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TEACHING OF ARABIC AS A FOREIGN LANGUAGE IN MALAYSIA, WITH
SPECIAL REFERENCE TO THE MARA INSTITUTE OF
TECHNOLOGY: AN ANALYSIS AND EVALUATION OF
THE ARABIC TEXTBOOK

BY

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A Dissertation submitted to the University of St. Andrews
for the degree of Master of Letters (M. Litt.)

May, 1992



DECLARATION AND CERTIFICATION

a- I MAT @ MUHAMMAD BIN YUSOFF, hereby certify that this dissertation has been written by me, and that it has not been submitted in any previous application for higher degree.

date: 24/04/92 signature of candidate:.

b- I was admitted as a candidate for the degree of M. Litt. on 16th. October, 1990; the higher study for which this is a record was carried out in the University of St. Andrews between 1990/91 and 1991/92.

Date: 24/04/92 signature of candidate

c- I hereby certify that the candidate has fulfilled the conditions of the Resolution and Regulations appropriate to the degree of M. Litt. of the University of St. Andrews and that he qualified to submit this dissertation in application for the degree.

date: 24/04/92 signature of supervisor

ABSTRACT

The teaching of Arabic as a foreign language or as a second language is a new field in the Arab world, in European countries, in Great Britain, and especially in Malaysia. This new method of teaching of Arabic as communicative approach is to teach Arabic as living language. The aim of this dissertation is to focus on the textbook analysis and evaluation. This dissertation contains two main parts; the theoretical part which deals with the difference in theory of evaluation and analysis of textbooks and the practical part of the study which deals with practical application on the textbook content.

This dissertation is divided into four chapters. Chapter one gives a brief background of Malaysia and the institutions and introduces the system of teaching and learning of Arabic in Malaysia in general.

Chapter two provides the background, the development, the objectives and the strategies of **Institut Teknologi MARA (ITM)** or the MARA Institute of Technology (MIT) and outlines the overview of the teaching of a foreign language, especially teaching Arabic as communicative approach in the direct method and the syllabus content in MIT.

Chapter three concentrates on providing the theoretical background of study which deal with language terms, the selection and organisation of the Arabic textbook, the type of teaching and learning activities and the objectives of the teaching of Arabic in the series of **Arabic for Beginners**, book one.

Chapter four focuses on the practical part of the study: on the material content of the series of **Arabic for Beginners**, book one and concludes with a suggestion to design a new Arabic textbook suitable for MIT students.

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إهداء

إلى من رباني ألا أنساهما.....

إلى أمي وأبي

إلى من علموني كيف أكتب وأقرأ

إلى أساتذتي ومشاتيخي

إلى من أعيش بحبهم ونحبهم.....

إلى زوجتي وأبنائي وبنتي

إلى من أكتب من أجلهم ولأجلهم....

إلى دارسي لغة القرآن وعشاقها.

TRANSLITERATION

ء .
ب B
ت T
ث TH
ج J
ح H
خ KH
د D
ذ DH
ر R
ز Z
س S
ش SH
ص S
ض D
ط T
ظ Z
ع C
غ GH
ف F
ق Q
ك K
ل L
م M
ن N

ه H
ة t
و W
ي Y

Short Vowels

َ : a

ِ : i

ُ : u

Long Vowels

ا : ā

آ : 'ā

إي : ī

أو : ū

Diphthongs

أَي : ai

أَوْ : au

Article

ال : al

ABBREVIATIONS

AD	: Anno Domini
CA	: Communicative Approach
CGPA	: Cummulative Grade Point Average
CLT	: Communicative Language Teaching
EMBA	: Executive Master of Business Administration
F.	: Feminine
FLT	: Foreign Language Teaching
GCE	: General Certificate of Education
GPA	: Grade Point Average
G-TM	: Grammar-Translation Method
HONS.	: Honours
HSC	: Higher School Certificate
IIU	: International Islamic University
ITM	: Institut Teknologi MARA
M.	: Masculine
MARA	: Majlis Amanah Rakyat
MBA	: Master of Business Administration
MCE	: Malaysian Certificate of Education
MIT	: MARA Institute of Technology
Ph.D.	: Doctor of Philosophy
RIDA	: The Rural and Industrial Development Authority
SPM	: Sijil Pelajaran Malaysia
STPM	: Sijil Tinggi Persekolohan Malaysia
TPR	: Teaching Physical Response
YAB	: Yang Amat Berhormat

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

1.1.	MALAYSIA	1
1.2.	ISLAM AS OFFICIAL RELIGION IN MALAYSIA	2
1.3.	THE ARABIC INSTITUTION IN MALAYSIA	4
1.4.	THE TEACHING AND LEARNING OF ARABIC IN MALAYSIA	9
1.4.1.	THE TEACHING AND LEARNING INSTITUTION IN THE SYSTEM OF HALAQAT/PONDOK	9
1.4.2.	THE TEACHING AND LEARNING OF ARABIC IN THE ARABIC/RELIGIOUS SCHOOLS	11
1.4.3.	THE TEACHING AND LEARNING OF ARABIC IN THE NATIONAL ISLAMIC SECONDARY SCHOOLS	12
1.5.	THE TEACHING AND LEARNING OF ARABIC IN INTERNATIONAL ISLAMIC UNIVERSITY	15
1.5.1.	B.A. IN ARABIC WITH A MINOR IN ISLAMIC REVEALED KNOWLEDGE AND HERITAGE	15
1.5.2.	M.A. IN ARABIC AS A SECOND LANGUAGE	19
1.6.	THE TEACHING OF ARABIC AT ISLAMIC ACADEMY, MALAYA UNIVERSITY	22
1.7.	THE TEACHING OF ARABIC IN THE FACULTY OF ISLAMIC STUDIES, NATIONAL UNIVERSITY OF MALAYSIA	23

CHAPTER 2

HISTORICAL BACKGROUND OF THE MARA INSTITUTE OF TECHNOLOGY, MALAYSIA

2.1.	INTRODUCTION	24
2.2.	DEWAN LATIHAN RIDA	24
2.3.	MARA AND MAKTAB MARA	26
2.4.	THE MARA INSTITUTE OF TECHNOLOGY (MIT)	27
2.4.1.	SHAH ALAM: THE CAPITAL OF SELANGOR AND THE MAIN CAMPUS OF THE MARA INSTITUTE OF TECHNOLOGY	28
2.4.2.	MIT BRANCH CAMPUSES	29
2.4.3.	PHILOSOPHY OF MIT	31
2.4.4.	MISSION OF MIT	31
2.4.5.	OBJECTIVES OF MIT	32
2.4.6.	STRATEGIES OF MIT	33
2.4.7.	ADMINISTRATION OF MIT	35
2.4.8.	ACADEMIC PROGRAMME AND SCHOOLS OF MIT	35
2.4.9.	ADMISSION AND DURATION OF STUDY	37
2.4.10.	MIT DIPLOMA	38
2.4.11.	THE ACADEMIC CENTRE OF MIT	39
2.4.11.1	LANGUAGE CENTRE	40
1.	The Academic Staff of the Language Centre	41
2.	Language Centre Programme	41

2.1.	The English Language Department	41
2.2.	The Bahasa Malaysia Programme	43
2.3.	The Asian and European Language Department	44
2.3.1.	Arabic Language Unit	45
2.3.1.1.	Course Length	46
2.3.1.2.	Objectives	47
2.3.1.3.	Approach	48
2.3.1.4.	Method of Teaching	49
2.3.1.5.	Assessment	51
2.3.1.6.	The Arabic Language Level	51
2.3.1.7.	Syllabus For Arabic	52
2.3.1.8.	Textbook	70
2.3.1.9.	References	70

CHAPTER 3

THE APPROPRIATE MEASUREMENT OF THE THE ARABIC TEXTBOOK ANALYSIS AND EVALUATION AT MIT: ARABIC FOR BEGINNERS, BOOK ONE (ABB 101 & 102)

3.1.	INTRODUCTION	72
3.2.	COMMUNICATIVE LANGUAGE TEACHING	73
3.2.1.	THE OBJECTIVE OF THE CLT	75
3.2.2.	TEXTBOOK	76

3.2.3.	LEARNER AND METHOD	77
3.2.4.	THE AGE OF LEARNER	78
3.2.5.	PICTURE FUNCTION	78
3.3.	THE EVALUATION OF THE TEXTBOOK	81
3.4.	SELECTION AND ORGANISATION OF TEXTBOOK CONTENT	82
3.5.	TYPE OF TEACHING AND LEARNING ACTIVITIES	83
3.6.	THE APPROPRIATE MEASUREMENT TO EVALUATE THE MATERIAL CONTENT/TEXTBOOK	85
1.	Content Focus	85
2.	Content Sequence	86
3.	Content Subdivision	86
4.	Content Continuity	87
5.	Content Direction	87
3.7.	THE APPROPRIATE MEASUREMENT TO EVALUATE TYPE OF TEACHING AND LEARNING ACTIVITIES	87
1.	Learner Roles	89
2.	Teacher Roles	90
3.	The Role of Instructional Materials	91
3.8.	OBJECTIVE OF THE TEACHING OF ARABIC IN THE BOOK OF ARABIC FOR BEGINNERS	92

CHAPTER 4

PRACTICAL PART OF STUDY

4.1.	THE PRACTICAL PART OF THE STUDY ON MATERIAL CONTENT IN THE BOOK OF ARABIC FOR BEGINNERS, BOOK ONE	96
1.	Content Focus	97
2.	Content Sequence	101
3.	Content Subdivision	102
4.	Content Continuity	103
5.	Content Direction	103
4.2.	THE APPROPRIATE MEASUREMENT TO EVALUATE THE TYPE OF TEACHING AND LEARNING ACTIVITIES	104
1.	The Evaluation of Arabic Letters in the Book of Arabic for Beginners	105
2.	Analysis of the Dialogues	105
3.	Analysis of the Vocabularies	112
4.	Analysis of the Constructions	112
5.	Analysis of the Culture	118
4.3.	CONCUSION	120
4.4.	SUGGESTIONS	121
	BIBLIOGRAPHY	146
	APPENDIX	

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

حروف الهجاء العربية:

ا	ب	ت	ث	ج	ح
خ	د	ذ	ر	ز	س
ش	ص	ض	ط	ظ	ع
غ	ف	ق	ك	ل	م
ن	و	ه	ء	ي	

حروف الهمجاء العربية ونطقها:

ا	ب	ت	ث	ج
أَلِفٌ	بَاءٌ	تَاءٌ	ثَاءٌ	جِيمٌ
ح	خ	د	ذ	ر
حَاءٌ	خَاءٌ	دَالٌ	ذَالٌ	رَاءٌ
ز	س	ش	ص	ض
زَايٌ	سَيْنٌ	شَيْنٌ	صَادٌ	ضَادٌ
ط	ظ	ع	غ	ف
طَاءٌ	ظَاءٌ	عَيْنٌ	غَيْنٌ	فَاءٌ
ق	ك	ل	م	ن
قَافٌ	كَافٌ	لَامٌ	مِيمٌ	نُونٌ
و	ه	ء	ي	
وَآءٌ	هَاءٌ	هَمْزَةٌ	يَاءٌ	

CHAPTER 1

INTRODUCTION

1.1. MALAYSIA

Malaya (now known as Malaysia from August, 1957) comprises the Malay Peninsula or West Malaysia, Sabah and Sarawak or East Malaysia. The Malay Peninsula consists of the states of Johor, Kedah, Kelantan, Melaka, Negeri Sembilan, Pahang, Perak, Perlis, Pulau Pinang (Penang), Selangor, Terenngganu and Wilayah Persekutuan (Federal Territory of Kuala Lumpur). (Malaysia: 1989: 1). Kuala Lumpur is the capital of Malaysia. The population of Malaysia is about 17 million.

The government of Malaysia is run by the monarchy system as in the United Kingdom and the King of Malaysia is called **Yang Di Pertuan Agong**. The **Yang Di Pertuan Agong** is elected from among the nine Rulers by the conference of Rulers every five years or when the post falls vacant. (Malaysia: 1989: 123-124)

1.2. ISLAM AS OFFICIAL RELIGION IN MALAYSIA

Islam is primarily identified with the Malays, although there are a considerable number of non-Malays (i.e., particularly Muslim Indians, Chinese, Kadazan and others). It forms the largest single religious group in the country.

The earliest evidence of the presence of Islam in Malaysia comes from the famous inscription from Kuala Berang in Trengganu which, dating to the fourteenth century, precedes the Melaka sultanate. These and corroborative evidences such as isolated finds and travellers' reports make it clear the main avenue for the coming of Islam to the region was through trade. Arab traders had been calling at the southern Chinese port of Canton since the eighth century AD, leaving traces of their influence on the way.

Melaka's first ruler, Parameswara, became a convert to Islam around 1410, but it was not until some forty years later that Islam became firmly established as the state religion under sultan Muzaffar Shah. From that time onwards, Melaka became the nodal point for the spread of Islam throughout Island Southeast Asia, spreading

through its political connections throughout the Malay Peninsula and the Sumatran Shore opposite and carried by traders converted in Melaka to Java, Borneo, Celebes and beyond. Melaka also became an important centre of Islamic learning under the patronage of her rulers until the time of the Portuguese conquest in 1511. By this Islam had become firmly established as the religion of the Malays and the successor states of Melaka developed strong Islamic institutions.

According to the constitution, Islam is the religion of the Malaysian federation. However, the constitution also provides that every person has the right to profess and practise his own religion and also has the right to propagate his faith, although the right to propagate other religions is not permitted by law among persons who are Muslims but in Sabah and Sarawak the state law restricting the propagation of other religions amongst Muslims is subject to the approval of two-thirds of the total membership of the two legislative assemblies concerned. Under the provisions for the freedom of religion, the constitution states the following:

- a) that no person may be compelled to pay any tax, the proceeds of which are allocated in whole or part for the purposes of any

religion other than his own.

- b) that every religious group has the right to manage its own religious affairs to establish and maintain institutions for religious and charitable purposes and to acquire and hold property and administer it in accordance with the law.

There is no pan-Malaysian head of Islam. The position of head of Islam in each state with a hereditary Malay ruler (al-Sultān) is held by the Ruler. The Yang Di Pertuan Agong (His Majesty The King) is head of Islam in his own state and also in the states of Melaka, Pulau Pinang, He has the authority granted to him by the conference of Rulers, to fix uniform dates for nation-wide religious acts and observances such as the starting and ending of the fasting month (Shahr Ramadān). (Malaysia: 1989: 21-22)

1.3. THE ARABIC TEACHING INSTITUTION IN MALAYSIA

There is no clear evidence as to when precisely the teaching and learning of Arabic began in Malaysia. It is, however, presumed that it began immediately after the arrival of Islam in the Malaysian Peninsula in the

beginning of the fifteenth century A.D. (Meilink - Roelofs 1970).

The earliest form of teaching and learning of Arabic in the Malayan Peninsula was carried out in the form of a circle system **Halaqāt System**, where the learners/students formed a circle around the **Ālim** (person knowledgeable in the Islamic Religion) which usually took place either in a mosque or in a **Surau** (place for worship, daily five prayers, except Friday prayer), and the teaching of Islamic knowledge and smaller than the mosque or in the **Ālim's** house. The type of Islamic traditional way of teaching and learning has its roots in the earliest arrival of Islam in Malaya and has continued until the present day.

In the early twentieth century A.D. , this traditional system was known as the system of **Pondok** (little hut). In this system **Pondok-pondok** (Little Huts) were built by the parents around the **Ālim's** house for their sons and daughters at the very end of the time to stay during the course of study (Salleh: 34).

The establishment of this system was mainly due to the **Halaqāt** system in Arab countries, especially in "Makkaṭ al-Mukarramat" whose life was devoted to teach Islamic religious knowledge. During this period the system of **Pondok** bloomed throughout the Malay Peninsula, especially in the states of Kelantan, Kedah

and Trengganu. The best known of them are such as "Pondok Tok Kenali" in Kota Bharu in the state of Kelantan, "Pondok Sarang Semut" in the State of Kedah and "Pondok Bukit Payong" in the state of Trengganu. (Sundram: 1987).

