary responsibility for their own learning. As it is assumed that using a language is the most effective way to learn it (Richards, 2006), students are encouraged to work together to negotiate meaning in order to accomplish a given communicative task; thus, learning activities are highly interactive and may take place in smaller groups or with an entire class. In this context, learners are responsible for choosing which forms of the language they use to convey their messages, rather than following a prescribed lexis (Belchamber, 2007).

### **Setting**

Finally, Nunan (1989) notes the significance of the setting in which communicative learning takes place. While the classroom is the most typical venue for language learning, communicative tasks may also be carried out in venues as diverse as occupational settings, online instruction or in the community at large; therefore, activities designers should consider the specific requirements of the learning context in developing learning tasks.

### **Role of the Target Language**

Because the goal of language learning in a communicative context is, by definition, developing the ability to communicate in the target language, nearly everything is done with this in mind, as

it is essential to make it clear to students that the language is not only a subject to be mastered, but a means for real interaction. Accordingly, not only learning tasks, but classroom management and direct instruction are carried out in the target language whenever practicable, with teachers turning to the students' native language only when required to ensure comprehension. Activities are focused on authentic use of the target language, utilizing "games, role-plays and problem-solving tasks", to approximate real-life situations in which the language may be used. In addition, the use of teaching materials – restaurant menus, greeting cards, music videos, comic strips, tv episodes, concert tickets, newspaper articles and travel guides – that showcase authentic functions of the language underscores its communicative nature and helps students to develop the skills they need to interact in real-life situations (Larsen-Freeman & Anderson, 2011, p. 123).

### **Role of the Native Language**

Unlike some modern approaches to language instruction, such as the direct Method, the use of the students' mother tongue is not prohibited in CLT. However, in order to emphasize the communicative aspect of the target language, use of the mother tongue should be kept to a minimum and used only as needed for issues such as classroom management or giving complex instructions that are beyond the students' level of proficiency in the target language (Larsen-Freeman & Anderson, 2011).

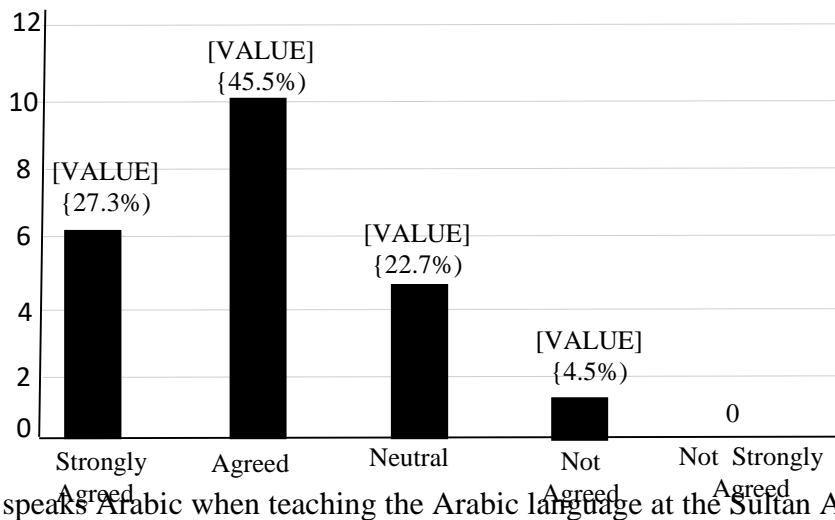
### **RESEARCH METHODOLOGY**

The purpose of this research is to determine the effectiveness of the Arabic language communication teaching methods at the Faculty of Shariah at the Sultan Sharif Ali Islamic University (UNISSA) Brunei Darussalam. Researchers distributed the identification to the 22 first year students of the College at the Sultan Sharif Ali Islamic University, who studied the Arabic subject of communication in 2024 (all students of the first year of the College at the Islamic University, who studied the Arabic subject of communication in 2024 were 35 students, a sample of 63% of all students). Having obtained the data needed for this research, they have analysed them evaluatively and quantitatively to obtain the required results.

