

DISCOVERING THE EFFECTIVENESS OF TEACHING METHODS IN TEACHING COMMUNICATIVE ARABIC AT SULTAN SHARIF ALI ISLAMIC UNIVERSITY: FACULTY OF ARABIC LANGUAGE AS CASE STUDY

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Abstract

This research aims to identify the effectiveness of the objectives of teaching communicative Arabic at the Faculty of Arabic Language at Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam. The researchers distributed the questionnaire to 14 first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who studied communicative Arabic course in the year 2024 AD, out of the 21 first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who studied Communicative Arabic course in 2024 AD. This sample represents 66% of all the students. After obtaining the data needed for this research, they analysed it quantitatively and evaluatively to obtain the required results. This research arrived at results showing that the positive aspects of teaching methods in teaching communicative Arabic at Sultan Sharif Ali Islamic University are evident in the fact that the teacher speaks Arabic when teaching communicative Arabic at Sultan Sharif Ali Islamic University, at a rate of 90%, and that he asked the students to engage in oral dialogue with each other in Arabic on topics related to daily communication, at a rate of 91.4%. He records the students' voices when they communicate orally in the classroom at a rate of 64.3%, and corrects the oral errors that students made when they dialogue orally in the classroom by listening to their recorded voices, at a rate of 80%. And that students engage in written dialogue with each other in Arabic in the classroom at a rate of 87.1%, and that he displays what the students (or some of them) conducted in written dialogue on the screen in front of the class at a rate of 87.1%, and that he corrects written errors that occur from students (or some of them) on the screen through the projector in front of the class at a rate of 78.6%, and that he gives his students sufficient opportunity to listen to Arabic voices on topics related to daily communication at a rate of 82.9%. He gives students adequate opportunity to read Arabic dialogues on topics related to daily communication at a rate of 88.6%, and gives students adequate opportunity to engage in oral dialogue among themselves on topics related to daily communication at a rate of 87.1%, and gives students opportunity to sufficiently write dialogue on topics related to daily communication at a percentage of 84.3%, and that he uses the attractive method in the communicative Arabic language course at a rate of 88.6%, and that he uses various teaching methods in the communicative Arabic language course at a rate of 87.1%, and he trains students in the four language skills at a balanced rate 87.1%. The negative side appears in the fact that teacher does not speaking Arabic when teaching communicative Arabic at a rate of 10%. And that Students are not required to engage in oral dialogue in Arabic on topics related to daily communication, at a rate of 8.6%, and students' voices are not recorded when they engage in oral dialogue in the classroom at a rate of 35.7% and that he does not correct the oral errors made by students when they engage in an oral dialogue in the classroom by listening to their recorded voices, at a rate of 20%, and that he does not ask students to engage in written dialogue with one another in Arabic in the classroom at a rate of 12.9%, and that he does not display the written dialogue conducted by the students (or some of them) on the screen in front of the class, at a rate of 12.9%, and that he does not correct the written errors made by the students (or some of them) on the screen through the projector in front of the class at a rate of 21.4%, and he does not give students enough opportunity to listen to Arabic voices on topics related to daily communication at a rate of 17.1% and that he does not give students enough opportunity to read Arabic dialogues on topics related to daily communication at a rate of 11.4%. He does not give students enough opportunity to engage in oral dialogues with one another about topics related to daily communication, at a rate of 12.9%, and does not give students enough opportunity to write dialogues about topics related to daily communication at a rate of 15.7%. He uses the attractive method in the communicative Arabic language subject at a rate of 11.4%, and he does not use diverse teaching methods in the communicative Arabic language course rate of 12.9%, and he does not train students in the four language skills at a balanced percentage, at a rate of 12.9%.

Keywords: Methods, Teaching, Language, Arabic, Communication.

INTRODUCTION

Arabic as any other language of the world has characteristics and features that distinguishes it from other languages, and these characteristics and features made it a point of interest to many scholars and thinkers whether among its people or others. This interest translates to authored books and researches, all focused on the origins, rules and roles of this language in lifting human civilization through different sciences and arts. Certainly, the teaching of language to non-natives which emanates in the modern period is an issue of interest to many scholars of Arabic language. The teaching of Arabic to non-native speakers became an independent educational and teaching processes with its programmes, curriculum and textbooks, because it presents Arabic as a foreign language to those not belong to Arabic civilization and cannot write in Arabic or speak it, hence, the need for plans, curricula, syllabi and faculties that are different from their counterparts that are presenting Arabic to native speakers. The field of teaching of Arabic to non-speakers has witnessed considerable activities in Islamic countries with the aim of simplifying ways of spreading it based on sound educational foundations, this is a service to the language and in response to the increasing demand for learning it in different part of the world in order to achieve Islamic, civilized and economic goals, educational institutions and bodies, and Arabic and Islamic institutions focused on planning programmes of study, and putting in place educational curricula and special syllabi for this field. The issue of curriculum is considered the most prominent challenges facing the teaching of Arabic language to non-native speakers. Despite the growing interest among foreigners in learning Arabic language, either because of its status as language of the Qur'an and religion, or as language of the world and science, this interest - as studies have shown - continue to suffer lack of integrated curricula, and themes that can be relied upon to fulfil the best teaching requirements of Arabic language among non-native speakers. One of the most important shortcomings of the curricula of teaching Arabic to non-native speakers is that it did not consist of comprehensive courses and modern teaching methods, in addition to the fact that it is not supported by cognitively and professionally qualified teachers at the level of implementation (Jawhar:2006).

Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Haji 'Omar Sayf al-Din Sa'd al-KhairWa al-Din) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB) opened in 1972 to produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic important center for Islamic teaching (Shamsuddin and Sara: 2017).

LANGUAGE TEACHING METHOD IN THE LIGHT OF COMMUNICATIVE APPROACH

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language, for example: practising question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication. In the classroom, activities guided by the communicative approach are characterised by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centred, and there may be use of authentic materials (<https://www.teachingenglish.org.uk/article/communicative-approach>).

