

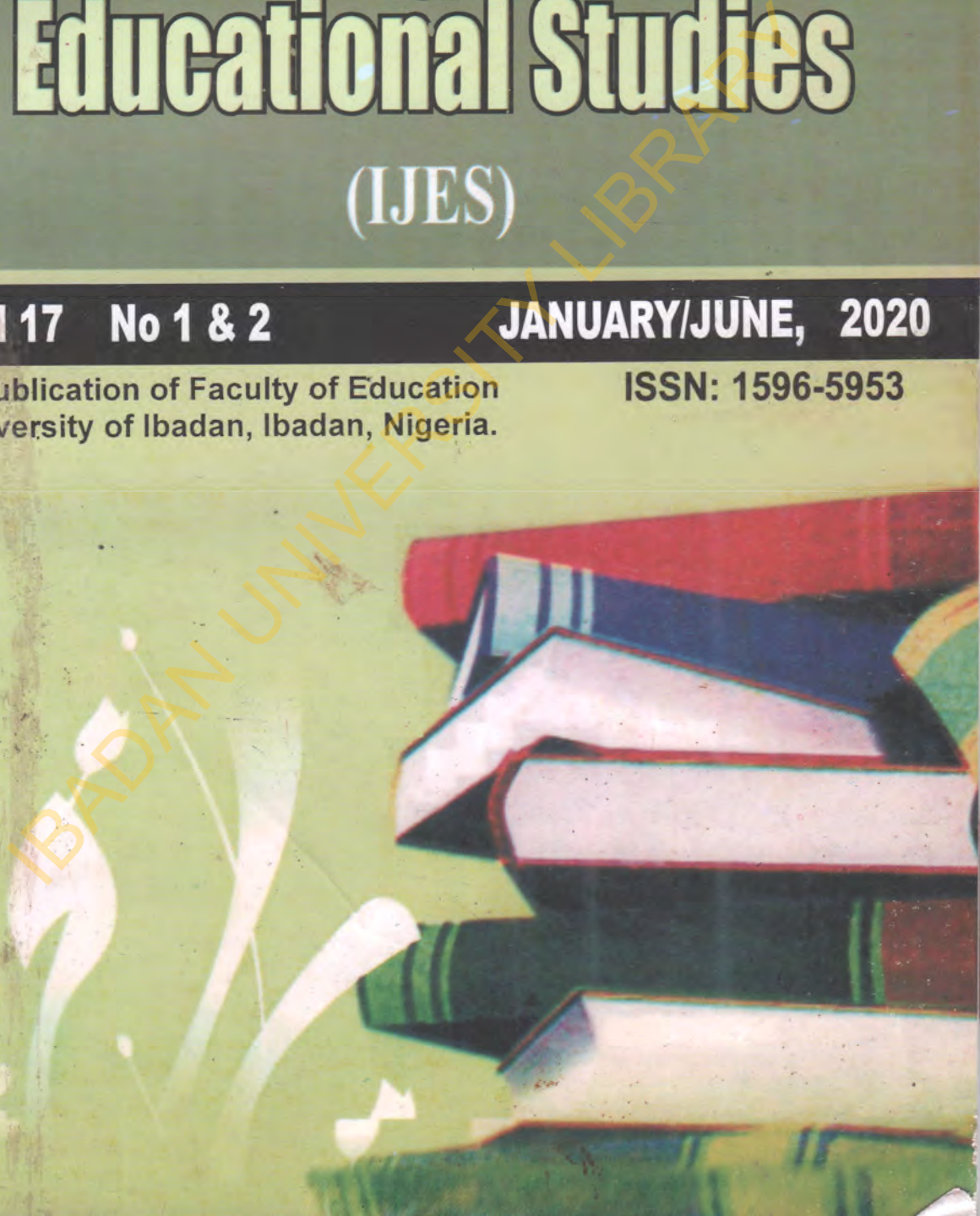
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# The Arabic Scene as a Foreign Language in *Madaris* Education in Ibadan Metropolis.