In later times, the earlier twentieth century A.D., the establishment of the system of **Pondok** was followed by full institutionalization of teaching and learning of Islamic knowledge including Arabic language. The institutions which carried out the task of teaching Islamic knowledge and Arabic subjects were known as **Sekolah Uğama** (Religious School) or **Sekolah Arab** (Arabic School) or **Madrasah**.

Among the earliest schools of this type of system, established during this period are such as "Madrasah Haji Taib" in the state of Johor, "Madrasah Muğammadiyah" founded in 1917 (now known as "al-Ma^çahad al-Muğammadī Li al-Banīn" and "al-Ma^çahad al-Muğammadī Li al-Banāt") in Kota Bharu, Kelantan, "Maktab Mağmūd" in the state of Kedah, "Sekolah Menengah Uğama Atas Sultan Zainal Abidin" (founded in 1933) in Kuala Trengganu, Trengganu. Unlike the system of **Halaqāt** and the system of **Pondok**, these schools were founded and aided by the state government and run under the management of the department of Islamic and Malay traditional affairs.

Until the 1950s the effort of teaching and learning of Islamic knowledge including Arabic was confined to individuals and local governments without any involvement or contribution from the federal government of Malaysia. It was only in 1961 that the Malaysian federal government began to initiate its involvement and contribution. However, the real significance of the federal government's involvement and contribution in this area of teaching/learning could be seen in the 1970s, particularly with the establishment of the Islamic Division in the Ministry of Education of Malaysia in 1974. In 1977 the Ministry of Education introduced 12 of another type of religious school which is known as "National Islamic Secondary School" and which was put under the management of the Islamic Division in the Ministry of Education. Fourteen years after the establishment, there were 37 schools of this type in different parts of Malaysia. (Hasan: 15: 1991).

At the present time, students graduating from "Islamic/Religious Secondary School" in this country enjoy a variety of opportunities for further education either in the local universities or in the Middle-Eastern Universities. There are three local universities which provide this opportunity, namely : the University of Malaya, the National University of Malaysia and the International Islamic University. In addition to these

universities there are two colleges which provide the same opportunities ; the Islamic Teachers' College (founded in 1977 M./1397 H.) in Bangi, in the state of Selangor (Ministry of Education: 6: 1979) and the Sultan Zainal Abidin Religious College (established in 1980) in Gong Badak, Kuala Trengganu, in the state of Trengganu. Furthermore, these students could also pursue their higher education in the Middle-Eastern universities such as the University of al-Azhar, the University of Ain Shams, the University of Cairo, the University of Alexandria in Egypt, Kuwait University in the state of Kuwait, the University of Umm al-Qura in Mecca, the University of Riyadh, the University of King Abdul Aziz in Riyadh, the Islamic University in Medina in the Kingdom of Saudi Arabia, and others.

These opportunities are very much wider by comparison with the opportunities students had before the 1970s. At that time there were only two local institutions, namely; the Islamic College of Malaya in the state of Selangor and the Higher Islamic Institution of Nilam Puri in the state of Kelantan which provided for and accommodated a very limited number of students.

1.4. THE TEACHING AND LEARNING OF ARABIC IN MALAYSIA

The teaching and learning of Arabic in Malaysia could be categorized into four types :-

- 1- The teaching and learning of Arabic in the system of Halaqāt/Pondok.
- 2- The teaching and learning of Arabic in Arabic/Religious Secondary Schools.
- 3- The teaching and learning of Arabic in the National Islamic Secondary Schools.
- 4- The teaching and learning of Arabic in the higher Learning Institutions.

1.4.1. THE TEACHING AND LEARNING OF ARABIC IN THE SYSTEM OF HALAQĀT/PONDOK

The teaching and learning of Arabic in this system which included the system of **Pondok** is the oldest form of Arabic institution in this country. Abd. Kadir, writing on education in Malaysia during the pre- British period said that the education during this period took place in the ^c**Ālim**'s house and the mosque and it emphasized **al- Qur'ān** reading, **Akhlāq** (moral) education, religious knowledge and **Bahasa Melayu** (Malay language). (Abd. Kadir 1970: 35 & 37).

The textbooks used by the teachers in this system were in the Arabic language. Usually the teacher was surrounded by students, who would sit on the floor and read one or two sentences in Arabic that he next explained in the Malay language and the students also used the same text-books. Therefore, they had to master Arabic grammar and its literature to enable them to read and understand the Islamic textbooks such as al-Qur'ān, al-Sunnat (the traditions of the Prophet, Taşawwuf (Islamic mysticism/sufism), 'Aqīdat (theology) and other related subjects. In fact, students were supposed to memorize the mutūn (texts) on Arabic grammar and morphology, its rhetoric and the teacher taught them to read the classical text step by step.

It would seem that teaching of Arabic in **Pondok** system employed Grammar-Translation Method. The students were exposed directly to Islamic texts which were translated and explained by the 'Ālim. Malay education in this period had a strong Qur'anic orientation. The textbooks used in this system were such as **Matn al-Ajurrumiyyat** Sharḥ Ibn 'Aqīl, Sharḥ al-Ashmūnī, Shudhūr al-Dhahab, al-Balāghat al-Wāḍihat Tafsīr al-Jalālayn and so forth. (Abd. Kadir: 77).

1.4.2. THE TEACHING AND LEARNING OF ARABIC IN THE
ARABIC/RELIGIOUS SCHOOLS

This system which includes **Madrasah, Arabic School/ Religious School** was established in the early twentieth century by the state government and run under the management of the department of the Islamic and Malay traditional affairs.

The teaching in this type of school starts from thirteen years of age, beginning with one year in remove class and four more years, to sit examinations for Lower Certificate of Religious Education (الشهادة الإعدادية الدينية) and two years later they can sit for Upper Secondary Certificate of Religious Examination (الشهادة الثانوية الدينية العالية).

The system adopted in this type of schools ranged from classroom, curriculum, teaching methodology and textbooks typically those used in schools in the Middle-Eastern countries, especially in Egypt. The main reason behind this adaptation was in order to obtain recognition from the Arab universities, especially the University of al-Azhar in Egypt. Students graduated from these types of schools, are able to further their higher education in those universities. Owing to this circumstance, these schools received much help, support, aid and assistance in the form of materials, textbooks, teachers and finance from Arab countries.

1.4.3. THE TEACHING AND LEARNING OF ARABIC IN THE NATIONAL ISLAMIC SECONDARY SCHOOLS

The Arabic language is introduced to secondary school students from form 1 - 5 (Secondary 1 - 5). The Arabic teaching will enable the students to master and practise four language skills; listening, speaking, reading and writing in Arabic. It also nurtures their sensitivity towards the accuracy of the language by mastering the vocabulary and understanding the Arabic grammar.

The Arabic teaching in the secondary school will also help the students to understand *al-Qur'ān al-Karīm*, and *al-Ḥadīth al-Nabawī al-Sharīf*, Arabic books and Islamic references, at the same time implanting in the student' awareness toward the beauty of the Arabic language in various situations and the promotion of high behavioural value.

To ensure the success of Arabic language teaching in secondary school, the teaching and learning orientation should always be related with the various aspects of daily life. So, that it will give confidence to communicate in Arabic among the students, taking into account all types of community in Malaysia, in view of demography, social and economy factor within the students circle.

A- GENERAL AIM

The general aims in teaching Arabic in the secondary schools are to enable students to:-

1. Appreciate and be proud of Arabic as the language of al-Qur'ān al-Karīm.
2. Master the expertise and knowledge of Arabic language in order to understand the content of al-Qur'ān al-Karīm, al-Hadīth al-Sharīf, Arabic books and Islamic references.
3. Understand the Arabic Phonetics, Morphology, Grammar and rhetoric and use the language accurately in certain communications.
4. Be interested to listen and read academic and literary articles and be creative in the Arabic language to increase one's knowledge and appreciate the beauty of the language.

B- SPECIFIC AIM

The specific objectives of the teaching of Arabic in those schools are:-

1. accustoming the students to listen to the recital of al-Qur'ān al-Karīm and al-Hadīth al-Sharīf and understand both on the whole.
2. Habituation of the students to listen to and understand the newscast in Arabic.
3. Speak fluently and accurately and be able to give views and arguments in certain situations.
4. Read all type of materials critically and be able to make the right interpretation, assessments and conclusions.
5. Write composition which covers all types of writings.
6. master at least 5,000 Arabic vocabulary.
7. Master the knowledge and usage of grammar.
8. Use the Arabic dictionary successfully.
(Ministry of Education: 1-3: 1990).

1.5. THE TEACHING AND LEARNING OF ARABIC IN THE
INTERNATIONAL ISLAMIC UNIVERSITY (IIU)

1.5.1. B.A. IN ARABIC WITH A MINOR IN ISLAMIC
REVEALED KNOWLEDGE AND HERITAGE

A. ADMISSION REQUIREMENTS

1. Conditions for Matriculated students of International Islamic University (IIU) Matriculation Centre.
2. Conditions for Direct Entry Candidates.
3. Conditions for Candidates with special qualifications.
4. Conditions for Matriculated Students of IIU Matriculation Centre:
5. Candidates must have passed the final examination of the Matriculation Centre and obtained a CGPA of not less than 2.0 with a B average in Arabic courses and possess other requirements for promotion in the first year of degree programme at IIU.
6. Conditions for Direct Entry Candidates. These

candidates must satisfy the requirements stated below:-

- i. Candidates must have passed the STPM/GCE 'A' Level (or its equivalent) and have obtained in one sitting a pass in General Paper/General Studies and at least Grade E in two other papers provided that:
 - a) Candidates for the B.A. (Hons.) Arabic with a minor in Islamic Revealed Knowledge must obtain at least a grade E in Arabic in the STPM/GCE 'A' Level or its equivalent.
- ii. Applicants must also have obtained in their Secondary School Certificate/**Sijil Pelajaran Malaysia (SPM)**/General Certificate of Education (GCE) 'O' Level, the following:
 - a. Credit in Arabic.
 - b. Credit in **Bahasa Malaysia** (Malay Language).
 - c. Credit in Islamic studies.
 - d. Credit in three other subjects excluding Arts, Health Science, Home Science or similar subjects.

A candidate who fails to meet those requirements specified in subparagraph (i) and (ii) however may be

considered for admission provided that the Senate is satisfied that the candidate has acquired sufficient general education relevant to the proposed programme of studies.

7. Conditions for Direct Entry Candidate With Special Qualifications as follows:-

i. Overseas candidates who qualify for admission in their country's recognised universities may be considered for admission to the proposed programme of studies in the International Islamic University subject to satisfactory evaluation of their qualifications by the university Senate.

ii. Overseas candidates should give satisfactory proof of their proficiency in Arabic.

8. Common Conditions of Entry:-

- i) The Kulliyyah's special requirements, if any
- ii) A satisfactory standard of health
- iii) All candidates must sit for the Common Entrance examination and obtain a satisfactory score before being allowed to enter the programme.

- iv) All candidates must attend an oral interview and satisfy the department that their Arabic language is of a sufficiently high load.
- v) Under special circumstances candidates may be required to appear for interview and/or undergo such test as may be determined by the senate to assess their suitability to undertake a university programme of studies successfully.
- vi) Candidates may be required to fulfil such other conditions as may be laid-down by the university from time to time.

B. GRADUATION REQUIREMENTS

In order to receive a Bachelor of Arts (B.A.) in Arabic degree (with a minor in Islamic Revealed Knowledge and Heritage), a student must complete the applicable University and Department requirements.

The minimum requirements for a Bachelor of Arts in Arabic will be 130 credit hours.

C. COURSE OFFERED

1. The Bachelor of Arts (Hons) in Arabic with a minor in Islamic Revealed Knowledge will operate under a full credit hour system.
2. In order to receive a B.A. (Hons.) in Arabic with a minor in Islamic Revealed Knowledge and Heritage, a student must complete the applicable University and Department requirements.

The minimum requirements for a Bachelor of Arts (Hons.) with a minor in Islamic Revealed knowledge will be 130 credit hours.

- a. At least 78 credit hours in the major.
- b. No fewer than 27 credit hours in the minor.
- c. 8 credit hours in English Language.
- d. 2 credit hours in **Bahasa Malaysia**.
- e. At least 15 credit hours as electives.

1.5.2. MASTER OF ARTS (M.A.) IN ARABIC AS A
SECOND LANGUAGE

A.

THE OBJECTIVE OF PROGRAMME

- 1.1. To encourage further research in the field of Arabic as a second language which includes language and linguistic studies and the preparation of teaching materials.
- 1.2. To prepare qualified Arabic lecturers or academicians for work at higher learning institutions.
- 1.3. To attract international students to upgrade Arabic proficiency in the region.

B.

DURATION OF THE PROGRAMME

The minimum duration of the programme is four consecutive semesters (2 years) and not more than six consecutive semesters (3 years).

C.

ADMISSION REQUIREMENTS

Candidates with the following qualifications are eligible for entry to this programme:-

1. A Bachelor Degree with first or upper second class degree (very good) in Arabic from a recognized university.
2. A candidate with lower secondary class (good) degree may be considered provided he has obtained second class upper grade in the relevant courses.
3. In exceptional circumstances a candidate who has a first or upper second class degree in Islamic studies or related disciplines may be considered for entry after passing a qualifying examination in Arabic.

D.

PROGRAMME STRUCTURE

1. A two year full-time programme comprising course work and thesis.
2. The proposed programme will consist of two

levels. Level (I) generally covers one year period of studies. Candidates with CGPA 3.0 and above will be allowed to proceed to level (II) for Master of Arts (M.A.) in Arabic as a second language.

Those who obtained CGPA 2.0 and above will be awarded an Advanced Diploma in Arabic as a second language.

3. The required minimum credit hours for the entire programme is 47.
4. Before getting a Master's degree, a candidate must pass English language at the advanced level.
5. The courses are distributed into four semesters.

1.6. THE TEACHING OF ARABIC AT AKADEMI ISLAM
(ISLAMIC ACADEMY), MALAYA UNIVERSITY

The teaching of Arabic in **Akademi Islam** (Islamic Academy) begins at the advanced level which focuses on and emphasises the Arabic grammar, morphology, rhetoric, literary texts, reading and translation. The main

textbook are: **Audaḥ al-Masālik Ilā Alfiyat** Ibn Mālik by Ibn Hishām on Grammar, **Shudhūr al-Dhahab** by Ibn Hishām on Morphology, **Jawāhir al-Balāghat** by Aḥmad al-Ḥashimī on Rhetoric and so on. The teaching of Arabic is carried out in the lecturer room by reading and explaining what is written in the textbook. Arabic is the medium of instruction in the teaching of Arabic and other Islamic knowledge subjects at the **Akademi Islam**. **Akademi Islam** use the old method of teaching (grammar-translation method) until nowadays.

1.7. THE TEACHING OF ARABIC IN THE FACULTY OF ISLAMIC STUDIES, NATIONAL UNIVERSITY OF MALAYSIA

The teaching of Arabic in this faculty also starts from advanced level and the method of teaching of Arabic is a Grammar-Translation Method (G-TM) as in **Akademi Islam**, the University of Malaya, which emphasises teaching vocabulary, grammatical and morphological rules. The medium of instruction in the faculty is Arabic or native language, **Bahasa Malaysia**. The main books are: **al-Mulakhkhaṣ Fi al-Qawā'id al-ʿArabiyyat** on Arabic grammar and **Shadha al-ʿUrf** by al-Ḥamlāwī on morphology and so on.

CHAPTER 2

HISTORICAL BACKGROUND OF THE MARA INSTITUTE OF TECHNOLOGY (MIT), MALAYSIA

2.1. INTRODUCTION

The history of the **MARA** institute of Technology began in 1956 with the establishment of **Dewan Latihan RIDA** (The Rural and Industrial Development Authority Training Centre), and experiment centre offering preparatory courses for rural youth who were English educated.

2.2. DEWAN LATIHAN RIDA (1956-1965)

Dewan Latihan RIDA was the inspiration of YB Datok Onn Jaafar, as a consequence of his visit to Ceylon (now Sri Lanka) in 1950. The purpose of the visit was to study the rural development programme in the country. After the visit a working paper was presented to the **Majlis Lembaga Persekutuan** (Federal Board Council). It was the

content of this paper that formed the basis of the establishment of RIDA. As a government agency RIDA's objectives were to rebuild rural society and improve its economy.

