

GOALS OF EFFECTIVE ARABIC LANGUAGE COMMUNICATION LEARNING OF THE SULTAN SHARIF ALI ISLAMIC UNIVERSITY: FACULTY OF SHARIAH AS A CASE STUDY

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ABSTRACT

The purpose of this research is to determine the effectiveness of the objectives of teaching Arabic-language communication at the Faculty of Shariah; at the Sultan Sharif Ali Islamic University in the Brunei Darussalam. Researchers distributed the identification to the 22 students of the first year ; a College at the Sultan Sharif Ali Islamic University, who studied the Arabic subject of communication in 2024 (all students of the first year of the College at the Islamic University , who studied the Arabic subject of communication in 2024 were 35 students, a sample of 63% of all students).Having obtained the data needed for this research, they were analysed evaluatively and quantitatively to obtain the required results. This research concluded that the positive aspects of the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University are evident in their clarity and specificity (82.7%), and that they aim to enable students to communicate in Arabic in terms of listening skill (84.5%), and It aims to enable students to communicate in Arabic in terms of reading skill at a percentage of (84.5%), while itpurposes to enable students to communicate in Arabic in terms of speaking skill at a degree of (85.5%), and it aims to enable students to communicate in Arabic in terms of skill Writing rate (83.6%). The negative side appears in its lack of clarity and lack of specificity (17.3%), and that it does not aim to enable students to communicate in Arabic in terms of listening skill (15.5%), and it does not aim to enable students to communicate in Arabic in terms of reading skill (15.5%), and it does not aim to enable students to communicate in Arabic in terms of speaking skill at a rate of (14.5%), and it does not aim to enable students to communicate in Arabic in terms of writing skill at a rate of (16.4%).

Keywords: Goals, language, Arabic, communication.

1.0 INTRODUCTION

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (teachingenglish.org.uk).

The Goals of the Arabic Language Teaching in The Light of the Communicative Approach

According to the communicative approach, the goal of teaching Arabic language is the ability to communicate in the target language (Sandra: 1997). This is in contrast to previous views in which grammatical competence was commonly given top priority (Stephen: 2003). Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interactions both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the Target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a 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 (wikipedia.org).

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language (David:1991).

Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT). It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence (William: 1981).

The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning. This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use

the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary (Rosamond: 1988).

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method. This led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, and they set out to provide a syllabus that would meet the needs of European immigrants. Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using "notions" and "functions", rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax, and instead relied on real interaction (Richards, Jack; Rodgers and Theodore: 2014).

Classroom Activities: According to the Communicative Language Teaching Method

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms (Rosamond: 1988).

Role-play: According to the Communicative Language Teaching Method

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class. Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills (Rosamond: 1988)

Interviews: According to the Communicative Language Teaching Method

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits. This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits (Klaus: 2007).

Group work: According to the Communicative Language Teaching Method

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting, for example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL. Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity (Klaus: 2007).

2.0 RESEARCH METHODOLOGY

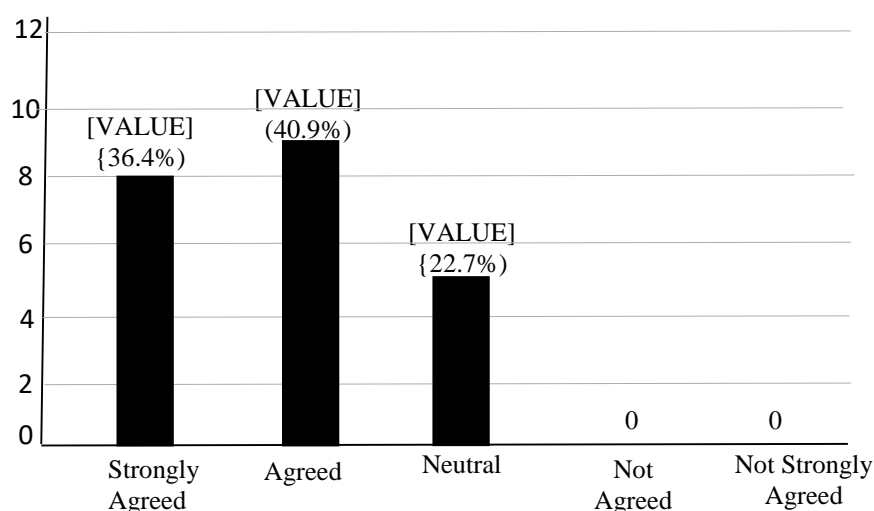
The purpose of this research is to determine the effectiveness of the objectives of teaching Arabic-language communication at the College of Sharia; a Faculty at the Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam. Researchers distributed the identification to the 22 students of the first year ; a College at the Sultan Sharif Ali Islamic University, who studied the Arabic subject of communication in 2024 (all students of the first year of the College at the Islamic University , who studied the Arabic subject of communication in 2024 were 35 students, a sample of 63% of all students).Having obtained the data needed

for this research, they were analysed evaluatively and quantitatively to obtain the required results.

