

Fundamentals and Standards for Preparing Arabic Language Teachers and Their Impact on Teaching Arabic to Non-Native Speakers

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To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v13-i6/17465> DOI:10.6007/IJARBSS/v13-i6/17465

Published Date: 12 June 2023

Abstract

The profession of teaching still lacks qualified cadres who meet specific requirements to lead the teaching process effectively. Most of those working in the field of education graduated from institutions, colleges, and universities in which they did not receive educational sciences that are concerned with preparing, qualifying and training them to practice the teaching profession. That is why most of them lack the foundations and standards on which this profession is based. This causes many problems for them when practicing the teaching profession. The researcher believes that there are elements, bases and standards that are necessary so that the teacher can practice the teaching profession. The research aims to set these standards as a basis for each teacher so that he can practice the teaching profession in an optimal and satisfactory manner, and to obtain remarkable educational outcomes and quality. In order to characterize the fundamental elements of the linguistic, cultural, and professional preparation of the Arabic language teacher, the study adopted an analytical descriptive technique. In terms of the analytical approach, the researcher detailed and examined the acceptable cultural, linguistic, and professional standards and their significance to the Arabic language instructor in order to help him carry out the process of teaching and teaching the Arabic language effectively. The study concluded that a teacher of Arabic Language should have a strong understanding of cultural nuances, particularly when teaching Arabic to non-native speakers. The study also concluded that The Arabic language teacher should be mindful of the cultural aspect of their teaching, which includes their knowledge of Islamic sciences and this is due to the close relationship between the Arabic language and Islamic sciences. Since the teachers are regarded as a crucial pillar of the educational process, and the Arabic language teachers is the most important pillar, it is the responsibility of educational institutions to prepare and train them properly so that they can be culturally and

professionally ready to carry out his educational, professional, and cultural duties with students who speak different languages.

Keywords: Standards, Preparation, Arabic Language Teacher, Academic & Professional Standard

Introduction

Praise be to God, and prayers and peace be upon the Prophet and Messenger, who was sent as a mercy to the universe, and upon his pious and kind companions. Every nation and ethnicity have a language that it is keen on, and works with all might and means to preserve it and expand its geographical area and spread it among peoples. They are also keen to indoctrinate and teach it to their compatriots, generation after generation, believing that the language carries the heritage, culture, and heritage of its civilization. The Islamic and Arab nation is not isolated from this trend, as the Arabic language represents an important repository for Arab civilization and Islam alike. The Arabic language carries most of its ancient civilization, as it tells its life and heritage. The Arabic language has been able to document the history of life and heritage of the Arabs. Through the Arabic language, we can be acquainted with the customs, traditions, and cultural and religious heritage of the Arabs. There is another feature that distinguishes the Arabic language from other languages. The Arabic language is considered one of the sacred languages, as it is the language, in which the Holy Qur'an was revealed, a unification for the almighty Allah the Creator of humankind, as well as legislation and a complete code of conducts of life for the humankind. Thus, it has become the duty of the Arab and Islamic nations to take care of the Arabic language and teaching it and consider the reasons for its spreading and teaching. Our interest and pride in the Arabic language does not come from the perspective that it is an academic subject and is prescribed in the classes that our students receive in schools and universities. Rather, we must make it an essential central part in building the Muslim person in all its aspects, and a fulcrum for the entire educational process. Accordingly, teaching Arabic to non-native speakers should be given a special and distinguished place in the educational program in institutions concerned with education and training. Therefore, the Arabic language teacher must be prepared based on standards that enable him to perform the teaching profession efficiently. The educational process is the responsibility of the teacher. Hence, the greatest attention should be directed to preparing it according to ambitious foundations and standards.

Research Importance

- 1- Shedding light on the basic criteria on which we must rely in qualifying an Arabic language teacher, which is concerned with teaching Arabic to non-native speakers.
- 2- An affirmation that the teacher is one of the essential parts of the educational process and cannot be overlooked by the scientific construction process that assists him in teaching Arabic as a second or foreign language.
- 3 - Urging centers, institutes, and universities to pay attention to these standards for the teacher and measure them for their importance and their great role in this educational field.