In 1959, the authority established a training unit headed by Tuan syed Alwi sheikh Alhadi. This unit created **Taman Asuhan RIDA** (Kuala Lumpur) and **Dewan Latihan RIDA** (Petaling Jaya).

Dewan Latihan RIDA began its operations in November 1956. It was officially opened by YB Tun Dr. Ismail Dato' Abd. Rahman on the 14th. of February, 1957.

The courses which were conducted then were:-

1. A one-year course for the London Chamber of Commerce Intermediate Examination.
2. A two-year preparatory course for the London Chamber of Commerce Higher Examination.
3. An 18-day course for small businessmen.
4. A two-month course for coirmaking (This course was terminated in May 1957).

In 1960, **Dewan Latihan RIDA** advanced a step further with the grading of the entry requirements for its courses to Cambridge School Certificate. Three new courses were introduced:-

- i) stenography.

- ii) Secretaryship (ACS).
- iii) Accountancy (Australian Society of Accountants).

Dewan latihan RIDA continued to develop and in 1962, another professional course was introduced i.e. the general Business Management course which prepared students for an examination sponsored by the British Institute of Management. In 1964, **Dewan Latihan RIDA** held its first convocation. Fifty graduates were awarded certificates by YAB Tun Abd. Razak, the Deputy Prime Minister at that time.

2.3. MARA AND MAKTAB MARA (1965-1967)

At the **Bumiputra Economic Congress** in Kuala Lumpur in 1965, 68 resolutions were passed. 22 of them concerned the re-evaluation of the role and objectives of **RIDA**, and new proposals to strengthen the effectiveness of the authorities' activities. The first step was to change the name **RIDA** to **MARA**. Thus in 1965, the **Majlis Amanah Rakyat** Act was passed by parliament.

Under the new organization, **Dewan latihan RIDA** changed its name to **Maktab MARA** in June 1965. **Maktab MARA** became the most important unit under the **MARA** training section

and continued to run the courses in **Dewan Latihan RIDA**. In 1965, when the British Institute of Management was no longer the board of examiners, **Maktab MARA** worked towards the running of the business management course by itself. Cooperation was obtained from the Ealing Technical College, West London for the recognition of the course and the college became its external examiner to guarantee the standard of the **Maktab MARA** diploma.

2.4. INSTITUT TEKNOLOGI MARA (THE MARA INSTITUTE OF TECHNOLOGY (October 1967))

A Manpower Survey conducted by the government with the assistance of the United Nations in 1965 indicated that there was a shortage of training manpower at the professional and semi-professional level, especially among **Bumiputras** (Sons of Soils). To overcome this problem, a 500-acre land in Shah Alam was approved for the foundation of **Maktab MARA**. On Saturday 14th. October, 1967, the foundation stone was laid by YAB Tun Abd. Razak Hussein in Shah Alam and **Maktab MARA** was renamed **Institute Teknologi MARA** (the MARA Institute of Technology). Work on the building was begun in early 1968 and in mid 1972 the Shah Alam campus was ready.

In keeping with its rapid development, at the end of 1970, MIT was given full autonomy. It was no longer under the **MARA** Training Section. It was placed directly under the Ministry of Rural Development. From then onwards, MIT continued to develop rapidly and progressively in the history of higher education in the country. In June, 1976, the MIT act was passed by Parliament and MIT was placed under the Ministry of Education.

At its 27th. meeting on the 18th. of November 1980, the MIT council decided to fix the birth date of MIT as 1956, in accordance with the original concept for the establishment of MIT. Whatever the name, whether Dewan Latihan RIDA, Maktab **MARA** or **MIT**, the objectives remain the same: an institution of higher learning that exists to guarantee and improve the socio-economic status of Bumiputras.

2.4.1. SHAH ALAM: THE CAPITAL OF SELANGOR AND THE MAIN CAMPUS OF THE MARA INSTITUTE OF TECHNOLOGY

From a 1800 - hectare oil estate, Shah Alam has now developed into a modern city which is the capital of Selangor Darul Ehsan. It was planned that Shah Alam should develop alongside the other major towns in the

Klang Valley, Kuala Lumpur, Petaling Jaya, Klang and Port Klang. Situated next to the Federal Highway, Shah Alam links Kuala Lumpur, the Federal capital, with Port Klang.

By the year 2020, Shah Alam will become a city that is modern and completely equipped with public amenities to support the high standard of living of its residents. The Civic Centre provides facilities for cultural activities, a library, a museum and a city council. Two important recreation centres are the Shah Alam lake Garden and Shah Alam Selangor Club. Shah Alam is also well known as an industrial area. Among the industries that are expanding rapidly are heavy industries which include the factory producing the **Proton Saga** (Proton Car), the national car.

MARA Institute of Technology remains as one of the earliest developments in Shah Alam. The main campus cover 150 hectares and stands as a symbol of higher education in the region.

2.4.2. MIT BRANCH CAMPUSES

MIT can also be proud of its nine other branch campuses in various states in the different parts of Malaysia. It has a campus in every state except Kedah, Pulau Pinag,

Negeri Sembilan and Federal Territory (Kuala Lumpur).

The nine campuses are situated in the following places:-

1. Perlis Branch campus in Arau, Perlis - established in 1974 (+2500 students).
2. Trengganu Branch Campus in Dungun, Trengganu - established in 1975 (+ 2500 students).
3. Sabah Branch Campus in Kuala Menggatal, Sabah - established in 1973 (+1500 students)
4. Serawak Branch Campus in Samariang, Serawak - established in 1873 (1,389 students in 1989).
5. Perak branch campus in Manjong, Perak - introduced in 1985 (+1500 students).
6. Melaka Branch Campus in Bandar Melaka, Melaka - established in 1984 (+1500 students).
7. Kelantan Branch Campus in Kem Kijang, Kelantan - established in 1985 (+1500 students)
8. Pahang Branch Campus in Kuantan, Pahang - established in 1985 (+1500 students).
9. Johor Branch Campus in Segamat, Johor - established in 1985 (+1500 students).

The existence of the branch campuses provides more excellent opportunities for the local Bumiputras to pursue higher education and to attain higher economic and social development. This, too, gives them a competitive edge in the race towards scientific and technological advancement.

2.4.3. PHILOSOPHY OF MIT

The concept of the establishment of MIT is based on four beliefs or truths which directly combine the educational philosophy of this institute. A summary of these principles is as follows:-

1. that every person possesses a natural capacity to learn.
2. that education has a close relationship with the needs and wants of the community.
3. that education can play an important role in changing the socio-economic status of the society.
4. that development and success of the highest level can only be achieved through education.

2.4.4. MISSION OF MIT

To be an established and well-known higher academic institution and at the same time to produce academic excellence in the field of education as well as professional training for the socio-economic development of the nation.

2.4.5. OBJECTIVES OF MIT

1. To produce candidates who are able mentally, physically and spiritually in the field of science, technology, business and management in accordance with the needs of the nation.
2. To instil and encourage the characteristics of trust, dedication, tolerance and loyalty among students through the values of leadership and discipline to enable them to become capable leaders who are disciplined and productive and in turn able to help uplift the standard of living of the poor.
3. To cultivate an attitude of fearlessness and truthfulness among students to enable them to become independent.
4. To produce professionals who are resilient.
5. To produce students who are diligent and industrious.
6. To increase the opportunities for further education among working Bumiputras through the course.
7. To raise the standard of education in order to achieve a higher technological level to supply the needs of the nation.
8. To carry out research projects through discussions and observation with the business and industrial sectors inside and the outside the nation.

2.4.6. STRATEGIES OF MIT

The objectives would be attained through the following strategies:-

1. Offering professional courses that are not found in institutions of higher learning in this country and strengthening the existing professional courses.
2. Establishing, completing and extending the branch campuses
3. By penetrating/permeating Islamic values in all courses with the aim of fostering these values among students.
4. Establishing, developing and extending co-curricular activities such as **PALAPES**, **KESATRIA**, **KEMUSA**, the Red Crescent Society, sports, Civil defence, Police cadets, Public Service etc., to enable the values of trust, faith, dedication, tolerance, discipline and good manners to be fostered among students.
5. Exposing all students to working experience through practical training so as to enable them to adjust more quickly to the working environment.
6. Improving the teaching/learning of English as a second language in all courses to enable students

to cope effectively in the international world of business.

7. Extending and improving the use of computers in all courses in accordance with the current technological development.
8. Conducting remedial courses to enable weaker students to adjust in courses more suitable for them.
9. Studying, researching and to ensure revising the curriculum for all courses that are offered to ensure that they are in accord with the needs of the nation.
10. Establishing relationships and improving cooperation with local and foreign institutions of higher learning to enable twinning and advanced courses to be carried out.
11. By improving the lecturer-student ratio, to ensure effective teaching/learning.
12. Improving, completing and extending the basic facilities necessary for the institute and its students in order to create a harmonious and peaceful campus environment
13. Organising, updating and improving the training system for both academic and non-academic staff with the aim of improving their knowledge and experience which may result in a higher level of achievement for teaching/learning and servicing.

2.4.7. ADMINISTRATION

MIT is managed by Governing Council know as the **Majlis Institut Teknologi MARA** (MARA Institute of Technology Council). The Institute is headed by a Director under whose jurisdiction are five main divisions, namely: Administrative Services Division, Academic Affairs Division, Students Affairs Divisions, Finance Division, and Library Service Division (see appendix A & B)

2.4.8. ACADEMIC PROGRAMME AND SCHOOLS OF MIT

Currently, the MARA Institute of Technology offers more than 92 courses through 12 schools, namely:-

1. School of Business and Management.
2. School of Accountancy.
3. School of Administration and Law.
4. School of Mathematical and Computing Science.
5. School of Engineering.
6. School of Art and Design.
7. School of Architecture, Planning and Surveying.
8. School of Hotel Management and Catering.
9. School of Applied Science.
10. School of Library and Information Science.

11. School of Mass Communication.
12. School of Secretarial Science.

The MIT runs a wide range of courses, some leading directly to examinations of various professional bodies, but most to internal qualifications awarded by the Institute. A number of courses lead to diplomas after 3 years from the comparable standard of GCE O-Level. In a few subjects the Institute offers Advanced Diplomas, 2-year courses leading on from the Diploma up to Honours degree level. Continuous assessment is the main feature of student evaluation. The Diploma in Law is a 3-year post-STPM/HSC (GCE A-Level) course, and some other Diplomas run for 4-years post SPM/MCE (GCE O-Level).

The Institute grants 3 post-graduate degrees: Executive Master's in Business Administration (EMBA) in 1984, Master's in Business Administration (MBA) in 1991 (MIT- Ohio University) and postgraduate (Diploma in Library Science); 2 Bachelor's programmes: Bachelor in Business Administration (MIT-Ohio University) in 1975 and Bachelor of Science (Hons.) in Computer Science (MIT-National University of Malaysia, 8 external courses (United Kingdom), more than 16 advanced diplomas, 52 diplomas (13 recognised by the Malaysian Government as equivalent to a general degree) and 9 certificates.

2.4.9. ADMISSION AND DURATION OF STUDY

The MIT operates on a semester basis and admits students twice yearly (in January and July). The first semester runs from July to November, the second semester from January to May of the following year. Every year the number of applications for admission to the Institute far outstrips the number of places available.

The educational standard required for admission to diploma courses is the **Sijil Pelajaran Malaysia** (Malaysian Certificate of Education) or the Cambridge Overseas School Certificate of Education or the Cambridge Overseas Certificate equivalent with credit in five subjects including **Bahasa Melaysia** (Malay Language), English, and Mathematics. For some specialised courses, the entry qualifications differ: the **Sijil Tinggi Pelajaran Malaysia** (Malaysian Higher School Certificate) is required for Law, Library Science and Mass Communication diplomas which are recognised by the Malaysian Government as equivalent to a general degree.

Since 1974, the Institute has operated a two-tier system for most of its courses. The first tier consists of a broad-based three to four year diploma programme. In

the second tier, the high achievers are selected for a further two years training period after which they are awarded advanced diploma to enable them to become professionals.

Special study programmes enabling Bumiputra students to graduate with American degrees have been arranged in liaison with American Universities, i.e. Maryland, the Executive Master of Business Administration (EMBA) through Ohio University. There are also special programmes to enable bumiputra students to take examinations to qualify them for entry into British and French Universities.

2.4.10. MIT DIPLOMAS

The Institute Diploma is a 4-points cumulative grade system is used by all schools mentioned above:

A	4.00	excellent
B	3.99-3.00	good
C	2.99-2.00	average
D	1.99-1.00	weak
E	0.99-0.00	fail
X	absent with permission or	incomplete with permission
Y	absent without permission.	

Each course earns a specific number of credits, depending on the work involved. Academic achievement is measured by grade points. On the 0-5 point scale, each credit hour with A earns 4 grade points, B earns 3, C earns 2, D earns 1 and F earns none. The student's grade-point average (GPA) is calculated by dividing the total number of grade points (reached by multiplying the grade point for each course by the credit-hours of the course and then adding all) the total number of credit-hours of enrolment. Students must normally maintain a minimum GPA of 2.0 to remain in good academic standing.

The cumulative grade-point average is the sum total of credit points obtained for all semesters divided by the total number of credit hours attempted for all semesters.

2.4.11. THE ACADEMIC CENTRES OF MIT

There are five academic centres in the MIT as follows:-

1. Off-Campus Education Centre (introduced in early 1973).
2. Language Centre (established in 1972)
3. Islamic Education Centre
4. Centre for Preparatory Education in 1984)
5. Malaysian Entrepreneurship Development Centre (established in 1975) .

2.4.11.1 LANGUAGE CENTRE

Language Centre at MIT, Shah Alam was established in late 1972 and began functioning as a department in 1973. It offers several language courses run by three sub-departments. The English Language Department offers English courses from introductory level to the advanced type. The Asian and European Language Department offers French, German, Mandarin, Arabic, Tamil, Italian and Japanese Language courses. The **Bahasa Malaysia** Department offers **Bahasa Malaysia** courses to most schools and teaching staff.

The Language Centre aims to give thorough training in the language of the different country. It also provides the latest development and methods in language teaching. It largely acts as a storage and distribution centre for language teaching and language learning facilities. Equal attention is given to all areas of instruction from introductory courses to the advanced courses.

1. The Academic Staff of the Language Centre

The academic staff in this centre have high qualifications and a great deal of experience. Besides these, they receive training from time to time to ensure they are expert in using the latest methods of language teaching and learning. Most of them hold a Master's degree in their field of teaching and some of them are doing Ph.D. research either locally or abroad. The language centre itself also prepares courses in the form of workshops, seminars and conferences to help staff members. Foreign embassies also offer "refresher" courses in the form of short and long term courses.

2. Language Programmes

2.1 The English Language Department

English is a compulsory subject for all MIT students. The English Department, the biggest department in the MIT, is serving about 10,000 students in the main campus. English courses have been designed according to the trend, specialization and the students' major.

The students' placement in the programme is based on their level of proficiency in the placement test which is given to all new students.

The English courses offered can be divided into the following:-

1. **Remedial** - basic language courses for remedial purposes:
 - a. Pre-Diploma English courses.
 - b. Intensive English courses.
 - c. Foundation English courses.
 - d. Level One English courses.

2. **Proficiency** - middle level courses that emphasize proficiency.
 - a. Intermediate English Courses.

3. **English For Specific Purposes** - courses are based on the frequency of English used in the particular field of specialization or profession.
 - a. Level Two English Courses.
 - b. Advanced Diploma English Courses.

4. **Special English Courses** - specially designed to meet the students' need and the academic requirements:-
 - a. English for External Courses.

- b. English for short courses.
- c. Communicative English Packages.

5. **The Diploma In TESL Programme**

The Language Centre has introduced the Diploma in TESL programme since July 1987. This one-year course is open to all applicants having a Bachelor degree from any recognized local or foreign universities. The objective of this course is to prepare students and provide the exposure in language and language teaching. So far, 16 students have received their diploma and most of them have been offered the job as English lecturer in the MARA Institute of Technology.

2.2. **The Bahasa Malaysia Department**

This department offers **Bahasa Malaysia** courses to MIT students. Courses on teaching skills in **Bahasa Malaysia** are offered to academic staff.