### **RESEARCH FINDING AND DISCUSSION**

**First: The extent to which the teacher spoke Arabic when teaching Arabic in communication at the Sultan Al-Sharif Ali Islamic University.**

**Figure 4.1:**



The teacher speaks Arabic when teaching the Arabic language at the Sultan Al-Sharif Ali Islamic University

It is clear from the above figure that 27.3% of the sample strongly agreed that the teacher speaks Arabic when teaching the Arabic language at the Sultan Sharif Ali Islamic University, and 45.5% of them agreed to it, while 22.7% opposed it, and 4.5% agreed. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (10 \times 4) + (5 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

$$P(79.1\%) = \frac{30 + 40 + 15 + 2 = 87}{110} \times 100$$

This means that the teacher speaks Arabic when teaching the Arabic language in communication at the Islamic University of Sultan Al-Sharif Ali. The number of samplers who agreed to this was 79.1%, including those who indicated otherwise, and 20.9%.

The positive aspect of this point is reflected in the teacher &apos; s speech in Arabic when he taught the Arabic language at Sultan Sharif Ali Islamic University, which is 79.1%. The downside shows that he didn't talk to her at 20.9%.

**Second: The teacher asks students to engage in oral dialogue in Arabic on matters relating to daily communication.**

It is clear from the above figure that (22.7%) of the sample strongly agreed that the teacher asks students to have oral dialogue with each other in Arabic on subjects related to daily communication, and 54.5% of them agreed to it, while 22.7% of them have been reluctant to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (12 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$

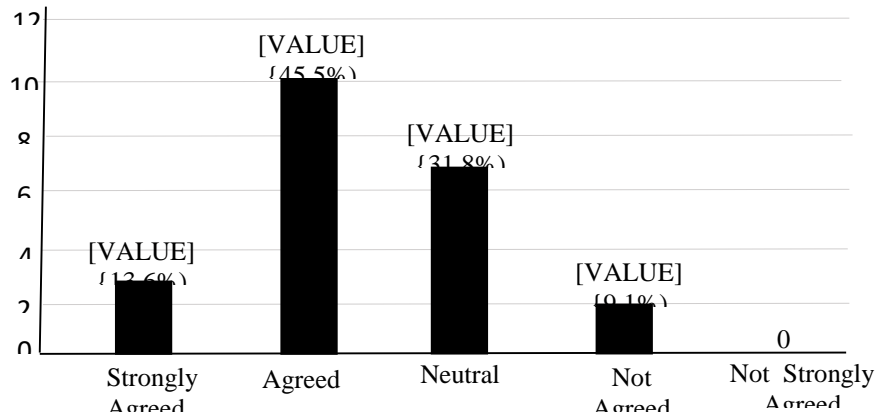
$$P(80\%) = \frac{25 + 48 + 15 = 88}{110} \times 100$$

This means that the teacher asks students to have oral dialogue with each other in Arabic on matters relating to daily communication. The number of samplers who have agreed to this is 80%, of whom they have indicated otherwise, and their proportion is 20%.

**Third: The teacher records the students' voices when they have an oral conversation with each other in the classroom.**

**Figure 4.3:**

The teacher records the students' voices when they talk to each other... verbally in class.



It appears from the previous figure that (13.6%) of the sample strongly agreed to register the student vote when they spoke orally in the classroom, and 45.5% of them agreed to do so, while 31.8% opposed it, while 9.1% agreed to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (10 \times 4) + (7 \times 3) + (2 \times 2)}{22 \times 5 = 110} \times 100$$

$$P(72.7\%) = \frac{15 + 40 + 21 + 4 = 80}{110} \times 100$$

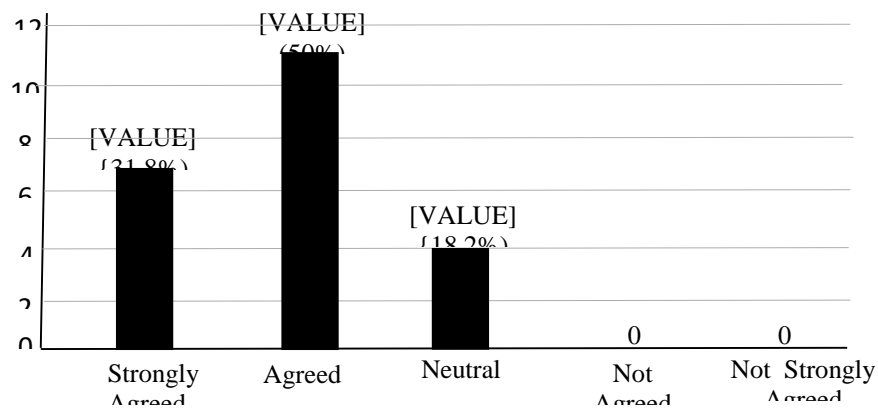
This means that the teacher recorded the voices of the students when they spoke orally in the classroom. The number of samplers who agreed to this was 72.7 per cent, of whom 27.3 per cent indicated otherwise.