Research Key Terms

Preparing Teachers

What is meant by teacher preparation in this study is the organized and intended activity that is imposed on the Arabic language teacher as part of his training process before serving (Al-Bazzar, 1989)

Criterion

By criterion, we mean that training, qualification, or educational process that determines a person to join a particular job or work (Mahjoub, 1996).

Research Methodology

In order to characterize the fundamental elements of the linguistic, cultural, and professional preparation of the Arabic language teacher, the researcher in this study adopted an analytical descriptive technique.

In terms of the analytical approach, the researcher detailed and examined the acceptable cultural, linguistic, and professional standards and their significance to the Arabic language instructor in order to help him carry out the process of teaching and teaching the Arabic language effectively.

The Linguistic Standard for The Arabic Language Teacher

The standards that we must rely on in teacher preparation demand that the teacher should obtain advanced and developed education that puts a clear behavioral impact on students. By applying these standards, we will be able to produce a high level of teachers in the field of education. By achieving satisfactory educational outcomes and the provision of these standards in turn, it raises the level of their preparation, training, and qualification for work, and maintains a high level of students' capabilities and potential, in addition to their accumulated experience. The criteria for selecting a competent teacher have become an urgent and crucial sine qua non and an issue that the circuit and fields of education and learning demand to provide in the teacher. As it has become a constant consideration for the competent teacher and everything related to his role and character in the educational process, as well as what he must do in upholding the importance of education and its outputs. In addition, his ability to provide the necessary information to his students of different grades and levels, furthermore his personal characteristics and the methods that must be followed and his performance in this vital and influential field in society, which naturally led to the multiplicity of these standards in preparation, training, and their different systems.

Education scholars agree that the basic criteria upon which we rely are related to the following (Wazzan, 1980)

The first element: culture, which means teacher familiarity with the culture of his society, his environment, and human culture in general.

The second element: It is the professional or educational element, and this includes everything related to theories and rules of learning and education, curricula, teaching methods, and the means that assist in communicating knowledge and language skills to learners.

Third element: it is linguistic performance and specialization in the Arabic language and it includes two things

The first point: It includes information related to the language: grammar, morphology, rhetoric, literature, proficiency and emotion, with the values and attitudes contained in the language.

The second point: mastery of language skills includes speaking, reading, listening and writing at an exemplary level.

Preparation and Qualification Criteria

The advancement of the teaching and educational process can only be achieved by keeping pace with the best findings of scientific studies and research and applying them to the reality of the educational process. What we get from observations and new theories that benefit the teacher in performing his duty. The process of training and qualifying teachers continued to suffer from the long period spent by teachers in training. In addition to that, it also suffers from continuing an old approach, models, and methods that are outdated and antiquated. Therefore, it needs revival and development in terms of organizing information in a modern way that is consistent with the expansion of knowledge in this field and what is new and different in it, and that this renewal and development is subject to a continuous reconsideration.

Qualifying programs in modern educational institutions have tended towards the application of advanced educational systems and theories, and new experiences have appeared in the less fortunate countries in this regard. Moreover, there is a global trend to raise the level of teacher training institutes to the university level. In developed countries all teachers receive their training in universities or alternatively, under its supervision, as qualifying and training programs tended to reconcile general data on the one hand, and education requirements on the other hand.

The huge quantitative expansion in the number of schools has left a large void in the presence of the number of teachers who need a much high level of qualification and training. Therefore, there has been an expansion of organized training and emergency training everywhere to cover such a shortage in the number of qualified teachers because of the knowledge and population enormous growth at the same time, which led to an increase in the number of schools to accommodate the huge number of students of school age.

The growth of knowledge has contributed to creating qualitative changes in the training of teachers as well as in the image and idea that society holds about it. Preparing the teacher in its general concept means: qualifying him academically, culturally, and professionally, providing him with the necessary skills, and providing him with modern educational theories that help him to perform his work.

Among the most important criteria that the teacher must possess are; the linguistic, cultural, and professional standards, because the educational process and the success of the curriculum and its achievement of the purposes for which it was designed depend on the teacher. In other words, he must have linguistic bases and standards, which are:

- 1- Possessing trends that contribute to the pace and momentum of learning, mastering the Arabic language, and improving human relations in the school or educational institution.
- 2- Mastery of teaching skills that mainly contribute to the education of students.
- 3- Mastery of theoretical information about education and human behavior.
- 4- Being able to obtain information in the field of specialization that he performs.