- 1. **Bahasa Malaysia for Specific Purposes** - the course is offered to meet requirements of the

schools and professions for translation in **Bahasa Malaysia** (Diploma in Stenography), Principles of **Bahasa Malaysia** (Art Teaching Diploma), Technical **Bahasa Malaysia** (Diploma in Science), **Bahasa Malaysia** for specific purposes (Diploma in Mass Communication).

2. Courses In **Bahasa Malaysia** - the courses offered are Language in Translation (Diploma in Mass Communication).
3. **Proficiency In Bahasa Malaysia** - special courses are conducted for MIT academic staff to further improve their Bahasa Malaysia proficiency in teaching and short courses occasionally offered for MIT non-academic staff.

2.3. The Asian And European Language Department

The department has six language units. The languages offered are Arabic, Chinese (Mandarin), Indian (Tamil), French, Japanese, German and Italian. Korean and Spanish will be introduced in the coming years. The languages make up the electives for interested students and course subjects for those who take them formally. At the end of

their courses students are expected to be able to master the vocabulary and with the help of grammar as the basis, to understand, write and speak in the different languages.

2.3.1. Arabic Language Unit

Arabic language is one of the languages taught in the MIT. Originally, at the beginning of the 1980s, the technique of teaching Arabic at the MARA Institute of Technology was to follow the old method (Translation and Grammar Method). This old method is not suitable for short courses in MIT. For this reason, the Arabic Language Unit started introducing a new method, namely teaching Arabic as a communicative language. For the time being, the series of books **al-‘Arabiyyat̄ Li al-Nāshiīn** (Arabic Language for Beginners), book one and two by Dr. **Mahmūd Ismā‘il Şinī**, **Nāşif Muşţafā ‘Abdul ‘Azīz** and **Mukhtār al-Ṭāhir Ḥusain**, First Edition, published by the Ministry of Education, the Kingdom of Saudi Arabia in 1983 are used as text - books in the Arabic Language Unit. Although these textbooks fulfil the needs of studying in MIT nowadays, after five (5) years, the Unit feels the need to develop a

curriculum/syllabus in Arabic for schools that need (Arabic for specific purposes).

As a result, the Arabic Language Unit plans to produce new text - books for basic Arabic based on its experience of using the series of books mentioned above. The unit intends to produce text - books that are really appropriate to the needs of teaching and learning Arabic in the MARA Institute of Technology and to do this with the latest methods of teaching referred to in *al-‘Arabiyya’ Li al-Nāshīn*, by studying its advantages and disadvantages.

In the long term, the plan is to produce Arabic text-books for specific purposes. However, besides the basic Arabic and Arabic for specific purpose, Islamic values are emphasised as an integral part of every level of Arabic language.

2.3.1.1. Course Length

The duration of the course is divided into four (4) stages in line with the semester system. It takes two years to complete the course. For library Science students this course is carried out in three stages, or one and half years only. The contact hours for each stage is four a week. Within the time allocated, the students are expected to be able to speak/converse in

Arabic with appropriate vocabulary and usage of grammar (النحو الوظيفي), also to read and write fairly competently in basic Arabic.

2.3.1.2. Objectives

A- General Objectives

1. To provide an opportunity for the MARA Institute of Technology students who will be involved in professional field to be able to communicate and participate directly and so compete with business people and foreign professionals in Malaysia and in countries where the use of Arabic language is prevalent.
2. To encourage the MIT graduates to migrate and to exercise their professional and business expertise in countries where Arab professionals and businessmen dominate the economy.
3. To make it easier for MIT graduates to carry out their expertise when they work in firms and Arab finance institutes inside and outside the country.
4. To encourage investment between Malaysia and the Middle Eastern countries in order to help hasten

the development of national industrialization, which is the main goal of the government at present.

B- **Specific Objectives**

1. To understand clearly the professional field through Arabic and thus to foster a good and close relationship with the Arab world through existing professional fields.
2. To make communication easy with the Arab world through its mother tongue, the Arabic language.
3. To understand Arabic texts that will help students to a better understanding of current knowledge in various disciplines.

2.3.1.3 **Approach**

The teaching and learning of Arabic in terms of integration is based on the **communicative approach**. This new approach emphasizes four integrated skills, listening (الاستماع), speaking (الكلام),

reading (القراءة) and writing (الكتابة).

60% of the course content consists in communication because the objective of the teaching of Arabic in this unit is to increase the students' ability to communicate both orally and in writing in the language they are studying.

Every semester students devote about 60 hours to a foreign language subject. The contact hours for each stage are four a week, including oral activities one hour a week.

2.3.1.4. Method of Teaching

This is carried out in two parts:-

1. Oral

Emphasis is given to daily conversation in situations which are appropriate to students' background from the academic point of view. Pronunciation and phonetics are also included.

2. Writing

It includes other areas which are connected to writing, for example; reading comprehension, composition, spelling and so forth. It also includes hand writing (كتابة الخط).

Teaching is done in lecture rooms for three hours a week with the use of textbook for students (كتاب التلميذ) and the lecturers use the teacher's guide book (كتاب المعلم) as a guide to teach students and other materials prepared by the lecturers.

Oral activities are carried out in the language laboratory (المختبر اللغوي) for one hour a week with the use of tapes that coordinate with the text book. Other suitable recordings prepared by lecturers or imported from West Asia countries are also used in this class.

Other classroom activities such as oratorical contest, debates, quizzes, study tours and other related activities are carried out to expose students to the Arabic language.

2.3.1.5. Assessment

Tests take place during the semester to appraise students' ability in using Arabic. 60% of the total mark is based on continuous/ongoing assessment during the semester and gives emphasis to the oral test. This assessment includes communication, reading, dictation and writing.

40% of the final exam consists of a written test. (see appendix C for detail).

2.3.1.6. The Arabic Language Level

1. Elementary Level:

ARB 101 - ARB 102 : 130 hours.

2. Intermediate Level:

ARB 103 - ARB 104 : 130 hours.

2.3.1.7. Syllabus For Arabic

Elementary Level: ARB 101 & 102

I- Course Description

This is the first two parts of a four-part programme for Arabic Language offered at the MARA Institute of Technology. This course teaches the student to read, write, understand and converse in basic Arabic. Emphasis will be placed on developing students' writing skills and effective oral communication skills in situation contexts. The course also aims to develop students' confidence through encouraging self-awareness.

II- Course Objectives

At the end of the course students should be able to:-

1. read and understand simple texts in Arabic using simple grammar and vocabulary.
2. write complete, grammatically correct sentences in

simple Arabic.

3. demonstrate oral communication skills in delivering speeches and participating in debates.

III- Course Content

1. DIALOGUE (الحوار)

PART ONE: (تعليمات وتمهيد للسلوك)

Unit 1. كرة القدم page: 2

Unit 2. تعالي نرسم page: 7

Unit 3. من غائب؟ page: 12

Unit 4. أين النظارة؟ page: 17

Unit 5. الجرس page: 22

Unit 6. المراكب page: 27

PART TWO: (التحايا والتعارف و المنسبة)

Unit 7: تعارف page: 33

Unit 8: تلمذ جديد page: 40

Unit 9: طوابع page: 47

Unit 10: شد الحبل page: 54

Unit 11: في الناري الرياضي page: 61

Unit 12: في الدرس الاول page: 68

PART THREE: (المدرسة و توابعها)

Unit 13: المقصف page: 76

Unit 14: المكتبة page: 82

Unit 15: المسجد page: 88

Unit 16: المعمل page: 94

Unit 17: الملعب والمطعم page: 100

Unit 18: أين أحمد؟ page: 106

PART FOUR (الدراسة والنشاط المدرسي)

Unit 19: الواجب Page: 114

Unit 20: ما هوايتك؟ Page: 121

Unit 21: مباراة Page: 127

Unit 22: امتحان Page: 134

Unit 23: رحلة Page: 141

Unit 24: معسكر الكشافة Page: 147

PART FIVE (الأسرة والبيت والسوق)

Unit 25: زيارة - أسرتي Page: 156

Unit 26: صلاة الجمعة - هدية Page: 166

Unit 27: حجرة فاطمة - Page: 177

سعيد يجعل الشاي

Unit 28: العم - الخالة Page: 188

Unit 29: إلى السوق - Page: 202

في المكتبة

Unit 30: أسرة عبد العزيز - Page: 213

هشام يذهب إلى السوق

2. **PHRASE** (تراكيب)

PART ONE

Unit 1: page 2

انا كمال - ماذا تلعب؟ - لعب كرة القدم

Unit 2: page 7

انا خديجة - هل ارسم معك؟ - تعالي نرسم

Unit 3: Page 12

من غائب؟ - فسان غائب - اين صابر؟

Unit 4: page 17

اين النظارة؟ - يا شاكر - هات النظارة

Unit 5: Page 22

استمع يا زكريا - ما هذا؟ - انت متأخر

Unit 6: page 27

عند عادل مركب - مركب عادل يمشي في الماء

PART TWO

Unit 7: page 33

هذه عبد الله - هو باكستاني

Unit 8: page 40

انا تلميذ جديد - اسمي سراج - نعم انا نيجيري

Unit 9: page 47

هذه طوابع سورية - هات تفاحة وموزة

Unit 10: page 54

تعال هنا - اذهب هناك

Unit 11: page 61

هل صديقتك طالبة ؟ - لا - هي معلمة -
نعم ، أنا طالبة

Unit 12: page 68

أريد التلميذ النيجيري - أنت المطلوب

PART THREE

Unit 13: page 76

من أين اشتري القلم - بكم القلم

Unit 14: page 82

إلى أين تذهب ؟ - عندي درس حساب

Unit 15: page 88

لماذا تسرع؟ - تعال هنا لتتوضأ

Unit 16: page 94

محل اللفة أمام المكتبة - في الضياء -
المحل في الدور الثالث .

Unit 17: page 100

أنا قادم من الملعب - طارق يبحث عنك

Unit 18: page 106

في المكتبة تلاميذ كثيرون - عبد الله لا
يجد أحمد

3. **NOUNS** (الأسماء)

PART ONE

Unit 1: page 2

كرة القدم - السلة - الطاولة - الماء

Unit 2: page 7

هديقه - الحيوان - المدرسة - الشجرة

Unit 3: page 12

غائب - مكتبة - مدرس - فصل - تلميذ

Unit 4: page 17

نظارة - هقيبة - أستاذ

Unit 5: page 22

صوت - الجرس - الفناء - متأخر

Unit 6: page 27

مركب - ورقة - أحمر - أصفر - أخضر

PART TWO

Unit 7: page 33

تعارف - أولاد - باكستان - ماليزيا

Unit 8: page 40

جدید - اسم - جنسیہ - سوريا - سوري

Unit 9: page 47

طابع - تفاحہ - تونس / تونيسي - أمريكا

Unit 10: page 54

شد - الخيل - تايلاند / تايلاندي

Unit 11: page 61

نادي - رياضي - مشرفہ - بنت - طالبة

Unit 12: page 68

PART THREE

Unit 13: page 76

المقصف - قلم - قروش - كتاب - جميل

Unit 14: page 82

قصة - حساب - استراحة - ذاهب

Unit 15: page 88

أدان - إمام - ذاهب - المسجد - الظل

Unit 16: page 94

دور - لغة - علوم - فناء - إمام - مكتبة

Unit 17: page 100

مطعم - غداء - قادم - ملعب - طارق - السلامة

Unit 18: page 106

تلاميذ - أحمد - كثيرون - كتب - عبدالله

4. **VERBS** (الأفعال)

Unit 1: page 2

العب - تعال

Unit 2: page 7

أرسم - نرسم

Unit 3: page 12

يدخل - يسأل - يقول

Unit 5: page 22

استمع - أسرع - أنظر

Unit 7: page 33

—

Unit 9: page 47

أريد

Unit 11: page 61

ألعب - تابع

unit 13: page 76

استري - تستري

Unit 15: page 88

أنتظر - أتوضأ

Unit 17: page 100

يبحث عن - أتناول

Unit 4: page 17

أذهب - يأخذ

Unit 6: page 27

يمشي - يكسب

Unit 8: page 40

—

Unit 10: page 54

شد - أذهب

Unit 12: page 68

أريد - أسكت

Unit 14: page 82

تذهب - تقرأ

Unit 16: page 94

أعرف - أريد

Unit 18: page 106

يحب - يجد - يصلي

5. GRAMMATICAL WORDS (كلمات نحوية)

Unit 1: page 2

أنا - ماذا؟

Unit 2: page 7

لـ - هل؟

Unit 3: page 12

من - في

unit 4: page 17

يا - إلى - أين؟

Unit 5: page 22

أنت - اليوم

unit 6: page 27

عند - في

unit 7: page 33

لهم - لهذا

unit 8: page 40

ي - نعم - لا

unit 9: page 47

هذه - و - هذا

unit 10: page 54

هنا - هناك

Unit 11: page 61

هي - هنا

Unit 12: page 68

هو (ضمير الملكية)

Unit 13: page 76

من - بكم

Unit 14: page 82

هل - يا

Unit 15: page 88

ماذا؟ - ل +
مغل مضارع

Unit 16: page 94

أمام

Unit 17: page 100

عن - ثم - من أين

Unit 18: page 106

لا (نفي الفعل
المضارع)

6. **NUMERALS** (الأعداد)

Unit 1: page 2

٣ - ٢ - ١

Unit 2: page 7

٥ - ٤

Unit 3: page 12

٧ - ٦

Unit 4: page 17

٩ - ٨

Unit 5: page 22

١١ - ١٠

Unit 6: page 27

١٢
مراجعة ١ - ١٢

Unit 7: page 33

واحد - ثلاثة

Unit 8: page 40

اربعة - ستة

Unit 9: page 47

سبعة - تسعة

Unit 10: page 54

عشرة - اثنا عشر

Unit 11: page 61

ثلاثة عشر - خمسة عشر

Unit 12: page 68

مراجعة ١ - ١٣

Unit 13: page 76

١٦ - ١٨
سبعة عشر - ثمانية عشر

Unit 14: page 82

١٩ - ٢١
تسعة عشر - واحد وعشرون

Unit 15: page 88

اثنا عشر وعشرون -
أربع وعشرون

Unit 16: page 94

خمس وعشرون -
سبع وعشرون

Unit 17: page 100

ثمان وعشرون -
ثلاثون

Unit 18: page 106

مراجعة ١٧ - ٣٠

7. **EXPRESSIONS** (تعبيرات)

Unit 1: page 2

السلام عليكم

Unit 2: page 7

أهلاً وسهلاً

Unit 3: page 12

صباح الخير

Unit 4: page 17

شكراً - عفواً

Unit 5: page 22

يا ساتر! - آسف

Unit 10: page 54

هياً

Unit 12: page 68

عجيب

Unit 14: page:82

إلى اللقاء

Unit 16: page 94

من فضلك - تعال
معي

Unit 17: page 100

مع السلامة

8. SOUNDS AND LETTERS / CONSONANTS (الأصوات والحروف)

Unit 1: page 2

ث / ط - ت / ط

Unit 2: page 7

خ / ل / أ - ه / ح

Unit 3: page 12

س / ص - ع / ج / ب

Unit 4: page 17

ر / ش / ف - ذ / ط

Unit 5: page 22

ت / ط - ر / ث / و

Unit 6: page 27

أ / ع - د / م

Unit 7: page 33

ب / س

Unit 8: page 40

ج / ل

Unit 9: page 47

ت / ه

Unit 10: page 54

ك / ن

Unit 11: page 61

ع / ز

Unit 12: page 68

ه / هـ

Unit 13: page 76

س / ق - ك / ق

Unit 14: page 82

ح / ط - س / ط

Unit 15: page 88

ز / ط - ذ / ط

Unit 16: page 94

ع / ع - م / ع

Unit 17: page 100

ث / ط - ت / ط

Unit 18: page 106

ع / ح

2.3.1.8. Text Book.

العربية للناسئين (Arabic for Beginners/
Youths): a Complete Syllabus for Non-Arabic
Speakers, Book one (pp. 1-220), by Dr. Maḥmūd
Isma'īl Ṣinī, Nāṣif Muṣṭafā 'Abdul 'Azīz and
Mukhtār al-Ṭāhir Ḥusain, published by the Ministry
of Education, the Kingdom of Saudi Arabia, First
Edition, 1983.