The positive aspect of this point is reflected in the teacher &apos; s recording of students &apos; voices when speaking orally in the classroom, at 72.7%. The downside is 27.3%.

**Fourth: The teacher corrected the oral errors in which students made oral conversations in the classroom by listening to their recorded voices.**

**Figure 4.4:**

The teacher corrects the oral errors that students made when speaking verbally in the classroom by listening to their recorded voices.



It appears from the previous figure that (31.8%) of the sample strongly agreed to correct the oral errors of the teacher when students engaged in oral conversation in the classroom by listening to their recorded voices, and 50% of them agreed to do so, while 18.2% disagreed. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(7 \times 5) + (11 \times 4) + (4 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(82.7\%) = \frac{35 + 44 + 12 = 91}{110} \times 100$$

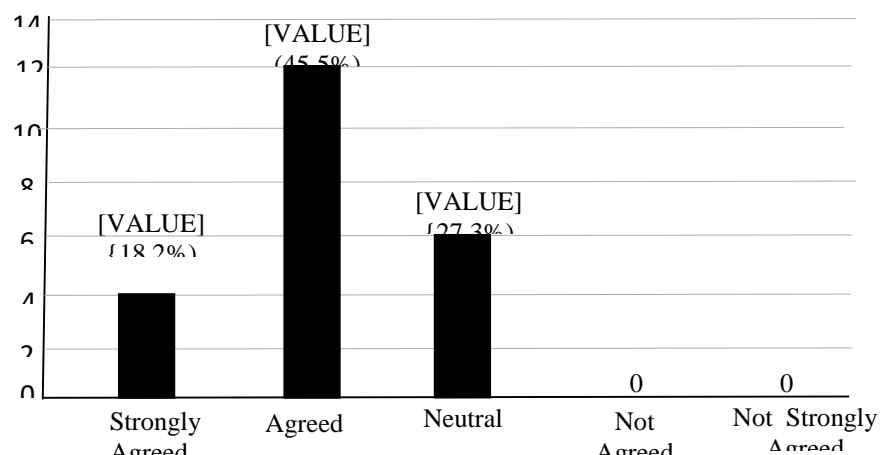
This means that the teacher corrects oral errors in which students made oral conversation in the classroom by listening to their recorded voices. The number of samplers who agreed to this was 82.7%, including those who indicated otherwise, and 17.3%.

The positive aspect of this point is reflected in the teacher's correction of oral errors in which students made oral conversations in the classroom by listening to their recorded voices, by 82.7 per cent. The negative side shows that it is not corrected by 17.3%.

**Fifth: The teacher asks students to engage in a written dialogue in Arabic in the classroom.**

**Figure 4.5:**

**The teacher asks students to have a written dialogue with each other in Arabic in the classroom.**



It appears from the previous figure that (18.2%) of the sample strongly agreed to the teacher asking students to have a written dialogue with each other in Arabic in the classroom, and 54.5% of them agreed to it, while 27.3% opposed it. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (12 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(78.2\%) = \frac{20 + 48 + 18 = 86}{110} \times 100$$

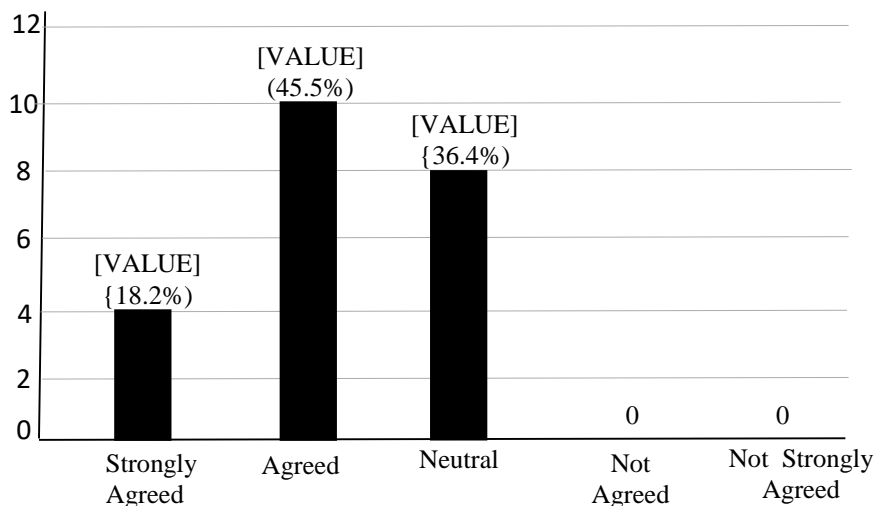
This means that the teacher asks students to engage in a written dialogue in Arabic in the classroom. The number of samplers who agreed to this was 78.2%, including those who indicated otherwise, and 21.8%.