Cultural Standards in The Teaching Process

As for the cultural standards and foundations that should be existed in the Arabic language teacher, they are represented in providing him with enough general culture knowledge that allows him to learn about sciences other than his specialization, and to get acquainted with

the culture of his local and global society. Cultural sufficiency has multiple definitions, perhaps the best of which is that complex whole that includes knowledge, belief, art, morals, habits, and any capabilities acquired by man as a member of society. Moreover, if the cultural preparation is something that we can tolerate in some institutions or some overlook it, then the need for teaching cultural competence is an important matter in the preparation of the Arabic language teacher's institutions. It is easy to prepare the science teacher to face the curricula of modern sciences, but preparing the teacher of the Arabic language is more difficult and challenging because language is not a specific subject, but it is the receptacle of all materials and experiences. This requires preparing its teachers and providing them with a lot of educational and cultural competence in every aspect of the advanced human sciences. In addition, what is being developed in the different fields, and thus the teacher in the fieldwork can perform a satisfactory linguistic performance for his students, and provides a great service to his colleagues in every department of the other departments of the Arabic language.

The teacher of the Arabic language cannot stand idly by and apologize that he is not a specialist, as the contents of the Arabic language in all its departments deal with all the experiences of human life. The teacher of the Arabic language with his deep and authentic culture can be a role model for his students in all kinds of culture and the information they need and guide them to its sources. The teaching of the Arabic language needs a teacher whose preparation is based on foundations and standards of constantly renewed teaching cultural competence in its various and accurate fields, as well as sound professional principles. Especially as we are in an era, in which knowledge is renewed and accumulated at huge rates, which requires the language teacher to be able to absorb the largest amount of knowledge in his field of specialization. He can transfer this knowledge to young people of all ages, and with this new knowledge, their behavior will change.

On the other hand, the speed of advancing knowledge and its transformation for this teacher imposes on himself the ability to advance and develop himself through his ability to study and self-education. This rapid bloom of knowledge makes it imperative for the Arabic language teacher and the faculties to prepare him to keep pace with this rapid cognitive development in its quantitative and qualitative dimensions. In addition, provide him with the greatest degree of educational and cultural sufficiency. Language specialists have been keen on this, and this is not only in the Arab countries, but also even in foreign countries. Some foreign studies from which cultural preparation programs are derived are recorded, namely social sciences, medical sciences, and linguistic arts. (In teacher preparation institutes in the United States of America, the teacher preparation program in the cultural aspect includes language study from cultural subjects, communication arts, humanities, medical sciences, biology, religion, philosophy, physical education, history, general psychology, foreign languages, and literature. All these cultural programs aim to take care of teaching the Arabic language with cultural and teaching materials for the excellence of the individual and the local community. In addition, training in spoken and written communication, emotional and social adaptation, and understanding of the environment, the ability to express oneself, the appreciation of thinking and the ability to choose a profession (Ahmed, 2000).

The Professional Standard for The Arabic Language Teacher

Vocational training to practice the teaching profession is considered one of the aspects of the foundations and criteria for a successful teacher. Therefore, it is always placed as an essential factor in the teacher preparation and qualification program, through which the teacher is

prepared to be a member of the teaching profession with professional and technical competence. In addition, commitment to professional values, which qualifies him for this membership. Moreover, this the dimension is inevitable for the teacher to have the elements of the profession, its ethics, and its scientific and technical principles available to him. If the cognitive aspect is a basis in the teacher preparation program, then this educational aspect is also considered a basis for directing knowledge and adapting it to achieve its function for the human being and the developed society in which he lives.

There is no doubt that there is a big difference between knowledge as knowledge and knowledge as a social service, and the goal of education is to transform knowledge into a social service so that it is a strong factor in building emerging personalities, and influencing their career growth in their lives and the life span of their society.

The student in the faculties of education must follow this training and qualification because he chose to be a teacher and occupies the profession of education. This program contains theoretical and practical studies aimed at enabling them to be successful teachers. In it, he learns that the school is an educational institution, its role and systems, and the factors influencing it. He also studies the principles and methods of education, and then practical exercises on teaching practice and preparation of its requirements are included. This applies to the teacher of the Arabic language same as it applies to other teachers of other subjects.

