

ISSUES in
**Arabic
Speaking
Skills**
in the **MALAYSIAN
EDUCATION SYSTEM**

This book offers a comprehensive exploration of Arabic speaking skills, beginning with the historical arrival of the Arabic language in the Malay Peninsula and its gradual integration into the Malaysian education system. It also examines the ongoing challenges of learning Arabic speaking skills in Malaysia. The book discusses how Arabic speaking skills are assessed under the KBSR, KBSM, KSSR, and KSSM frameworks. A key highlight is a chapter that compiles and analyses previous research on Arabic speaking skills from the early 1980s to the present. Another chapter presents a unique curriculum-based solution, drawing on Ibn Khaldun's malakah theory, an approach rarely addressed in existing literature. Additionally, the book explores Arabic speaking skill learning strategies from the learner's perspective, incorporating insights from the author's own research. One of the most compelling sections is a chapter dedicated to the role of IIUM in promoting the Arabic language. This book is particularly valuable because, unlike scattered journal articles on the topic, it provides a complete and structured account of Arabic speaking skills. Given that this issue has been studied for decades yet remains unresolved, the book serves as a vital reference for future research in the field.

SUERAYA CHE HARON is a lecturer at the Kulliyah of Education, International Islamic University Malaysia, and has been serving the university since 2005. Her primary research interest centres on Arabic speaking skills, a topic she has been deeply engaged with since 2009. Over the years, she has examined this subject from multiple perspectives, publishing numerous research papers in various academic journals and presenting her findings at multiple conferences.

IIUM Press

(603) 6421 5014 / 5018
(603) 6421 6298
iiumbookshop@iium.edu.my
iiumbookshop.com
www.facebook.com/iiumpress
www.instagram.com/iium_press
https://twitter.com/PressIium



IIUM
Press



9 789674 914929

ISSUES IN ARABIC SPEAKING SKILLS IN THE MALAYSIAN EDUCATION SYSTEM

SUERAYA CHE HARON



IIUM
Press

ISSUES in
**Arabic
Speaking
Skills**
in the
**MALAYSIAN
EDUCATION
SYSTEM**

SUERAYA CHE HARON



IIUM
Press

ISSUES in
**Arabic
Speaking
Skills**
in the
MALAYSIAN
EDUCATION
SYSTEM

ISSUES in
Arabic
Speaking
Skills
in the
MALAYSIAN
EDUCATION
SYSTEM

SUERAYA CHE HARON



IIUM
Press

Gombak • 2026

First Print, 2026
©International Islamic University Malaysia

IIUM Press is a member of the Majlis Penerbitan Ilmiah Malaysia - MAPIM
(Malaysian Scholarly Publishing Council)
Persatuan Penerbit Buku Malaysia – MABOPA
(Malaysian Book Publishers Association)
Membership No. - 201905

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any means,
electronic, mechanical, photocopying, recording, or otherwise,
without any prior written permission of the publisher.

Perpustakaan Negara Malaysia

Cataloguing-in-Publication Data



Cataloguing-in-Publication Data
National Library of Malaysia
A catalogue record for this book is available
from the National Library of Malaysia
ISBN 978-967-491-492-9



Cataloguing-in-Publication Data
National Library of Malaysia
A catalogue record for this book is available
from the National Library of Malaysia
eISBN 978-967-491-491-2

Published in Malaysia by
IIUM Press
International Islamic University Malaysia
P.O. Box 10, 50728 Kuala Lumpur, Malaysia

Printed in Malaysia by
Firdaus Press Sdn. Bhd.
No. 28, Jalan PBS 14/4
Taman Perindustrian Bukit Serdang
43300 Seri Kembangan, Selangor

CONTENTS

<i>Figures</i>	<i>xi</i>
<i>Tables</i>	<i>xiii</i>
<i>Foreword</i>	<i>xv</i>
<i>Preface</i>	<i>xvii</i>
<i>Acknowledgements</i>	<i>xix</i>
<i>Introduction</i>	<i>xxi</i>
<i>Abbreviations</i>	<i>xxv</i>
CHAPTER 1 THE HISTORICAL BACKGROUND AND THE DEVELOPMENT OF ARABIC LANGUAGE EDUCATION IN MALAYSIA	1
Introduction	1
The Emergence of Arabic Language in Malaysia and The Arabic Language Education before the Independence	1
The Incorporation of Arabic Language into the Malaysian Education System after Independence	4
Conclusion	12
CHAPTER 2 THE CONTRIBUTION OF THE INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA IN EMPOWERING ARABIC LANGUAGE EDUCATION IN MALAYSIA: A SPECIAL TRIBUTE TO IIUM	13

Introduction	13
Arabic Language Programme at the IIUM	13
The Role of IIUM in Fostering Arabic Language Speaking and Communication Skills	15
Conclusion	16
 CHAPTER 3 SPEAKING SKILLS IN LANGUAGE LEARNING	 17
Introduction	17
The Definition of Speaking Skills	17
The Elements of Speaking Skills: Vocabulary, Grammar, Pronunciation, Fluency & Proficiency	18
The Role of Speaking Skills in Language Learning	22
The Importance of Speaking Skills	22
Conclusion	23
 CHAPTER 4 ARABIC SPEAKING SKILL IN MALAYSIAN PRIMARY AND SECONDARY SCHOOL CURRICULUM	 25
Introduction	25
Arabic Speaking Skills in Malaysian Primary Schools	26
Arabic Speaking Skills in Malaysian Secondary Schools	28
Module of Arabic Speaking Skills in Malaysian Secondary Schools	29
The Role of KBD in Enhancing Arabic Speaking Skills in Malaysia	31
Conclusion	32
 CHAPTER 5 ASSESSMENT OF ARABIC SPEAKING SKILLS	 33