The positive aspect of this point is reflected in the teacher &apos; s request to students to engage in written dialogue in Arabic in the classroom (78.2%). The downside is 21.8%.

**Sixth: The teacher presents the student (s) dialogue in writing in front of the class.**

**Figure 4.6**

The teacher shows what students (or some of them) have spoken in writing on the screen in front of the class.



It appears from the previous figure that (18.2%) of the sample strongly agreed to show the teacher what the students (or some of them) had spoken in writing in front of the classroom, and (45.5%) of them agreed to do so, while (36.4%) were reluctant to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (10 \times 4) + (8 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(76.4\%) = \frac{20 + 40 + 24 = 84}{110} \times 100$$

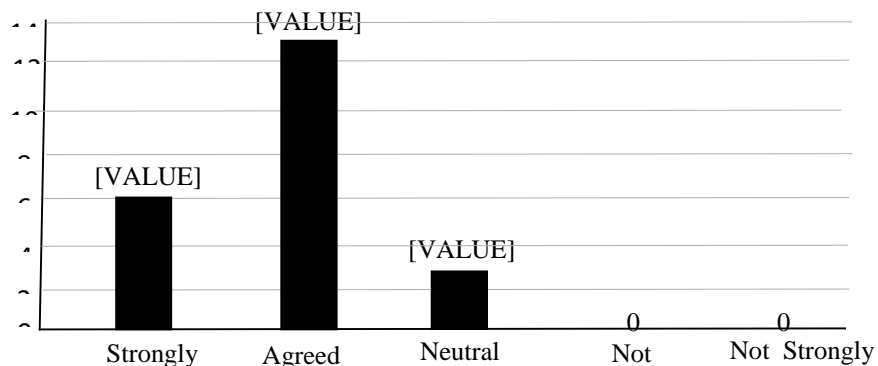
This means that the teacher shows what the students (or some of them) have spoken in writing on the screen in front of the class, and the number of samplers who have agreed to it has reached 76.4%, including those who have indicated otherwise, and 23.6%.

The positive aspect of this point is reflected in the teacher &apos;s presentation of what students (or some of them) have spoken in writing in front of the classroom (76.4%). The downside is 23.6%.

**Seventh: The teacher corrects the clerical errors that students (or some of them) made on the screen through the projector in front of the classroom.**

**Figure 4.7:**

The teacher corrects the clerical errors that students (or some of them) made on the screen through the projector in front of the classroom.





It appears from the previous figure that (27.3%) of the sample strongly agreed to correct the teacher's clerical errors that students (or some of them) made on the screen through the projector in front of the classroom, and 59.1% of them agreed to do so, while (13.6%) disagreed. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (13 \times 4) + (3 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(82.7\%) = \frac{30 + 52 + 9 = 91}{110} \times 100$$

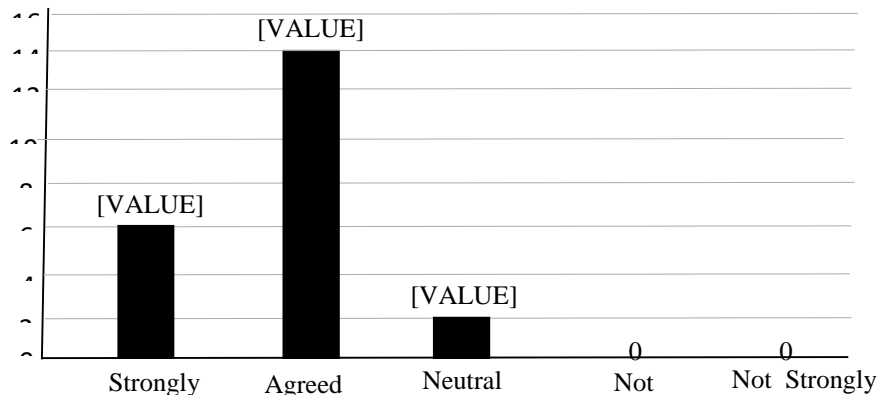
This means that the teacher corrects the clerical errors that students (or some of them) made on the screen through the projector in front of the class, and the number of samplers who agreed to it was 82.7%, including those who indicated otherwise, and 17.3%.