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment and focus on the learning experience in addition to the learning of the target language. According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English but rather works on developing sound oral/verbal skills prior to reading and writing (https://en.wikipedia.org/wiki/Communicative_language_teaching).

McLaren (2005) said that the latter views language learning as the product of the diverse sub competences comprised within the general concept of communicative competence; that is, not merely linguistic or grammatical competence, as in previous methods, but also sociolinguistic, discourse, and strategic competences. Hence, the primary goal of CLT is to develop communicative competence, to move "beyond grammatical and discourse elements in communication" and probe the "nature of social, cultural, and pragmatic features of language". Consequently, learners are expected, not so much to produce correct sentences or to be accurate, but to be capable of communicating and being fluent. Classroom language learning is thus linked with real-life communication outside its confines, and authentic samples of language and discourse or contextualized chunks rather than discrete items are employed. Students are hence equipped with tools for producing unrehearsed language outside the immediate classroom (Brown, 1994: 77).

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

Muhsin Ali Atiyyah (2008) wrote that this approach is based on the purpose that language is part of life, as it fundamentally focused on simplification of communicative procedure among the societal individuals since the means of linguistic communication is language through its written and verbal vocabularies. Also, the meanings indicated by those vocabularies portray the motive while the reaction of the receiver depicts the response. Meanwhile, all of them constitute the result of reasonable and functional activities between the two parties of the communicative procedure. Therefore, communication commences when the sender develops interest in sending a message which may be out of a response to a specific inducement or out of initiation through the posing of another exciting impulse in the domain of verbal or written communication. That means the role of the sender is manifested in the symbolic constructions. In contrary, the receiving party is perceived in a trying effort to understand the spoken illustrations or written symbols which are contained in the message with an attempt to comprehend it in the light of his capacities and experiences. The meaning of that is that the role of the receiver is manifested in the emancipation of these symbols. Based on that, it is inferred that communication may be either spoken or written, direct or indirect. Whatever category of communication that may be engaged, man is always in need of it, and he is therefore mandated to study Arabic Language Teaching from this angle. On this basis, the concerned people in Arabic teaching have agitated for its inclusion in teaching module in the light of the concept of communication theory and its parts. In addition, the agitators appealed for necessary study of communication activities on the basis that it is an integrated system in which various elements are mutually overlapping, interacting and interpenetrating in the sphere of the targets of the communication procedures. The linguistic communication is constituted from major elements which are collectively integrative in order to realize the objective for the sake of which the communication is made available. These elements are: Sender, Receiver, Linguistic message, Sending Channel, Linguistic code and Communication environment. Each element must necessarily be featured with inevitable conditions in order to insure the success of linguistic communication procedure. According to the Traditional Teaching Methods, language curriculum development and selection of its contents were made on the basis of principles and linguistic patterns, but according to this modern communicative approach, selection of contents is outstandingly based on the communicative attitudes, not on linguistic principles.

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

A HISTORICAL PERSPECTIVE ON THE COMMUNICATIVE APPROACH

Celik, (2014) mentioned that until the latter part of the 20th century, the theoretical foundations of language education were firmly anchored in behavioural psychology and structuralism, which held that learning mainly took place through a process of repetition and habit forming. language teaching was typically divided into four skill categories, including the active skills of speaking and writing, as well as the passive skills of listening and reading (Savignon: 1991); and foreign language lessons often centred on rehearsing a fixed repertoire of grammatical patterns and vocabulary items until they could be reproduced easily and precisely, with a low tolerance for error. However, Richards (2006) points out that because the focus of learning was primarily confined to accuracy of production, rather than meaningful interaction, individuals taught according to this approach frequently experienced considerable difficulty in real-life communicative encounters. Noted linguist and social theorist Noam Chomsky (1965) criticized this aspect of language instruction, arguing that: Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (p. 3). this criticism of the traditional view of language learning as a sterile, intellectual exercise, rather than as a practical undertaking resulting in skills that may be applied in real-life situations, was echoed by scholars such as Habermas (1970), Hymes (1971), and Savignon (1972), who based their understanding of language on the psycholinguistic and socio-cultural perspectives that meaning is generated through a collaborative process of “expression, negotiation and interpretation” (Savignon, 1991, p. 262) between interlocutors. Hymes (1971), in particular, stressed the

need for language learners to develop communicative competence, which suggests that successful communication requires “knowing when and how to say what to whom” (Larsen-Freeman & Anderson, 2011, p. 115); in his view, knowledge of grammatical structures and vocabulary were not sufficient to enable communication on a functional level. Hymes’ (1971) ideas were supported by an evolving understanding of how communication occurs. Research on language and communication revealed that the so-called “passive” language learning skills – reading and listening – in fact require active engagement on the part of the learner; as a result, these skills were re-conceptualized as receptive activities, while the skills of speaking and writing were reclassified as productive (Savignon, 1991). Furthermore, it was recognized that communication consists not only of production (message-sending) and reception (message-receiving), but negotiation of meaning, or collaboration between senders and receivers. Added to the dramatic shift in the international social and political climate of the late 1960s and early 1970s, along with the expansion of global English, this changing viewpoint brought recognition of the need to reframe our conception of language education from that of teaching a language to teaching students how to use the language (Nunan, 1989). Principles of Communicative Language Teaching unlike many of the other instructional techniques covered in this book, communicative language teaching does not constitute a method in itself. Rather, CLT is a set of principles framing an overarching approach to language teaching which may be carried out according to a variety of different methods (some of these, including Content-based instruction (CBI) and task-based instruction (TBI) will be dealt with in separate chapters later on). These principles have been summarized by Berns (1990) as follows:

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

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

INSTRUCTIONAL PRACTICES IN COMMUNICATIVE LANGUAGE TEACHING

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

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

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

Learning Goals

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

Linguistic Input

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

Activities

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

Role of the Teacher

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

Role of the Students

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

Setting

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

Role of the Target Language

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

Role of the Native Language

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

RESEARCH METHODOLOGY

This research aims to identify the effectiveness of the objectives of teaching communicative Arabic at the Faculty of Arabic Language at Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam. This research is quantitative research. The researchers distributed the questionnaire to 14 first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who studied communicative Arabic course in the year 2024 AD, out of the 21 first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who studied Communicative Arabic course in 2024 AD. This sample represents 66% of all the students. After obtaining the data needed for this research, they analysed it quantitatively and evaluatively to obtain the required results.