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M. Rammuny, Ernest Mc Carus and Group I, II &
III.
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Rathory.
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I, II & III , by Mohd Kassim Yunus.
4. **Percakapan Bahasa Arab Sehari - harian**
(Arabic For Daily Speaking), by Hussein
Khaled Bahreisj.

5. al-Hilāl, by Syyed Ibrāhīm ibn Ḥasan ibn Ṭāhir al-ʿAlawī.
6. Arabic -Malay Dictionary, by Haji Mohd. Lazim Haji Saim al-Jawhari.
7. al-Qāmūs al-Marbawī (Arabic - Malay Dictionary) by Muḥammad Idrīs al- Marbawī.

CHAPTER 3

THE APPROPRIATE MEASUREMENT OF THE ARABIC TEXTBOOK ANALYSIS AND EVALUATION AT MIT: ARABIC FOR BEGINNERS, BOOK ONE (ARB 101 AND ARAB 102).

3.1. INTRODUCTION

In this chapter we will discuss theoretically the appropriate measurements of the Arabic textbook in the MARA Institute of Technology. We mentioned in the chapter two that the approach of the teaching of Arabic in the MIT is a communicative approach. In the beginning of this chapter we discuss in detail the definition of the communicative language teaching, the background, objective and other linguistic terms (مفاهيم لغوية) are often used in this dissertation.

(تدریس زبان انگلیسی)

Communicative Language Teaching (CLT) is one of the methods in teaching foreign language that emphasize the communication aspects. CLT intends to approach language training instead of studying and analysing the word content and also how to understand communication values concealed inside it as spoken by the speaker or written by the writer.

In this approach Littlewood (1981: 1) states his opinion and argument, "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." and he (ibid: 95) adds that "nobody will ever produce a definite teaching methodology, not least because two of the most important factors which have to be taken into account (the communicative situation outside the classroom, and the learner himself and the way he functions both inside and outside the classroom) are extremely complex and poorly understood."

Finocchiaro and Brumfit (1983: 91-3) cited by Richards and Rodgers (1986:67-68) describe the Communicative Approach, according to their interpretation:-

1. Meaning is paramount.

2. Dialogues, if used, centre around communicative functions and are not normally memorized.
3. Contextualization is a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device which helps the learners is accepted-varying according to their age, interest, etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Judicious use of native language is accepted where feasible.
11. Translation may be used where students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of struggling to communicate.
14. Communicative competence is the desired goal (i.e. the ability to use the linguistic system effectively and appropriately).
15. Linguistic variation is a central concept in materials and methodology.
16. Sequencing is determined by any consideration of content, function, or meaning which maintains interest.

17. Teachers help learners in any way that motivates them to work with the language.
18. Language is created by the individual often through trial and error.
19. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but the context.
20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
21. The teacher cannot know exactly what language the students will use.
22. Intrinsic motivation will spring from an interest in what is being communicated by the language.

3.2.1. THE OBJECTIVES OF THE CLT

Richards and Rodgers (1986: 66) state that the CLT approach has two aims:-

- a. make communicative competence the goal of language teaching;
- b. develop procedures for teaching of the four language skills that acknowledge the interdependence of language and communication.

Munby (1978: 26) states "It seems clear that communicative competence includes the ability to use linguistic forms to perform communicative acts and to understand the communicative functions of sentences and their relationship to other sentences."

Piepho (1981) in Richards and Rodgers (1986: 73) discusses the following levels of objectives in a communicative approach:

1. an integrative and content level (language as a means of expression);
2. a linguistic and instrumental level (language as a semiotic system and an object of learning);
3. an affective level of interpersonal relationship and conduct (language as a means of expressing values and judgments about oneself and others);
4. a level of individual learning needs (remedial learning based on error analysis);
5. a general educational level of extra-linguistic goals (language learning within the school curriculum).

3.2.2. **TEXTBOOK** (الكتاب التعليمي)

'Textbook' in common usage is a book about a particular subject that is intended for students to use; while

al-Qāsimī has defined the textbook as the textbook, supporting materials such as dictionary, written drills book (كتاب التمارين التحريرية), sound drills book (كتاب التمارين الصوتية), graded reading book (كتاب القراءة المدرجة), test / examination book (كتاب الإختبارات) and audio - visual aids (وسائل سمعية وبصرية). These three main components complement each other and are an essential condition for teaching Arabic to non-Arabic speakers in the desired manner to fulfil the desired result. (al-Qāsimī: 1980: 75).

3.2.3. LEARNER AND METHOD (الدارس والطريقة)

Mackey: (1965: 325) and al-Qāsimī: (1980: 89) say the suitability of a method and textbook to a learner depends on:-

- i- his age;
- ii- his aptitudes/ability;
- iii- his second/foreign- language level;
- iv- his interests/reasons for studying Arabic (Is it a compulsory or optional/elective subject?);
- v- the time he can devote to learning Arabic;

- vi- the size of the group with whom he practises the Arabic language; and
- vii- the culture group to which he belongs.

3.2.4. THE AGE OF LEARNERS (عمر الدارسين)

The textbook designer should distinguish between the teaching of Arabic to children and to teen-age/youth. There are differences between these two kinds of learners including level of physical, mental maturity, interest, desire and appropriate teaching method. A learner's age affects the suitability of a method in: (1) content (محتوى) and (2) presentation (عرض) and practice (تطبيق). (al-Qāsimī: 1980: 89 and Mackey: 1965: 325).

3.2.5. PICTURE FUNCTION (مهمة الصورة)

Picture is one of the most important functions to make the textbook useful. We can use pictures to describe or illustrate the meanings of words. Rivers says in this matter "The picture, with accompanying voice, has a greater sensory impact than lines on a printed page, or even than that of the voice alone. With films particularly, the student can also see the gestures and

facial expressions which essential role in clarifying that of the meaning which is conveyed by intonation and tone of voice... The attention of the students is kept focused on the picture, so that all the members of the class are concentrating on the same thing at the same time. This centering of attention is particularly helpful for weaker students, who, in a reading-writing or even in a purely aural-oral situation, frequently find their minds wandering to other things than the point on which the teacher is concentrating. (Rivers: 1981: 207-208).

There are three main types of pictures to use in the teaching of Arabic to non-Arabic speakers: thematic picture (*صورة موضوعية*), mnemonic picture (*صورة مصطنعة للتذكر*) and semantic picture (*صورة معنوية*). Mackey (1965: 245) illustrates the types of pictures in teaching foreign language: "Thematic pictures are those used simply to illustrate a theme or a text. Their use in getting across can only be incidental to their function as illustration. They may give the learner a desire to read the text in order to understand the significance of the illustration,... A picture may illustrate the text of the lesson in order to focus the attention of the learner on what the text says by helping him to imagine it." Thematic pictures most often interpret a single theme, e.g. family leaving

on a holiday (حياة العائلة في العطلة), winter season in Scotland (موسم الشتاء في اسكتلندا), the view of seaside (المنظر في ساطح البحر), and so forth. Mnemonic pictures designed to remind the students of the particular words or sentences or picture a situation. While semantic pictures (صورة معنوية) are used to illustrate a special meaning. Mackey: (1965: 246) adds that "Where a picture is used for teaching of meaning, it is important to make sure that the picture is not ambiguous. For purposes of clarity, a drawing is often better than a photograph; a simple drawing, better than a complex one. To be clear, the picture must contain only what the words mean; there must be nothing in the picture that is not contained in the sentence. For example, one picture in beginner's text has a man pointing to a **hat** hanging on a hook in the wall; but there also happens to be a **portrait** hanging on the same wall, and it is not clear whether the man is pointing to the **portrait** or to the **hat**." The existence of the portrait here is not only unnecessary but confusing or more complicated.

3.3. THE EVALUATION OF THE TEXTBOOK

(تَعْوِيمِ الْكُتَابِ التَّعْلِيمِيِّ)

The evaluation of the textbook can be either summative (الإجمالي) / end-of-course (النهائي) or formative (الجزئي) / ongoing (التسلسلي) and guiding (الإرشادي). (Candlin & Breen: 1979: 188) and (Murphy : 1985). There are two kinds of evaluation demands we have to point out, "external" and "internal". The distinction between 'internal' and 'external' evaluation is related to the distinction between 'formative' and 'summative' evaluation, in that the purpose of external evaluation tends to be the same as those of summative evaluation (التَعْوِيمِ الإجمالي), and internal evaluation (التَعْوِيمِ الداخلي) has to be conducted to formative evaluation. However Potts (1985) says that "certain differences should be noted, for the descriptions are rather different according to whether we are considering them in the context of an 'objective' or 'communicative' curriculum." (Potts: 1985: 25).

3.4. SELECTION AND ORGANISATION OF TEXTBOOK CONTENT

(اختيار وتنظيم محتوى الكتاب التعليمي)

The selection and organisation of the textbook is the most important thing in the teaching of Arabic as a foreign language especially in MIT because the aim of teaching of Arabic in this Institute is to increase the student's ability to communicate both orally and in written form in the Modern Standard Arabic. Van Elt (1984) says the selection of textbook is an important decision, "The dominant role that a textbook plays in FLT makes the selection of that textbook an important decision. Individual teachers have, in general, little influence on such important matters as educational policy, objectives, duration of the course, curriculum, etc., but the textbook, being a focal point for both learner and teacher determines the daily activities in the classroom and to a considerable extent, the content and form of teaching: the textbook is structured, ideally, in such a way that it reflects the available insights, ideas, traditions, experience, and research data." (Van Elt: 1984: 298)

The programme designer should know how to distinguish between the following two stages in the selection of a textbook, (Ibid:299) :-

1. Global selection. This is a first selection of textbooks which have sufficient superficial appeal. The information needed to make such a choice can be obtained from textbook reviews, user's judgement, information from authors and publishers, and the teacher's own global analysis (based, for instance, on a textbook typology).
2. Analysis of the textbooks remaining after first selection. For this purpose checklists, comparative textbook descriptions, detailed comments from users, and, where available, reports on empirical research into the effects of the textbooks in question can be very useful.

3.5. TYPE OF TEACHING AND LEARNING ACTIVITIES

(أنواع الأنشطة التعليمية والتعلّيمية)

Richards & Rodgers (1986) have discussed the type and range of teaching and learning "The range of exercise type and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing,

negotiation of meaning and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing." (Richards & Rodgers: 1986: 76).

These achievements take many forms as states by many linguists. Wright (1976) achieves it by showing out-of-focus slides which the students attempt to identify. Byrne (1977) provides incomplete plans and diagrams which students have to complete by asking for information. Allwright (1977) places a screen between students and gets one to place objects in a certain pattern: this pattern is then communicated to students behind the screen. (cited by Richards: 1989: 76).

Littlewood (1981) in Richards & Rodgers (1986: 76) distinguishes between "functional communication activities" and "social interaction activities" as major activity types in Communicative Language Teaching. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and

solving problems from shared clues. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates.

3.6. THE APPROPRIATE MEASUREMENT TO EVALUATE THE MATERIAL CONTENT/TEXTBOOK

The appropriate measurements have been suggested by Candlin and Breen (1979) to evaluate the material content or textbook as follows:-

1. Content Focus (مرکز المحتوى).
2. Content Sequenced (تتابع المحتوى).
3. Content Subdivision (تقسیم المحتوى).
4. Content Continuity (تسلسل المحتوى).
5. Content Direction (إرشاد المحتوى).

1. Content Focus (مرکز المحتوى)

The textbok designer should distinguish between the Explicit Focus (المحتوى الظاهر) and the Implicit Focus (المحتوى الضمني) of the textbook content. The textbook writer may adopt a specific situation like "Mother's day" (يوم الأمهات) as the explicit content and grammatical problems (قضايا نحوية) like جاء جون "Verbal Sentence" (جملة فعلية) or جون جاء "Nominal Sentence" (جملة اسمية) as the implicit content.

2. Content Sequence (تبايع المحتوى)

The Programme author may design the textbook, for example, from simplicity (السهل) to complexity (الصعب), or from frequency (الشائع) to infrequency (النادر) or from sensory (الحسي) to abstract/significative (المعنوي) it depends on the learner's knowledge and abilities. The sequency may be cyclic (دوري) or modular (نمودي).

3. Content Subdivision (تقسيم المحتوى)

There are many questions for the textbook designers to

subdivided the content into parts, and into units or section of the parts? What are the criteria on which chapters, parts, units, sections, lessons, drills/exercises or parts of drills divided?.

4. Content Continuity (تسلسل المحتوى)

continuity can be identified in at least four areas. Firstly, continuity could be from one activity to another and from one task to another. Secondly, continuity potentially within communicative acts during the learning and teaching, both in term of communication in lessons including sequences of negotiation and within the discourse of language data in terms of fit sequences of utterances. Thirdly, continuity comes through ideational knowledge. Finally, continuity can reside within a cycle of skill-use during an activity. e.g. progression from reading to note-taking to speaking.

5. Content Direction (إرشاد المحتوى)

The textbook author should choose either the explicit

content direction (إرشاد المحتوى الظاهر) or implicit content direction (إرشاد المحتوى الضمني) and ask is the learner assumed to follow the direction of the materials from the beginning to the end? or is the direction to be taken open to discussion with the learner's ability?

3.7. THE APPROPRIATE MEASUREMENT TO EVALUATE THE TYPE OF TEACHING AND LEARNING ACTIVITIES

Candlin & Breen (1979) suggested the suitable measurement to evaluate the type of teaching and learning activities as follows:-

1. Process-Oriented Material (التأقلم);
2. Classroom Procedures (الإجراءات في الفصل);
3. Teachers' Roles (أدوار المدرسين);
4. Learner' Roles (أدوار الدارسين);
5. Learner's Process Competence (مقدرة الدارسين).

In this dissertation we choose the appropriate measurement of the type of learning and teaching

activities suggested by Richards & Rodgers (1986) as follows:-

1. Learner Roles (أدوار الدارسين)

"The emphasis in Communicative Language Teaching on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those found in more traditional second language classrooms." (Richards: 1989: 77). Breen and Candlin (1980) state that the learner's role within Communicative Language Teaching is "The role of learner as negotiator-between the self, the learning process, and the objective of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way." (Breen & Candlin: 1980: 100).

2. Teacher Roles (أدوار المدرسين)

The teacher's role in this approach is more emphasized as an assessor and as researcher on the students' progress and ability in language learning, especially for weaker students. Several roles are assumed for teachers in communicative Language Teaching. Breen and Candlin state that "The teacher has two main roles: the first role is to facilitate the communication process between all participants in the class room, and between these participants and the various activities and texts. The second role is to act as an **independent** participant within the learning-teaching group. This latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher: first, as an organizer of resources and as a resource himself, second, as a guide within the classroom procedures and activities... A third role for the teacher is that of researcher and learner- with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capabilities. As a participant-observer, the teacher has the opportunity to 'step back' and monitor the communicative process of learning-teaching." (Breen & Candlin: 1980: 99).

In this matter, Littlewood (1981: 19) says that "There may be occasions when the teacher decided to exercise a more immediate influence over the language used. Most obviously he may need to discourage learners from resorting to their mother tongue in moments of difficulty. He may also decide that a particular error is so important that he must correct it at once, to prevent it from becoming fixed in the learners' speech".

3. The Role Of Instructional Materials

(دور الماتريال التعليمي)

Candlin & Breen (1986: 94) say " Materials and realia play an increasing role, however, in later learning stages. For absolute beginners, lessons may not require the use of materials, since the teacher's voice, actions, and gestures may be a sufficient basis for classroom activities. Later the teacher may use common classroom objects, such as books, pens, cups, furniture. As the course develops, the teacher will need to make or collect supporting materials to support teaching points. These may include pictures, realia, slides, and word charts. Ashar has developed Teaching Physical Response (TPR) student kits that focus on specific situations,

such as the home (البيت), the supermarket (السوق الكبير), the beach (الشاطئ). Students may use the kits to construct scenes (e.g., "Put the stove in the kitchen" (ضع طباخة في المطبخ).

Littlewood (1981: 22) has suggested many different activities as follows:-

1. "sharing information with restricted cooperation;"
2. "sharing information with unrestricted cooperation;"
3. "sharing the processing of information;" and
4. "Processing information".

