The Impact of Choosing the Appropriate e-Method in Teaching Arabic & Islamic Studies to Non-Native Speakers between the Semantic Role and Learners' Culture

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ABSTRACT

This study aims to identify the difficulties and problems facing the teaching of Arabic to non-Arabic speakers when choosing teaching methods to teach the four Arabic language skills, and to clarify the most appropriate methods that are compatible with the characteristics of the Arabic language with different privacy for all languages. The study raised a number of questions, including: How to teach? What is its importance in teaching Arabic to non-native speakers? What are the foundations and criteria for selecting teaching methods? How to develop special teaching methods in Arabic for native speakers with other linguistic heritage? The study used the descriptive method, and dealt with the subject according to four axes: the first dealt with the teaching methods and the relationship between them and the method - strategy, the second dealt with the importance of teaching methods in teaching Arabic to non-Arabic speakers, and the third presented the study to the most important bases and criteria to be followed when choosing teaching methods Speaking of indications for the answer to the central question: How Salaf taught the Arabic language in the heart of Islam for foreigners who entered Islam in a way Made

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them know the Arabic books? This axis includes a mechanism to develop special teaching methods for teaching Arabic to non-native speakers derived from the language heritage and culture. The fourth axis allocated by the study to the most important findings and recommendations, including: The best way to teach those selected by the teacher through the educational situation and cumulative educational experience and levels of learners and their cultural and linguistic backgrounds, and that the Arabic language is different from other languages, the language in which the last messages came down; Methods of teaching Arabic to non-native speakers.

1. Introduction

Teaching methods are an effective element in teaching Arabic to non-native speakers. There are teaching specialists, some of them use one method, some of them use two methods and some others use three methods. In addition, self-experience and philosophy are a new blending that improve teachers' performances in the classroom. Therefore, choosing teaching methods is related directly to teachers' professionalism and philosophy teaching. A professional teacher can overcome the flaws of any teaching methods. Therefore, Urgent questions stood out: Are the teaching methods presented in the teaching spaces to teach Arabic to non-Arabic speakers consistent with the specificity of the Arabic language? Who is the responsible of selecting teachers and curriculum of institutions for non-native Arabic language students? What are the bases upon which teachers choose the method of teaching? There are some other questions about developing Arabic teaching systems, which need academic answers. Based on previous literature, this study concentrates on the impact of choosing the appropriate teaching methods in teaching Arabic to non-native speakers between the semantic dimension and the culture of learners.

Study Questions

What is the teaching method?

What are the methods of teaching Arabic to non-Arabic speakers?

How the teaching methods are chosen?

What are differences between method, style and strategy?

Are teaching methods translated from other languages suitable for teaching Arabic to non-native speakers? What are the pros and cons?

Are there special teaching methods in Arabic?

What is the relationship between teaching methods and teacher?

Objectives of the study: This study aims to identify the difficulties and problems facing the teaching of Arabic to non-native speakers in general. In particular, it aims to highlight the difficulties and problems facing the selection

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of appropriate teaching methods in the process of teaching Arabic to non-Arabic speakers.

Importance of the study: The importance of the study comes from the fact that it deals with a subject that is considered as one of the most important topics of teaching Arabic to non-native speakers, especially since studies and researches on this topic are still few. The study is expected to benefit the followings:

1. Specialists those prepare Arabic language curricula for non-native speakers.

2. Arabic language teachers in general and other speakers in particular.

3. Educational institutions dealing with teaching Arabic to non-native speakers.

Study Approach The study uses the descriptive analytical method. Themes First: What is the teaching method - types - the difference between method and strategy?. Second: what is importance of teaching methods in teaching Arabic to non-Arabic speakers. Third: How can we choose the right teaching methods for teaching Arabic to non-native speakers?

2. What is the teaching method - types - the difference between method and strategy?

Method: Biography or doctrine methods have been mentioned in Qur'an in the story of Pharaoh (قَالُوا إِنْ هَذَانِ لَسَاحِرَانِ يُرِيدَانِ أَنْ يُخْرِجَاكُمْ مِنْ أَرْضِكُمْ بِسِحْرِهِمَا وَيَذْهَبَا بِطَرِيقَتِكُمُ الْمُثْلَى) (Taha, 63). Al-Akhfash said in your ideal way, that is, your Sunnah, your belief and it's mentioned in Qur'an also (وَأَلَّوِ اسْتَقَامُوا عَلَى الطَّرِيقَةِ…) (Al-Jinn, 16). Ibn Manzursaid: Plural of Tariqah is Taraiq, (وَأَنَّا مِنَّا الصَّالِحُونَ وَمِنَّا دُونَ ذَلِكَ كُنَّا طَرَائِقَ قِدَدًا) (Jinn, 11) (Ibn Manzur, 2010).