RESEARCH FINDING AND DISCUSSION

First: The extent to which the teacher speaks Arabic when teaching communicative Arabic at Sultan Sharif Ali Islamic University.

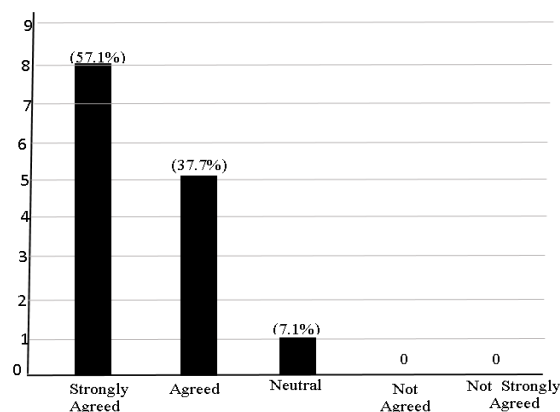


Figure 1: The teacher speaks Arabic when teaching communicative Arabic at Sultan Sharif Ali Islamic University.

It is clear from this chart that 57.1% of the respondents strongly agreed that the teacher speaks Arabic when he teaches communicative Arabic at Sultan Sharif Ali Islamic University, and 35.7% of them agreed with that, while 7.1 % of them were neutral about that. The percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}) \cdot x_i(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(8 \times 5) + (5 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(90\%) = \frac{40 + 20 + 3 = 63}{70} \times 100$$

This means that the teacher speaks Arabic when he teaches communicative Arabic at Sultan Sharif Ali Islamic University. The percentage of respondents who agreed to this is 90%, and 10% of them indicated the opposite.

The positive aspect of this point shows that the rate at which teacher speaks Arabic when teaching communicative Arabic at Sultan Sharif Ali Islamic University is 90%. The negative side shows lack of speaking Arabic at a rate of 10%.

Second: The teacher asks the students to engage in an oral dialogue with each other in Arabic about topics related to daily communication.

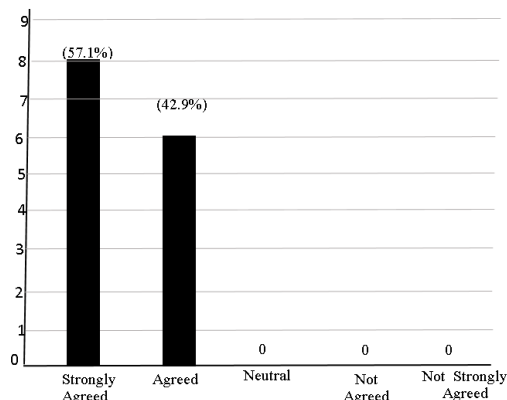


Figure 2: The teacher asks the students to engage in an oral dialogue in Arabic about topics related to daily communication.

It is clear from the chart above that 57.1% of the respondents strongly agreed that the teacher asks students to engage in an oral dialogue in Arabic about topics related to daily communication, and 42.9% of them agreed to that. This percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum fi(\text{frequency}).xi(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(8 \times 5) + (6 \times 4)}{14 \times 5 = 70} \times 100$$

$$P(91.4\%) = \frac{40 + 24 = 64}{70} \times 100$$

This means that the teacher asks the students to engage in oral dialogue with one another in Arabic about topics related to daily communication. The percentage of respondents who agreed to this is 91.4%, and the number that indicated the opposite is 8.6%.

The positive aspect at this point shows that the teacher asks the students to engage in oral dialogue with one another in Arabic about topics related to daily communication, at a rate of 91.4%. The negative side shows the opposite at a rate of 8.6%.

Third: The teacher records the students' voices when they interact with one another orally in the classroom.

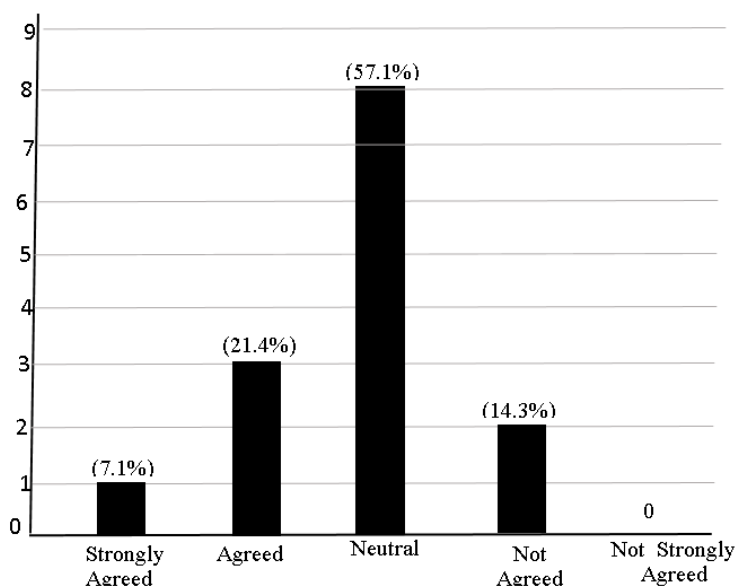


Figure 3: The teacher records the students' voices when they interact with one another orally in the classroom.