3.0 RESEARCH FINDING AND DISCUSSION

First: the clarity of the objectives of the Arabic language instruction in the College of Sharia at the Islamic University of Sultan Sharif Ali

Figure 1.1: The objectives of the Arabic-language communication in the College of Sharia at the Islamic University of Sultan Sherif Ali are clear and specific.



It is clear from the above figure that 36.4% of the sample strongly agreed that the objectives of teaching the Arabic language -communication at the College of Sharia of the Sultan Sharif Ali Islamic University are clear and specific, and 40.9% of them agreed to this, while 22.7% were reluctant to do so. This percentage is analysed in this way:

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

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

$$P(82.7\%) = \frac{40 + 36 + 15 = 91}{110} \times 100$$

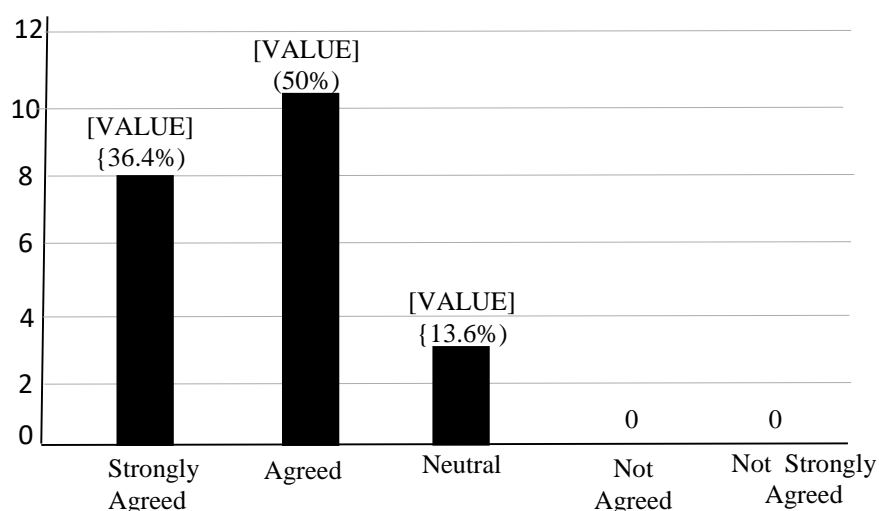
This means that the objectives of teaching the Arabic language in communication at College of Al-Sharia, Islamic University of Sultan Ali Al- Sharif are clear and specific. The number of samplers who agreed to this was 82.7%, including those who indicated otherwise, were 17.3% of the total number.

The positive aspect at this point is clearly reflected in the objectives of teaching Arabic in communication at the Islamic University of Sultan Al-Sharif and is set at 82.7 per cent. The downside is unclear and undefined (17.3%).

Second: The extent to which students are able to communicate in Arabic in terms of their listening skills with regard to the objectives of teaching Arabic-language communication at the Islamic University of Sultan Al-Sharif Ali

Figure 1.2:

The extent to which students are able to communicate in Arabic in terms of their hearing skills from the Arab language outreach objectives of the Islamic University of Sultan Al-Sharif Ali



It is clear from the above figure that 36.4% of the sample strongly agreed to enable students to communicate in Arabic in terms of their hearing skills from the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University, and 50% of them agreed to do so, while 13.6% opposed it. This percentage is analysed in this way:

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

$$P(\%) = \frac{(8 \times 5) + (11 \times 4) + (3 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(84.5\%) = \frac{40 + 44 + 9 = 93}{110} \times 100$$

