

Pedagogical Content Knowledge of Arabic Vocabulary among Primary School Head Trainers

Azrul Abu Aman¹ & Harun Baharudin²

¹Kementerian Pendidikan Malaysia, Malaysia, ²Faculty of Education, Universiti Kebangsaan
Malaysia, Malaysia

Corresponding Author Email: harunbaharudin@ukm.edu.my

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Abstract

The teacher's mastery of Pedagogical Content Knowledge (PCK) in terms of vocabulary has a direct positive impact on students' language skills. This study aims to explore the pedagogical content knowledge of Arabic vocabulary among the head trainers of Arabic. A qualitative approach was used with a case study design. The study participants were four teachers from four schools in the state of Melaka who were selected using purposive sampling. The criteria for study participants are the head trainers of Arabic, who received exposure from the Curriculum Development Division (BPK) regarding the subject matter and spread it at the state level, and are active in co-academic activities at the state or national level. Research data was obtained through observation and in-depth interviews and observations. Data interpretation, research, and formulation are carried out by analyzing, coding, screening, comparing, and categorizing. The findings of the study show that the pedagogical content knowledge aspect of Arabic vocabulary that is required is knowledge of Arabic vocabulary and the selection of Arabic vocabulary. The implications of this study show that teachers need to have knowledge of Arabic vocabulary that includes aspects of size and depth, types of thematic vocabulary, and strengthens the use of the *lughat al-fasl*. In addition, the selection of vocabulary involves using the *Performance Curriculum Standard Documents* (DSKP) reference as the main reference, using vocabulary that is close to the students, and adding vocabulary outside the syllabus. Various initiatives need to be taken to ensure that knowledge elements of Arabic vocabulary content can be well mastered to improve the teaching of Arabic.

Keywords: Vocabulary Teaching, Arabic Vocabulary, Pedagogical Practice, Pedagogical Content Knowledge (PCK).

Introduction

The Malaysian Education Development Plan (PPPM) 2013-2025 (Ministry of Education Malaysia, KPM, 2012), through the fourth shift, demands that Arabic language teachers master and understand subject content, pedagogy, and context to ensure teaching and facilitation objectives (PdPc) are accomplished. In the PdPc of Arabic as an elective language, teachers are seen to play an important role in creating student autonomy in self-learning (McCombs & Miller, 2007). Based on the current trend that emphasises the practical importance of language that is clearer in its meaning and function and emphasises authentic communication, vocabulary is one of the main elements in language PdPc. Vocabulary acts as a medium for all forms of language learning (Benjamin & Crow, 2014). Effective vocabulary teaching can produce good vocabulary mastery among students.

Some past studies, such as Rahman and Baharudin (2023); Maskor et al (2018); Samoephop et al (2018); Kamaruddin & Baharudin (2017); Ismail et al (2016); Rawi et al (2016); Yusoff et al (2014), found that elements of learning and students' development in the mastery of Arabic vocabulary are a topic that is often explored. Among the topics investigated by past studies are vocabulary learning strategies, mastery of Arabic vocabulary size, learning through loanwords, the construction of instruments to assess vocabulary size, students' anxiety in learning Arabic vocabulary, and the depth of Arabic vocabulary knowledge.

However, the aspect of teaching Arabic vocabulary is found to be less studied when compared to other aspects in other languages, such as English and Malay. A recent study by Majid et al (2016) focused on the four basic skills in Arabic, namely listening, speaking, reading, and writing skills, and found that teachers mastered them moderately to highly. In addition, many Arabic vocabulary studies were conducted using a quantitative rather than a qualitative approach. In-depth and detailed exploration, especially through a qualitative approach, is seen as a necessity and can provide a clearer picture of Arabic vocabulary aspect. Therefore, the purpose of this study is to explore the Arabic vocabulary knowledge of teachers (head trainers) when implementing Arabic pedagogical practice in national schools.