It is clear from this chart that 7.1% of the respondents strongly agreed that the teacher records the students' voices when they are communicating with one another orally in the classroom, and 21.4% of them agreed to that, and while 57.1% of them were neutral about that, 14.3% of them did not agree to that. This percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum fi(\text{frequency}).xi(\text{degree of options})}{N(\text{total})} \times 100$$

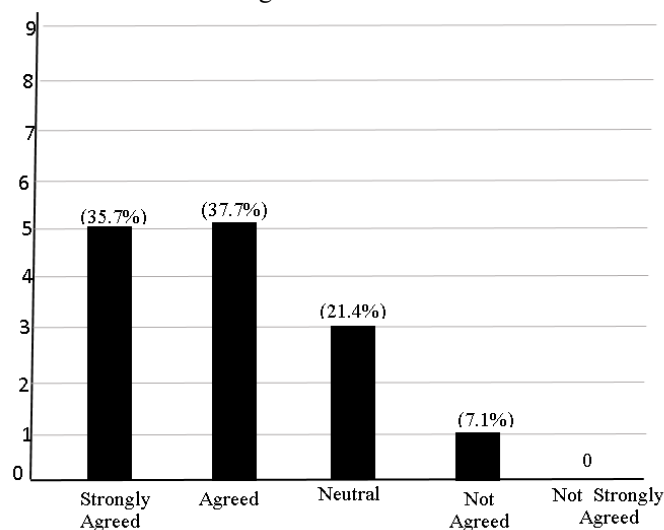
$$P(\%) = \frac{(1 \times 5) + (3 \times 4) + (8 \times 3) + (2 \times 2)}{14 \times 5 = 70} \times 100$$

$$P(64.3\%) = \frac{5 + 12 + 24 + 4 = 45}{70} \times 100$$

This means that the teacher records the students' voices when they interact with one another orally in the classroom. The percentage of respondents who agreed to this is 64.3%, and 35.7% of them indicated the opposite. The positive aspect of this indicates that the teacher records the students' voices when they interact with one another orally in the classroom, at a rate of 64.3%. The negative aspect points to the fact that the recording rate is 35.7%.

Fourth: The teacher corrects the oral errors made by the students when they engage in oral dialogue in the classroom by listening to their recorded voices.

Figure 4: The teacher corrects the oral errors made by students when they engage in oral dialogue in the classroom by listening to their reorded voices.



It is clear from this chart that 35.7% of the respondents strongly agreed that the teacher corrects the oral errors made by the students when they engage themselves in oral dialogue in the classroom by listening to their recorded voices, 35.7% of them agreed to that, while 21.4% of them were neutral about that, and 7.1% of them did not agree to that. The percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}) \cdot x_i(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (5 \times 4) + (3 \times 3) + (1 \times 2)}{25 + 20 + 9 + 2 = 56} \times 100$$

$$P(80\%) = \frac{14 \times 5 = 70}{70} \times 100$$

This means that the teacher corrects the oral errors made by students when they engage in oral dialogue in class by listening to their recorded voices. The percentage of respondents who agreed to this, is 80%, and 20% of them indicated the opposite.

The positive aspect at this point indicates that the teacher corrects the oral errors made by the students when they engage in oral dialogue in the classroom by listening to their recorded voices, at a rate of 80%. The negative aspect points to the lack of correction by 20%.

Fifth: The teacher asks the students to engage in written dialogue with one another in Arabic in the classroom.

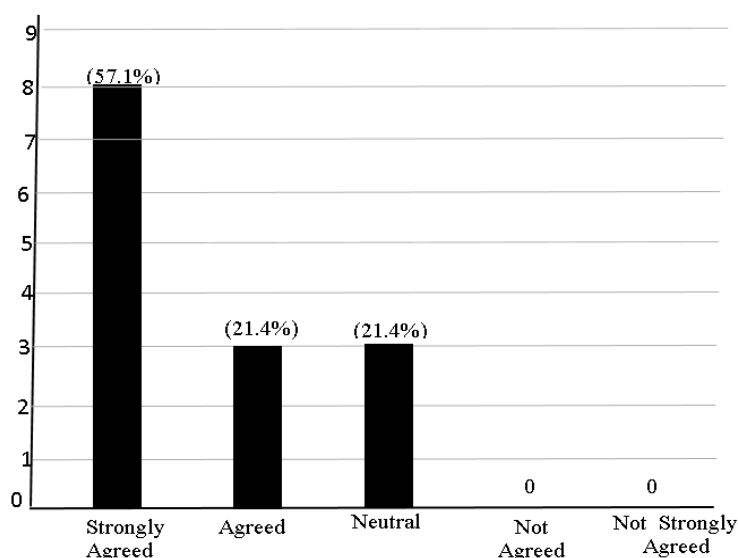


Figure 5: The teacher asks the students to engage in a written dialogue with one another in Arabic in the classroom.

It is clear from this chart that 57.1% of the respondents strongly agreed that the teacher asks students to engage in written dialogue in Arabic in the classroom, and 21.4% of them agreed to that, while 21.4% of them were neutral about that. The percentage is analyzed in this format:

$$P(\text{percentage}) = \frac{\sum fi(\text{frequency}).xi(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(8 \times 5) + (3 \times 4) + (3 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(87.1\%) = \frac{40 + 12 + 9 = 61}{70} \times 100$$

This means that the teacher asks the students to engage in written dialogue with one another in Arabic in the classroom. The percentage of respondents members who agreed to this is 87.1%, and 12.9% of them indicated the opposite. The positive aspect of this points to the fact that the teacher engages students in written dialogue with one another in Arabic in the classroom, at a rate of 87.1%. The negative side points to lack of such engagement at a rate of 12.9%.

Sixth: The teacher displays the written dialogue of the students (or some of them) on the screen in front of the class.