3.8. OBJECTIVE OF THE TEACHING OF ARABIC IN THE BOOK OF ARABIC FOR BEGINNERS

The series of **Arabic for youth** (العربية للناشئين) consists of six books for the student (كتاب التلميذ) and also six books for the teacher or teacher's guide (كتاب المعلم) but in this Dissertation, we want to analyze and evaluate just the first book.

The general objectives of the series are to enable the learner to communicate in standard Arabic (العربية الفصحى) both orally and in written form after the completion of the series with the following aims:-

1. To understand Arabic language as spoken by native speakers.
2. To speak Arabic in an acceptable manner.
3. To be able to read and understand the theme and ideas of written works in Arabic books, magazines, newspapers, etc.
4. To be able to express of his own accord by writing Modern Standard Arabic in a comprehensible manner.
5. To recognise both Arabic-Islamic and general culture.
6. To master the construction of the language like sounds, vocabularies, grammar in advanced level (Husain: 1989: 1).

Nasban (1990) says the writers of the series believe that "the pure grammar is an integral part of the functional grammar which appears in the series. Teaching points have been presented for the following reasons:-

1. Arabic is taught by the interaction and inter relation of skills and elements, and there should be set

targets to achieve planned levels of listening, speaking, reading and writing suited to the students' level of comprehension of the nature and function of sounds, grammar and vocabulary.

2. The series adopts the oral approach, on the argument that language is mainly spoken.

The authors therefore concentrate more on listening and speaking in the first two books. Reading and writing skills nevertheless are not neglected as these follow the listening and speaking skills.

The texts of the series are presented in different ways such as dialogues, reading texts, and texts in the form of plays. The texts in the first two series are specially written by the authors themselves. The first two books contain completely vocalized texts." (Nasban: 1990: 98-99)

The series depends on audio-visual aids, the main one being pictures which play an important role in explaining the different situations in the dialogue and reading texts and drills. Arabic is taught by the direct method, communication approach and the teacher should not refer to the middle language (لغة وسيطة). (Introduction: 9).

It is worth mentioning that the design of units varies from book to book depending on the ultimate goal set by

the teacher. (Nasban: 1990: 100)

The first book comprises thirty dialogue texts, eight reading texts, one hundred and ten constuctions of the Arabic Grammar and four hundred and forty-five words or common expressions (*تعاير حية*). (Introduction: *و*). The first book of the series of **Arabic for Beginners** consists of five parts (*خمس أقسام*) and each part consists of six units (*ست وحدات*). The first book is used for the time being as a textbook at the Arabic Language Unit, MARA Institute of technology for Arabic elementary level.

CHAPTER 4:

PRACTICAL PART OF THE STUDY

4.1. THE PRACTICAL PART OF STUDY ON MATERIAL CONTENT IN THE BOOK OF ARABIC FOR BEGINNERS, BOOK ONE.

The aim of this chapter is practical study on **Arabic for Beginners**, book one in two parts; the first part will concentrate on the textbook content and the second part will concentrate on the material type of learning and teaching activities.

We will discuss and concentrate in this part of our study on appropriate measurements of the material content in the **Arabic for Beginners**, book one as follows:-

1. Content Focus (مركز المحتوى);
2. Content Sequence (تتابع المحتوى);
3. Content Subdivision (تقسيم المحتوى);
4. Content Continuity (تسلسل المحتوى);
5. Content Direction (إرشاد المحتوى).

1. Content Focus (مركز المحتوى)

Arabic for Beginners contains the explicit Focus (المحتوى الظاهر) and implicit Focus (المحتوى الضمني). The explicit focus such as the topics: Introducing (تعرف) unit 7, lesson 19, page 33 and New Pupil (تلميذ جديد) unit 8, lesson 22, page 40 and so on. The implicit focus is more concentrated and focused on language constructions (تراكيب لغوية) such as sounds, vocabularies, grammatical items: This is Abdullah (هذا عبدالله), The New Pupil (التلميذ الجديد), Are you Samirah? (هل أنتِ سميرة) and so on.

The important point to mention here is the teaching of language in the book of **Arabic for Beginners**, through the teaching of dialogues, stories, reading comprehension and drills is the best way known and most

practical method of teaching a foreign language especially the teaching of Arabic as a elective subject in the MARA Institute of Technology.

Teaching Grammar Through Dialogues

i. Masculine Pronoun (الضمير المذكر) page 34:

- | | | |
|-------------------------|---|------------------|
| عبد الله تلميذ | → | هو تلميذ |
| - Abdullāh is a pupil | — | He is a pupil |
| باسم إندونيسي | → | هو إندونيسي |
| - Basim is a Indonesian | — | He is Indonesian |

ii- The Subject-Predicate Agreement in Gender

(masculine & feminine) (مطابقة المبتدأ والخبر) (في الجنس - المذكر والمؤنث) (page 42) such as:

- | | | |
|--------------------|---|--------------------|
| أنا نيجيري | → | أنا نيجيرية |
| - I'm Nigerian | — | I'm Nigerian |
| أنت مدرّس | → | أنتِ مدرسة |
| - You are teacher | — | You are teacher |
| كريم غاني | → | كريمة غانية |
| - Karim is Ghanian | — | Karimat is Ghanian |

iii- The Noun-Adjective Agreement (مطابقة)
(الصفة والموصوف) page 116 such as :

→ كتبت الواجب (منطلوب)

- I wrote the assignment (wanted) —

كتبت الواجب المطلوب

I wrote the wanted assignment

انتظرت الطالب (مريض)

- I waited for the student (sick) —

انتظرت الطالب المريض

I waited for the sick student.

iv- The Noun-Pronoun Agreement In Gender

(مطابقة الرسم والضمير في الجنس) page 179 such as:-

اكتب الدرس

- Write the lesson

كتبته

— I wrote it

افتح النافذة

- Open the window

فتحتها

— I opened it

v- The Imperative Verb (فعل الأمر) page 180

such as:

افتحي النافذة → افتح النافذة

- Open the window (m) — Open the window (f)

اكتبي الدرس → اكتب الدرس

- Write the lesson (m) — Write the lesson (f).

vi- Genitive Construction (الإضافة) page

136 such as

المدرس سعودي (الفصل) →

- The teacher is Saūdi (The class) —

مدرس الفصل سعودي

The Class teacher is Sa^cūdi

الطعام لذيذ (الغداء) →

- The meal is delicious (the lunch) —

طعام الغداء لذيذ

The Lunch meal is delicious

The textbook author should choose the suitable topics connected with Malaysian Muslim culture in general and the mature students especially such as Introducing (تعارف), The Malaysia Independence Day (عيد استقلال ماليزيا), The Life In The Village (الحياة في القرية), The Malaysian Food (الطعام الماليزي), At The Mosque (في المسجد), The Friday prayer (صلاة الجمعة), Eids Holiday (عطلة العيد), and The Higra Months (الشهر الهجري) and the topics connected with the student's daily life such as: The Hobby (الهواية), The School Stationary (الأدوات المدرسية), The family (العائلة), The Body's Organs (أعضاء الجسم), The days (أسماء الأيام), and technology terms should be introduced step by step from elementary level to advanced level.

2. The Content Sequence (تتابع المحتوى)

The **Arabic for Beginners** Authors pay attention to the sequency of the textbook as follows:-

- i- the textbook contents start from explicit content like The Foot Ball (كرة القدم) page 2, Let's Draw (تعالني نرسم) page 7 to implicit content such as At The First Lesson (في المدرس الأول)

page 68-69 and An Examination (امتحان)
page 134 or the easier grammar items such as
masculine noun (الاسم المذكر) like زكريا ,
& masculine pronoun (الضمير المذكر) like هو
before feminine noun (الاسم المؤنث) like سميرة
and feminine pronoun (الضمير المؤنث) like هي .

ii- The textbook starts from frequency (الشائع)
to infrequency (النادر) and from sensory
(الحسي) to significative/abstract (المعنوي)

iii- The sequence of teaching Arabic numerals from
one (واحد) to a hundred (مائة) and repeating
them many times in drills.

3. The Content Subdivision (تقسيم المحتوى)

The Arabic For Beginners, book one consists of five
parts, each part consists of six units (30 units),
each unit consists of eighteen lessons including drills
(90 lessons).

The subdivision of the contents moves from explicit
content such as The foot Ball (كرة القدم) to
implicit content in grammatical problems such as
noun, verb, particle, masculine noun, masculine pronoun,

feminine noun, feminine pronoun and so on.

4. The Content Continuity (تسلسل المحتوى)

The content continuity is important to connect the past parts to others, from one unit to the following units, from one lesson to another and from drills to the following drills such as: What Is Your Hobby? (ما هوايتك ؟) page 121 followed by A Competition (مباراة) page 127, A Tour (رحلة) page 141, A Scout Camp (معسكر الكشافة) page 147-148.

5. The Content Direction (إرشاد المحتوى)

The authors of **Arabic for Beginners** have chosen the explicit content direction (إرشاد المحتوى الظاهر) such as dialogues, reading, hand writing (كتابة الخط) to implicit content direction (إرشاد المحتوى الضمني) such as drills and grammar constructions and so on.

4.2. THE APPROPRIATE MEASUREMENTS TO EVALUATE THE TYPE OF TEACHING AND LEARNING ACTIVITIES

In this part of practical study we just want to focus and concentrate on the function and role of material instructional. The content of **Arabic for Beginners** is suitable for absolute beginners with no background in Arabic but not suitable for mature students or for students who have background in Arabic like Malaysian Muslim learners because they started to learn **al-Qur'ān** from five - seven years of age and they learnt Arabic letters when they entered Kindergarten School (5-6 years old) and Primary School (7- 12 years old), (see appendix D-F); especially not suitable and unacceptable for students in the higher institutions of learning. We will discuss the imperfections in the first book of **Arabic for beginners** to provide the useful book for Malaysian Muslim learners, especially for mature students in the MARA Institute of Technology as mentioned above.

1. The Evaluation of Arabic Letters in the Book of Arabic for Beginners

One part of the book content not suitable to MIT students in the pre-writing drill (تدريبات ما قبل الكتابة) page 6, 11, 16, 21, 26, and 32 because they learnt and already know Arabic letters from kindergarten school or primary school as mentioned above and have no need to repeat here many times many pages of book content.

2. Analysis of the Dialogues

العربية للناسئين (Arabic For Beginners) is designed and used in the Institute of Arabic language (معهد اللغة العربية), University of Riyadh, Kingdom of Saudi Arabia to teach teen-age students (about eleven-seventeen years old) who learn Arabic as a foreign language. (Introduction: ٥).

Some dialogues in the series of **Arabic for Beginners** are not suitable or unacceptable for mature students (teen-age student or adult students) especially for the students in the institutions of higher learning, like

the MARA Institute of Technology, Malaysia. Nasban (1980) mentions that "If we examine the quality of some dialogues in the book from this perspective, we discover that they are characterised by artificiality. A dialogue of this nature is being deliberately designed to serve specific educational aims. If this were to be considered a virtue, it should not be at the expense of ignoring the characteristics and considerations which should be fulfilled in a good dialogue. Writers of text-books for mature students must ensure that the topics of the dialogues address the learners' communicative needs and their mental and emotional development. Furthermore, each dialogue should constitute a coherent whole." (Nasban: 1980: 265).

Some of the unsuitable dialogues for mature students as mentioned above are as follows:-

- ١ - طارق : استمع يا زكريا . ما هذا ؟
 زكريا : هذا صوت الجرس .
- ٢ - طارق : أسرع يا زكريا .
 زكريا : أسرع يا طارق .
- ٣ - طارق : انظر . الأستاذ في الفناء .
 زكريا : يا ساتر !
- ٤ - الأستاذ : أنت متأخر اليوم . يا طارق .
 طارق : آسف يا أستاذ .
 الأستاذ : أسرع إلى الفصل .
- ٥ - الأستاذ : وأنت متأخر اليوم يا زكريا .
 زكريا : آسف يا أستاذ .
- ٦ - الأستاذ : أسرع إلى الفصل .
 طارق وزكريا : حاضر يا أستاذ .

2.

Boats (المراكب)

Unit 6, Lesson 18, Page 27

عند عادل مركب	وعند رمضان مركب	وعند ربيع مركب
مركب عادل أحمر	ومركب رمضان أصفر	ومركب ربيع أخضر
مركب عادل يمشي في الماء	ومركب رمضان يمشي في الماء	ومركب ربيع يمشي في الماء
	مركب رمضان يكسب	
عادل يرسم المركب الأحمر	ورمضان يرسم المركب الأصفر	وربيع يرسم المركب الأخضر

عادل يرمي الورقة في الماء	ورمضان يرمي الورقة في الماء	وربيع يرمي الورقة في الماء
	الورق يعوم في الماء	
عادل يأخذ الورقة	ورمضان يأخذ الورقة	وربيع يأخذ الورقة
عادل يقول : أين المركب ؟	ورمضان يقول : أين المركب ؟	وربيع يقول : أين المركب ؟
عادل يضحك	ورمضان يضحك	وربيع يضحك

3.

Stamps (طابع)

Unit 7, Lesson 19, Page 47



نور : ما هذه ؟
يوسف : هذه طابع سورية .



نور : وما هذه ؟
يوسف : هذه طابع سودانية .



نور : أريد هذا الطابع .



يوسف : هات نقاحة وموزة !



نور : نقاحة وموزة !!
لا . شكراً . هذا كثير .

4.

Tug-Of-War (شد الحبل)

Unit 10, Lesson 28, Page 54



صدیق و کمال : پاکستانی او اُندونیزی
حسان : انا پاکستانی .



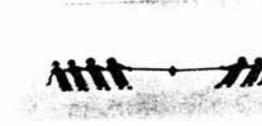
کمال : تعالٰیٰ هنا یا حسان .



صدیق و کمال : پاکستانی او اُندونیزی
زکریا : انا اُندونیزی .



کمال : اذهب هُناک یا زکریا .



صدیق و کمال : شد ... شد
هیا ... هیا



المُدْرَس : أريدُ التَّلْمِيذَ النِّيجِرِيَّ .



حَسَن : المُدْرَسُ يُريدُ التَّلْمِيذَ النِّيجِرِيَّ .



المُدْرَس : التَّلْمِيذَ النِّيجِرِيَّ الجَدِيدَ .



حَسَن : التَّلْمِيذَ النِّيجِرِيَّ الجَدِيدَ .



المُدْرَس : ما اسمُكَ ؟
أحمد : إسمي أحمد .



حَسَن : إسمه أحمد يا أستاذ .



المُدْرَس : ما جَنَسِيَّتُكَ ؟
أحمد : أنا غاني .



حَسَن : هُوَ غاني ، يا أستاذ .



المُدْرَس : أَسَكْتِ أَنْتِ . أنا أسألُ أحمد .



المُدْرَس : وَأَنْتِ ، ما اسمُكَ ؟
عبد الله : أنا عبدُ الله . أنا صومالي .



المُدْرَس : وَأَنْتِ ، ما اسمُكَ ؟
سليمان : أنا سليمان . أنا غامبي .



المُدْرَس : وَأَنْتِ ، ما اسمُكَ ؟
أبو بكر : أنا أبو بكر . أنا سوداني .



المُدْرَس : عَجِيبٌ !... وَأَنْتِ ، ما اسمُكَ ؟
حَسَن : إسمي حَسَن .



المُدْرَس : ما جَنَسِيَّتُكَ ؟
حَسَن : أنا نيجيري .



المُدْرَس : تعالِ هُنا . أَنْتِ المَطْلُوبُ .

3. Analysis of the Vocabularies in the book of Arabic for Beginners

Some vocabularies are not a priority to start to teach the mature students such as: The Ship/Boat (مركب), Comb (مشط), Swan (وزة), Snack (تعبان), Elephant (فيل), Brush (فرشاة), The Bell (الجرس), An Absence (غائب), Stamps (طوابع), A Banana (موزة), An Apple (تفاحة), tug-of-war (شد الحبل) and so forth.