The method of teaching is also defined as: the procedures followed by the teacher to help his students to achieve the goals of a specific course. Moreover, these procedures maybe discussions, questions, planning a project, raise a problem that needs a solution, an effort to discover or impose assignments, and so forth. The concept of teaching method has evolved time to time, influenced by philosophy in general.

Moreover, The teaching methods in the traditional education are predominant in the methods of indoctrination, imitation, repetition and reliance on automatic memorization. In modern education, it has begun to focus on the role of the learner as an active element in the educational process. The teaching methods known as a set of rules and procedures that the teachers have drawn from their experiences, and agreed that it is the best way to achieve specific educational goals and Iagree very much with this definition. The teaching methods have been limited to three categories based on the efforts of the teacher and the learner. Methods based on the effort of the teacher and the learner in the sense that both are involved in the learning process, as in dialogue, discussion and

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problem solving, learner's instruction and assignment. Here, the teacher plays the role of facilitator of the educational process.

Between teaching methods and teaching style:

There is a great confusion between the method of teaching and teaching style. The teaching stylist is the way that the teacher uses in implementation of the teaching method in the class and distinguishes him from other teachers who use the same method. Thus the style is step to achieve the lesson goals.

Between teaching methods and teaching strategy:

There is also a difference between teaching method, and teaching strategy. The term strategy is a military term, used in military planning, then in urban planning, and then came to the field of teaching or teaching planning. According to the previous definition, teaching method isan ability to make the best use of tools and available teaching materials in order to achieve the best possible educational outcomes (Abbas, 2016).

Arabic Language Teaching Methods:

Arabic language got a unique experience to spread among non-native speakers. We have to think is that happen by Muslims? Or through the fusion and mixing between the Arab conquerors and the new Muslims? Or was it through a structured education in schools or Masjed? (Al-Osayli, 2002). In many historical books, there is a clear indication that the Arabs knew the uses of katatieb to teach foreign languages. So there is no doubt that Arabic language took its place among other languages (Zahran, 1999).

Historical teaching method developed in a number of stages; first stage of the traditional method, known as the way of grammar and translation, which dominated the field of language education a long period of time, and then followed by other educational ideas to develop the process of teaching languages to achieve the new goals… Then the methods of teaching got many ideas beginning of the twentieth century due to many reasons (Al-Siddiq2008). This historical development has contributed a large number of teaching methods.

According to the research and linguistic studies in the field of language, we find that most of these teaching methods are translated from foreign languages teach, and have been established through studies and research, but the program of teaching Arabic language as a foreign language in the modern era has benefited clearly from these methods.

3. The importance of teaching methods in teaching Arabic to non-native speakers

Through the above narrative, the importance of teaching methods in teaching Arabic to non-Arabic speakers is evident. Before elaborating on these relations,

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it is important to note the importance of teaching Arabic to non-Arabic speakers that Arabic is in fact different from any other language. One of the most important pillars that must be emphasized when teaching any languages, we have to consider the nature and characteristics of this language, and the Arabic language, like other languages, has a set of qualities that qualify it to be a language can be taught. The importance of teaching Arabic to non-native speakers lies first and foremost in the fact that it is the language of miracles.

Furthermore, the importance of the Arabic language is that it is originated in the oldest home of the Semites, and it grew up in a geographical location that earned it the characteristics of independence and originality. These two factors had an impact on the retention of the elements of the first Semitic tongue. As we pointed out earlier, some researchers have connected between the motivation of learning Arabic and teaching methods. Meaning that, if the motivations of learning Arabic are strong, they can remove all other obstacles, including teaching methods. There is no doubt that the importance of motivation is apparent in the process of learning languages.

The urgency of understanding Islam and its language, motivated many participants to learn Arabic, so the teachers did not feel the need to seek ways to conduct the education process, such as preparation, plans, curricula, vocabulary, writing books, tools, etc. and of course this is what Arabic language education programs need today. Dr. Khaled Amsha expressed on that (Al-Osaily, 2002).

There are many problems and difficulties in teaching Arabic language program. According to Dr. Khaled Abu-Amsha in Zanati (2017), one of the problems that we faced is that some teachers used only one teaching method all the time, but the reality of teaching Arabic has proved that some ways are better than others in teaching Arabic language skills. So contrary to popular belief, teaching and learning embody concepts and practices that differ from those inherent to scientific research. As a result, most scientists are unfamiliar with teaching strategies that can increase meaningful learning.

4. Criteria for choosing teaching methods for non-native speakers

Before starting, it should be noted that some of the teaching methods may be useful in teaching Arabic to non-native speakers and some may not be useful or unfit. There is no any teaching method that fits all the objectives to be achieved, not all subjects, nor all pupils and teachers, all teaching methods complement each other.