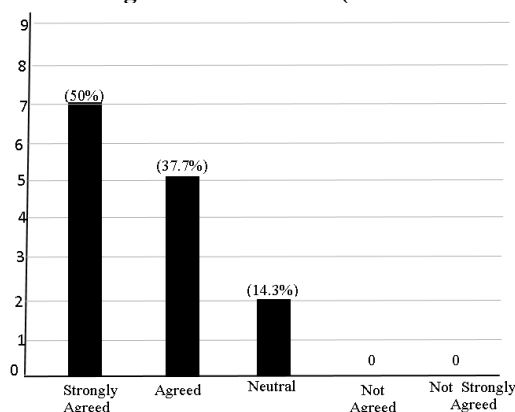


Figure 6: The teacher displays the written dialogue of the students (or some of them) on the screen in front of the class.

It is clear from the chart that 50% of the respondents strongly agreed with the teacher displaying the written dialogue of the students (or some of them) on the screen in front of the class, and 35.7% of them agreed to that, while 14.3% of them were neutral about that. The percentage is analyzed in this mode:

$$P(\text{percentage}) = \frac{\sum fi(\text{frequency}).xi(\text{degree of options})}{N(\text{total})} \times 100$$

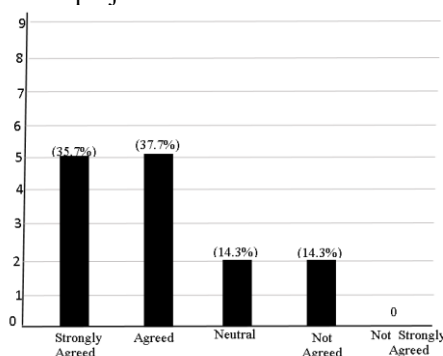
$$P(\%) = \frac{(7 \times 5) + (5 \times 4) + (2 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(87.1\%) = \frac{35 + 20 + 6 = 61}{70} \times 100$$

This means that the teacher displays the written dialogue of the students (or some of them) on the screen in front of the class. The percentage of respondents who agreed to this is 87.1%, and 12.9% of them indicated the opposite. The positive aspect here points to the fact that the teacher's presentation of the written dialogue of the students (or some of them) on the screen in front of the class, is at the rate of 87.1%. The negative side points to the lack of display of such at 12.9%.

Seventh: The teacher corrects the written errors made by the students (or some of them) on the screen through the projector in front of the class.

Figure 7: The teacher corrects the written errors made by the students (or some of them) on the screen through the projector in front of the class.



It is clear from this chart that 35.7% of the respondents strongly agreed with the teacher correcting the written errors made by the students (or some of them) on the screen through the projector in front of the class, and 35.7% of them agreed to that, while 14.3% of them were neutral about that, and 14.3% of them did not agree to that. The percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}).x_i(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (5 \times 4) + (2 \times 3) + (2 \times 2)}{14 \times 5 = 70} \times 100$$

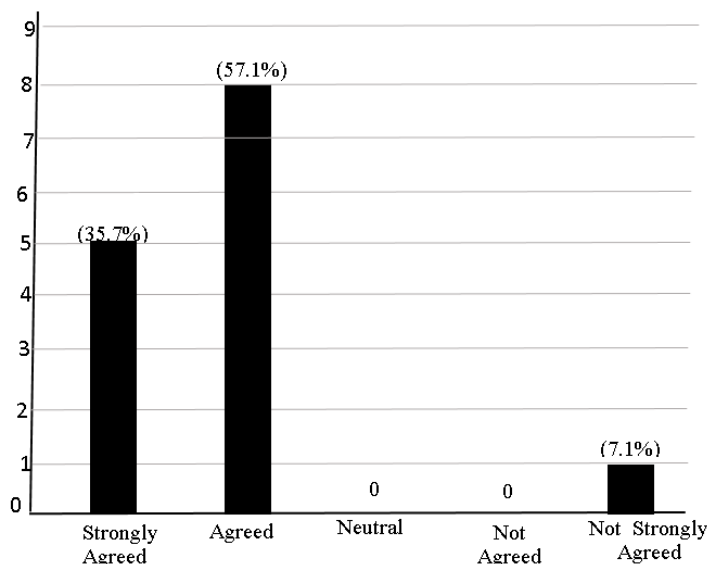
$$P(78.6\%) = \frac{25 + 20 + 6 + 4 = 55}{70} \times 100$$

This means that the teacher corrects the written errors made by the students (or some of them) on the screen through the projector in front of the class. The percentage of respondents who agreed to this is 78.6%, and 21.4% of them indicated the opposite.

The positive side of this points to the fact that the teacher corrects the written errors made by the students (or some of them) on the screen through the projector in front of the class at a rate of 78.6%. The negative side points to the lack of correction at 21.4%.

Eighth: The teacher gives students sufficient opportunity to listen to Arabic voices on topics related to daily communication.

Figure 8: The teacher gives students enough opportunity to listen to Arabic voices on topics related to daily communication.



It is clear from this chart that 35.7% of the respondents strongly agreed that the teacher gives his students adequate opportunity to listen to Arabic voices on topics related to daily communication, and 57.1% of them agreed to that, while 7.1 % of them did not strongly agree to that. The percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}).x_i(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (8 \times 4) + (1 \times 1)}{14 \times 5 = 70} \times 100$$

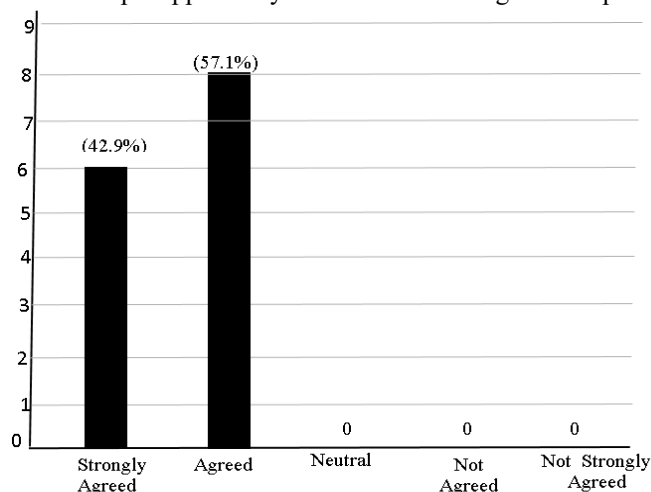
$$P(82.9\%) = \frac{25 + 32 + 1 = 58}{70} \times 100$$

This means that the teacher gives students sufficient opportunity to listen to Arabic voices on topics related to daily communication. The percentage of respondents who agreed to this is 82.9%, and 17.1% of them indicated the opposite.