The positive aspect of this point is reflected in the teacher's correction of the clerical errors that students (or some of them) made on the screen through the projector in front of the classroom (82.7%). The negative side shows that it is not corrected by 17.3%.

**Eighth: The teacher gives students sufficient opportunity to listen to Arab voices on subjects related to daily communication.**

**Figure 4.8:**

The teacher gives students enough opportunity to listen to Arabic voices on subjects related to daily communication.



It is clear from the above figure that 27.3% of the sample strongly agreed to give the teacher an adequate opportunity to listen to Arabic voices on subjects related to daily communication, and 63% of them agreed to do so, while 9.1% opposed it. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (14 \times 4) + (2 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(83.6\%) = \frac{30 + 56 + 6 = 92}{110} \times 100$$

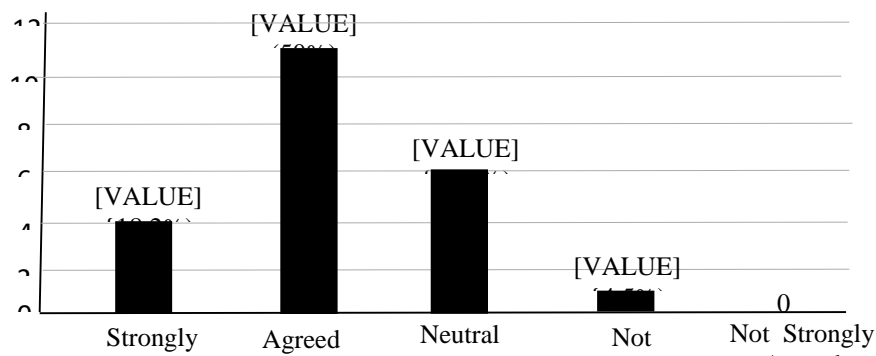
This means that the teacher gives students an adequate opportunity to listen to Arabic voices on subjects related to daily communication. The number of samplers who agreed to this was 83.6%, including those who indicated otherwise, and 16.4%.

The positive aspect of this point is that the teacher gives his students an adequate opportunity to listen to Arab voices on subjects related to daily communication (83.6%). The downside shows that it was not given 16.4%.

**Ninth: The teacher gives students sufficient opportunity to read Arab dialogues on subjects related to daily communication**

**Figure 4.9:**

The teacher gives students enough opportunity to read Arab dialogues on subjects of daily communication.



It is clear from the previous figure that (18.2%) of the sample strongly agreed to give the teacher enough opportunity to read the Arab dialogues on subjects related to daily communication, and 50% of them agreed to do so, while 27.3% opposed it, and 4.5% agreed to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (11 \times 4) + (6 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

$$P(76.4\%) = \frac{20 + 44 + 18 + 2 = 84}{110} \times 100$$

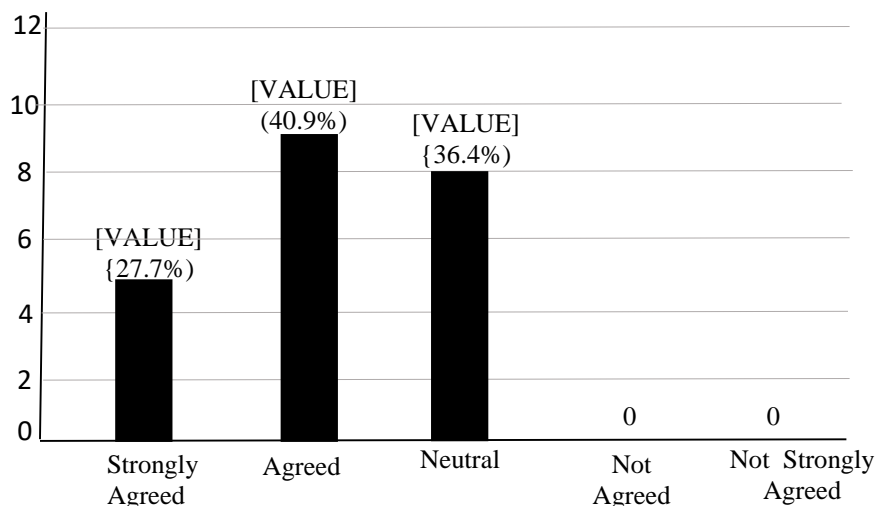
This means that the teacher gives students an adequate opportunity to read Arab dialogues on topics related to daily communication. The number of samplers who agreed to this was 76.4%, including those who indicated otherwise, and 23.6%.

