

Traditional and Modern Teaching Methods in Teaching Arabic as a Second Language: A Comparative Study

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Abstract

Being created as a talking animal, man learns many languages along with his mother tongue. Similarly, Arabic is also learned as a second language by some. Traditional and modern teaching methods are used to teach it. How can their contributions be seen in language teaching? This research has been carried out with the question as research problem. This research has been carried out with the objective of studying how the contributions of both of them can be found in teaching Arabic language. This research is based on qualitative research methods and information was obtained through research articles, magazines, websites and books as secondary sources. This research has found out about and the contribution of teaching Arabic language through it, and what is modern teaching method? This research has found about the contribution of teaching Arabic language through it. The comparison between the two methods is the final finding of this study.

Keywords: *Second Language, Arabic, Traditional Teaching Method, Modern Teaching Method*

Introduction.

Man is a talking animal created by God. Education is the greatest gift of God to this man. Language is the media of learning and teaching education (Samadh, 2018). Tamil and Sinhala are the main languages in Sri Lanka. Many languages are being taught as a second language among them, Arabic is an essential language. Because “Arabic colleges and madrasas have been functioning in Sri Lanka since the eighteenth century” (Ali, 2020)

It was able to observe that traditional and modern teaching methods were used to teach Arabic in traditional colleges and madrasas that have been travelling for so long. The traditional teaching method is to teach students the contents of all the textbooks for teaching the language (Munas, 2015). But modern method has a wide meaning. Under the supervision of teachers,

students acquire education through structured experiences and develop their abilities through them (N.A, 2020).

Moreover, modern teaching method is based on student-based learning (Agarwal, 1996). Based on that, the traditional teaching method in teaching Arabic is simply to impose the contents of the textbooks on the students. But modern method means teaching the language through physical, emotional and practical methods. and it should also be used to teach them effectively. Its impact can be seen in the school environment as well as in the students (Munas, 2015). Based on that, this study has been carried out with research objectives to see how the contribution of teaching Arabic language through traditional teaching method, and how the contribution of teaching Arabic language through modern teaching method.

Research problem:

What are the contributions of traditional teaching methods and modern teaching methods when teaching Arabic as a second language? The research problem is based on the question.

Objectives

1. Finding the contribution of teaching Arabic language through traditional teaching method.
2. Finding the contribution of teaching Arabic language through modern teaching method.

Research methodology:

This study has been carried out in descriptive methodology based on qualitative research methods using secondary data. Secondary data was collected and analysed through books, research articles, magazines and internet sources.

Literature review:

Many books and research articles are available on language teaching. In the Book "Education for the New Century" writer Chandrasekaran spoke about the necessity of language education and its importance. The book "Principles, Methods and Techniques of Teaching" written by J.C Aggarwal gives a brief description of traditional and modern teaching methods. The book "Taleemul Lughah Itzaalian Baynal Manahij Wal Istrathuijiyyad" is written by Rushdi Ahmad Tuaima and Kamilun Naqa. In this book teaching methods and their implications are described in detail. "The Teaching of Arabic Language and its Problems at Arabic Colleges in Sri Lanka" is written by M.H.A.Munas. In this book a clear explanation of traditional and modern methodology and their implications for Teaching Arabic language has been mentioned. This book provides an overview of traditional and modern teaching methods for this study. "Manhuju ta'limil lugal arabiya lin nathikeena bigairiha: dhirasatun wasfiyya liddhaurathith thadribiyya al mukassafa billugal arabiya bimadrasathil lughathi jamiathi Darussalam kontoor" The research paper was written by Alif Dajhia Siddiyati and Ujung Pravudu. In this article, it is mentioned which teaching methods are suitable for developing all four main skills of language. Information about what teaching methods would be appropriate was obtained according to the research needs.

The research paper "Arabic Curriculum for Elementary School in Indonesia" is written by Noor Hidayah. In this review, she mentions the contribution of the four main components

of the curriculum in teaching Arabic language and how the teaching methods should be structured. Information on what kinds of methods is suitable for developing the four main skills of the Arabic language obtained as required by the study.

The research paper "Methods of Teaching Old and Modern Arabic Language" was written by Baiq thuhfatul Unsi. In this research paper he mentioned the differences between teaching Arabic language through traditional and modern methods. The information required for this study was obtained to identify the differences between traditional and modern methods of teaching Arabic.

Research paper "Mafhumul Manhaj wa Ahammiyathi dirasatihi" was written by Rushdhi Ahmad Tuaima. In this, he mentioned how the influence of traditional and modern methods in teaching Arabic language. For this study, a clear understanding of how the influence of traditional and modern teaching methods can be used or applied in the teaching of Arabic language. 'Taleemul Lugal Arabiyyah Ligayrin Nathikeena Biha a Nalriyyah Wat Tadbiq'. This book is written by Ali Ahmad Madkur and Iman Ahmad Haraidi. The second chapter deals with the syllabus and teaching methods to be adopted while teaching Arabic as a second language.

While the above books and research articles have mentioned about the traditional or modern teaching method in teaching Arabic language, they have mentioned about the appropriate teaching method to be followed for the development of any given skill. However, a comparison of both traditional and modern teaching methods in teaching Arabic and the contributions of each of them. The researcher hopes that this review will fill that research gap.