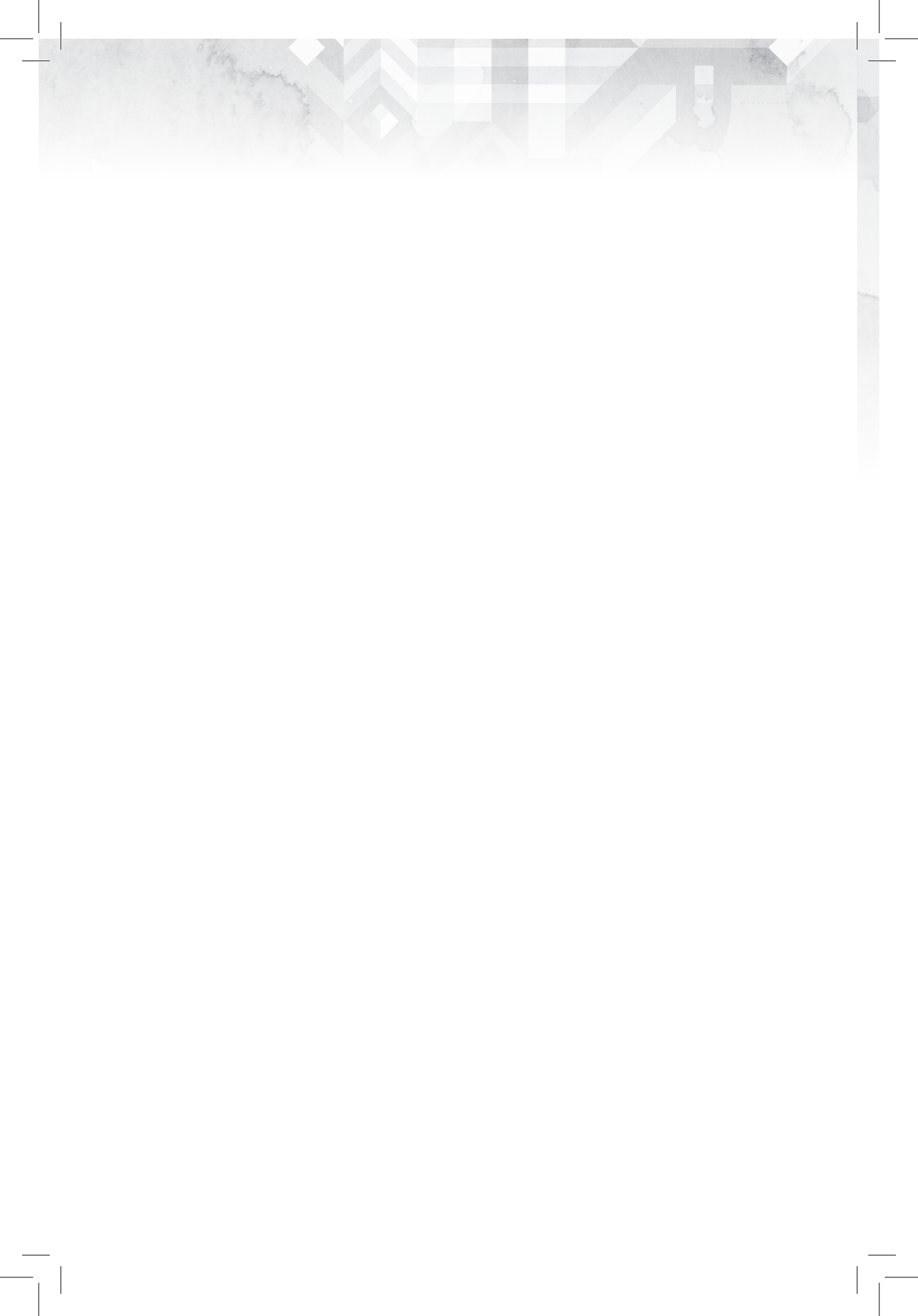
Introduction	33
Assessment of Arabic Speaking Skills through the KBSR and KBSM Frameworks	33
Assessment of Arabic Speaking Skills through the KSSR and KSSM Frameworks	34
CEFR for Arabic Language	35
The Importance of CEFR in Enhancing Arabic Speaking Skills	37
Conclusion	38
 CHAPTER 6 ISSUES OF ARABIC SPEAKING SKILLS IN MALAYSIA	 39
Introduction	39
Performance of Arabic Speaking Skills among Malay Learners	39
The Attitudes towards Arabic Language Learning among Malay Learners	42
Factors Influencing Challenges in Arabic Speaking Skills	43
Conclusion	52
 CHAPTER 7 ARABIC SPEAKING SKILLS LEARNING STRATEGIES	 53
Introduction	53
Language Learning Strategies in Second and Foreign Language Acquisition	54
The Importance of Language Learning Strategies in Second and Foreign Language Acquisition	55
Awareness of Arabic Language Learning Strategies among Malay Learners	55
Exploring Strategies for Learning Arabic Speaking Skills among Malay Proficient and Less Proficient Speakers	56

Key Findings	57
Strategies and Attitudes Towards Language Learning	58
Implications	59
Addressing Challenges in Arabic Speaking Proficiency	59
Conclusion	64
 CHAPTER 8 UNDERSTANDING ARABIC SPEAKING MASTERY IN LIGHT OF IBN KHALDUN'S MALAKAH THEORY	 67
Introduction	67
The Perception of Ibn Khaldun on Arabic Language	68
The <i>Malakah</i> Theory Approach to Arabic Language Learning	69
The Relevance of <i>Malakah</i> Theory for the Arabic Language Learning in the Present Time	73
The Practical Application of the <i>Malakah</i> Theory in the Learning of Arabic Language	73
What Is “Missing” in the Teaching and Learning of Arabic Language Learning in the Malaysian Education System	75
Lost in Practice: Exploring the Missing Components in Teaching Arabic Speaking Skills in Malaysia	81
Reorienting Arabic-Speaking Instruction through the Lens of <i>Malakah</i> Theory	82
Conclusion	84
 CHAPTER 9 SUGGESTIONS AND RECOMMENDATIONS	 85
Introduction	85
INPUT STAGE: Revitalising the Teaching and Learning of Arabic Language Listening Skills in the Malaysian Education System	85
STORAGE STAGE: Revitalising Memorisation through the Introduction of Authentic Arabic Traditions	90