4. Analysis the Constructions in the Book of Arabic For Beginners

PART ONE

First Unit

The basic aim in this unit is to give:-

1. An idea about the Islamic greeting (التحية الإسلامية) and how to initiate them such as أنا كما
2. The nominal sentence (جملة اسمية) introduced by pronoun (أنا)
3. the verbal sentence (جملة فعلية) with a verb in the first person singular (الفعل في صيغة المتكلم)

- (أ) like: الحب
4. Question words beginning with (هل) such as هل الحب؟
 5. Common usage expressions (تعابير حية)
like: أهلاً كما ل
 6. Imperative form of the verb (صيغة الأمر)
such as: تعال
 7. The suffixed second person pronoun (الضمير)
(المتصل بالمخاطب) which is attached to a
preposition (حرف الجر) like معك

Second Unit

The main aim in this unit is to provide more information on:-

1. the different styles of greeting: أهلاً وسهلاً
2. feminine conversation (مخاطبة المؤنث)
e.g. أهلاً خديجة and Utilising the first
person plural imperfect verb نرسم

Third Unit

1. training students with more information on Arabic
greeting forms (التحايا العربية)
2. Using interrogative sentences (الاستفهام)

- with (مِنْ) and (أَيْنَ).
3. Using the preposition (حرف الجر) e.g. في المسجد
 4. training student to utilize nominal sentence
صاير في المسجد ، غسان غائب

Fourth Unit

The main aim of this unit is to introduce and train students in using:-

1. The vocative style with (يا) e.g. يا شاكر
2. The expressions (التعبيرات) like: شكراً
and to use the preposition (حرف الجر) such
as: اذهب إلى الفصل

Fifth Unit

Training learners in using:-

1. demonstrative pronoun (إسم الإشارة) like:
2. Interrogative particle (ما) such as: ما هذا ؟
3. Second person singular masculine pronoun (الضمير)
(المذكر المخاطب المفرد) such as:
4. Common expressions (تعبيرات حية) such as:
أسف - حاضر

Sixth Unit

The basic aim in this unit is a revision of sounds and drills in the structured meaning (مراجعة الأصوات والتدريب) (عليها في سياق له معنى) and the teacher should emphasize long vowel by (ا) like عادل and long vowel by (ي) like ربيع and long vowel by (و) like يهوم and emphasize on difficult letters such as مركب - عند ك and ق - ع يقول and also train the learners in utilising ال الزرافة - المركب and such as الشمسية - القمرية

PART TWO

Seventh Unit

The basic aim in the unit is a revision of Islamic like: السلام عليكم , introduced masculine singular pronoun (الضمير المذكر المفرد) such as هو and nationality such as باكستاني

Eighth Unit

The basic aim in this unit is to train the learners to:

1. use interrogative particle (أداة الاستفهام)
like: **هَلْ** and answer by **نَعَمْ** or by **لَا**.
2. introduce the adjective like **تلميذ جديد**
use the suffix possessive pronoun **يَ** like
إِسْمِي and use the
second person pronoun (**أَنْتِ**);
3. annexed (**ة**) to feminise some adjectives
e.g. **تِجِيرِيَّة**
4. Use frequently the relative noun (**ياء النسبة**)
like: **تِجِيرِي**
but for MIT student we should introduce also **مَالِيزِي**
سَلْجُورِي , **كَلَنْتَانِي** , **جَوْهَرِي**

The Ninth Unit

1. Training the learners to utilize **هَذَا** and **هَذِهِ**
and introducing coordinate conjunction (حرف)
وَمَوْزَة !! like: **تَفَاحَة وَ مَوْزَة !!**
الوَطْف
2. Training them to use more adjectives and
the interrogative by **هَلْ** and answering by **لَا** or **نَعَمْ**

The Tenth Unit

1. Utilising the nationality (الجنسية) in the form of a game which the the pupils desire such as:

إندونيسي

2. practising the two adverbs (هنا)
and (هناك)
3. training in using coordinating conjunction (أو)

The Eleventh Unit

The aims in this unit are:

1. utilising the interrogative by فعل the nominal sentence annexed by second feminine pronoun e.g. عمل
أنت طالبة؟
and answering by using لا، هي or نعم، هي
2. training to utilize the possessive pronouns (ضمائر)
ي، لك and ها (ملكية)

The Twelfth Unit

The aim of this is to:-

1. revise the five previous units (7th unit - 11th unit or 19th. lesson - 33rd. lesson).

2. practising the relative noun (الصفة) like:

التلميذ النيجيري

3. practising the imperfect verb with first and third prefix pronoun e.g. أريد التلميذ النيجيري ,

يريد التلميذ النيجيري

5. Analysis of the Culture in the Book of Arabic For Beginners

Teaching culture is one of an important aspects of teaching of Arabic as a foreign language. The authors of the book introduce the general and Arabic Islamic culture. Nasban (1980) says that "The first impression one gets from the book is that it takes into account the issues of culture in general and Arabic Islamic culture in particular. A closer look reveals that the book presents material that has culture components of two kinds, i.e., the universal culture and the particular culture.... The book in question concentrates on the universal aspect of culture which is desirable, since it appeals to what is familiar in the student's own culture

which is no doubt helpful from a psychological and educational perspective. The view presented is one which shows Arab and Islamic culture as fitting in amongst all the world's other cultures." (Nasban: 1980: 270).

The General Culture Topics like:-

- The Foot Ball (كورة القدم)
- Who is absent (من غائب)
- Let's Draw (تعالي نرسم)
- tug-of-war (شد الحبل)
- the Bell (الجرس).

The Arab Islamic Culture like:-

- Islamic greetings (التحايا الإسلامية) like السلام عليكم
- The Mosque (في المسجد)
- al-Wudu' (الوضوء)
- Friday Prayer (صلاة الجمعة)

Throughout this dissertation the main issue has been teaching Arabic by a communicative approach in the direct method through the suitable textbook. Many factors are important in the teaching and learning of Arabic as a foreign language including the teachers' role, learners' role and the material used.

We will summarise the previous discussion and to give some suggestions to improve the quality of textbooks for the teaching of Arabic as a foreign language in MIT.

Chapter one introduced a brief historical background of Malaysia in general and provides the information on the institutions and the system of teaching and learning of Arabic from the system of **Pondok** until nowadays.

chapter two gives the background of MIT and provides outlines about teaching of languages as foreign language in general and the teaching of Arabic as a specific foreign language and describing the detail of the textbook content.

In chapter three we discussed theoretically the appropriate measurements to evaluate the material

content and the type of learning and teaching activities for teaching of Arabic to non-Arabic speakers in general and especially to evaluate **Arabic for Beginners**, book one as suggested by Candlin & Breen (1979), (1980) and Richards & Rodgers (1986) . chapter four focuses on analysis and practical applications of material content in the series of **Arabic For Beginners**, book one in general and analysis of Arabic sounds and letters, analysis of the dialogues, analysis of the vocabularies, constructions and finally the analysis of the textbook culture.

4.4.

SUGGESTIONS

The textbook designer for the teaching of Arabic as a foreign language for MIT students should follow the following suggestions:-

1. the textbook writer should take benefit from the success of the teaching of European languages or the teaching of English as a second/foreign language (TESL/TEFL).

2. The textbook designer should take account of the learner's age, his culture, his second/foreign language level, his aptitudes, his interests in studying Arabic, the time he can devote to learning Arabic and the size of group in the class.

Some suitable lessons and dialogues for general Arabic are as follows:-

(أَعْضَاءُ الْإِنْسَانِ)

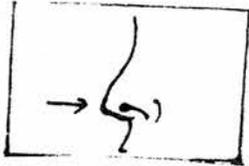
١- اقْرَأْ قِرَاءَةً صَحِيحَةً:



١ هَذَا رَأْسٌ



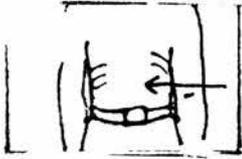
٢ هَذَا وَجْهٌ



٣ هَذَا أَنْفٌ



٤ هَذَا فَمٌ



٥ هَذَا بَطْنٌ



٦ هَذَا لِسَانٌ

٧ هَذَا ذَقْنُ

٨ هَذَا شَعْرٌ

٩ هَذَا عُنُقٌ

٢- اِسْأَلْ بِ (مَا + هَذَا + ؟)

المثال: } مَا هَذَا ؟
هَذَا شَعْرٌ

١ مَا هَذَا ؟

٢ مَا هَذَا ؟

٣ مَا هَذَا ؟

٤ م ٤ ما هذا؟

٥ ما هذا؟

اقْرَأْ قِرَاءَةً صَحِيحَةً:

١ هَذِهِ عَيْنٌ

٢ هَذِهِ أُذُنٌ

٣ هَذِهِ يَدٌ

٤ هَذِهِ رَجُلٌ

٥ هَذِهِ كَتِفٌ

٦ هَذِهِ رُكْبَةٌ

٧ هَذِهِ قَدَمٌ

٨ هَذِهِ فَنَدٌ

٩ هَذِهِ حَيَّةٌ

١٠ هَذِهِ سِنَّةٌ

٤- اِسْأَلْ بِ (مَا + هَذِهِ + ؟)

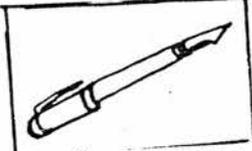
المثال: } مَا هَذِهِ ؟
هَذِهِ أُذُنٌ

١ مَا هَذِهِ ؟

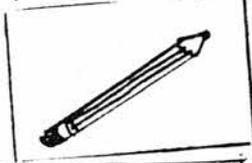
٢ مَا هَذِهِ ؟

: (أدوات الدراسة - ١)

١- أَنْطِقْ نُطْقًا صَحِيحًا:



١ هَذَا قَلَمُ حَبْرٍ .



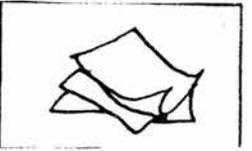
٢ هَذَا قَلَمُ رِصَاصٍ .



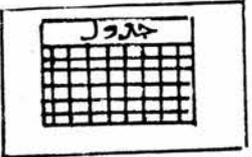
٣ هَذَا كِتَابٌ .



٤ هَذَا دَفْتَرٌ .



٥ هَذَا قِرْطَاسٌ .



٦ هَذَا جَدْوَلٌ .

(أَدَوَاتُ الدِّرَاسَةِ - ٢)



١ هذه كُتَابَةٌ.



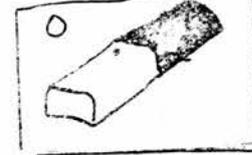
٢ هذه مِسْطَرَةٌ.



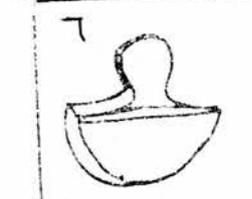
٣ هذه مِحْبَرَةٌ.



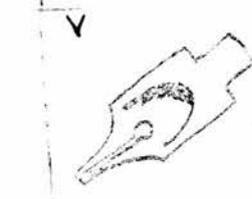
٤ هذه حَقِيْبَةٌ.



٥ هذه مَسَاحَةٌ.



٦ هَذِهِ نَسَافَةٌ.

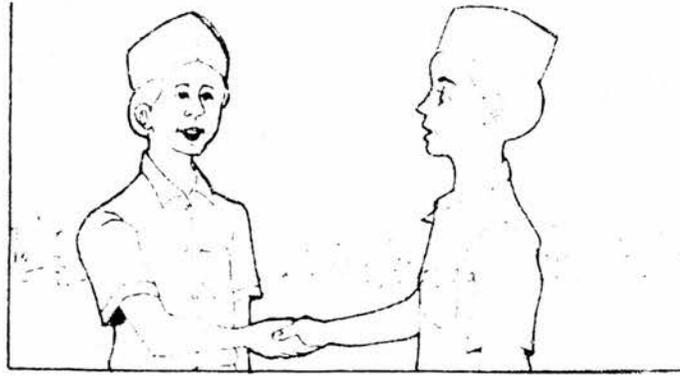


٧ هذه رِيسِيَّةٌ.

٢٣ ضع علامة (✓) أمام الإسم المناسب في المربع
مستعينا بالصورة

	كتاب	
	قله ✓	١
	حقيبة	
	كتاب	
	قله	٢
	حقيبة	
	كتاب	
	كراسة	٣
	قله	
	مِصْرَة	
	قله	٤
	حقيبة	

(التَّعَارُفُ)



محمد: السَّلَامُ عَلَيْكُمْ

حنيف: وَعَلَيْكُمْ السَّلَامُ وَمَرَحْمَةُ اللَّهِ

محمد: أَنَا مُحَمَّدٌ، وَمَنْ أَنْتَ؟

حنيف: أَهْلًا وَسَهْلًا يَا مُحَمَّدٌ، أَنَا حَنِيفٌ.

محمد: أَهْلًا وَسَهْلًا يَا حَنِيفٌ وَكَيْفَ حَالُكَ؟

حنيف: أَنَا بِخَيْرٍ - وَالْحَمْدُ لِلَّهِ - وَأَنْتَ؟

محمد: أَنَا بِخَيْرٍ.

حنيف: شُكْرًا.

محمد: عَفْوًا.

١) اِقْرَأْ وَرَدِّدْ :- (اَنَا - اَنْتَ - اَنْتِ)
 اَنَا فَوْنِرِي اَنَا فَوْنِرِيَّةُ
 اَنَا فَايِزُ اَنَا فَايِزَةٌ
 اَنْتَ ذِكِي اَنْتِ ذِكِيَّةُ
 اَنْتَ طَالِب اَنْتِ طَالِبَةٌ
 اَنْتَ اُسْتَاذ اَنْتِ اُسْتَاذَةٌ

٢) اَجْرًا مِجْوَارًا كَمَا فِي الْمِثَالِ :-

١: السَّلَامُ عَلَيْكُمْ .

٢: وَعَلَيْكُمْ السَّلَامُ .

١: كَيْفَ حَالُكَ .

٢: اَنَا بِخَيْرٍ - وَالْحَمْدُ لِلَّهِ

١) اَحْمَدُ / سُلَيْمَانُ

٢) مَنْصُورُ / مُحَمَّدُودُ

٣) عَبْدَاللهُ / مُحَمَّدُ

٤) حَبِيبُ / حَنِيفُ

(أسماء الأيام)

١- في الاسبوع سبعة أيام

اليوم الاول	:	يوم الأحد
اليوم الثاني	:	يوم الإثنين
اليوم الثالث	:	يوم الثلاثاء
اليوم الرابع	:	يوم الأربعاء
اليوم الخامس	:	يوم الخميس
اليوم السادس	:	يوم الجمعة
اليوم السابع	:	يوم السبت

٢- يوم الجمعة هو يوم راحة للجميع . أبى لا يذهب الى شركته . أمى لا تذهب الى عملها .

أنا لا اذهب الى مدرستي . اخى لا يذهب الى مدرسته . اختى لا تذهب الى مدرستها .

المدارس والمكاتب الحكومية والبنوك والمصانع تقفل
يوم الجمعة في ولايات كلنتان وتنجانو وودج
وبرليس وجوهسر .

وتعطل المدارس والأعمال لأن يوم الجمعة يوم
إعطاء إجازة أسبوعية .

٣- إسأل ب امتي) كما في المثال :-

امثال م : متى المباراة ؟ (يوم الخميس)
ت : المباراة يوم الخميس

١- م : متى صلاة الجمعة ؟ (في الظهر)
ت :

٢- م : متى يوم عطلة ؟ (يوم الجمعة)
ت :

٣- م : متى أول رمضان ؟ (يوم الأحد)
ت :

٤- م : متى موعد الإمتحان ؟ (يوم الثلاثاء)

ت : _____

٥- م : متى عيد الفطر ؟ (يوم السبت)

ت : _____

٢- أجب عن الأسئلة الآتية كما في المثال :-

المثال : أول يوم في الأسبوع هو يوم الأحد .