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## Abstract

This study investigated effective technique of teaching and learning Arabic language in the classroom at selected *madaris*. The study employed the qualitative method. The participants of the study were three students, three teachers and three parents from three identified Arabic schools in Ibadan. The participants were chosen by purposive sampling procedures. The study revealed that the effective technique of teaching and learning Arabic Language namely contents, the material, method of teaching, the teacher behavior, structure of teaching, learning environment, the students, and time allocated for each subject. As shown in the findings, there was lack of teaching methods which was the main factor of failure in teaching and learning of Arabic Language in Ibadan metropolis. At the same time, the study revealed that applying a good strategy in teaching and smart learning was the key to success in acquiring Arabic Language. A suggested model, namely effective technique for the success of Arabic Language is recommended for the success teaching and learning in Ibadan through the case study of students' teachers and parents in selected *madaris* in Ibadan.

**Keyword:** *Madaris*, Arabic, Foreign Language and Teaching Strategy

## Introduction

*Madaris* is an Arabic word simply means schools, It would be almost impossible to determine in exact detail by visiting selected schools the kind of Arabic teaching which is going on in Ibadan, still less is it possible to say exactly what kind of Arabic work was going on in the city's classrooms currently or through-out six decades. In the absence of such direct observation we must fall back on other forms of evidence, almost wholly of a written kind, which can provide information at second-hand. This is not the most satisfactory procedure but it is the best we have, and, as I hope to show, these secondary sources provide information which is both consistent and reliable. I refer to such items connected with Arabic teaching as method books, textbooks, examination papers and syllabuses. Over a period of time these sort themselves, as regards method attitudes, into quite distinct patterns, which, if not always completely in touch with the actual classroom situation generally, are near enough to be acceptable as a defining framework if not as the actual working details at the centre.

The approach is basically descriptive, and although it is impossible to remain on the fence when discussing such items as the positive values of creativity, the influence of the examination system, or the benefits (or not) of teaching formal grammar in Arabic language, the intention is to clarify the issues as far as possible, both with regard to their present form and also to their past nature and development, and in so doing present today's teacher with the *raison d'etre* for much of his method, be it good, bad or indifferent. Once isolate the specific components of 'Arabic' as they have developed over the past years in

Ibadan, and lines of perspective can be drawn which can serve to put our present vantage point into a clearer light. Why, in fact, within the bounds that constitute 'Arabic' do we teach what we do teach, and why have certain practices become traditionally accepted as sacred where others have either never been seriously tried or have been abandoned in the distant past? To what extent do Arabic teachers merely continue an established pattern without considering that the spiral could and should be broken? What must disturb anyone who looks into the history of the subject in Ibadan is the extent to which (teaching) practices have been established for reasons often only tenuously connected with well thought out Arabic theory, and have then assumed a permanence generation after generation which is seemingly unshakeable.

Let it also be said at the outset that the notion of 'progress' becomes an extremely tendentious one when Arabic teaching comes to be discussed, and it is not the intention of this study to try and prove a graph-like upward curve of increasing enlightenment from 1950 to the present day. This would be extremely difficult to prove in any case, and I am not sure that the 'progress' key is the right one to apply. It is true that much 'Arabic' before 1950 was of a very dubious nature; but this certainly does not mean - as some present writers seem to think - that all pre-1950 Arabic was so much antiquated lumber; nor indeed does it mean that all post-1950 theory has been marvelous.

## The State of Arabic in 1950

The year 1950 although quite arbitrary - is a good starting point as any, and Arabic teaching at all levels

in 1950 was in a somewhat sorry plight. As a school subject in its own right the subject was making determined but slow progress. In Ibadan, *Kharashi* memorial Arabic School located in Odo Oşun, Ibadan, where it was approached very much as a study of rhetoric and style, development had been late. *Mahd Al-Arabiyy'* school first official Arabic paper was something of a landmark in, and the strong linguistic-grammatical bias of that paper is an indication of the tendency at this time to equate 'Arabic' with 'language'. ('Define a verb) فعل (Explain the origin of the form of the present tense) فعل مضارع (in Arabic, and point out accurately its signification, distinguishing it from the gerund. Give the past and present of the following verbs: *raqiba*, to ride, *kataba* to write, *ghasala* to wash, *jalasa* to sit... etc.) Arabic language is studied as primary and secondary schools certificate. course in Ibadan where some graduates of these *madaris* were admitted into Universities in Nigeria and outside the country, and despite the efforts of men such as Sheikh Kharash,, Sheikh Murtadha Abdul salaam, and others to encourage genuine literary studies, Arabic at *madaris* remained of the linguistic (and subsequently 'historical') kind well in the twenty century and into the twenty-first century.

