Communicative Activities In The Teaching Of Arabic Language In Malaysian Secondary Schools

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ABSTRACT

This is a case study which intends to look at communicative activities carried out by teacher of Arabic. The participant involved in this study are a teacher teaching Communication in Arabic and a class of Form Two students. The teacher was selected based on a number of criteria among which was knowledge regarding communicative activities and teaching experience of more than ten years. Data were collected through observation, interviews and documents within a period of four months. The results of the study revealed eleven features or criteria of communicative activities in the teaching of Arabic. These criteria for communicativeness were adapted from the communicative activity continuum used by Harmer (1983) and the principles of communicative activities by Johnson (1982). The criteria which were identified were that the activities should be those which stimulated a communicative desire and had a communicative purpose. The focus of the activities was on meaning or content which could be conveyed in a variety of structural forms. Intervention by the teacher and control by materials should be reduced. Effective communicative activities were those where there was information transfer, information gap, jigsaw activity and task dependency.

Keywords: Teaching Arabic, communicative activities, second language and secondary school.

PROBLEM STATEMENT

The goal of Arabic curriculum in Malaysia is enabling the students to communicate the language verbally in their daily lives. They are expected to achieve a good command of language skills such as listening, speaking, reading and writing but with the hope to direct much attention towards speaking. It is because due to the objectives of the subject matter which are to familiarize the students in listening and at the same time they are able to communicate fluently when conveying their on thoughts in certain situations.

In order to enable students to communicate, the opportunity to speak in the classroom should be given to them to complete the communication task that involved between each student or teacher. Allwright (1984) argues that the practice of communication skill in the classroom useful to students in order to use the language they have learned in the outside world. Communication in this context means, communication that involve between teachers and students so that they can exchange the both roles as speakers and listeners within at each other.

Regarding this, it means that communication plays as a major activities in Arabic classroom. To make this activities work teacher should give opportunities in terms of creating the enjoyable learning through