Strategies in language teaching, or the steps that one take to teach a language, is very important in ultimate language performance. It is defined as specific actions, behaviors, steps, or techniques. For example, seeking out conversation partners or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning (Ramly, 2011). There are six

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strategies that teachers use when learning a language that includes the followings:

1. Memory

2. Cognitive

3. Comprehension

4. Metacognitive

5. Affective

6. Social

However, each teacher has strategies that he uses more than others do. The criteria for choosing teaching methods also based on the semantic and the culture of learners, which includes the follows points: 1- Educational objectives 2 - The nature of the learners 3 - Topics 4 - Teachers experience (Nur, 2005). Beside this, we have to take care about specific points when choosing any teaching methods. Based on Jawhar (2003), the specific points of teaching are as follows:

a. Contextualization: that the method provides all new linguistic units in meaningful contexts that make a value in the student's daily life.

b. Social: that is to create opportunity between students to communicate.

c. Self-learning: that is to provide chance and allow each student to get an individual benefit.

d. Diversity: teaching languages, including Arabic language teacher needs diversity in teaching methods, especially when we talk about language skills (listening, speaking, reading and writing, because mastery of these skills leads to the achievement of linguistic competence, which is the main goal of teaching Arabic language.

No longer teaching Arabic to non-native speakers based on teaching language skills separate or divided into a branch depends on the method of teaching (Osaily, 2002). This is must be one of the teacher's plan (Siddiq, 2008).

Beside this, when we take care about the Arabic language skills we have to consider the quality of education and training.

The quality of education and training is a prerequisite, to achieve the goals, objectives and aspirations sought by educational institutions to achieve perfection, quality and excellence, and the quality in education and training are one of the most important tools that contribute to the development of performance, raise the level of mastery and excellence, and ensure the achievement of goals at the level of public and private institutions. The quality

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of education and training in educational institutions in general, and higher education institutions in particular, needs to be continuously assessed through evidence of their outcomes and efficiency, and the success of their curricula and practical applications (Amer, 2006).There are many benefits that can be obtained as a result of applying the quality system and concept in teaching Arabic as a second language. Some of the benefits of this system include the following: (Essan, 2010)

a. Increasing and developing the performance of the administrative system in the educational institution, as the application of the concept of quality in education distributes responsibilities among people and determines the role of each of them, and increases the educational efficiency of all employees in the educational institution, especially when teaching Arabic as a second language.

b. Developing different levels of learners in all respects, whether mental, psychological, or even physical. Preventing problems from occurring by following the preventive procedures for these problems, and solving problems that have occurred by following the correct scientific methods. There is no doubt the need to pay attention to scientific research in the field of teaching Arabic as a second language. Scientific research is an organized way to discover, analyze and explain phenomena and clarify facts (Al-Araji, 1996), and this of course helps us in finding facts about the quality of applying the curricula of teaching Arabic as a second language.

It was necessary to pay attention to the performance indicators in these institutions from within the educational process, and from the reality of human resources management and training. In addition to that, a culture of quality in education programs requires continuous participation in the training that the relevant authorities prepare, and this needs strong and targeted planning at all levels (Abu Saidi 2006).

Moreover, the pedagogic scholars believe that a good teaching has natural relationship with subject mastering and a good teacher is able to teach difference students at different circumstances (Shulman in Lavact, p12).

5. Findings

This research tried to show some important aspects in how to choose appropriate teaching methods to teach Arabic to non-native speakers that can be summarized as follow:

First: The teaching methods, which is now used to teach Arabic language, are taken from foreign languages.

Second: The best teaching methods those selected by the teacher through the educational attitude and cumulative educational experience and levels of learners and their cultural and language background.

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Third: We should refer to the sources when choosing the appropriate teaching method.

6.   Conclusion

Teaching methods are important tools for instructors to convey the knowledge to their students. Particularly, teaching methods are imperative in teaching Arabic to non-native students. This study discussed about teaching methods that Arabic language teachers should proper utilize in the class to non-Arabic language speaking students. Some previous literatures presented teaching methods to improve students' learning activities in the classroom. This could benefit Arabic language teachers the teaching of their non-speaking students. Based on a methodological aspect, the current study critically explains that the Arabic language teachers adopt teaching methods for different motives, such as using teaching methods based on preference of teachers, situations of learners, environmental convenience and level of students. However, the teaching methods should not be used based only on teachers' preferences but the methods are essential for the learners' improvements in the classes.

Besides teaching methods for Arabic non-speaking learners, Arabic language has some motivational tools such as being the language of Holy Quran, which is the revealed sacred book for the Muslims and it assist in serving humanity in different aspects. Business in Arabic countries is another motive for some people to learn Arabic language. Despite of this opportunity, Arabic language teaching methods are adopted from foreign languages, the specialists of Arabic language still need more efforts to improve Arabic non-native learners' language proficiencies. This study additionally recommends Arabic language teachers to apply teaching methods proficiently in order to increase students' understanding. Better and adequate methods result a good understanding of lessons in the classrooms.

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