The positive aspect of this points to the fact that the teacher gives his students sufficient opportunity to listen to Arabic voices on topics related to daily communication, at rate of 82.9%. The negative side points to the fact that such opportunity is not given, and the rate is 17.1%.

Ninth: The teacher gives students sufficient opportunity to read Arabic dialogues on topics related to daily communication.

Figure 9: The teacher gives students ample opportunity to read Arabic dialogues on topics related to daily communication.



It is clear from this chart that 42.9% of the respondents strongly agreed that the teacher gave the students sufficient opportunity to read Arabic dialogues on topics related to daily communication, while 57.1% of them agreed to that. The percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}) \cdot x_i(\text{degree of options})}{N(\text{total})} \times 100$$

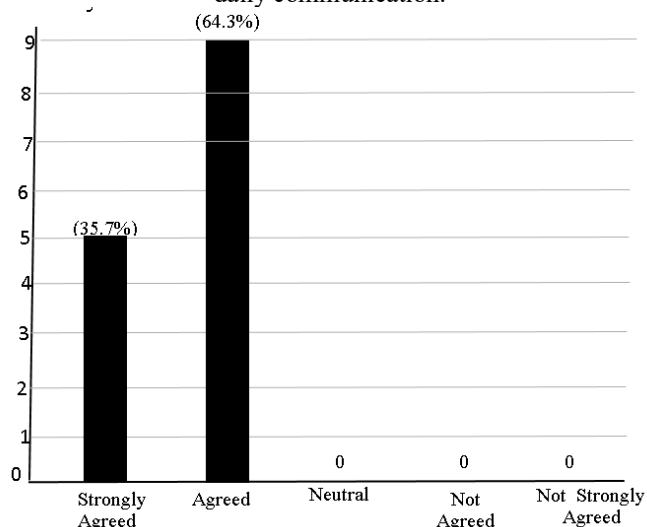
$$P(\%) = \frac{(6 \times 5) + (8 \times 4)}{14 \times 5 = 70} \times 100$$

$$P(88.6\%) = \frac{30 + 32 = 62}{70} \times 100$$

This means that the teacher gives students sufficient opportunity to read Arabic dialogues on topics related to daily communication. The percentage of respondents who agreed to this is 88.6%, and 11.4% of them indicated the opposite. The positive aspect at this point indicates that the teacher gives students sufficient opportunity to read Arabic dialogues on topics related to daily communication, at a rate of 88.6%. The negative aspect indicates the fact that such is not given at a rate of 11.4%.

Tenth: The teacher gives students sufficient opportunity to engage in oral dialogue with one another about topics related to daily communication

Figure 10: The teacher gives students ample opportunity to engage in oral dialogue with one another on topics related to daily communication.



It is clear from this chart that 35.7% of the respondents strongly agreed that the teacher gives the students adequate opportunity to engage in oral dialogue with one another about topics related to daily communication, while 64.3% of them agreed to that. The percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum fi(\text{frequency}).xi(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (9 \times 4)}{14 \times 5 = 70} \times 100$$

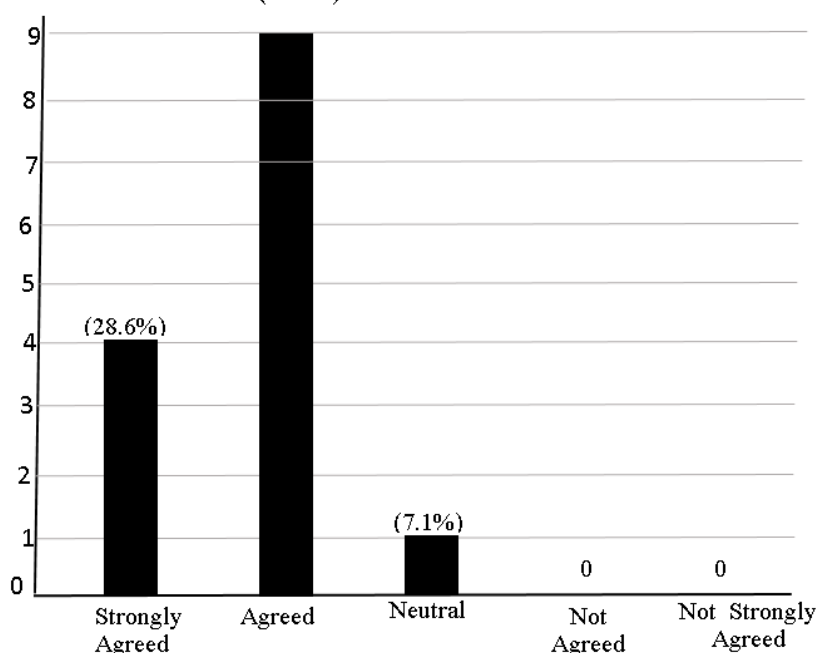
$$P(87.1\%) = \frac{25 + 36 = 61}{70} \times 100$$

This means that the teacher gives students sufficient opportunity to engage in oral dialogue with one another on topics related to daily communication. The percentage of respondents who agreed to this is 87.1%, and 12.9% of them indicated the opposite.