Vocabulary Teaching

Vocabulary is knowledge about words and the meaning of words (Nelson, 2008). Vocabulary in Arabic is often referred to as the use of the word *kalimah* (كلمة), *mufradat* (مفردات) and *lafzu* (لفظ). According to al-Bariy (2011), an Arabic word is a combination of consonant letters in a word that has meaning. Vocabulary is considered important because it crosses language skills such as speaking, reading, and writing. Without vocabulary, communication cannot take place. Therefore, vocabulary mastery is one of the processes required in the teaching of a language, and it must be mastered well by the teacher (Moeller et al., 2009; Aslan, 2016). There are two explicit approaches to teaching vocabulary, namely, the teacher-initiated approach and the student-initiated approach. The teacher plays a role by attracting students' attention, such as by writing on the blackboard, using vocabulary in simple sentences, repeating them, asking the meaning, or asking students to give examples. The student-centred approach is when students search for themselves by using a dictionary, asking the teacher or other students, trying to use it in an example, and identifying words in the book or sheet given

(Folse, 2010). Effective vocabulary teaching includes both methods, namely incidental learning, and intentional learning (Nelson, 2008). Apart from knowing the importance of vocabulary in the language PdPc, the determination and selection of words to be mastered are also important.

Teacher Teaching Strategies

Effective and productive teaching methods and strategies used by teachers have been observed as one of the main factors that can make a difference in student learning (Orlich et al., 2021). A good teaching strategy can not only involve students in learning but also strengthen the teacher's self-concept (Hattie & Anderman, 2019; Lee & Tsai, 2010). Most scholars say that the planning that takes place is necessary in a planned and organised manner (considering various factors) to achieve success or goals. Teaching strategies include four main components, namely methods, approaches, techniques, and activities (Mok, 1992). In general, in education, strategy is the planning and selection of approaches, methods, and techniques in teaching to achieve the objectives of teaching and learning that have been identified. Planning strategies and determining teaching methods are actions taken by teachers in managing and implementing the teaching and learning process. (Azizan & Habib, 1998). Arabic language teachers need to be more confident and freer to choose or combine any method they feel is appropriate (Mohamed, 2001). Creative and proactive teachers will try to diversify the methods and use of teaching aids in the PdPc process. The use of BBM can help improve the effectiveness of the teaching methods used (Azizan & Habib, 1998). According to Ismail and Pa (2006), there are four general methods of language teaching, including Arabic, which are the grammar-translation method, the direct method, the audiolingual method, and the communication method. Mohamed (2001), on the other hand, added listening and speaking methods and eclectic methods to teaching Arabic. Language teaching methods, especially the vocabulary aspect, are growing from traditional methods to more recent student-centred methods. An example of a traditional method is memorization. The memorization method is used from generation to generation by scholars, as taught through *mahfuzat* memorization (Ismail & Pa, 2006). The traditional method is more prone to memorization, that is, repetition, compared to the four general methods that have been mentioned before. Vocabulary development in the true sense of the word means that students understand and use the vocabulary they learn instead of memorising it, which is achieved through two features of vocabulary acquisition (Benjamin & Crow, 2014): (i) the ability to process the meaning of words and their uses, and (ii) the opportunity to use new words in conversation. In parallel with the development of PdPc in the 21st century, teaching with the use of multimedia is able to increase the ability to process words and improve vocabulary retention when the words are found in various contexts, such as animated images and images with the help of text. The students can create a learning atmosphere outside the classroom by completing the assignments given by the teacher (Mat & Soon, 2010).

Vocabulary teaching strategies, according to Nelson (2008), are (i) drill, (ii) translation, (iii) keywords, (iv) rich instruction, (v) semantic maps and word analysis; (vi) task restructuring; (vii) vocabulary pre-teaching; and (ix) teaching independent word-learning strategies, such as dictionary use strategies, finding synonyms, context analysis, or a combination of strategies. Wilfong's (2013) vocabulary teaching strategy model classifies ten different strategies, which are word selection strategies, attracting students' interest, definition of words by students

themselves, use of words, morphology, symbols and pictures, word angles, continuous application, extensive reading, and academic language.

Nation (1995) lists four pillars of vocabulary teaching best practices, namely: (i) meaning-focused input, (ii) meaning-focused output, (iii) fluency development, and (iv) language-focused instruction. Nation gives language-focused instruction a priority.