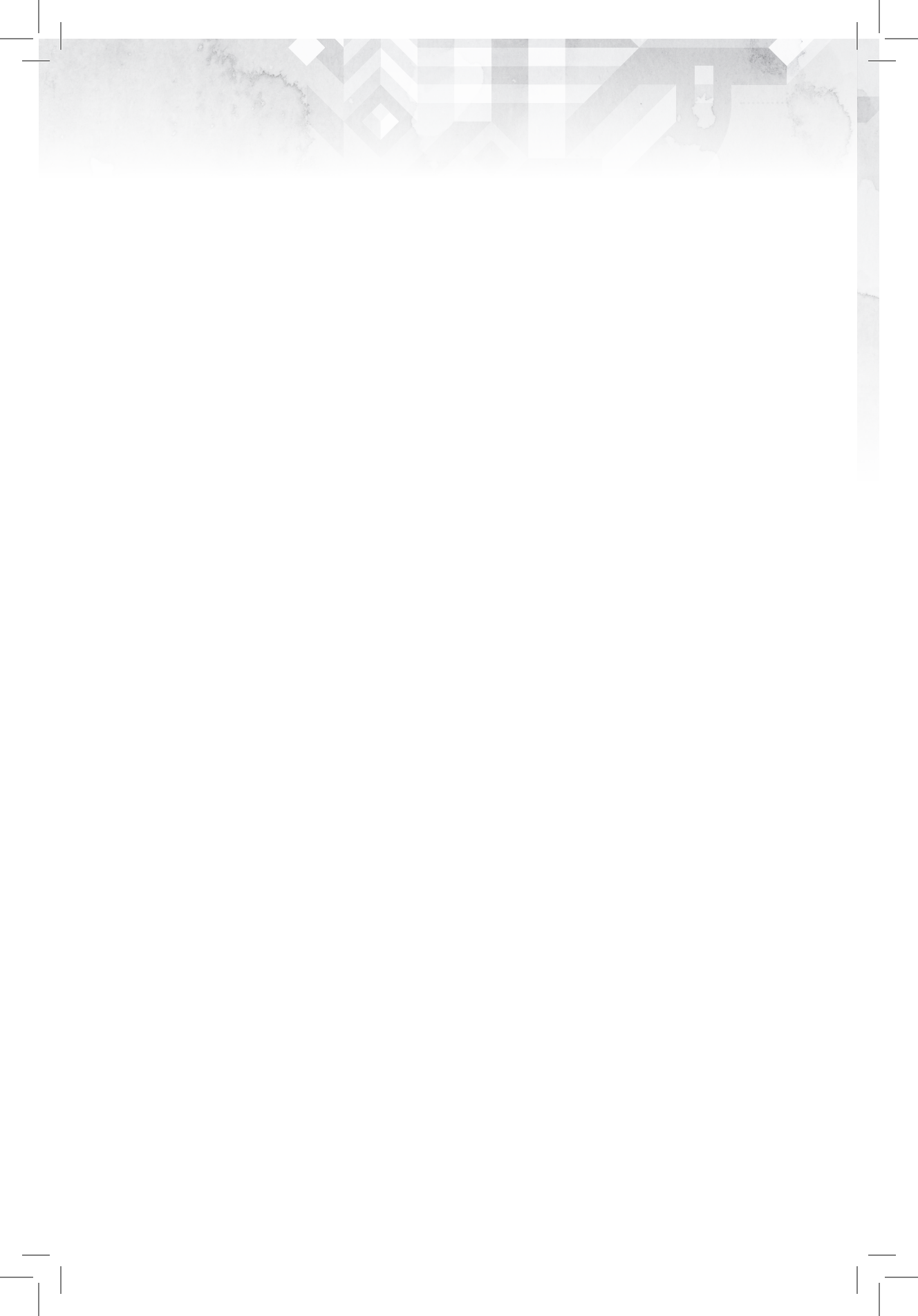
CONTENTS

OUTPUT STAGE: Reviving the Practice of Arabic Language	90
From Theory to Practice: The MASSLeM (A Malakah-Based Arabic Speaking Skill Learning Model)	95
Policy Recommendation: Implementing the MASSLeM Model in Malaysia	98
Conclusion	100
<i>References</i>	<i>101</i>
<i>Index</i>	<i>109</i>



FIGURES

Figure 7.1	The Relationship among Perception, Strategies and Performance of Arabic Speaking Skill of MGAS	65
Figure 7.2	The Relationship among Perception, Strategies and Performance of Arabic Speaking Skill of MPAS	66
Figure 8.1	Developmental Stages of <i>Malakah</i>	70
Figure 8.2	The Process of Acquiring <i>Malakah</i>	74
Figure 8.3	The Principles Underpinning the <i>Malakah</i> Theory	80
Figure 8.4	The Actual Process of <i>Malakah</i> Acquisition among Malay Learners	82
Figure 9.1	The MASSLeM Model	96
Figure 9.2	The Proposed Arabic Language Curriculum Based on the <i>Malakah</i> Approach	100



TABLES

Table 4.1	CEFR Student Proficiency Levels	27
Table 4.2	CEFR Student Proficiency Levels	29



FOREWORD

The Arabic language, a cornerstone of Islamic identity and scholarship, holds a venerable place in the cultural and educational heritage of Malaysia. Yet, despite decades of curriculum reform, teacher training, and academic inquiry, the development of Arabic speaking skills remains a persistent educational challenge. This book by Associate Professor Dr. Sueraya Che Haron arrives at a pivotal moment when language educators are seeking not only answers but also renewed perspectives grounded in both historical insight and innovative pedagogy.

With scholarly depth and personal conviction, Dr. Sueraya charts the historical journey of Arabic language education in Malaysia, tracing its roots from religious instruction to its institutionalisation in the modern education system. She thoughtfully investigates why, despite structural integration and evolving pedagogical methods, spoken Arabic continues to be a difficult competency to cultivate among learners.

What sets this book apart is its multidimensional approach. From comprehensive reviews of curriculum design and language assessment practices to the application of Ibn Khaldun's theory of *malakah*, the author engages with Arabic speaking skills not merely as a pedagogical issue but as a linguistic, historical, and cultural phenomenon. Her use of empirical research, especially from learners' perspectives, further enriches the discussion and grounds her proposals in classroom realities.

