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AMONGST NON-NATIVE SPEAKERS

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ENHANCING LANGUAGE PERFORMANCE

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STUDENTS' PERCEPTION TOWARDS TASK-BASED LANGUAGE TEACHING (TBLT) APPROACH IN LEARNING ARABIC LANGUAGE: CFS, IIUM EXPERIENCE

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Task-based language teaching (TBLT) is a new approach in teaching second language particularly in Arabic language. The approach which employs student-centred, is viewed as more effective than the traditional way. This approach is slowly gaining its popularity among Arabic language educators and learners all around the world. In Malaysia, the Centre for Foundation Studies, International Islamic University Malaysia (CFSIIUM) is one of the first institutions of education to implement this new way in teaching Arabic language. As such, this study is conducted in order to find out students' perception towards the implementation of task-based language teaching (TBLT) in this learning institution. The respondents were purposely selected from 313 students in Arabic elementary level. The instruments used were mixed methods of survey questionnaires and semi structured interviews. The quantitative results were used to examine students’ perception towards the implementation of task-based language teaching (TBLT) in Arabic language, while the qualitative analysis from the interviews with students was to further examine their attitudes towards the practical use of task-based language teaching (TBLT). The findings indicated that the respondents were positive in learning Arabic language using this approach and they were motivated to learn this language.

Keywords: task-based language teaching (TBLT), Arabic Second Language (ASL) elementary level, Teaching Arabic as A Second Language