The other *madaris* such as *Al-Dahwat Al-Islamiyyah* Olorunsogo, *Mahd Najaah* Odinjo and *Athaqafah al-Islamiyyah* in Omi Adio were also teaching Arabic language and literature but as Al-Jurjani points out<sup>2</sup> it lay very uneasily between history on the one side and grammar and rhetoric on the other, with classical Arabic hovering balefully in the background. *Mahd Al-Arabiyy* resisted the method and then admitted it only grudgingly in the compromise form of philology and Old Arabic studies, while *Kharashi*, although emphasising the purely literary side much more from the very beginning, was equally cautious.

### The Scene and Techniques in Teaching Arabic in Ibadan

Obviously, Arabic Language has gained a formidable stronghold in Ibadan metropolis especially on the onset of 21st century; the same cannot be said of the achievements of students in this regard (Abdul M O A. 1981: 1054). Findings in researches conducted; found that the teaching and learning of Arabic Language in Malaysia has still not been able to meet the desired aims and objectives (Ogunbiyi, I. A. 1987: 145). According to (Raji, MGA 2003:13), the mastery of Arabic Language amongst students in some schools is very weak. Their weaknesses are also more

profound to that of their predecessors, even though they have better text books, a solid curriculum and more qualified teachers who have graduated from Arab Universities such as King Saud University in Saudi Arabia, Al-Azhar University in Cairo and a few of others. It seems that the decline is worsening. Weaknesses of students in their mastery of the Arabic Language have always remained a prevailing debate (Oladosu, AGAS, 2012: 50). The majority of students who took on Islamic studies and Arabic Language are still weak in their mastery of the language (Abubakre, A 2002: 26). It was reported by (Bello, A. 2018 13) that less empowerment of Arabic language was identified as factors of some students' failure at University of Ibadan POST UTME in 2016/2017 academic session. Among 135 students, 101 students could not make a pass in Arabic. The significant number of failing students shocked the teachers and students themselves. The fact that most students were self sponsored, few were sponsored by their parents gave a negative impact at renown Arabic schools in Ibadan which had produced good quality graduate students in terms of competence in Arabic Language (Bello, A. 2018: 14). This paper reveals that these secondary schools students failed in acquiring this language. Attesting to this problem, (Bello, A. 2018 corroborated in his research that the failure of learning Arabic Language is due to the non-ability of the students to practice listening, speaking, reading and writing skills using Arabic Language even though they were studying in countries where Arabic is widely spoken. Musa I. A 2008 commented that the mastery of the Arabic Language amongst students in post tertiary studies who specialised in Arabic as a language, did not achieve the desired level. Adam S. and Abdul Wahid A. (2012: 126) stated that the weakness of higher institution of learning, students in the acquisition of this language is evident and disheartening. They were also not able to read and understand the language used in Arabic newspapers. Apart from that, the percentage of students who mastered Arabic Language especially Arabic grammar has declined. In a few studies conducted by Adam S. and Abdul Wahid A. (2012: 128), the findings included the fact that those who were weak in the mastery of their Arabic Language were predominantly weak in the foundation of the language. In an effort to solidify the process of teaching the language, language educators must identify issues and problems plaguing the language taught, the learning environment, and issues related to students or educators (Abubakre, A. 2002: 31). The efficacy of a teaching and learning process needs to be measured

according to their achievement. This is because there are the target of teaching and learning. The efficacy rests on the positive changes undergone by students in whatever subject they are learning (Bello, A. 2018: 24).

Teaching and learning is an interaction process which occurs between three important components i.e. teacher, student and lessons in the classroom. These three components are inter related through methods. The teaching of language refers to the process of delivering the lessons pertaining to language by teachers to students. The learning of language is defined as the changes in the behaviour of students pertaining to language as a result of their involvement in the teaching process which occurs directly in the classroom (Bello, A. 2018: 17). quoted that many educators and develop mentalists advocated that the learning process should be an active process in which learners would be the active participants before learning could take place. (Abubakre, A. 2002: 32) believed that learning would occur optimally when learners were intentionally willing to be involved and assimilate information or when they are volitionally interested in learning activities.

Teachers must initiate a paradigm shift in their teaching and not relying solely on 'chalk and talk'. This is because the method is boring and it decreases students' motivation to learn. Teachers must increase the quality of their teaching and learning in line with the current challenges of education with facilities which could help their understanding and help them towards more meaningful learning (Abdul Rahim & Hayazi, 2010).