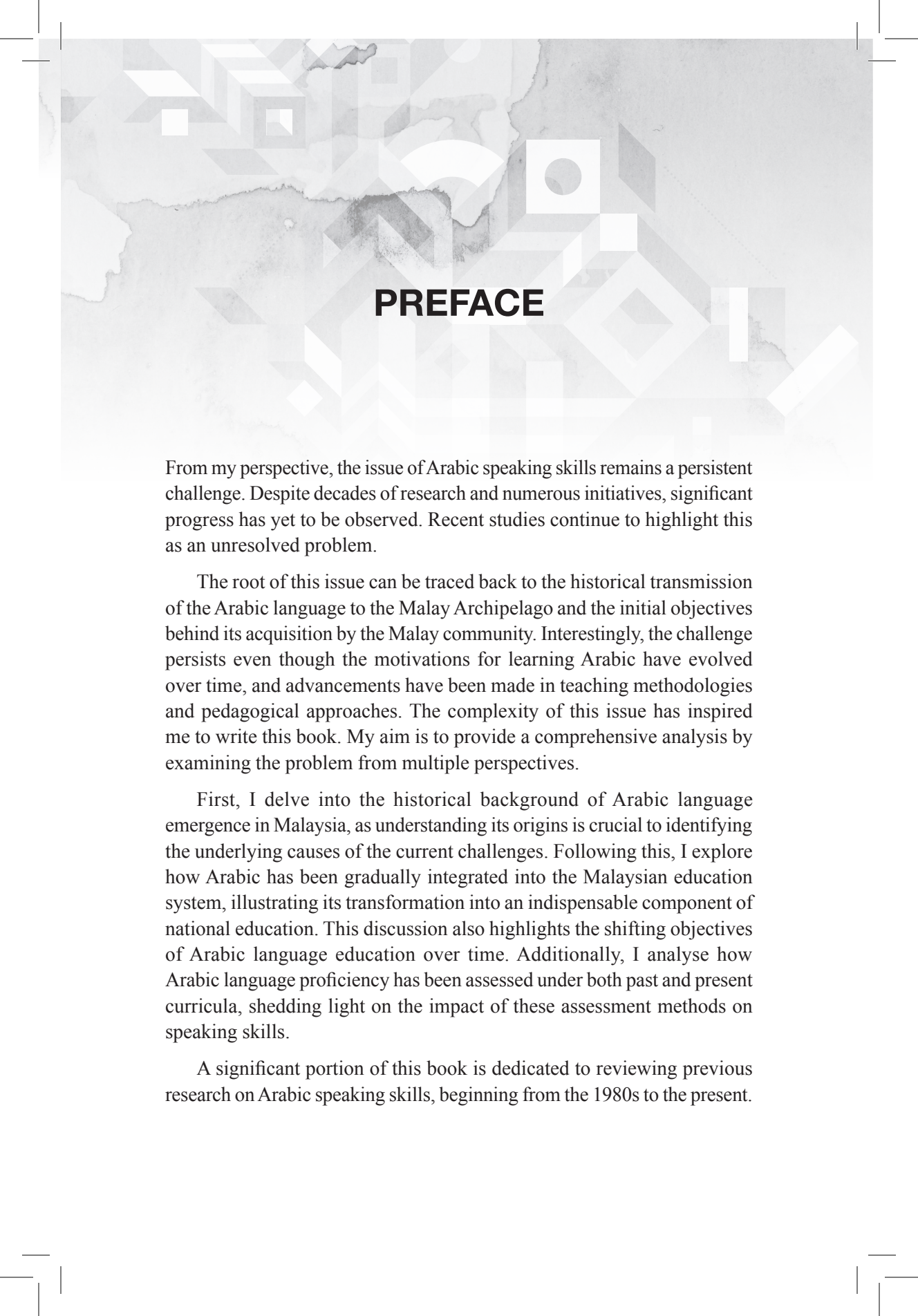
Particularly noteworthy is the tribute paid to the International Islamic University Malaysia (IIUM), a beacon of Arabic language scholarship and the author's personal academic home. This reflection adds an inspiring

layer of academic gratitude and institutional recognition to the book's scholarly rigour.

This work is not only a valuable academic resource it is also a sincere call to re-examine our approaches to language education with purpose, passion, and precision. It offers practical insights for educators, curriculum developers, policymakers, and researchers striving to elevate Arabic language proficiency among students in Malaysia and beyond.

As the challenges of Arabic speaking skills continue to evolve, so too must our commitment to addressing them. This book serves as both a scholarly guide and a heartfelt contribution to that ongoing endeavour.

ISMAIL SHEIKH AHMAD, Prof. Dr.
Department of Language and Literacy,
Kulliyah of Education, IIUM



PREFACE

From my perspective, the issue of Arabic speaking skills remains a persistent challenge. Despite decades of research and numerous initiatives, significant progress has yet to be observed. Recent studies continue to highlight this as an unresolved problem.

The root of this issue can be traced back to the historical transmission of the Arabic language to the Malay Archipelago and the initial objectives behind its acquisition by the Malay community. Interestingly, the challenge persists even though the motivations for learning Arabic have evolved over time, and advancements have been made in teaching methodologies and pedagogical approaches. The complexity of this issue has inspired me to write this book. My aim is to provide a comprehensive analysis by examining the problem from multiple perspectives.

First, I delve into the historical background of Arabic language emergence in Malaysia, as understanding its origins is crucial to identifying the underlying causes of the current challenges. Following this, I explore how Arabic has been gradually integrated into the Malaysian education system, illustrating its transformation into an indispensable component of national education. This discussion also highlights the shifting objectives of Arabic language education over time. Additionally, I analyse how Arabic language proficiency has been assessed under both past and present curricula, shedding light on the impact of these assessment methods on speaking skills.