Discussion

Language teaching is not a simple matter. Teaching a language that is not in use in a country is a bit difficult. However, if we know the teaching methods properly and teach accordingly, we can achieve the benefit in an efficient manner. Based on that, two teaching methods can be used in teaching Arabic language.

Traditional Teaching Method:

The contribution of each will be found in this part of the study, Teaching Arabic through the traditional teaching method means imparting knowledge and information to the students in the textbooks provided for learning during the relevant school lessons (Agarwal, 1996). The traditional teaching method consists of 4 main components (Al Arabiyyah, 2016).

1. Course content
2. Introduction to the lesson
3. Description of the lesson
4. Discussion

Contribution of traditional teaching method in teaching Arabic language:

Can traditional teaching methods effectively develop the four main language skills when teaching the Arabic language? Considering that, the first finding of the study is that the traditional teaching method is based on teacher education (Agarwal, 1996).

Based on that, both textbook and blackboard are mainly used as learning tools while teaching Arabic language in the traditional way (Agarwal, 1996). Term exams are conducted to measure the final assessment of the students. Based on these, the four skills of the Arabic

language (speaking, listening, writing and reading) are developed through the four main elements of traditional teaching. That is, the content of the textbook is based on the development of the Arabic language, such as the introduction to the subject. In that case, the students' listening and speaking skills will improve when the teacher teaches them in Arabic and gives an introduction. Not only that, but the study also found that students' speaking and listening skills improve during the discussion of the subject.

A contribution to the traditional teaching method and the development of Arabic reading and writing skills could be made while measuring students' assessment through term exams. Both pronunciation and grammar of Arabic alphabet are the main aspects to be learned while learning Arabic language. The teacher will teach all the students in the class. Another finding of the study is that students learn them under the guidance of the teacher.

Disadvantages of traditional teaching method

The researcher could observe that traditional teaching method has a huge contribution in learning the language, but it also has a negative side. That is, the four main skills of the Arabic language are found in every student at different level. However, the study also found that individual differences were not observed due to traditional teaching methods.

Another disadvantage of the traditional teaching method is that the final evaluation of the students is limited to the exam answer sheets. Because, in class, a student will be the best user of the language in other contexts, but he may not be able to write in the exam. Another finding of the study is that in that case, the final assessment of the student will be incorrect.

Modern teaching method:

Teaching Arabic through modern teaching methods is not just about teaching students the contents of textbooks. Rather, it is teaching Arabic to students through many modern teaching methods. While dealing with these teaching methods, individual differences are not only observed, but in all environments of the school, many devices such as modern electronic devices, textbooks are used as teaching tools. Student evaluations are measured in various ways such as term exams, classroom discussions, student behaviours, and classroom exercises. (Agarwal, 1996). There are many types of modern teaching methods. The five main types are as follows (Al Unsi, 2018):

1. Grammar and translation method
2. Direct teaching method
3. Aural and oral method
4. Reading method
5. Scientific method

Contribution of teaching Arabic language through modern teaching method

Modern method is not something that can only depend on the teacher. Rather, the students and the learning environment themselves are key factors. Are the 4 main skills of the Arabic language effectively developed when teaching Arabic using modern teaching methods? With that in mind, listening is the first skill to be developed in students during language learning (Chandrasekaran, 1995). Based on that, listening and speaking skills are developed through auditory and oral method which is one of the main types of modern teaching method.

The study found that when teaching through this method, the pronunciation of Arabic letters will improve the speaking ability of each student. Reading method is a method that is carried out in a separate way to improve the reading ability of students and through this method, students can be trained to read slowly and read aloud. Students are trained to understand the concept while reading.

The next major skill in Arabic is writing skill, to develop this in the students; the modern teaching methods are used. Arabic grammar is one of the main areas of writing. Every part of its grammar should be clearly taught. For that, grammar and translation method is used in modern teaching method. That is, when learning a language as a second language, translation is a major part of it (Hidhaya, 2017). To improve it, students can be taught grammar and translation. Overall, another finding of the study is that the five main types of modern teaching methods can pave the way for the development of the four main skills of the Arabic language in a separate manner.

Disadvantages of modern teaching method:

While teaching Arabic using modern teaching methods, students' language skills are developed in an efficient manner. However, the researcher could also observe its negative side. That is, the use of more learning devices is found in modern teaching methods. Then, more financial expenditure is required.

At the same time, the rate of teachers who can properly use modern teaching methods and teach is less than traditional method. As the learning environment expands rather than narrows with the classroom, the interaction between students is less than in traditional teaching methods. Another finding of the study is that this sometimes creates boredom among the students (Naji, 2022).

Table 1: Comparison between traditional and modern teaching methods

Traditional teaching method.	Modern teaching method.
Based on textbook.	Based on textbooks, external environment and other texts.
Teacher based Education.	Education includes teacher, student and learning environment.
Focuses on 4 main components.	Focused on the main five categories.
All four skills of language are taught in the same way.	All four skills are taught through separate methods.
Learning devices are limited.	There is no limit to learning devices.
Term exams will be used as assessments.	Term exams, classroom discussions, student behaviours and other activities will all form assessments.

(Source: Naji, 2022)

Conclusion

Learning and teaching Arabic as a second language is a long-standing process. While teaching this to the students, the teaching process should be designed in such a way that the 4 main skills of the language are developed. Accordingly, there are traditional and modern teaching methods for teaching Arabic. This research compares and finds a clear explanation

about both of them and how the contribution of teaching Arabic language through them will be made.

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