Pedagogical Content Knowledge (PCK)

Pedagogical Content Knowledge (PCK) is a unique and important knowledge for someone who holds the title of teacher. PCK is a matter that involves a teacher's knowledge of translating that knowledge in the classroom as well as skills in teaching specific topics related to the subject to be taught (Yazid, 2005). PCK is also a construct used to explain a teacher's understanding of the subject being taught before being translated into classroom teaching. This understanding includes the strategies used by a teacher, especially when teaching specific subjects. A good PCK will reflect a teacher's mastery of good pedagogical skills. As observed in the study conducted by Mishra and Koehler (2006), an excellent teacher must master this field as best as possible to ensure that he or she can carry out the teaching and learning process effectively. This is because a teacher needs to relate the pedagogical knowledge (knowledge of how to teach) that he or she has to the pedagogical content knowledge (what needs to be taught) of his or her students. The integration of the two types of knowledge will produce good Pedagogical Content Knowledge (PCK) (Shulman, 1987). The theory of Pedagogical Content Knowledge (PCK) is a theory that emphasises teachers' mastery of pedagogy that coincides with the content that they want to convey to students.

The four main categories of PCK are shown in Figure 2.1 (Wazir, 2016; Shulman, 1986):

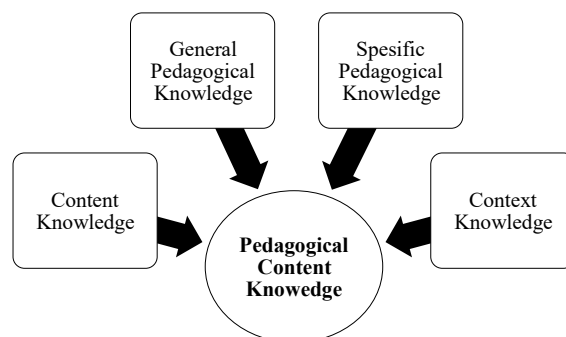


Figure 1: Pedagogical Content Knowledge (Wazir, 2016; Shulman, 1986).

One of the main roles of teachers is to help students learn vocabulary (Nelson, 2008). Teachers, as teachers of a language, must understand the attitude exhibited by students so that the objective of language PdPc is achieved (Mat & Soon, 2010). Changes that occur to students are considered to be the effects of the teacher's teaching. Therefore, diverse student characters should also be identified (Al-Qahtani, 2015). In the context of this study, teachers who are able to improve students' Arabic vocabulary skills or knowledge through the process of learning Arabic are considered good Arabic teachers.

Methodology

By using a qualitative approach, the case study method was chosen as the design of this study. This method can provide answers to the research questions because it allows the real picture related to the oral interview practice among teachers to be understood in depth. Merriam and Tisdell (2016) stated that the case study method can provide a comprehensive, complete, and in-depth understanding of the case being studied.

A total of four main Arabic teachers were selected as study participants using a purposive sampling technique. The selection of participants for this study is based on the criteria and characteristics set by the researcher: who are optional Arabic teachers, who are appointed as the main Arabic language trainers, who teach Arabic in primary schools, and who are willing to be involved in this study. The study participants are JUBA01, aged 42, with 12 years of teaching experience; JUBA02, aged 33, with 8 years of teaching experience; JUBA03, aged 40, with 12 years of teaching experience; and JUBA 04, aged 38, with 14 years of teaching experience (see Table 1). In addition, all participants have a bachelor's degree in the fields of Islamic studies and Arabic language. All study participants are experienced in giving briefing sessions and sharing information about the new curriculum, such as the *Primary School Standard Curriculum (KSSR)* and revised KSSR, including related to the teaching of Arabic vocabulary that teachers need to teach their students. Based on the characteristics and criteria of the participants, they are considered to have the credibility, knowledge, and abilities required to teach Arabic.

To guarantee standard quality from an ethical aspect, the researcher obtained approval from the Education Policy Planning and Research Division, Ministry of Education Malaysia (KPM) (reference no.: KPM 600-3/2/3 vol. 41 (32)) and the State Department of Education (JPN) Malacca State (reference no.: JPM.SPS.UPP.100-2/5/2 vol. 20). This permission letter is submitted to the principal of the school selected to conduct the study. All study participants were asked to sign a letter of consent to participate in this study. This procedure is considered ethical when researching to ensure the participants' willingness to accept and be willing to participate with an open heart (Bailey, 2014). In addition, this letter serves as protection for researchers in case of legal challenges or compilations (Miller et al., 2012).