Research findings discovered that many students were interested in learning Arabic language; many amongst them did not master Arabic language correctly. The interest needs to be nurtured by earnest preparation towards more effective learning. This approach coupled with a varied exposure can be important elements in efforts to attract students to be more interested and excited to learn this language. Authorities who are directly involved in this field must be more sensitive towards the change in the teaching and learning approach of this language. Methodology and attractive teaching method must be created by lecturers to improve the teaching and learning of the Arabic Language among students who have no mastery in the language. Weak students must be encouraged to attend additional classes and further to that, remedial classes incorporating different styles of teaching must be instituted (Ogunbiyi, I. A. 1987: 147). Therefore, this study seeks to investigate students', teachers' and parents' towards effective

technique of teaching and learning Arabic Language in the classroom at selected *madaris* Arabic schools. These schools were established by private proprietors for religious purposes which offer Arabic Language subject from *Ibtidahiyyah* (Primary school) to *Thanawiyyah* (Secondary school). So, this case study has chosen the right participants from those schools as representatives of other schools who offer the same subject which is Arabic Language. It is believed that the *Thanawiyyah* (Secondary school) of students' exposure to Arabic is considered sufficient for students to be competent in the subject.

### Methodology

The total number of participants involved in the present research was nine individuals: Three students, three teachers and three parents. All participants were selected from three schools of in Ibadan, namely, Kharashi Memorial Arabic school Odo-Osun, Mahd Al-Arabiy Elekuro and Mahd Najaah Arabic Institute Odinjo.

The researcher has selected three students for the face to face individual interview. One student was selected based on her *Hidadiyyah* (Junior Secondary) examination results year (2016) with straight A's in nine subjects taken. The second student was a male student with 8A's except a Grade C for Arabic Language. The third student was also a male student with moderate results, 3A, 5B and 1C in Arabic Language.

The first teacher selected was a graduate, who was also the head of Arabic Language at his school and has had the experience teaching Arabic for sixteen years. He was awarded the excellent teacher in teaching Arabic Language in his school in Ibadan. The second teacher was also a graduate with six years experienced in teaching Arabic. The third teacher was a graduate with M.A Degree in Arabic with nine years experienced in teaching Arabic.

The first parent selected by the researcher was a father of four children and he sent all his children to the same school Alhaji Abdul Rasaq Onile Aro. He is a merchant who has his own business in Ibadan. The second parent selected was a mother who was also an English teacher at the same school with her daughter. Her daughter scored all A's for her *Hidadiyyah* examinations in 2016. And the last informant in the case study was a father whose daughter scored all A's for her *Hidadiyyah* examinations in 2016.

### Research Question

The paper raises this important question that what are

the most effective learning and teaching technique in classroom in *Madaris* education?

### Discourse

Students preferred a teacher who could teach by making jokes while teaching them in Arabic class. Besides that, S1 viewed that an interesting way of teaching Arabic was by using simple example in introducing grammatical topics. These examples could be applied to the student's life by relating to the words that they had learned before. Later, students were asked to write their sentences on the blackboard. Additionally, when students understood the grammatical concepts, they could understand the grammatical topics taught. One of the most effective techniques was when the teachers asked the students repeatedly if they have understood the topic. Students were also asked by the teacher to write down newly acquired vocabulary after they had learnt that word. In learning Arabic, S1 said students must understand grammar before they were able to make the right sentences. Students were also divided into different classes according to their grades ا ب ج د (A, B, C and D) after the trial examination to be more focused in teaching. Sometimes, her school used trial exam papers from other schools for the students to do revision. S1 also claimed that she likes outside classroom activities because they were more relaxing and fun. S2 said that teachers who used Yoruba in the classroom while teaching Arabic made the students understand better. When exams are impending, teachers always used the textbooks and exercise books to revise lessons. Therefore students can score. S2 expressed that study in groups made learning more effective. Teacher motivated the students by giving a lot of exercises. When students were sleepy, they would be asked to go to the toilet to wash their faces to keep them awake. While learning, he said students must read the textbooks, practice it, make notes, and write down notes in their notebooks. S3 preferred the teacher who gave him a break in between classes and allowed the class to resume whenever the students were ready. The teacher was very helpful in helping them acquire new vocabulary, using the Arabic dictionary to find meanings. He mentioned that he preferred doing activity in groups because it could inculcate co-operativeness among friends in the group. The other advantage was that students could learn Arabic actively, besides providing the opportunity to speak Arabic, and sharing knowledge between friends. Another technique was learning outside the classroom which proved very significant in inspiring students' mood to

