

The Techniques of Teaching Arabic literature in Imam Hassan Schools: (Kafin- Hausa Local Government Area Jigawa State Nigeria)

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Abstract

This paper aims to explain The Techniques of Teaching Arabic literature, highlight about the foundation stone of Arabic language in northern Nigeria, Kanem-borno, Kano and Katsina 11th century, and the important of learning and teaching Arabic for non-native speakers and its prepare way based on four skills according to American Council for Teaching the Foreign Language (ACTFL) (Listening-Reading-Speaking-Writing) The emergence of covid 19 make teaching Arabic literature require sophisticated methodologies and policies to face such challenges by combining classical methods and new techniques (blended learning) making six steps in teaching Arabic literature including Imam Hassan schools trial on blended learning, containing:

Forming online class via zoom

Watching lectures on YouTube and filling assessment form. For absent student on zoom

Listening to the voice lecture through wats'up group, and presenting of assignment at class, For absent on zoom

Keyword: teaching Arabic literature, Classical theories. New techniques

Introduction

A goal of learning a language is to communicate with its people, understand and express oneself clearly, and to achieve advanced language proficiency and skills, because language is a vassal of any culture, and the literature is a pillar of the languages, and also the mirrors of society, in this paper: we concentrate on techniques and methods of teaching Arabic literature, these methods may work in teaching any language to non native speakers.

teaching Arabic literature in pandemic era may require: employing new skills, improving methodologies and combined two learning system (blended learning)

This paper contains three major points:

- 1) Introduction
- 2) History of Arabic education in northern Nigeria
- 3) Teaching Arabic for non native speakers
- 4) The method of teaching Arabic literature, classical method and in new era
- 5) Conclusion

The statement of problem

In teaching Arabic literature some schools and institutions are using classical theories, but In this era we must use our experience, skills and knowledge to improve our methodologies, therefore we have to learn from experience and practice instead of relying on classical theories, that's why we combined both two methods together (Blended learning)

Methodology and Objectives

This paper used descriptive analytical theory to achieve:

- 1) The main aim and objective of teaching literature is to achieve advanced language proficiency and skills.
- 2) to think imaginatively, working to establish a personal connection with what they read.

- 3) guiding student to better comprehension and engagement with text.
- 4) motivates students to think independently and to enjoy the emotions, feelings that the play arouses.
- 5) Innovating learning through experience, skills and knowledge to improve our methodologies
- 6) Employing new techniques and combining both two methods (Blended learning)

History of Arabic education in northern Nigeria

The history of Arabic education in Nigeria returning to the commercial link between the Arabs and the people of west Africa this is foundation stone of Arabic language in west Africa in general, and in northern Nigeria in particular.¹

The relationship between north and west African kingdoms like Ghana, Gao, and Timbuktu, others where Kanem-borno, Kano and Katsina², Therefore the beginning of Arabic literacy in northern Nigeria is traceable to when Islam reached the country in 11th century³ through the regular contact of the Arab scholars from Sudan, turkey and morocco.⁴

In Nigeria especially northern region anybody that embraced Islam has to learn Arabic for religious factor and also for well understand the basis of the language as the only literacy in Nigeria by that time.⁵

Teaching Arabic for non Arabic Speakers

Regarding teaching Arabic for non-native speakers we must know that teaching Arabic to non Arabic speakers is quite different from teaching it to native speakers, so we must concentrate on techniques and methods, these methods may work in teaching any language to non native speakers.⁶

The question here is: in any learning system why always language and methods coming the first?

In a study published in 2012⁷, researchers found that language centers in the brain grow substantially as a result of successful language learning, so intellectual and mental abilities; including understanding, connectivity and analysis, and problem solving – seem to depend on the student linguistic ability.⁸

Children early mastery of language requires learning in a social context, and this finding also has important implications for education, that's why we're applying some social activities in imam Hassan schools.