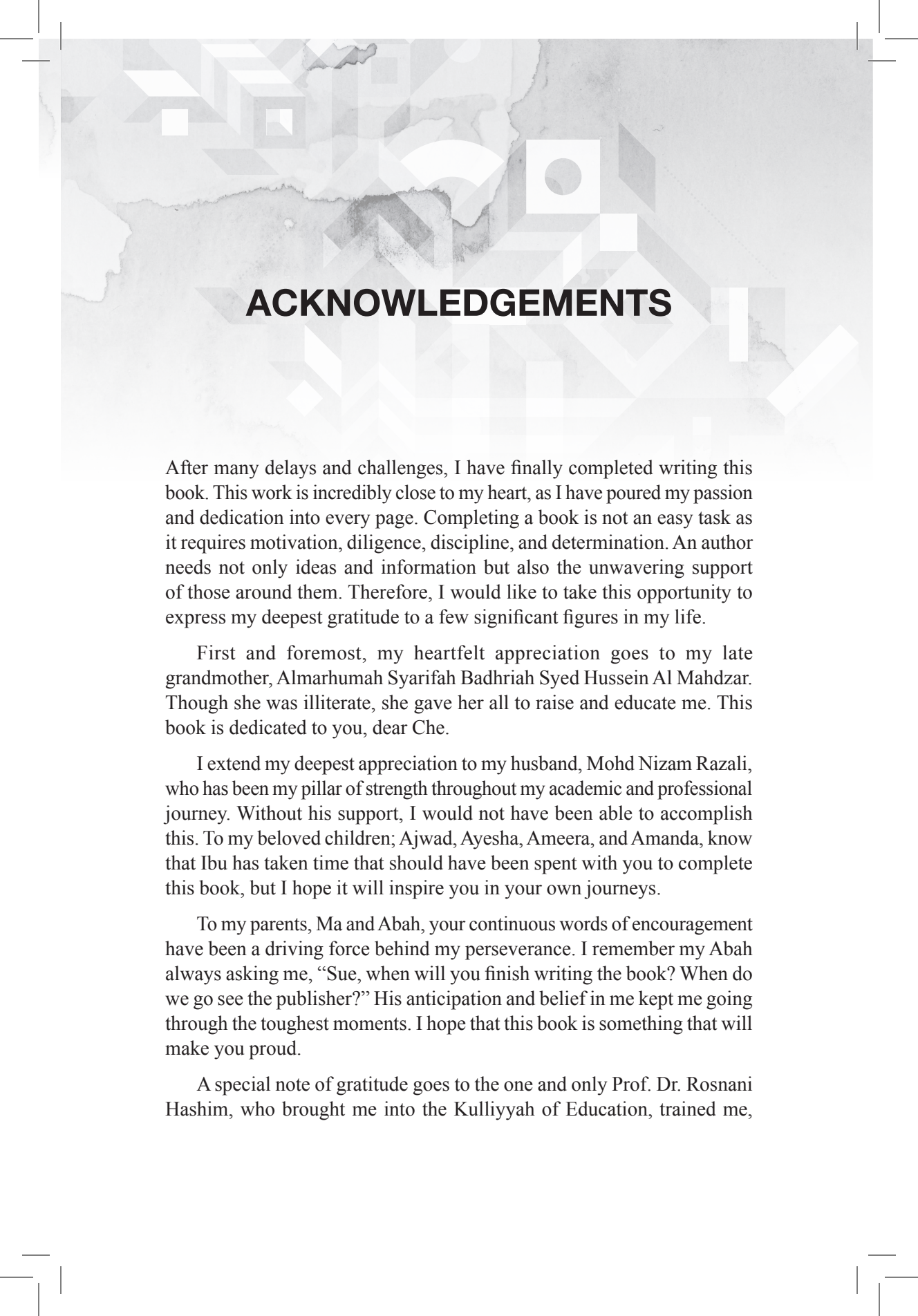
A significant portion of this book is dedicated to reviewing previous research on Arabic speaking skills, beginning from the 1980s to the present.

This examination demonstrates the persistence of the issue and the different angles from which scholars have approached it. To address this challenge, I introduce Ibn Khaldun's "Malakah" theory as a potential solution and propose practical applications for its implementation in contemporary Arabic language education. Moreover, to capture the issue from the learners' perspective, I incorporate insights from my previous research on Arabic speaking skill learning strategies. These findings aim to support curriculum development and improve teaching methodologies.

In a special chapter, I pay tribute to my alma mater, a university that I hold in the highest regard for its unwavering commitment to the Arabic language and its role in Muslim education. I explore the university's contributions to Arabic language education, the evolution of its Arabic programmes, and the significant achievements it has made in this field.

This book is deeply personal to me, as it represents more than a decade of exploration and dedication to understanding Arabic language acquisition. It is my hope that this work will serve as a valuable resource for future researchers and educators, inspiring further studies and innovative approaches to Arabic language learning. Insha Allah, may this book contribute to the ongoing efforts to enhance Arabic speaking skills and promote its effective learning and teaching.

SUERAYA CHE HARON, Assoc. Prof. Dr.



ACKNOWLEDGEMENTS

After many delays and challenges, I have finally completed writing this book. This work is incredibly close to my heart, as I have poured my passion and dedication into every page. Completing a book is not an easy task as it requires motivation, diligence, discipline, and determination. An author needs not only ideas and information but also the unwavering support of those around them. Therefore, I would like to take this opportunity to express my deepest gratitude to a few significant figures in my life.

First and foremost, my heartfelt appreciation goes to my late grandmother, Almarhumah Syarifah Badhriah Syed Hussein Al Mahdzar. Though she was illiterate, she gave her all to raise and educate me. This book is dedicated to you, dear Che.

I extend my deepest appreciation to my husband, Mohd Nizam Razali, who has been my pillar of strength throughout my academic and professional journey. Without his support, I would not have been able to accomplish this. To my beloved children; Ajwad, Ayesha, Ameera, and Amanda, know that Ibu has taken time that should have been spent with you to complete this book, but I hope it will inspire you in your own journeys.

To my parents, Ma and Abah, your continuous words of encouragement have been a driving force behind my perseverance. I remember my Abah always asking me, “Sue, when will you finish writing the book? When do we go see the publisher?” His anticipation and belief in me kept me going through the toughest moments. I hope that this book is something that will make you proud.