This study was carried out using a semi-structured interview instrument as the main data collection method. The method of observation and document analysis is a secondary method to form triangulation as a measure of the validity and reliability of this study. The use of various techniques can help researchers triangulate data for analysis and strengthen the results of the study (Miles et al., 2014). The analysis of research findings uses the constant comparison method, where data from verbatim interviews is compared between each participant and analysed using ATLAS.ti 8 software through open coding, axial coding, and selective coding for themes and sub-themes. Creswell (2014) says that validity and reliability refer to how the research findings can accurately and consistently represent the phenomenon being studied. Thus, the researcher used several methods to increase validity and reliability, including triangulation, member review, and peer review. Three assessors were selected for theme review and evaluated through the Cohen Kappa agreement value with a value of 0.88, which is a high interpretation (McHugh, 2012).

Table 1

Educational background and teaching experience of study participants

	JUBA01	JUBA02	JUBA03	JUBA04
Age	42	33	40	38
Experience Teaching Arabic Language	12 years	8 years	12 years	14 years
Academic Qualification	Bachelor's Degree in Islamic Studies and Arabic Language			

Findings

The researcher uses the title Main Trainer to represent each study participant and maintain individual confidentiality. Excerpts from interviews with teachers accompany each presentation of research findings. An example of an interview using the label "P" refers to the participant and 1 for the first participant, where "T" refers to the interview and "1" refers to the first interview. For example, the label (P1T1) refers to "1st JUBA" and "1st T1" (first interview with JUBA01).

The study found that teachers' knowledge of Arabic vocabulary includes knowledge of Arabic vocabulary and vocabulary selection (see Figure 1).

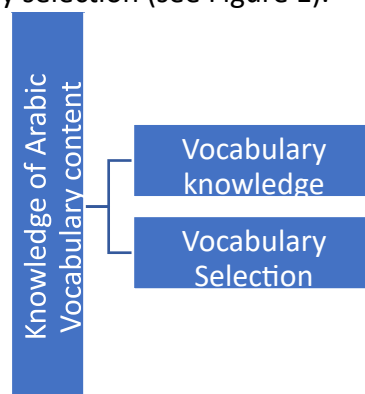


Figure 1: Arabic teachers' vocabulary content knowledge

Knowledge of Arabic Teachers' Vocabulary Content

The study participants emphasised that mastery of Arabic vocabulary content is achieved by mastering the vocabulary that is to be taught to students through the understanding and mastery of the assessment curriculum standard document (DSKP). JUBA2 states that Arabic teachers:

"The first thing is the teacher's knowledge of vocabulary. We are supplied with Performance Standard Curriculum Document (DSKP) and textbooks, so teachers can refer to and have extensive knowledge of the vocabulary that will be taught to the students because they need to master the vocabulary first to make it easier for them to convey to the students." P2T1. The same opinion was also expressed by JUBA1, which is about the importance of mastery of DSKP by teachers:

"Ok, my first reference must be the textbook or DSKP that has been determined by the ministry because we cannot run away from the syllabus." P1T1

"Ok, the second one, the teacher must understand the requirements of the DSKP, understand the requirements of the textbook, because if we do not master what the ministry wants, we will indeed teach the wrong things to the students." P1T4.

The study participants expressed the same opinion when sharing their views on the definition of vocabulary. Vocabulary, according to them, is vocabulary, *kalimah*, or *mufradat*. Vocabulary is taught in the classroom and must be mastered by students because it is the basis of PdPc Arabic. JUBA1 is of the view that vocabulary is the extent to which students memorise words. He went on to say that vocabulary plays an important role in helping students understand the lessons delivered by the teacher. The more vocabulary that is mastered, the easier it is for students to master their learning. Therefore, two aspects of vocabulary are highlighted, namely the aspect of size and knowledge of vocabulary. The aspect of size can be seen when linked to the memorization of words, as in the interview with JUBA1:

"Ok, good. When it is called vocabulary, it is a vocabulary or the extent to which students have sentences or words that are memorised, right? (Laughs) Not memorised, which means owned by students in, in learning" P1T1.

JUBA4 emphasises that teachers need to master vocabulary before implementing PdPc for students. Although the Arabic vocabulary in the national school is not too difficult, a teacher should study the *kalimah* and *mufradat* to be conveyed:

"Aaa.. as a teacher for Arabic especially, I look at this vocabulary as a curriculum and kalimah where our students are taught the basic words heh.. to aa.. be applied in teaching and aa.. also their learning aa ..as a teacher, before we teach these students, teachers also need to understand the meaning of the kalimah and mufradat in the curriculum that will be delivered to the students." P4T1.