The prepare way to teach Arabic to non-native speakers should be based on four skills according to American Council for Teaching the Foreign Language (ACTFL)

- 1) Listening
- 2) Reading
- 3) Speaking
- 4) Writing⁹

¹ Izzudeen adetunji (2014).

² Izzudeen adetunji (2014).

³ Dr. Shehu Galadanchi (2008)

⁴ Hogben, S.J (1930)

Izzudeen adetunji (2014).

⁶ Ibrahim ash-shafi'y. (2010)

⁷ Ways to strengthen the teaching of Arabic(2015)

⁸ Patricia K. Kuhl (2012).

Ibrahim ash-shafi'y. (2010)

These four skills are similar to those tested in the Test of English as Foreign Language (TOEFL) to evaluate the proficiency in English language for non native speakers, the test looks at how language users combine these four skills to perform academic task.¹⁰

The methods of teaching Arabic literature classical and in new pandemic era

The language is a vassal of any culture, and the literature is a pillar of the languages, and also the mirrors of society, as the world are today living in a state of extreme disturbance of COVID 19 we have to require sophisticated methodologies and policies to face such challenges in teaching Arabic literature with its main three branches:

- 1) Prose (novels and short stories)
- 2) Poetry
- 3) Drama (literature represented through performance)¹¹

Historical approach

Most of schools and institutions prepare historical methodology in teaching Arabic literature because; this theory depends on teaching literature based on period serially. Our method care about socioeconomic, individual differences, level of the students, syllabus and targeted book or text, as dr. Abdul-rahman al-fawzan said: many of those who are interested in the spread of Arabic language had neglected many of these fundamental differences for a long time, they where and still send the book we use in our Arab countries to teach Arabic for native speakers, to be taught in the non Arab countries, that request our help in teaching Arabic in their schools, which is not true at all¹²

Steps in teaching Arabic literature

Based on imam Hassan school's curriculum and syllabus:

Here are some of important steps and methods in teaching Arabic literature, after lesson plan, setting class and students.

Objective

The main aim and objective of teaching literature is to achieve advanced language proficiency and skills.

And to think imaginatively, working to establish a personal connection with what they read.

Step one:

The concept about the text

Prose:

It maybe novels or drama

Novels

The objective of teaching prose: is guiding student to better comprehension and engagement with text

Prose teaching strategy

- 1) Breaking a longer piece of prose up into smaller sections
 - a) Help students build comprehension and become more comfortable with an authors writing style.
 - b) Teacher will ask some surface-level question that make them read again

¹⁰ Ways to strengthen the teaching of Arabic(2015)

¹¹ Basma A.S Dajani (2019).

¹² Ibrahim ash-shafi'y (2010).

- c) Asking question that don't have a single correct answer sparks meaningful discussions and invite student perspectives on the text¹³.
- 2) Prose small group discussion:
 - a) Breaking the class into small groups
 - b) Facilitating class discussion where students share their own unique thoughts about the reading
 - c) (student-centered theory) Puts the responsibility for learning back in the students hand to ensure that all students participated.
 - d) Reporting conclusion of the discussion from member of each group
- 3) The Five S prose strategy
Speaker – situation – sentences – shifts – syntax

Poetry

Aims of teaching poetry:

Empowering students to tackle challenging text

Teaching students reading strategies to understand poetry

Thinking about the world and life issues in new ways

Building reading confidence

Getting started:

- 1) Provide students with poem
- 2) Start simply reading it.
- 3) Vocabulary explanation
- 4) Read the poem again
- 5) Then ask them to share what they noticed. When class discussion
- 6) Question and answers: what do you notice about use of metaphor - comparison - simile
- 7) Example: this poem contains a symbol for life; what do you think it might be?
- 8) Which kind of pattern do you notice in the poem?¹⁴

Drama

Socio-cultural learning theory: in teaching drama we are assumption that learning is primarily participation in social activity, this theory claims that a participation in social groups make students learn to acquire practices.