A special note of gratitude goes to the one and only Prof. Dr. Rosnani Hashim, who brought me into the Kulliyyah of Education, trained me,

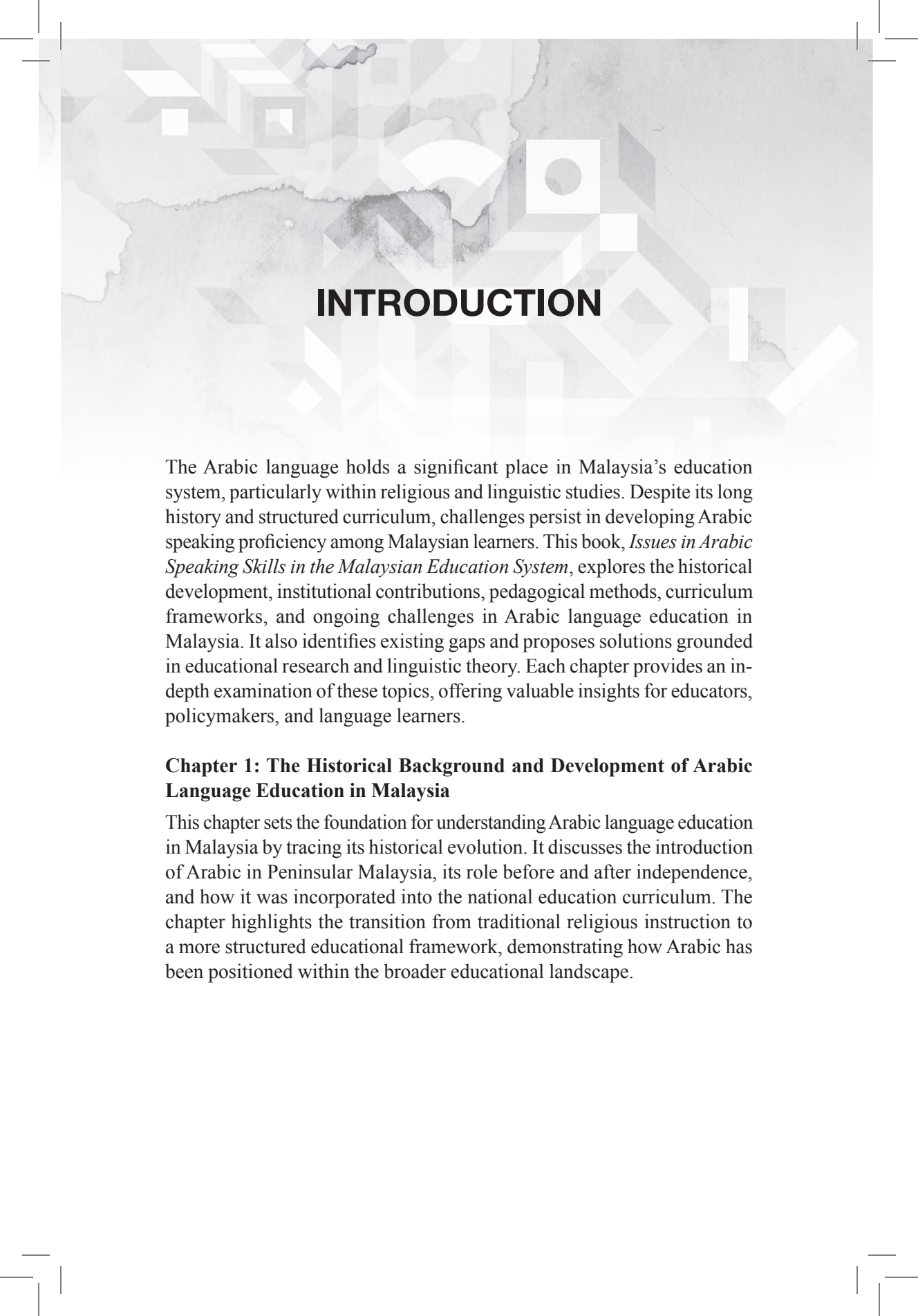
ACKNOWLEDGEMENTS

mentored me, and even scolded me like her own daughter when she saw me not progressing. I truly appreciate every moment of guidance, and I cherish those lessons deeply.

My journey in writing this book would not have been possible without the encouragement of my esteemed colleagues, whom I respect deeply and aspire to emulate one day. I am immensely grateful to Prof. Dr. Ismail Sheikh Ahmad, my PhD supervisor back in 2010, as well as Prof. Dr. Nik Ahmad Hisham, Prof. Dr. Ainol, Prof. Dr. Noor Lide, and Almarhumah Prof. Dr. Faizah, who have always believed in me, motivated me, and inspired me in countless ways. I remember Prof. Ainol once said to me, “Sue, when you say you have started working on the book, I believe you are progressing, and I know you will make it.” Those words of confidence stayed with me and kept me moving forward.

I am profoundly indebted to the anonymous reviewer of this book, whose thoughtful insights, constructive criticisms, and generous suggestions have significantly shaped and improved this manuscript. Without your meticulous review and invaluable feedback, this work would not have reached its present form. I am truly grateful for the time, effort, and sincere commitment you have devoted to this endeavour.

Thank you all from the bottom of my heart. May Allah bless each and every one of you abundantly.



INTRODUCTION

The Arabic language holds a significant place in Malaysia's education system, particularly within religious and linguistic studies. Despite its long history and structured curriculum, challenges persist in developing Arabic speaking proficiency among Malaysian learners. This book, *Issues in Arabic Speaking Skills in the Malaysian Education System*, explores the historical development, institutional contributions, pedagogical methods, curriculum frameworks, and ongoing challenges in Arabic language education in Malaysia. It also identifies existing gaps and proposes solutions grounded in educational research and linguistic theory. Each chapter provides an in-depth examination of these topics, offering valuable insights for educators, policymakers, and language learners.

Chapter 1: The Historical Background and Development of Arabic Language Education in Malaysia

This chapter sets the foundation for understanding Arabic language education in Malaysia by tracing its historical evolution. It discusses the introduction of Arabic in Peninsular Malaysia, its role before and after independence, and how it was incorporated into the national education curriculum. The chapter highlights the transition from traditional religious instruction to a more structured educational framework, demonstrating how Arabic has been positioned within the broader educational landscape.

Chapter 2: The Contribution of the International Islamic University Malaysia (IIUM) in Empowering Arabic Language Education

This chapter explores IIUM's pivotal role in promoting Arabic education in Malaysia. It details the university's language programmes, its integration of Arabic across multiple faculties, and its extracurricular initiatives such as the Arabic Debating and Public Speaking Club. The chapter underscores IIUM's unique position as a centre of excellence for Arabic learning and its influence on Arabic language pedagogy nationwide.