Next is the aspect of vocabulary knowledge to understand the vocabulary delivered by the teacher, as stated by JUBA1, JUBA2 and JUBA3:

"If he doesn't have this vocabulary, it means that he wants to understand something; it's quite difficult. So, it is necessary to have a lot of vocabulary to make it easier for him to learn something that will come." P1T1.

"It means that I don't need a translation, ya. Sometimes I, if I have to act for the students, and I will act to give meaning to the vocabulary, and the repetition process will be able to be stored in their cognitives for them to use in other skills." P2T3.

"That is one of the strategies to give the students an understanding of what we are saying because the students do not understand what we are saying and because the words are ones they have never heard. But just by acting and using body language, the boy can continue to guess. Although they did not guess in Arabic, in terms of understanding, they have reached that is they understand that the play is that someone wants to buy something that is fruit, and there is a perpetrator response. Ha, the boy understands that the boy will hand over the goods and take the money. So the learning process is complete, ha." P3T3.

"Well, I helped the boy master this vocabulary by helping him correct his pronunciation. Ha, his name. For example, he says, for example, he says 'tufahun', 'tufahun'. Ha, so he can say, but no, not master." P3T3.

JUBA2 and JUBA1 further states that the vocabulary also refers to specific or thematic themes, such as Science, history, and others:

"For example, if in what, about Science, there is a rubric, there is what, hypothesis. That shows in the field of science. Vocabulary in the field of science ha'ah. The meaning of this vocabulary is aimed at, appropriate in a certain field of Science." P2T1.

"Ok, in class, usually the first time I enter class, I will repeat the words that have been taught before. For example, if the topic of animals that I teach, the topic of animals is the fourth topic. So, I will repeat, repeat, repeat this title one, two, three, and then I will enter a new title." P1T3. JUBA3 is of the view that in addition to the vocabulary that has been set in the DSKP, another vocabulary that is widely used in the classroom also includes vocabulary that is aimed at the language of the class or *lughatul fasli*:

"Vocabulary that I understand... this vocabulary is like a vocabulary or sentences of words in Arabic, and for this school level we are more focused on the language of the class, what is used in class, and we aaa... teach the students, and we ask the students to use those words, for example, like aa... go to the toilet, right... then aaa... open the book... you read aaa... all those prefaces are included in the vocabulary that I understand." P3T1.

Therefore, from what has been stated, teachers need to have Arabic vocabulary content, including aspects of vocabulary size and depth, thematic vocabulary types, and the use of *lughat al fasl* to carry out the Arabic PdPC process (see figure 2).

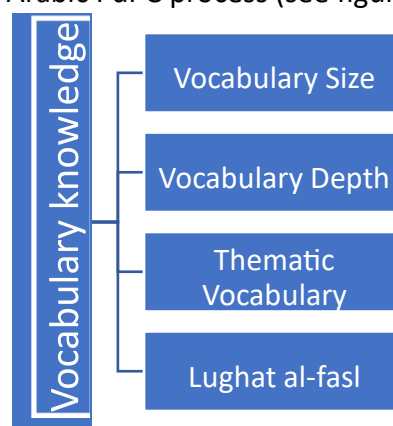


Figure 2: Aspects of knowledge of Arabic vocabulary content include aspects of vocabulary size and depth, types of thematic vocabulary, and the use of *lughat al fasl*

Vocabulary Selection

Among the vocabulary teaching strategies used by teachers in the classroom is vocabulary selection. For Arabic teachers who teach in national schools, the Curriculum Development Division, which is the Ministry of Education, has undertaken the task of selecting the appropriate vocabulary in national schools by gathering the vocabulary in the form of an official document, the Performance Standard Curriculum Document (DSKP). Teachers are required to refer to and implement PdPc based on the document.

JUBA2 and JUBA1 clearly state DSKP as the main reference for Arabic language teachers in national schools, which they claimed that the teaching and learning must be guided by DSKP. "My priority in choosing Arabic vocabulary is, first of all, to refer to the DSKP itself, because that is what is determined by the Ministry of Education and Culture for what, the mastery of which, and the mandatory things that are taught to students." P2T3.

"Ok, good. For this vocabulary choice, I can't escape from DSKP. So first of all, I will refer to the words that have been given in the DSKP." P1T3.