١- ثالث يوم في الأسبوع هو _____

٢- اليوم يوم الإثنين وغدا يوم _____

٣- اليوم يوم السبت وأمس يوم _____

٤- غدا يوم الخميس واليوم يوم _____

٥- أمس يوم الجمعة واليوم يوم _____

٦- خامس يوم في الأسبوع هو _____

٧- آخر يوم في الأسبوع هو _____

(الشهور الهجرية)

٥- اقرأ قراءة صحيحة :

في السنة اثنا عشر شهرا ، هي :-

١٧ رجب

١١ محرم

١٨ شعبان

١٢ صفر

١٩ رمضان

١٣ ربيع الأول

١٠ شوال

٢ ربيع الثاني

١١ ذوالقعدة

٥ جمادى الأولى

١٢ ذوالحجة

٦ جمادى الثانية

٧- صل بين السؤال والجواب المناسب كما في المثال :-

١ ما هو الشهر الخامس	صفر
٢ ما هو الشهر الثاني	محرم
٣ ما هو الشهر الثالث	ربيع الثاني
٤ ما هو الشهر الرابع	جمادى الأولى
٥ ما هو الشهر الأول	ربيع الأول

٨- اكتب (✓) أو (x) مما يأتي كما في المثال :-

- (✓) ١) الشهر الثاني شهر صفر
- () ٢) الشهر الرابع شهر ربيع الأول
- () ٣) الشهر السادس شهر ربيع الثاني
- () ٤) الشهر الثامن شهر شعبان
- () ٥) الشهر التاسع شهر رمضان
- () ٦) الشهر العاشر شهر شوال
- () ٧) الشهر الثاني عشر ذو القعدة
- () ٨) الشهر الأول شهر محرم
- () ٩) الشهر الثالث شهر ربيع الثاني

المؤنث

تلميذة
طالبة
مهندسة
أستاذة
قارئة
مسلمة
مؤمنة
طبيبة
عالمة
وارعة
شريفة
مدرسة

المذكر

تلميذ
طالب
مهندس
أستاذ
قارئ
مسلم
مؤمن
طبيب
عالم
وارع
شريف
مدرس

١- ضع علامة (✓) أمام الجملة الصحيحة وعلامة (x) أمام الجملة الخاطئة كما في المثالين :-

المثال ١- هذا طبيب (✓)

٢- هذا طبيبة (x)

١- هذه طالب ()

٢- هذا أستاذ ()

٣- هذا مسلم ()

٤- هذه مؤمنة ()

٥- هذا طبيبة ()

٦- هذا عالم ()

٧- هذه عالمة ()

٢- أدخل (هذا) أو (هذه) أمام الكلمة المناسبة
كما في المثالين :-

المثال
١- هذا أستاذ
٢- هذه أستاذة

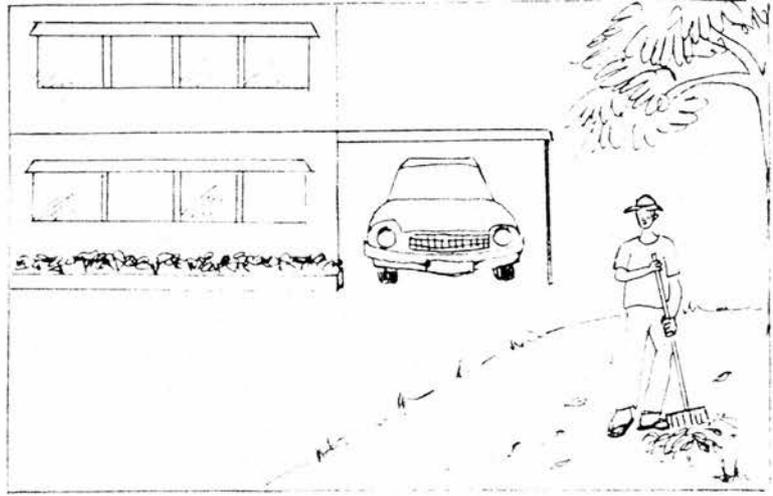
- ١- _____ مهندس
- ٢- _____ مهندسة
- ٣- _____ قارئة
- ٤- _____ قارئ
- ٥- _____ مسلم
- ٦- _____ مؤمنة
- ٧- _____ مدرسة
- ٨- _____ وارع

(٢) إسأل ب (من هذا) او (من هذه) كما في المثال

المثال
١- من هذا ؟ هذا مدرس
٢- من هذه ؟ هذه مدرسة

- ١- _____ ؟ هذه طبيبة
- ٢- _____ ؟ هذا طبيب
- ٣- _____ ؟ هذا عالم
- ٤- _____ ؟ هذه شريفة
- ٥- _____ ؟ هذا فوزى
- ٦- _____ ؟ هذه فوزية
- ٧- _____ ؟ هذا مؤمن

(بيتى)

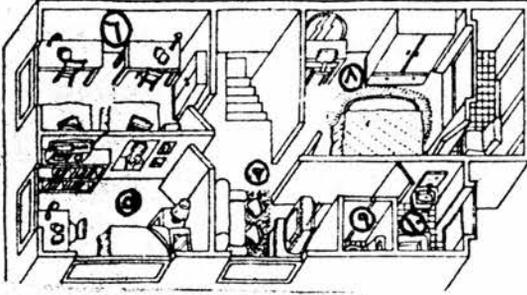


- أنا أسكن فى بيت كبير بمدينة كوتاهيارو .
- فى بيتى طابق علوى وطابق سفلى .
- غرفة النوم فى الطابق العلوى .
- فى الطابق السفلى غرفة الجلوس وغرفة المكتب وغرفة
الأكمل والصالة .
- نأخذ نأجلس فى غرفة الجلوس ونأكل فى غرفة الأكل ونقرأ
الكتب والمجلات ونكتب الواجب المنزلى فى غرفة المكتب .
- حول بيتنا حديقة واسعة . عندنا بستانى يعمل فى
الحديقة . ولأبى سيارة قديمة وأونها أسود .

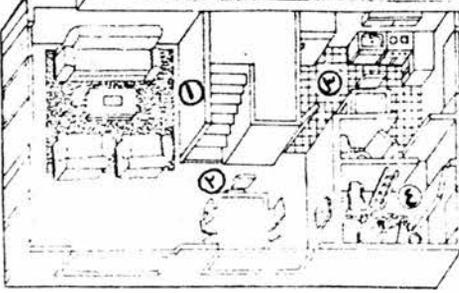
٢- اكتب (✓) أو (x) مما يأتي :

- ١- أسكن في بيت كبير (✓)
- ٢- بيتي بمدينة جوهري بهارو (x)
- ٣- في بيتي طابق علوي وطابق سفلي ()
- ٤- في الطابق السفلي غرفة الأكل ()
- ٥- غرفة النوم في الطابق العلوي ()
- ٦- نحن نجلس في غرفة الأكل ()
- ٧- نقرأ الكتب في غرفة الجلوس ()
- ٨- حول بيتنا حديقة واسعة ()
- ٩- عندنا بستاني يعمل في الحديقة ()
- ١٠- لأبي سيارة جديدة ()

الطابق العلوي



الطابق السفلي



٢. انظر إلى الصورة ثم اقرأ

١. غرفة الجلوس

٢. غرفة الأكل

٣. المطبخ

٤. المخزن

٥. غرفة حنيفة (الإبن)

٦. غرفة فائرة واختها ذكية

٧. الصالة

٨. غرفة الوالدين

٩. الحمام

١٠. المراض

٤. ضع علامة (✓) أو (x) أمام الجملة المناسبة كما في المثالين :-

المثال
١. غرفة المحوس في الطابق السفلى (✓)
٢. المطبخ في الطابق العلوي (x)

١. غرفة الأكل في الطابق العلوي ()
٢. غرفة حيف في الطابق السفلى ()
٣. الصالة في الطابق العلوي ()
٤. الحمام في الطابق السفلى ()
٥. المحاض في الطابق العلوي ()
٦. غرفة فائزة في الطابق السفلى ()
٧. المخزن في الطابق العلوي ()
٨. غرفة الوالدين في الطابق العلوي ()

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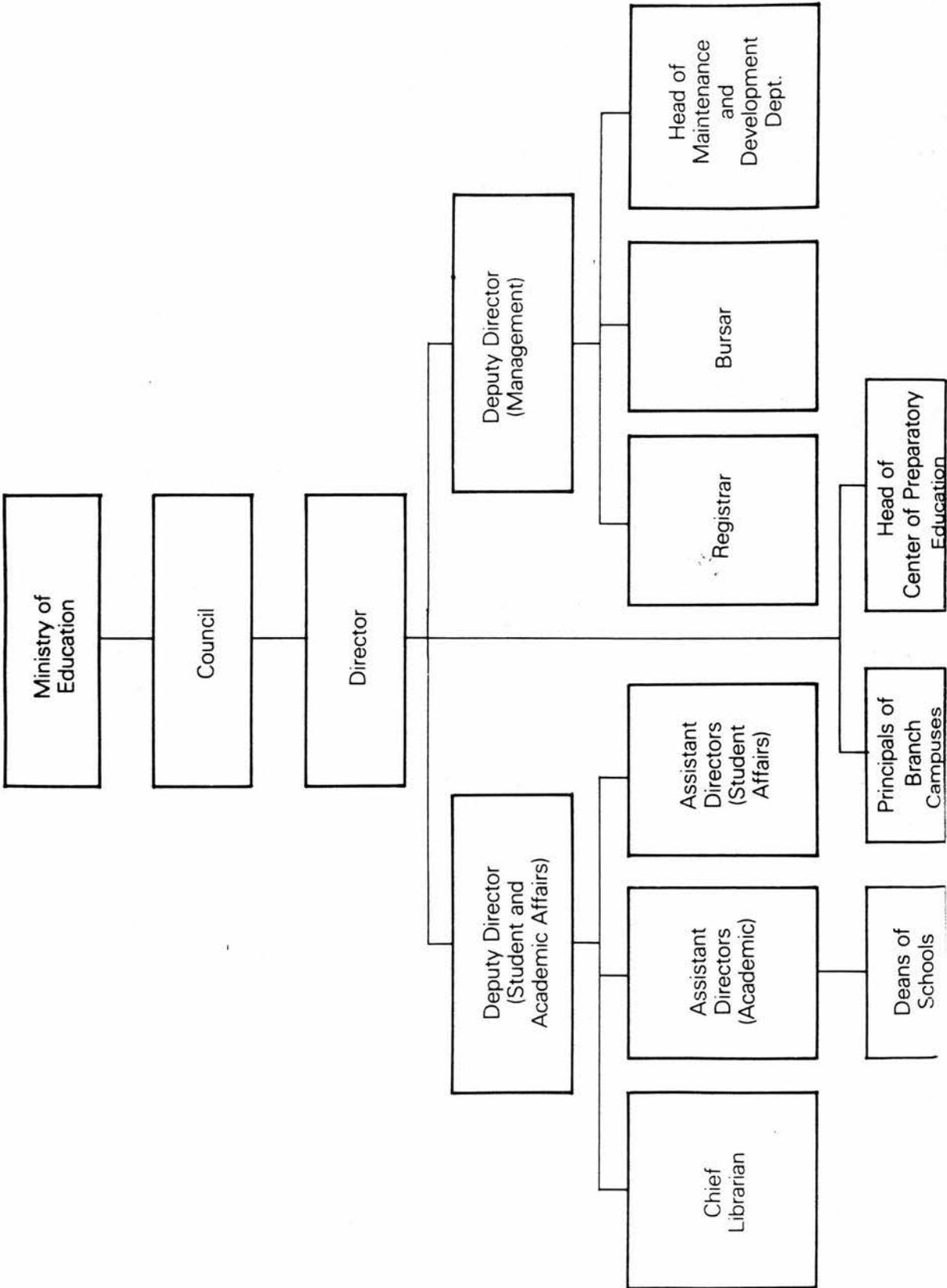
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ITM ORGANISATIONAL CHART



Appendix B

ADMINISTRATION OF THE INSTITUTE

MARA Institute of Technology (ITM) is administered under the authority of the ITM Act, 1976 (Act 173). The administrative board is a body formed to manage the administration of the institute that is headed by the Director as the Chief Executive. Responsibilities, that is carried out is in line with the 173 Act.

THE BOARD

The Board is the highest policy making body in ITM. It has an authority over policy, Development and Financial matters, Administration and staff Affairs, Academic and Students Affairs. The Board also has an authority over the use of the official seal of the institute.

Chairman

Yang Berbahagia Dato' Hj. (Dr) Ani Arope
DMPN, DPMJ, KMN, JMN,
Chief Executive
Kumpulan Guthrie Sdn.

Deputy Chairman

Tuan Haji Zahani bin Tan Sri Ahmad, AMN, JSM
Chairman BEP Akitek Sdn. Bhd.

MEMBERS

Yang Berbahagia
Dato' Dr. Hj. Mohd. Mansor bin Hj. Salleh, DSDK
ITM Director

Secretary General Ministry of Finance

Representative : Encik Othman bin Mohd. Rijal
Director of Budget Division
Budget Division, 14th Floor

Alternate : Puan Zaharah bt. Shaari
Deputy Director Budget Division II
Budget Division.

Secretary General of Education

Yang Berbahagia Dato' Hj. Abdul Latiff bin Shan
DSNS, JSM, KMN

Education Ministry

Representative : Tuan Hj. Nik Musa bin Abdullah
Deputy Secretary General I

Alternate : Dr. Syed Muhamad bin Syed Abdul
member Kadir
Secretary Higher Education Division
Ministry of Education
Level 2, Block J

Director General of Education

Yang Berbahagia
Tan Sri Datuk Wira Abdul Rahman Hj. Arshad
PSM, DCSM, SPDK, DSAP, DKSJ, JMN, JSM, BSK
Director General of Education
Education Ministry
Level 7, Block J
Damansara City Centre

Representative : YBhg. Dato' Abdul Hamid Ayob
Director of Education
Research Division
Education Planning Division
Education Ministry

Director General Public Services Dept

Representative : Puan Hajjah Nuraizah bt.
Abdul Hamid
Director Salary & Allowance Division
Public Services Dept.

Solicitor General

Representative : Puan Noraini Abdul Rahman
Deputy Commissioner
Law Revision
Attorney General Office
5th Floor, Bangunan Bank Rakyat

Director General MARA

Tuan Hj. Mohd. Ridzuan Abdul Halim
Director General MARA

Representative : Encik Abdul Karim Harun
Senior Director
MARA Headquarters, 24th Floor

Yang Berbahagia
Datuk Haji Safri Awang Zaidell
PNBS, PPC, KMN
Deputy State Secretary Sarawak
c/o Chief Minister Office

Yang Berbahagia
Dato' Ir. Wan Abdul Rahman Yaacob
DPMT, JSM, AMN
Secretary General Public Works I
17th Floor
JKR Headquarters

Puan Khatijah Ahmad
Managing Director
KAF Discounts Bhd.

Encik Mohd. Ibrahim bin Mohd. Zain
Chairman Bank Rakyat

Secretary
En. Bahadon Ismail
Registrar

ITM OFFICIALS

Directors

Yang Berbahagia Dato' Dr. Haji Mohd. Mansor Haji
Salleh DSDK

Deputy Director (Administration)

Dr. Syed Abdul Kader Aljunid

The Deputy Director (Academic and Student Affairs)

Tuan Haji Mohd. Ali Hassan

Registrar

Bahadon Ismail

Bursar

Tuan Haji Abdul Sofi Mohd. Noor

Head of Development and Maintenance

Tamzil Munir

Head Librarian

YBhg. Datin Hajah Rugayah Abdul Rashid

Assistant Director (Academic)

Dr. Khalifah Osman
Dr. Haji Wan Mohamad Wan Kadir
Dr. Sulaiman Shamsuri

Assistant Director (Student Affairs)

Zawiah Laidin
Tuan Sheikh Ibrahim Sheikh Omar

Appendix C

ASSESSMENT

- | | | | |
|----|----------------------|--------------|------------------------------|
| A. | On-going assessments | - | 30% |
| | i. | Writing test | |
| | ii. | Oral test | |
| | iii. | Quiz | |
| | iv. | Assignments | |
| B. | Final exam | - | 70% |
| | i. | Written | 40% |
| | | - | comprehension |
| | | - | sentence construction |
| | | - | sentence completion |
| | | - | word arrangement (structure) |
| | | - | grammar (structure) |
| | | - | expression (structure) |
| | ii. | Oral | 30% |
| | | - | comprehension |
| | | - | free dialogue |
| | | - | dictation |

Appendix D

2. تنداکن (✓) فد حروف بغ سروف

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پونته دوا

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2. سمبولگى تىنق ۲ سفاي منجادي حروف

چونته لاهين منوليس

1. چارا ۲ منوليس

ريمول، بشن، رصن، رضن.

2. سمبوغکن تينيق ۲ سفای منجادي حروف

سار، شري، صن، صنن.

3. توليسله

نور، سس

نشر، شش

صور، صن

صنن، صنن

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Appendix F

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