Chapter 3: Speaking Skills in Language Learning

Focusing on the importance of speaking skills, this chapter delves into the fundamental aspects of verbal communication, including vocabulary, grammar, pronunciation, fluency, and proficiency. It discusses the role of speaking in overall language learning and examines the interdependence of listening, reading, and writing. The chapter provides a theoretical perspective on why speaking skills should be prioritised and how they contribute to effective language acquisition.

Chapter 4: Arabic Speaking Skills in Malaysian Primary and Secondary School Curriculum

This chapter examines the structure of Arabic language education in Malaysian schools, focusing on the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM). It provides an overview of the curriculum's objectives, the integration of Arabic speaking skills, and the assessment criteria. Additionally, it discusses initiatives such as the Modul Kemahiran Bertutur Bahasa Arab Sekolah Menengah, which aims to enhance speaking proficiency among students.

Chapter 5: Assessment of Arabic Speaking Skills

This chapter reviews the frameworks used to assess Arabic speaking skills in Malaysian schools, including KBSR, KBSM, KSSR, and KSSM. It also explores how the Common European Framework of Reference for Languages (CEFR) has been integrated into assessment methods. The chapter evaluates the effectiveness of these frameworks and discusses the need for more comprehensive speaking assessments in Arabic education.

Chapter 6: Issues of Arabic Speaking Skills in Malaysia

A core section of the book, this chapter critically analyses the ongoing challenges in Arabic speaking proficiency among Malaysian learners. It explores factors such as teaching methods, curriculum design, student motivation, learning environments, and assessment practices. Drawing from extensive research, the chapter highlights why these issues persist despite multiple educational reforms and interventions.

Chapter 7: Arabic Speaking Skills Learning Strategies

This chapter highlights the impact of learning strategies on Arabic speaking proficiency among Malay learners. Proficient speakers use strategic, language-focused approaches, while less proficient ones struggle due to weak linguistic foundations and passive habits. These findings support the need for structured strategy training, reinforcing the relevance of the MASSLeM model and its potential for policy-level implementation to guide learners towards more effective, independent Arabic communication.

Chapter 8: Arabic Speaking Skills from Ibn Khaldun's Perspective

This chapter introduces Ibn Khaldun's concept of *malakah* (linguistic mastery) and examines its relevance to modern Arabic language education. It explores how *malakah* can bridge the gaps identified in previous chapters and enhance Arabic speaking skills in Malaysia. The chapter concludes by proposing strategies that align with Ibn Khaldun's linguistic theories to improve Arabic speaking pedagogy.

Chapter 9: Suggestions and Recommendations

This chapter introduces the MASSLeM model, a Malakah-Based Arabic Speaking Skill Learning Model designed to address persistent challenges faced by Malay learners. Rooted in Ibn Khaldūn's *malakah* theory, the model structures Arabic learning into three stages: input (listening), storage (memorisation), and output (speaking). The chapter emphasises the need for policy-level action, recommending a phased national implementation starting at the tertiary level, followed by pilot programmes in schools, and supported by religious and educational institutions. MASSLeM offers a culturally relevant and pedagogically sound framework for transforming Arabic language instruction in Malaysia.

CONCLUSION

The book concludes by summarising the key findings from each chapter and reinforcing the need for continued efforts in improving Arabic speaking skills in Malaysia. It emphasises the importance of effective teaching methodologies, supportive learning environments, and comprehensive assessment frameworks. The conclusion also calls for further research and policy enhancements to ensure that Arabic language education in Malaysia meets global standards of linguistic proficiency.

By exploring these critical aspects, this book aims to contribute to the ongoing discourse on Arabic language education and provide practical recommendations for educators, policymakers, and students striving to enhance Arabic speaking skills in Malaysia.

ABBREVIATIONS

ACTFL	American Council on the Teaching of Foreign Languages
AHAS	Abdul Hamid Abu Sulayman Kulliyah of Islamic Revealed Knowledge and Human Sciences
BPK	Bahagian Pembangunan Kurikulum (Curriculum Development Division)
CELPAD	Centre for Languages and Academic Excellence
CEFR	Common European Framework of Reference for Languages
DSKP	Dokumen Standard Kurikulum dan Pentaksiran (Curriculum and Assessment Standard Document)
HSP	Huraian Sukatan Pelajaran (Curriculum Specification Guide)
IIUM	International Islamic University Malaysia
IOK	Islamisation and Integration of Knowledge
IWON	IIUM World Debate and Oratory Centre
J-QAF	Jawi, Quran, Arabic, and Fardu Ain (Islamic Studies Programme in Malaysian Schools)
KAA	Kelas Aliran Agama (Religious Stream Classes)
KBSM	Kurikulum Bersepadu Sekolah Menengah (Integrated Secondary School Curriculum)
KBSR	Kurikulum Bersepadu Sekolah Rendah (Integrated Primary School Curriculum)
KBD	Kurikulum Bersepadu Dini (Dini Integrated Curriculum)
KSSR	Kurikulum Standard Sekolah Rendah (Primary School Standard Curriculum)

ABBREVIATIONS

KSSM	Kurikulum Standard Sekolah Menengah (Secondary School Standard Curriculum)
KOED	Kulliyyah of Education
KSCTL	Kulliyyah of Sustainable Tourism and Contemporary Languages
MGAS	Malay Good Arabic Speakers (Proficient Malay Arabic Speakers)
MoE	Ministry of Education Malaysia
MoU	Memorandum of Understanding
MPAS	Malay Poor Arabic Speakers (Less Proficient Malay Arabic Speakers)
MTAS	Master of Education in Teaching Arabic to Non-Arabic Speakers
NCLRC	National Capital Language Resource Centre of the United States
PMR	Penilaian Menengah Rendah (Lower Secondary Assessment)
PPPM	Pelan Pembangunan Pendidikan Malaysia (Malaysia Education Blueprint)
SMK	Sekolah Menengah Kebangsaan (National Secondary Schools)
SMKA	Sekolah Menengah Kebangsaan Agama (National Religious Secondary Schools)
SABK	Sekolah Agama Bantuan Kerajaan (Government-Assisted Religious Schools)
SP	Sukatan Pelajaran (Curriculum Syllabus)
TASL	Teaching Arabic as a Second Language
UM	University of Malaya
UMK	Universiti Malaysia Kelantan (Kelantan Malaysia University)
UniCORE	IIUM University Core Courses
UNISZA	Universiti Sultan Zainal Abidin (Sultan Zainal Abidin University)
UPM	Universiti Putra Malaysia (Putra University Malaysia)
UPSI	Universiti Pendidikan Sultan Idris (Sultan Idris University for Teaching)
USAS	Universiti Sultan Azlan Shah (Sultan Azlan Shah University)
USIM	Universiti Sains Islam Malaysia (Islamic Sciences University Malaysia)
UKM	Universiti Kebangsaan Malaysia (National University of Malaysia)