Techniques of teaching drama

Teaching drama enables students to take up the study of dramatic events in their cultural, social and historical development, and give a closer look at writers work and to analyze its dramatic aspect

Teaching drama in particular motivates students to think independently and to enjoy the emotions, feelings that the play arouses, so its enable student to have total Arabic dramatic experience¹⁵

The traditional method in teaching drama helps the student to understand the text in a better manner

Recent technology

The recent technological development in information technology will be used to teach drama effectively.

¹³ leaf group. Effective teaching strategies for prose

¹⁴ Marypat 2019

¹⁵ Dr.R.B chougule (2015).

The modern technological devices like: movies, tape recorder, television and radio enable teachers to enrich and supplement the teaching drama, in providing perpetual and auditory experience as a basis for language development.

Therefore the teacher has to employ various methods during teaching drama like: Lecture method, reading method, translation method, audio visual and discussion method¹⁶

Step two:

Reading the text

Reading the text with simple explanation

Step three:

Vocabularies explanation

Basic explanation, synonyms explanation

Step four:

General idea about the text

Example; poetry: concept about the (poet)

Prose: novels or drama.

Novels: concept about characters and story

Drama: concept about actor – actress. and their role

Step five:

Deep explanation about system of the content and futures

Demonstration method must be applied, by using body language.

- a) Comparison
- b) Emotions
- c) Happiness
- d) Sympathy
- e) Love
- f) Sadness

Step six:

Home work

Assignment and exercise

Poetry analysis, synonyms explanation.

Practice:

only in weekly drama and watching Arabic films.

In this era we must use our experience, skills and knowledge to improve our methodology, therefore we have to learn from experience and practice instead of relying on classical theories¹⁷, that's why we combined both two methods together (Blended learning)¹⁸

Blended learning:

Imam Hassan schools trial on blended learning, range on:

- 1) Wats'up group
- 2) Telegram group
- 3) Uploaded lectures, courses and (materials)
- 4) Watching Arabic films in group
- 5) Forming online class via zoom

¹⁶ Dr. R.B chougule (2015).

¹⁷ Ways to strengthen the teaching of Arabic (2015).

¹⁸ Acceloro (2018).

- 6) Watching lectures on YouTube and filling assessment form. For absent student on zoom
- 7) Listening to the voice lecture through Wat'sup group, and presenting of assignment at class.¹⁹ For absent on zoom.
 - a) Private lesson in language and practicing for students, such as: Interviews – medical visits, etc
 - b) Monthly inter school competition
 - c) Literature club activities

Conclusion

In This paper we discover new techniques of teaching Arabic literature, by combining classical theories and new techniques together which we called blended learning Thus, the research stated the difference between teaching Arabic to native speakers and non Arabic speakers and how these methods may work in teaching any language to non native speakers

Some sophisticated methodologies and policies to face covid 19 challenges in teaching Arabic literature with its main three branches:

- 1) Prose (novels and short stories)
- 2) Poetry
- 3) Drama (literature represented through performance)

The learning takes place by achieving advanced language proficiency and skills.

The new system of teaching Arabic literature promote level of understanding of students by assuming that learning is primarily participation in social activity, like:

- a) Forming online class via zoom
- b) Watching lectures on YouTube and filling assessment form. For absent student on zoom
- c) Listening to the voice lecture through Wat'sup group, and presenting of assignment at class

Recommendation

In this pandemic era we have to look into:

- 1) new methods and techniques
- 2) curriculum development
- 3) updating syllabus
- 4) dragging social media into our learning system and methods
- 5) incorporate internet technology enhancement to promote learning across the curriculum, especially for listening and reading
- 6) necessity of blended learning, or partnership with other schools in teaching Arabic language through video conference, like ICESCO initiative and SEU Saudi Electronic University SEU developed the Arabic online programme for teaching Arabic to non Arabic speakers, SEU has up to now concluded many service about 54 contracts with many universities and interested institutions from all over the world on the use of this programme. By now the management of imam Hassan school is working to be of the beneficiaries of this programme.

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