learn as they were happier with the ability to do so. Furthermore, students loved Arabic week organized by the school because the activities in this program such as Arabic Explorace provided them a different way to acquire a foreign language. Students become more positive. Teachers' approaches to the lesson should be interesting, so that the students would be able to learn effectively and not be bored. The teacher could always ask the students to ask questions, repeat the lesson, give more exercises, especially in memorizing new vocabulary. Effective learning is giving full attention while in the class and asking the teacher questions when they did not understand any part of the lesson.

According to T1, the most effective technique of learning and teaching in class was the varied activities performed such as conversing, translating, acting, games and competitions. He said that learning and teaching in class was easy if the textbook they are using is easily understood, then the lessons would be easy to follow. Apart from this, other techniques were utilized to aid memorization of Arabic terms, using the correct Arabic grammar, sentence build up, basic words so that acquisition of language could be facilitated. Both Yoruba and Arabic Languages were used to explain to students, conduct exercises and show examples. Students were forced to memorize new vocabulary. Meanwhile, T2 would always ask his students to memorize five new words in Arabic before class. He noted that students' act positively by competing to raise their hands whenever they are able to answer his questions. Then the teacher would always repeat and reinforce learning by using the same words as this method was applied where he studied in Saudi Arabia until the students are able to memorize. Students learn Arabic in discussion groups and they were compulsory to use the dictionary.

T2 preferred not to give homework to the students, instead discussions between both teachers and students are being held in class where students would list up all the words they need to memorize and after attendance then the teacher would give her signature. This is done on a daily basis where the teacher would give five new words daily and would quiz them about these words at the beginning of the class. Four skills in teaching and learning Arabic must be practiced directly from the Qur'an. The most important is knowing the meaning of the Arabic word. The second would be to build Arabic sentences in *jumlatuismiah* or *jumlatufii'liyyah*. Sometimes he would use Yoruba to facilitate students' understanding of the lesson. Nevertheless she agreed that the most effective way to learn and teach Arabic is without using Yoruba as a

medium.

T3 stated that teachers must have a good model, followed by students who are disciplined in speaking Arabic and subsequently, enforcement would be required to ensure that students memorize their Arabic words. Apart from that, teachers must also ensure that Arabic Language is used in daily conversations, that students read frequently and find meaning of new words in Arabic. Besides these, different methods to teach Arabic must be created and introduced and creative Arabic Language games such as introduce new words by playing games. Students could then be encouraged to consistently remember the new word and successfully learn Arabic by using textbooks and finding meanings together with the teacher in class. They must learn with the intention of pleasing Allah through group discussions, make presentations and motivate students to compete with each other.

P1 viewed that language must be taught in a conducive environment, where everybody uses Arabic to communicate, if they do not, usage of the language would deteriorate. P1 suggested that there should be invitation for Arabic scholars from Arab nations or native speakers from Universities in Nigeria especially University of Ibadan to give seminars, workshop and training in Arabic. Teachers must not teach in Yoruba while teaching Arabic Language. They should use Arabic from beginning until the end of the class. Teacher also advised to be creative in teaching Arabic Language, and do adequate preparations before entering the class. Currently, every school must have Arabic laboratory, so they should use it. They also should use Arabic module via technology to attract students' interests. Teacher should be using Information Technology (IT) in class. However, these contradicted with P2 who said that teachers should emulate the teaching methods and module used in teaching by the exemplary schools. P3 said that teachers must have good inner and outer character, and sincere in teaching, besides having the right skills to teach Arabic Language. From that, the teaching and learning would be easy and effective and students could easily understand Arabic. Teachers should always attend Arabic circle of knowledge, at the same time, transfer the knowledge he obtained to his students..

### Conclusion

Underlying theory of factors in effective of teaching by Burden & Byrd (1999) listed eight factors that should be considered in effective of teaching. There

are the contents, the material, strategy of teaching, the teacher behavior, structure of teaching, learning climate, the students, and time allocated of lessons. However, the study would highlight to the six factors.

### Content

P2 said the effective teaching & learning techniques of the Arabic Language in his school was by sharing modules from great schools. T1 said when the textbooks are easy to comprehend, the others will also be easy.