The positive aspect at this point is that teachers give students a sufficient opportunity to read Arab dialogues on subjects of daily contact (76.4%). The downside is not to give it 23.6%.

**Tenth: Teacher gives students a sufficient opportunity for oral dialogue between each other on subjects of daily communication**

**Figure 4 (10):**

The teacher gives students enough opportunity to talk verbally to each other about subjects related to daily communication.



It appears from the previous figure that (22.7%) of the sample strongly agreed to give the teacher enough opportunity for oral conversation between each other on subjects related to daily communication, and (40.9%) of them agreed to it, while 36.4% were reluctant to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (9 \times 4) + (8 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(77.3\%) = \frac{25 + 36 + 24 = 85}{110} \times 100$$

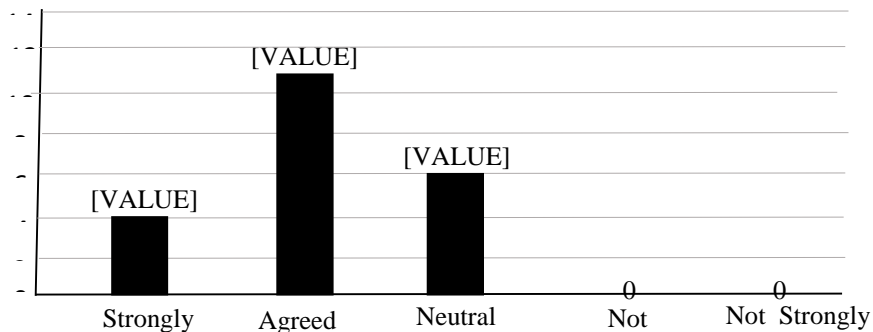
This means that the teacher gives students a sufficient opportunity for oral dialogue between each other on subjects of daily communication. The number of samplers who agreed to this was 77.3%, including those who indicated otherwise, and 22.7%.

The positive aspect of this point is that the teacher gives students a sufficient opportunity for oral dialogue between each other on subjects of daily communication (77.3%). The downside is not to give it 22.7%.

**Eleventh: The teacher gives students enough opportunity to write a dialogue on topics related to daily communication.**

**Figure (4.11):**

The teacher gives students enough opportunity to write a dialogue on topics related to daily communication.



It appears from the previous figure that (18.2%) of the sample strongly agreed to give the teacher enough opportunity to write a dialogue on topics of daily communication, and 54.5% of them agreed to do so, while 27.3% opposed it. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (12 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(82.7\%) = \frac{25 + 48 + 18 = 91}{110} \times 100$$

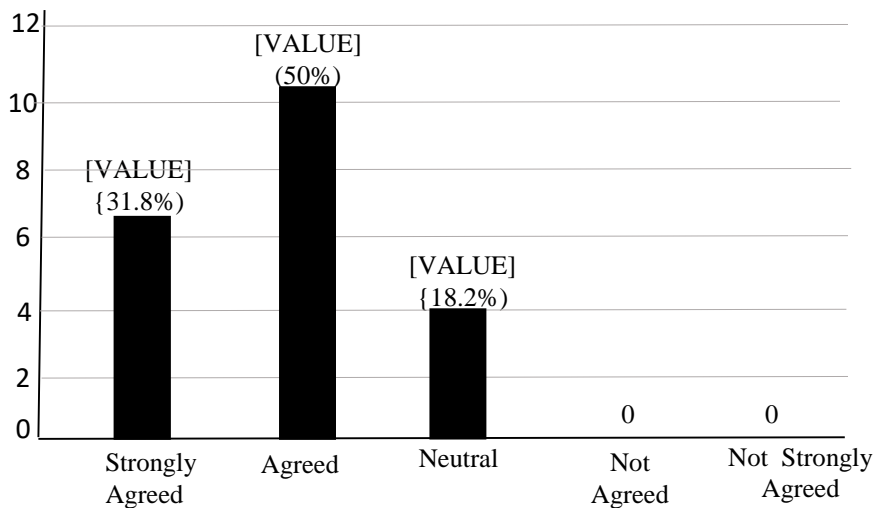
This means that the teacher gives students an adequate opportunity to write a dialogue on topics related to daily communication. The number of samplers who agreed to this was 82.7%, including those who indicated otherwise, and 17.3%.