INDEX

A

A1, 19
A2, 19
ability, 3-4, 30, 71
affective challenges, 50
Andalusia, 71
arabic alphabet, 3
arabic as a service course, 13
arabic as a specialisation, 13
arabic at the primary school level, 7
arabic CEFR, 37
arabic curriculum, 4, 51
arabic Debating and Public Speaking
Club (IIUM ADC), 15
arabic grammar, 20
arabic language and education in
Malaysia, 8
arabic language department, 14
arabic language education, 2, 16
arabic language in Malaysia, 41
arabic language proficiency, 92
arabic language programmes, 7
arabic language teachers in Malaysia, 45
arabic lessons, 3
arabic listening skills, 85
arabic speaking, 60
arabic-speaking environment in schools,

43

arabic-speaking pedagogy, 94
arabic language curriculum at the
secondary school level, 28
assessment, 48, 97
audio-lingual method, 75
awareness programme, 93

B

B1, 19
B2, 19
Bachelor of Arabic Language with
Entrepreneurship (Honours)
programme, 8
Bachelor of Arts in Arabic for
International Communication, 15
Bachelor of Education in Teaching Arabic
as a Second Language (TASL), 14
Bahasa Arab Komunikasi, 6

C

C1, 19
C2, 19
CEFR, 27, 33, 37-38
Central Committee Curriculum, 6
classroom activities, 95
classroom participation, 61

classroom perceptions, 61
 classroom strategies, 60
 clear learning objectives, 49
 co-curricular activities, 92, 97
 common European Framework of
 Reference for Languages, 35
 communication, 68
 content selection, 97
 contextualisation, 97
 curriculum development, 6
 curriculum, 26, 71

D

dialogic learning, 97
 direct method, 74
 dokumen Standard Kurikulum dan
 Pentaksiran, 25
 DSKP Bahasa Arab Sekolah Rendah, 26

E

education Act 1996 (Act 550), 5
 educational system, 4
 effective strategies, 55
 english, 5
 exposure to native speakers, 76
 extralinguistic factors, 50

F

fiqh, 78
 fluency and proficiency, 21, 39, 42
 formative assessments, 34

G

gamified learning elements, 89
 grammar translation method, 74, 77
 grammar-translation, 12
 grammar, 20

guided Listening, 96

H

hadith, 9, 68, 75, 78, 90, 97
 Hifz, 97
 Hiwār wa munaqashah wa muhadathah,
 97
 hiwar, 79, 92
 huruf hijaiyyah, 21

I

I'rab (inflectional markings), 20
 Ibn Khaldun, 8
 IIUM World Debate and Oratory Centre
 (IWON), 15
 IIUM, 16
 immersion programmes, 79, 97
 importance of speaking skills, 22
 insufficient time, 61
 intellectual exchanges, 2
 Islamic education, 5

J

J-QAF programme, 7
 Jahiliyyah, 90

K

KBSR and KBSM frameworks, 33
 kemahiran lisan, 31
 KSSM, 28-29
 KSSR and KSSM frameworks, 33-34
 KSSR Bahasa Arab curriculum, 26
 Kurikulum Bersepadu Dini, 31
 Kurikulum Bersepadu Sekolah
 Menengah, 4
 Kurikulum Standard Sekolah Menengah,
 25, 99
 Kurikulum Standard Sekolah Rendah, 25

L

language labs, 76, 96
 language learning strategies, 54, 64
 language skills, 4
 latih tubi, 46
 learners, 22
 less proficient Malay Arabic speakers, 56
 listening activities, 76
 listening and speaking activities, 88
 listening comprehension, 100

M

malakah approach, 73
 malakah in language learning, 71
 malakah theory, 82
 Malakah-Based Arabic Speaking Skill
 Learning Model, 96
 Malay language, 5
 Malay learners, 40
 Malaysian education system, 1, 4, 7, 25,
 31, 46, 75, 85, 95
 MASSLeM Model, 98
 Master of Arts in Teaching Arabic for
 Specific Purposes, 15
 Master of Education in Teaching Arabic
 to Non-Arabic Speakers (MTAS), 14
 mastery, 70
 media-rich environment, 96
 memorisation, 3, 9, 35, 45-47, 52, 55, 61,
 71-72, 74-75, 77-78, 81-84, 90, 96-97
 mentorship, 97
 MGAS Strategies, 58
 MGAS, 57
 Modul Kemahiran Bertutur Bahasa Arab
 Sekolah Menengah, 29
 MPAS, 57-58
 munaqashah, 79, 92
 muqaddimah, 67

N

non-printed media, 75, 87
 non-verbal, 18

O

oral assessments, 47, 93

P

passive participation, 63
 PhD in Arabic Language for Specific
 Purposes, 15
 practice makes perfect, 69
 proficiency, 21
 proficiency levels, 14, 27, 29, 32, 35
 proficient Malay Arabic speakers, 56
 pronunciation, 21

R

realm of language learning, 71
 relevance of malakah theory, 73
 religious schools, 5

S

samā, 96
 separation of skills, 96
 sibawayh, 71
 sifah raasikhah fi al-qalb, 70
 sirah, 78
 speaking skills, 17-18
 strategy, 54
 students actively engaged in activities, 49
 summative assessments, 34
 systemic constraints, 46, 61

T

tactics, 54
 taqleed, 72
 teacher-centred, 44, 52
 teaching aids, 48



INDEX

teaching methods, 47, 77
technology-enhanced tools, 89
traditional approach, 47, 77
traditional methods, 45
traditional pedagogical, 74

traditional teaching methods, 47
training, 4
Tun Abdullah Ahmad Badawi, 7

V

vocabulary development, 18, 20
vocabulary range, 19
vocabulary, 18