The vocabulary contained in the DSKP is indeed one of its characteristics in that it is close to the daily life of students in the scope of life that they usually go through, such as themes at school and home. The vocabulary that is close to this student is more practical, as stated by JUBA2: *"Then, the second is, what vocabulary is close to the students' daily life. What does that mean, around within the scope of school, at home. It means about what, the number, they will use every day in life, in the life of the student. Ha, I mean we want the student to be able to practice, ha. What is it, not only just studying and what, only on paper only. We because when we learn a language, we want students to practice the vocabulary of those words in speech and writing in their daily lives."* P2T1.

JUBA2 states that there are also additions to the vocabulary that students need to learn: *"In addition to that, I also choose which vocabulary, which is familiar to the students or additional vocabulary that is close to the surroundings of the student's own life"* P2T3 The DSKP that the Ministry of Education has prepared contains a number of vocabulary words that students must master. However, the study participants, namely JUBA2, JUBA1, and JUBA4, are of the opinion that additional vocabulary other than DSKP can be taught as an addition to knowledge and give more exposure to vocabulary to students:

"I am of the opinion that when teaching students to speak a foreign language, especially Arabic, it would be best if the students could hear verses that are outside of their syllabus, verses that are commonly used, so that they are used to or familiar with what, additional vocabulary from their teachers." P2T2.

"Ok, second, the importance of this vocabulary is for example if I teach animals. So I will add other words because in this DSKP, the syllabus given is only limited to seven or eight types of words, but I will add so that they know better which other words are. Ha so the meaning is not that we don't follow DSKP or syllabus. I will still follow the syllabus that has been determined as an addition." P1T2.

"As for me, I follow aa.. aa.. according to DSK, which means we follow aa.. curriculum standards set by aa.. Curriculum Education Division.. So, based on that DSK we teach students aa.. kalimat heh.. mufradat.. and also the phrases.. that is determined. So in addition to that we can also add the words aa.. as support.. as an addition to the knowledge of our students." P4T3.

It can be concluded that knowledge of vocabulary selection in Arabic language teaching is required for every teacher, including using DSKP as the main reference, choosing vocabulary that is close to the students, and choosing additional vocabulary outside the syllabus in conducting PdPC (refer to Figure 3).

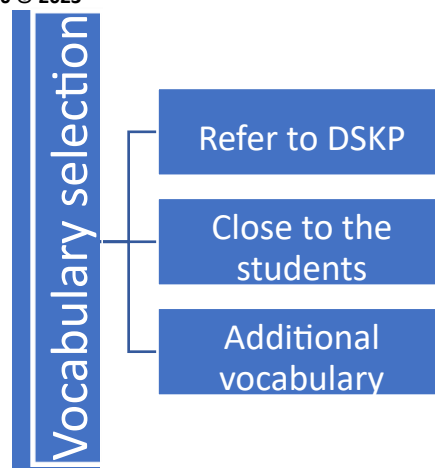


Figure 3: Aspects of Content Knowledge regarding the selection of Arabic vocabulary

Discussion

This study aims to explore Pedagogical Content Knowledge (PCK) that needs to be mastered by a teacher related to teaching vocabulary. PCK is a unique type of knowledge for a teacher, and it refers to the way the teacher conveys content to students so that it is easy to understand and promotes conceptual understanding among students. The content expert's knowledge is different from the teacher's subject knowledge. This is translated into the form of PCK, which is about what knowledge needs to be taught (content knowledge) and how it is taught (pedagogical knowledge) (Hamid et al., 2016; Zakaria et al., 2016).

The researcher found that all study participants expressed the same opinion when sharing their views on the definition of vocabulary. Vocabulary, according to them, is the vocabulary, *kalimah*, or *mufradat* that teachers need to teach students to master, and it is the basis of PdPc Arabic. The findings of the study found that the study participants paid attention to their knowledge of the vocabulary to be taught. Aspects of vocabulary size and knowledge become the focus of teachers' teaching in line with the objectives of the set syllabus. Some past studies, such as Rahman and Baharudin (2023); Maskor (2020), show that students' mastery in the aspect of size is found to be better than in the aspect of depth of vocabulary knowledge. This shows that the aspect of size becomes a focus in teachers' teaching. In practice, vocabulary size is often made a focus through the frequency with which it is used by recognising the meaning through the dictionary and is constantly repeated in class (Maskor, 2020). However, teachers need to improve their teaching approach to further increase the size of students' vocabulary by combining it with the 21st-century approach.