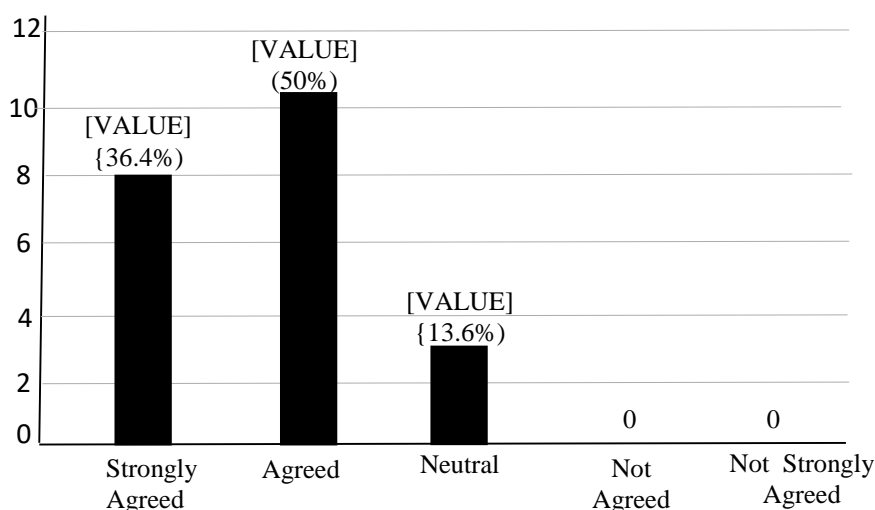
This means that the objectives of the Arabic language instruction at the Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of the skill of listening. The number of samplers who agreed to this was 84.5%, including those who indicated otherwise, and 15.5%.

The positive aspect of this point is that students are able to communicate in Arabic in terms of their hearing skills from the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University (84.5%). The downside appears to be 15.5% unempowered.

Third: The extent to which students are able to communicate in Arabic in terms of their reading skills with regard to the objectives of teaching the Arabic language at the Sultan Sharif Ali Islamic University.

Figure 1.3:

The extent to which students are able to communicate in Arabic in terms of reading skills with regard to the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University



It is clear from the above figure that 36.4% of the sample strongly agreed to enable students to communicate in Arabic in terms of reading skills from the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University and 50% of them agreed to do so, while 13.6% opposed it. This percentage is analysed in this way:

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

$$P(\%) = \frac{(8 \times 5) + (11 \times 4) + (3 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(84.5\%) = \frac{40 + 44 + 9 = 93}{110} \times 100$$

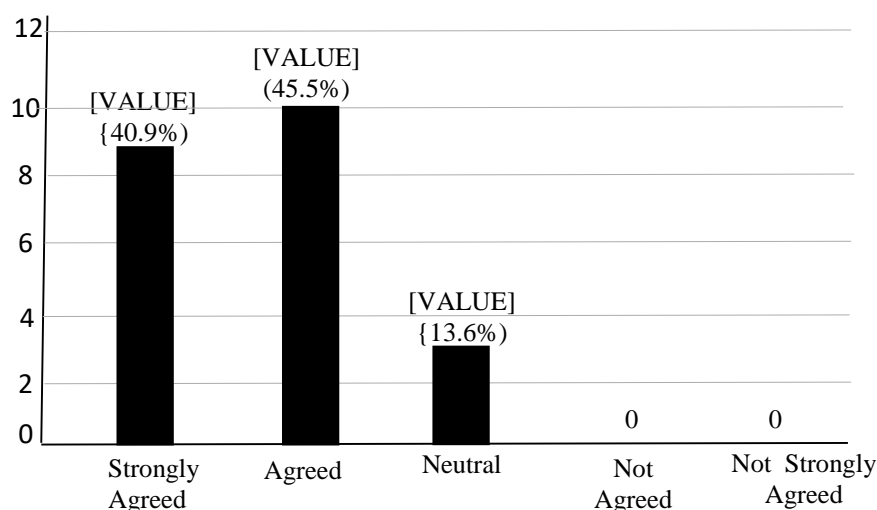
This means that the objectives of the Arabic language communication education at the Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of reading skills. The number of samplers who agreed to this was 84.5%, including those who indicated otherwise, and 15.5%.

The positive aspect at this point is that students are able to communicate in Arabic in terms of reading skills from the goal of teaching the Arabic language at the Sultan Al-Sharif Ali Islamic University (84.5%). The downside appears to be 15.5% .

Fourth: The extent to which students are able to communicate in Arabic in terms of speech skills in terms of the objectives of teaching the Arabic language in communication at the Faculty of Sharia at the Sultan Sharif Ali Islamic University.