### Material

The effective learning & teaching technique in class as T1 said are talk, translation, acting, games, and competition. As T3 said create language games in Arabic to introduce new words, and P1 using information technology (IT) in class.

### Teacher Behavior

Teacher behavior was identified as an effective technique because students in this case study preferred a well-behaved teacher who could teach well while teaching them in Arabic class. P3 addressed that teacher must have good inner, character, sincere besides having skills to teach Arabic subject. From that, the T&L will be blessed by Allah and students will have more understanding towards learning. And T3 said it must start with the teacher, followed by students who are disciplined in speaking Arabic. Meanwhile, all students prefer to the teachers who make jokes while teaching to avoid them from feeling bored in classroom. !

### Strategy of Teaching

S1 viewed interesting ways in teaching Arabic by using simple example in introducing grammartopic, and relate them to student's life and student free to write their sentences on the whiteboard.

T1 agreed and added that, other technique includes memorizing Arabic terms, using the right Arabic grammar, building simple sentences, using basic words to learn, using dual-language to explain as best as they could to understand the student, doing example and using the example given by student. While S2 expressed that group study makes learning more effective as agreed by S3. He likes activity in groups because it inculcates co-operation between friends in group, learning Arabic actively, given the opportunity to speak Arabic, sharing knowledge between friends and then feeling happy. T2 agreed that students preferred the group discussion in learning Arabic.

S3 said teacher pushed the students by giving a lot of exercises. When students felt sleepy, they will be asked to go to the bathroom to wash their faces to keep them awake. While learning, he said students must read the textbooks, practice, and making notes. He also preferred the teacher to given them breaks in between lessons. Teacher helped students to understand new vocabulary, using the Arabic dictionary to finding meanings. While T2 said, the effective methods she used was by asking her students to remember five new words in Arabic every time before class, asked them these words before the start of each class and students' response are positive when they competed to raise their hands. She said the four skills in teaching and learning Arabic must be practiced, and take examples directly from the Qur'an, Hadith and Arabic poems. T3 said teacher must use different methods to teach Arabic. Using repeat technique also encourages to enhancing teaching and learning process because the repetition is the mother of learning.

### Learning Environment

S1 said that he likes outside class activities as they are more relaxed and fun. Agreeing to that is S3 who prefers teachers to teach outside class, for example at school compound and introducing the school's surrounding with Arabic word. It is found interesting because it inspires mood to learn and forms happy feeling. Activities in groups are mostly preferred by many students as they presented the meanings of word because they are sharing knowledge and it makes students participate actively. Reason is to train them to speak in front of the class. Besides that, Arabic week which organized participants to participate in explorace required the participants to identify Arabic words by showing places like hostel, tree, class etc. and students prefer outside activities because of the different environment that could change their mood to a more positive one. Visitation to Universities, zoological gardens, media houses and market places will give them more vocabularies in Arabic.

P1 said language must be taught in a good environment, where everybody use to talk in Arabic for communication, instead of that Arabic Language would diminish in importance, such as invite Arabic speakers from Arab land and scholars of Arabic languages from Nigeria Universities especially University of Ibadan to organize seminars, workshops and trainings in Arabic language..

### Student

T3 said effective techniques encourage the student to

memorize Arabic word. Some examples are used the Arabic Language in daily speeches, reading a lot, searching new words in Arabic, have good intentions to learn Arabic because of Allah and students are encouraged to be consistent in remembering the new word towards in learning Arabic, use Arabic textbooks and find meaning together with teacher in class.

### Suggestions and Recommendations

Therefore, this study has suggested and recommended several effective techniques of teaching and learning Arabic Language in the classroom.

1) Task of learning is given in group work.

2) Do more exercises in memorizing Arabic word because Arabic Language its' nature language in Nigeria is foreign language.

3) Intensive in reading and memorizing means students have to read lots of Arabic material in textbooks or other printed sources, so they can get more vocabularies of Arabic word.

4) Teacher should force the students to memorize Arabic vocabulary words.

5) Exam paper comes throughout the textbooks, so the students cannot avoid from reading textbook to success in learning.

6) Provide a pocket book to bring anywhere at any place. Pocket book must contain of Arabic vocabularies.

7) Students should give full attention in class during the teaching process.

8) Using Arabic language in living life means students have to speak with Arabic language and not intensively for subject study, but make it in their daily lives because the nature of study in language subject, students must speak with that language rather than study the language.

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