The positive aspect of this points to the fact that the teacher gives students sufficient opportunity to engage themselves in oral dialogue with one another on topics related to daily communication, at a rate of 87.1%. The negative aspect points to the fact that such opportunity is not given at a rate of 12.9%.

Eleventh: The teacher gives students ample opportunity to write dialogue on topics related to daily communication

Figure 11: The teacher gives students ample opportunity to write dialogue on topics related to daily communication. (64.3%)



It is clear from this chart that 28.6% of the respondents strongly agreed that the teacher gives the students adequate opportunity to write dialogues on topics related to daily communication, and 64.3% of them agreed to that, while 7.1% of them were neutral about that. This percentage is analyzed in this pattern:

$$P(\text{percentage}) = \frac{\sum fi(\text{frequency}).xi(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (9 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

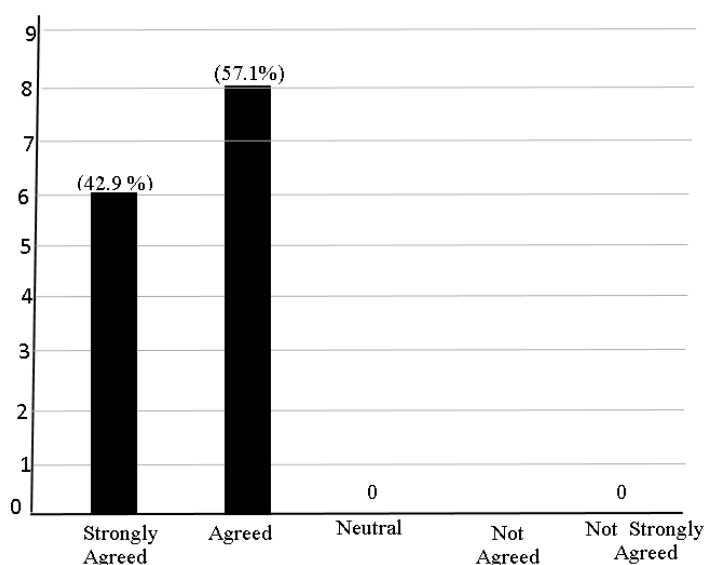
$$P(84.3\%) = \frac{20 + 36 + 3 = 59}{70} \times 100$$

This means that the teacher gives students sufficient opportunity to write dialogues on topics related to daily communication. The percentage of respondents who agreed to this is 84.3%, and 15.7% of them indicated the opposite.

The positive aspect points to the fact that the teacher gives students sufficient opportunity to write dialogues on topics related to daily communication, at a rate of 84.3%. The negative aspect points to the fact that such is not given at a rate of 15.7%.

Twelfth: The teacher teaches communicative Arabic using attractive method

Figure 12: The teacher teaches communicative Arabic using attractive method.



It is clear from the chart above that 42.9% of the respondents strongly agreed with the teacher teaching communicative Arabic using attractive method, and 57.1% of them agreed to that. This percentage is analyzed in this manner:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}).x_i(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (8 \times 4)}{14 \times 5 = 70} \times 100$$

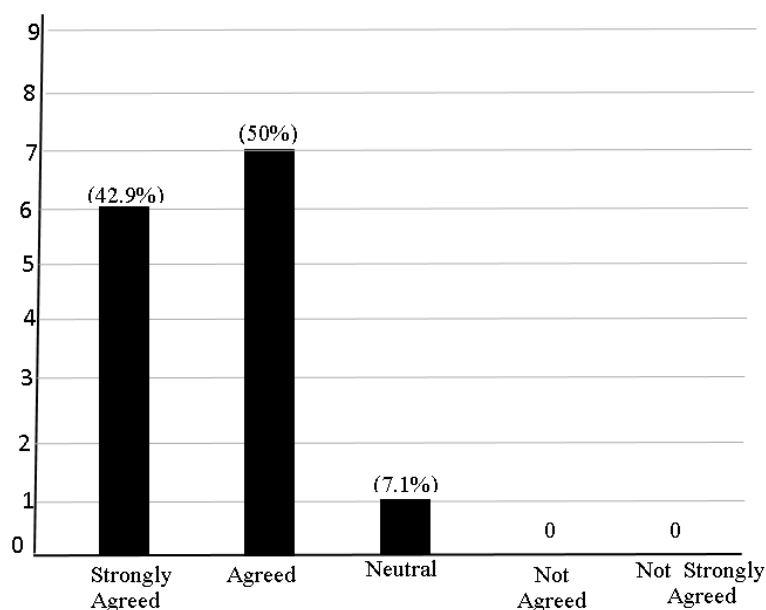
$$P(88.6\%) = \frac{30 + 32 = 62}{70} \times 100$$

This means that the teacher teaches communicative Arabic using attractive method. The percentage of respondents who agreed to this is 88.6%, and 11.4% of them indicated the opposite.

The positive aspect of this points to the fact that the teacher's use of attractive method in the communicative Arabic language course is at a rate of 88.6%. The negative aspect points to the lack of use at a rate of 11.4%.

Thirteenth: The teacher teaches communicative Arabic using various teaching methods

Figure 13: The teacher teaches communicative Arabic using various teaching methods.