Figure (1.4):

The extent to which students have been able to communicate in Arabic in terms of speech skills with regard to the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University



It is clear from the above figure that 40.9% of the sample strongly agreed to enable students to communicate in Arabic in terms of speaking skills from the objectives of teaching the Arabic language at the Sultan Sharif Ali Islamic University and 45.5% of them agreed to do so, while 13.6% opposed it. This percentage is analysed in this way: pg 6

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

$$P(\%) = \frac{(9 \times 5) + (10 \times 4) + (3 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(85.5\%) = \frac{45 + 40 + 9 = 94}{110} \times 100$$

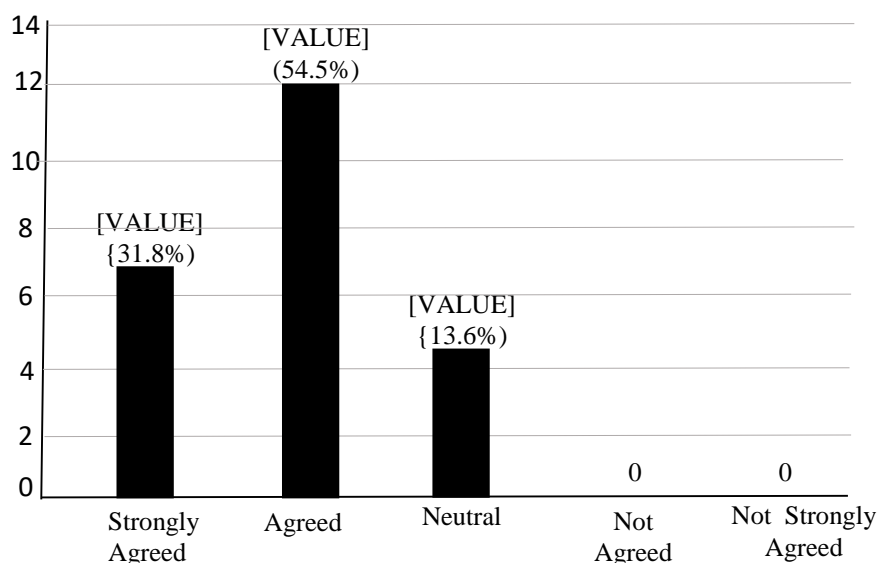
This means that the objectives of the Arabic language communication education at the Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of speech skills. The number of samplers who agreed to this was 85.5%, including those who indicated otherwise, and 14.5%.

The positive aspect at this point is that students are able to communicate in Arabic in terms of speech skills from the goal of teaching Arabic in communication at the Sultan Sharif Ali Islamic University (85.5%). The downside appears to be 14.5%.

Fifthly, the extent to which students are able to communicate in Arabic in terms of writing skills from the objectives of teaching the Arabic language at the Sultan Al-Sharifi Ali Islamic University.

Figure (1.5):

The extent to which students have been able to communicate in Arabic in terms of writing skills with regard to the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University



It is clear from the above figure that (31.8%) of the sample strongly agreed to enable students to communicate in Arabic in terms of writing skills from the objectives of teaching Arabic-language communication at the Sultan Sharif Ali Islamic University, while 54.5% agreed to do so, while 13.6% opposed it. This percentage is analysed in this way: pg 7

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

$$P(\%) = \frac{(7 \times 5) + (12 \times 4) + (3 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(83.6\%) = \frac{35 + 48 + 9 = 92}{110} \times 100$$

This means that the objectives of the Arabic language communication education at the Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of writing skills. The number of samplers who agreed to this was 83.6%, including those who indicated otherwise, and 16.4%.

The positive aspect at this point is that students are able to communicate in Arabic in terms of writing skills from the goal of teaching the Arabic language at the Islamic University of Sultan Sharif Ali Islamic University (83.6 per cent). 16.4% does not agree.

4.0 CONCLUSION

This research has found that the positive aspects of the objectives of teaching the Arabic language of communication at the Sultan Sharif Ali Islamic University are reflected in their clarity and specificity by 82.7 per cent. It aims to enable students to communicate in Arabic in terms of their ability to listen to 84.5 per cent. It aims to enable students to communicate in Arabic in terms of their reading skills (84.5 per cent). It aims to enable students to communicate in Arabic in terms of their language of (85.5 per cent). It aims to enable students to communicate in Arabic in terms of their writing skills (83.6 per cent).

The downside is unclear and undefined at (17.3%). It does not aim to enable students to communicate in Arabic in terms of listening skills of (15.5%). It does not aim to enable students to communicate in Arabic in terms of reading skills of (15.5%). It does not aim to enable students to communicate in Arabic in terms of speaking skills of (14.5%). It does not aim to enable students to communicate in Arabic in terms of writing skills of (16.4%).

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