As for the aspect of vocabulary knowledge, students need to master the fundamental knowledge of the language, especially the basics of grammar and morphology, such as the concepts of nouns, verbs, and particles, as well as the concept of derivation. This foundation helps students understand the context of using vocabulary according to its context in terms of denotative meaning, semantic relationships, word formation, and word combinations (Alderson, 2005). The teacher's teaching that makes DSKP the main reference also makes several types of vocabulary the main focus, namely thematic vocabulary and *lughat al-fasl*. This finding is different from the study of Yusoff et al (2014), who found that students are more likely to remember independent vocabulary than thematic vocabulary in the short term

and the long term. Thematic vocabulary needs to be paid attention to, but students at the beginning level are easily confused when remembering vocabulary under the same theme. This is because the vocabulary interferes with other vocabulary due to their similarity to each other. According to interference theory, the more similarities (similarity) between words, the higher the level of interference, which will further delay the process of remembering a word (Tinkham, 1993).

Attention to *lughat al-fasl* is also used as a basis for communication and interaction in class. This finding is in line with the findings of Baharudin and Abdullah (2023), who found that students' understanding was at a moderately high level in the use of *lughat al-fasl*. The use of *lughat al-fasl* in language teaching has been widely used in the teaching of other languages such as English, Chinese, Japanese, and many more (Wajdi, 2018). In the context of teaching Arabic, the term *lughat al-fasli* is widely used in related scientific studies. This term is also the closest to the Arabic language teachers who teach Arabic in Malaysia because they have been exposed to *lughat al-fasli* starting at the *Teacher Education Institute* (IPG) before becoming a teacher and in the in-service training (LADAP) after becoming a teacher (Sapawi, 2015; Mukhtar, 2018).

The vocabulary that the teacher wants to teach students needs to go through a focused and appropriate vocabulary selection process. The vocabulary should not be too heavy, often heard, or related to the student's life; not too long when making a sentence; not unfamiliar; and easy to find related references. Pupils at the national school level need to master a total of 600 Arabic vocabulary words (Hasmam, 2017). The vocabulary found in the textbook provided by the Ministry of Education has indeed gone through a screening process, and their selection is based on certain criteria. The characteristics of vocabulary found in textbooks are: (1) easy to obtain; (2) short vocabulary; (3) similar to the mother tongue; (4) concrete; and (5) frequent use (Ramli & Mohammad, 2014).

Three study participants were of the view that, in addition to the vocabulary that must be taught according to DSKP, teachers also need to be creative and not just rely on textbooks to adapt PdPc to different classes because the students' levels are diverse. The study participants also added that the vocabulary taught needs to be more geared towards its frequent use through class language or even spoken language. This is in line with the need for vocabulary selection as a communication requirement, especially the use of *lughat al-fasli*. *Lughat al-fasli* is the best way to improve the language environment and encourage communication space between students and teachers. A good language environment will increase student engagement in class and provide advantages and contributions to language development (Rahman & Baharudin, 2023; Ritonga et al., 2022). The necessary aspects of vocabulary selection in PdPc include three things, namely (i) vocabulary selection criteria, (ii) vocabulary selection requirements, and (iii) vocabulary selection driving factors (Hasmam, 2017).

Conclusion

Vocabulary teaching by teachers in a planned and organised manner can produce the best teaching practices for teachers in PdPc. All teachers should increase their knowledge to help practice and management in PdPc and then use that knowledge. The limitation of this study is that it cannot be generalised, and the study period is short. This study also only examines primary school teachers of Arabic subjects. Study respondents were selected randomly. As a qualitative study, this study can be transferred (transferability) to other studies in the future.

This study suggests that further studies examine Arabic vocabulary pedagogic practices among teachers quantitatively by looking at the level, relationship, and impact. This will make the study generalizable to all Arabic language teachers, especially in national schools. This study is expected to help teachers implement the teaching of Arabic vocabulary more effectively. Appropriate intervention programmes can also be produced for teachers based on the results of this study. In addition, teacher training programmes such as exposing the best practices of teacher teaching to have an impact on producing effective and innovative vocabulary PdPc methods can be carried out, such as professional learning community programmes. Without the practice of vocabulary teaching strategies and best practices by teachers in the classroom, the teaching and learning process will be bland and ineffective.

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