It is clear from the chart above that 42.9% of the respondents strongly agreed with the teacher teaching communicative Arabic using various teaching methods, and 50% of them agreed with that, while 7.1% of them were neutral about that. This percentage is analyzed thus:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}).x_i(\text{degree of options})}{N(\text{total})} \times 100$$

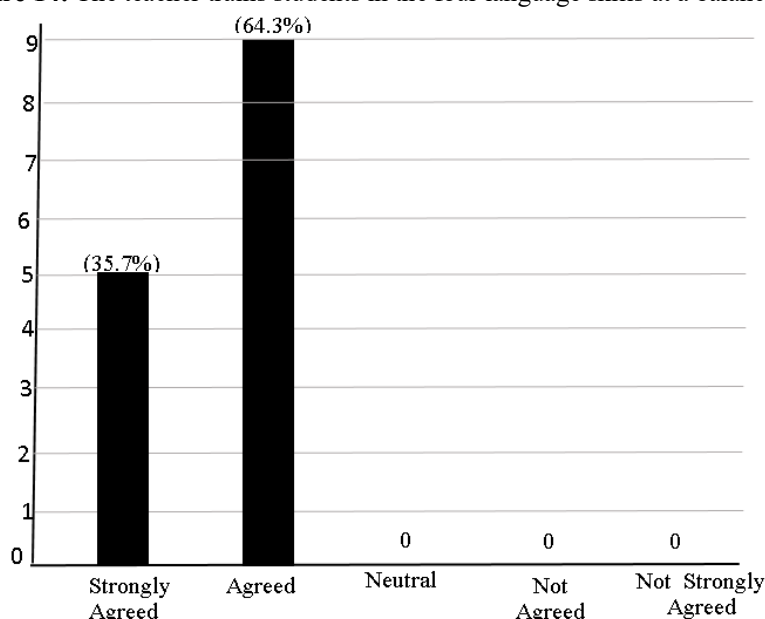
$$P(\%) = \frac{(6 \times 5) + (7 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(87.1\%) = \frac{30 + 28 + 3 = 61}{70} \times 100$$

This means that the teacher teaches communicative Arabic using various teaching methods. The percentage of respondents who agreed to this is 87.1%, and 12.9% of them indicated the opposite. The positive aspect of this points to the fact that the teacher's use of various teaching methods in the communicative Arabic language course is at a rate of 87.1%. The negative aspect points to the lack of use of such at 12.9% rate.

Fourteenth: The teacher trains students in the four language skills at a balanced ratio

Figure 14: The teacher trains students in the four language skills at a balanced ratio.



It is clear from this chart that 35.7% of the respondents strongly agreed that the teacher trains students in the four language skills at a balanced proportion, and 64.3% of them agreed to that. This percentage is analyzed thus:

$$P(\text{percentage}) = \frac{\sum f_i(\text{frequency}).x_i(\text{degree of options})}{N(\text{total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (9 \times 4)}{14 \times 5 = 70} \times 100$$

$$P(87.1\%) = \frac{25 + 36 = 61}{70} \times 100$$

This means that the teacher trains students in the four language skills at a balanced proportion. The percentage of respondents who agreed to this is 87.1%, and 12.9% of them indicated the opposite. The positive aspect of this point indicates that the teacher's training of students on the four language skills at a balanced ratio is 87.1%. The negative side points to the lack of such training at 12.9%.

CONCLUSION

This research arrived at results that the positive aspects of teaching methods in teaching communicative Arabic at the Faculty of Arabic Language at Sultan Sharif Ali Islamic University are evident in the fact that the teacher speaks Arabic when teaching communicative Arabic at Sultan Sharif Ali Islamic University, at a rate of 90%, he asks the students to engage in oral dialogue with one another in Arabic about topics related to daily communication, at a rate of 91.4%, and he records the students' voices when they dialogued with one another orally in the classroom, with a percentage of 64.3%. He also corrects the oral errors made by students when they engage in oral dialogue in the classroom by listening to their recorded voices, at a rate of 80%, he requires students to engage in written dialogue among themselves in Arabic in the classroom, at a rate of 87.1%, he displays written dialogue of the students (or some of them) on the screen in front of the

class at a rate of 87.1%, he corrects the written errors made by the students (or some of them) on the screen through a projector in front of the class at a rate of 78.6%, he gives his students sufficient opportunity to listen to Arabic voices on topics related to daily communication, at a rate of 82.9%. Equally, he gives students sufficient opportunity to read Arabic dialogues on topics related to daily communication, at a rate of 88.6%, he gives students sufficient opportunity to engage in oral dialogue among one another on topics related to daily communication, at a rate of 87.1%, he gives students sufficient opportunity to write dialogues on topics related to daily communication, at a rate of 84.3%, he uses attractive method in teaching communicative Arabic language course, with a percentage of 88.6%, he uses various teaching methods in teaching communicative Arabic language course with a percentage of 87.1%, and he trains students in the four language skills at a balanced proportion with a percentage of 87.1%. The negative aspect points to the fact that the teacher does not speak Arabic when teaching communicative Arabic, at a rate of 10%, students are not required to engage in oral dialogue in Arabic on topics related to daily communication, at a rate of 8.6%, students' voices are not recorded when they engage in oral dialogue in the classroom, at a rate of 35.7%. And that the teacher does not correct the oral errors committed by students when they engage in an oral dialogues in the classroom by listening to their recorded voices, at a rate of 20%, he does not ask students to engage in written dialogue with one another in Arabic in the classroom, at a rate of 12.9%, he does not display the written dialogue embarked upon by the students (or some of them) on the screen in front of the class, at a rate of 12.9%, he does not correct the written errors made by students (or some of them) on the screen through the projector in front of the class, at a rate of 21.4%. The teacher also does not give students sufficient opportunity to listen to Arabic voices on topics related to daily communication at a rate of 17.1%, he does not give students sufficient opportunity to read Arabic dialogues on topics related to daily communication by 11.4%, he does not give students sufficient opportunity to engage in oral dialogues among themselves on topics that relate to daily communication at a rate of 12.9%, he does not give students sufficient opportunity to write dialogues on topics related to daily communication at a rate of 15.7%, he does not use attractive method in teaching communicative Arabic language course at a rate of 11.4%, he does not use diverse teaching methods in teaching the communicative Arabic language course, at a rate of 12.9% and that he does not train students in the four language skills at a balanced rate by 12.9%.

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