The positive aspect of this point is that the teacher gives students an adequate opportunity to write a dialogue on subjects of daily communication (82.7 per cent). The downside is not to give it 17.3%.

**Twelfth: Teacher studies Arabic in communication using the attractive method**

**Figure 4.12:**

The teacher studies Arabic in communication using the attractive method.



It appears from the previous figure that (31.8%) of the sample strongly agreed with the teacher to study the Arabic dialect using the attractive method, and 50% of them agreed to it, while 18.2% opposed it. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(7 \times 5) + (11 \times 4) + (4 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(82.7\%) = \frac{35 + 44 + 12 = 91}{110} \times 100$$

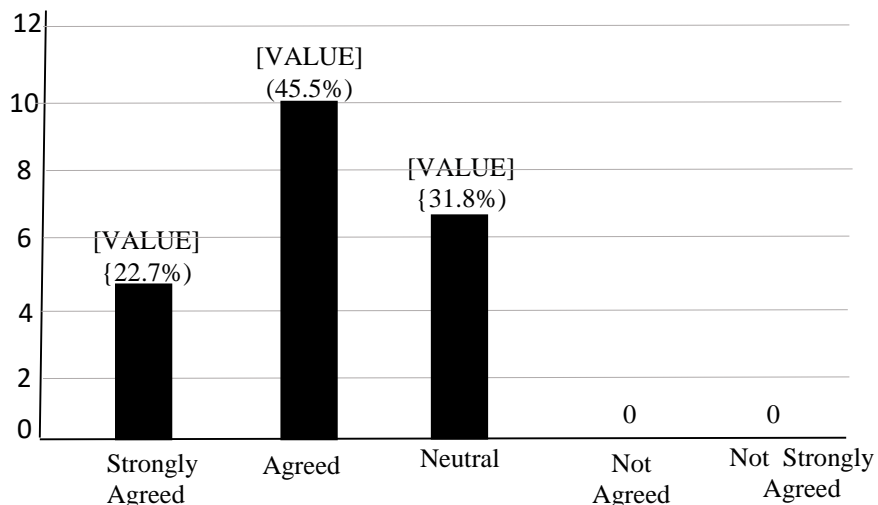
This means that the teacher studies the Arabic dialect using the attractive method, and the number of samplers who agreed to it was 82.7%, including those who indicated otherwise, and 17.3%.

The positive aspect at this point is the teacher's use of the attractive method in the Arabic-language communication (82.7%). The negative side shows that they are not used by 17.3%.

### Thirteenth: Teacher studies the Arabic language of communication using various teaching methods

Figure 4.13:

Teacher studies the Arabic language of communication using various teaching methods



It appears from the previous figure that (22.7%) of the sample strongly agreed with the teacher to study the Arabic dialect using various teaching methods, and (45.5%) of them agreed to do so, while (31.8%) were reluctant to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (10 \times 4) + (7 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(78.2\%) = \frac{25 + 40 + 21 = 86}{110} \times 100$$

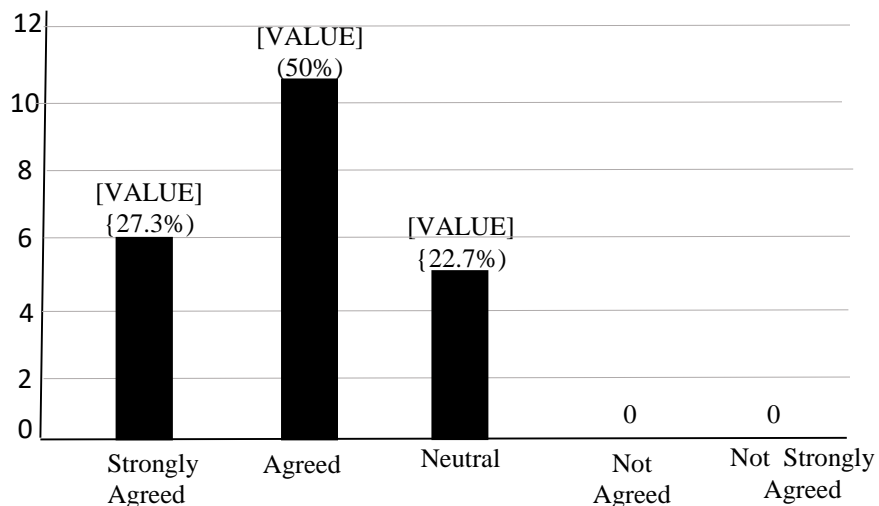
This means that the teacher studies the Arabic language in communication using various teaching methods, and the number of samplers who agreed to this was 78.2%, including those who indicated otherwise, 21.8%.

A positive aspect at this point is the teacher’s use of various teaching methods in the Arabic language subject of communication (78.2%). The downside is 21.8%.

**Fourteenth: Teacher trains students in four language skills with a balanced ratio**

**Figure 4.14:**

Teacher trains students in four language skills at a balanced rate



It appears from the previous figure that 27.3% of the sample strongly agreed to the teacher to train students in four language skills at a balanced rate, and 50% of them so agreed, while (22.7%) were reluctant to do so. This percentage is analysed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}).xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (11 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80.9\%) = \frac{30 + 44 + 15 = 89}{110} \times 100$$

This means that the teacher trains students in the four language skills in a balanced proportion, and the number of samplers who have agreed to it has reached 80.9%, including those who have indicated otherwise, and 19.1%.

The positive aspect of this point is reflected in the teacher training of students in the four language skills in a balanced ratio (80.9%). The downside appears to be a 19.1% lack of training.

## RESEARCH RESULTS

This research has found that the positive aspects of teaching methods in the teaching of Arabic-language communication at the Al-Shari &apos; a in the Islamic University of Sultan Ali are reflected in the fact that the teacher speaks Arabic when teaching Arabic-language communication at the Islamic University of Sultan Al-Sharif, by 79.1%; that students are asked to have oral dialogue in Arabic on matters related to daily communication, by 80%; that students are recorded in oral dialogue in the classroom, by 72.7%; that oral mistakes made by students in oral dialogue in the classroom are corrected by listening to their recorded voices, by 82.7%; that students are required to have written dialogue in Arabic in the classroom, by 78.2%; and that students (or some) are presented with written conversations on the screen in the classroom (76.4%); and that they are corrected in written errors in the course of the student (or some) on the screen (projector) screen (projector).It gives students an adequate opportunity to listen to Arabic voices on matters of daily communication (83.6%). It gives students an adequate opportunity to read Arab dialogues on subjects of daily communication (76.4%). It gives students an adequate opportunity to have oral conversations on subjects of daily communication (77.3%). It gives students an adequate opportunity to write dialogue on topics of daily communication (82.7%). It uses the attractive method in the Arabic language communication (82.7%). It uses various teaching methods in the Arabic language communication (78.2%). It trains students in four language skills by a balanced ratio (80.9%). The downside is that the teacher does not speak Arabic when teaching the Arabic language, by 20.9%. Students are not required to engage in oral dialogue in Arabic on matters of daily communication (20 per cent), voices are not recorded in oral dialogue in the classroom, 27.3



per cent, students &apos; oral mistakes in oral dialogue in the classroom are not corrected by hearing their recorded voices, 17.3 per cent, students are not required to engage in written dialogue in Arabic in the classroom, 21.8 per cent, students (or some of them) do not present written conversations in the classroom, 23.6 per cent, and students &apos; written mistakes in the classroom (or some of them) are not corrected through the screen. (Projector)In the classroom, 17.3%, students are not given a sufficient opportunity to listen to Arabic voices on subjects of daily communication, 16.4%, students are not given a sufficient opportunity to read Arab dialogues on subjects of daily communication, 23.6%, students are not given a sufficient opportunity to have oral conversation on subjects of daily communication, 22.7%, students are not given a sufficient opportunity to write a dialogue on subjects of daily communication, 17.3%, students are not using the attractive method of communication Arabic language, 17.3%, various teaching methods are not used in the Arabic language communication, 21.8%, and students are not trained in four language skills in a balanced way, 19.1%.

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