This is known as vocational preparation, as defined by education dictionaries, is to provide future teachers with a set of ideas, educational and psychological knowledge, and required professional skills for the teaching profession, in addition to the practice of directed teaching or what is called practical education (Qutb, 1989).

During the period of vocational qualification, the teacher must receive the most recent facts and findings reached by science so that he can continue to grow in this direction and follow the developments that occur in the field of science and human knowledge liberally and developed, so that the teacher will always keep pace with the wheel of scientific progress.

In addition, with contemporary issues, he should be proficient in the practical applied side, able to transfer this information and these concepts, and in turn communicate them to the students, and to provide the student teacher with the ability to scientific thinking and problem solving.

From the foregoing, the professional preparation of the teacher has four main objectives that can be summarized as follows:

First: It enables him to understand the reality of the educational process and its objectives.

Second: He can understand the students.

Third: It enables him to understand society.

Fourth: The teacher develops the important and compulsory attitudes, competencies, capabilities, and methods to teach a product (Qutb, 1989).

The teaching profession has come to include many practical psychological and educational facts and principles that are not acquired by practice, but rather by the systematic study of those facts and principles. This understanding makes us go beyond the belief that the teacher's mastery of the subject of his specialization is sufficient to make him a good teacher, and it has become recognized that his professional preparation is no less important than his

scientific and cultural preparation. What increases the importance of vocational preparation in the present era is the multiplicity and diversity of the teacher's responsibilities. As well as the development of sciences, that are the content of education.

Many researches and studies have proven the importance of teacher professional preparation, and its impact on teachers' performance and teaching duty. A lot of research also showed that teachers who received only educational preparation differ from teachers who received professional and scientific preparation. as the scientific and professional preparation helped them to acquire academic and professional skills and improved their performance and increased their efficiency as well as developed their educational attitudes, which provided them with foundations and standards that made them act in correct educational attitudes and satisfactory behavior, as well as developing their teaching behavior. The foundations and criteria from which the vocational preparation curriculum is formed are based on a logic that goes to the fact that the teacher needs four types of knowledge, which are as follows:

The first type: foundations that enable him to have an educational background that introduces him to education and its relationship to society, its goals and philosophy, the school and its systems and functions, its position on the educational system, its history, and the factors influencing it. This is the task of the principles of education, its history, comparative education, and educational administration.

The second type: foundations that provide it with the foundations of the profession, teaching methods, and how to perform work in the classroom.

The third type: laying foundations that enable him to understand the students and help them to learn and fulfill their desires, tendencies, and needs, develop their abilities, and his knowledge of their learning methods, the demands of their growth, their emotional life, and aspects of their social behavior in the classroom or school. These foundations are a branch of educational psychology.

The fourth type: One of the important foundations for the teacher is to implement practically what he has acquired of information, attitudes, and principles (El-Desouki, 1986).

The professional preparation curriculum for the Arabic language teacher presently needs to strive to modernize it by looking at the sciences and modern topics that are related to modern standards for teacher preparation. In this regard, and choosing the best and most recent and advanced ones to improve the performance of the teacher (AbdulMun`im, 1981).

There are observations in the preparation of teachers, which are related to their focus more on specialized subjects, so they consider them essential subjects for their work in schools, and they obtain mastery in them. While they view educational materials as additional vocabulary, so they do not find the necessary attention from them (Aziz, n.d).

The Importance of Standards in Preparing An Arabic Language Teacher

The possession of the Arabic language teacher of these foundations and standards raises his capabilities and sharpen his skills in the process of teaching and learning. These foundations are derived by the teacher from his understanding of sound, fit and perfect educational philosophy, which is based on the application of educational curricula with clear objectives,

and the use of appropriate methods, suitable techniques, and reforms, so that the teacher can perform his professional and academic duties to the fullest.

Research Conclusion

Throughout the education process, the teacher is a crucial focus. Regardless of how much we tend to develop the educational process and its various components—curricula, teaching, school buildings, landmarks, educational technology, school administration and activities, etc.—we never completely stop. Because he is the one who directs the educational process to center around the student, the curriculum, or the methods and means of education, the teacher remains the main axis with the goal of improving the educational process. Therefore, the most crucial stage in establishing an effective education that keeps up with the times, interacts with them, and achieves the intended objectives of education is the interest in preparing the teacher on contemporary and clear scientific foundations and standards.

For this reason, the teacher occupies a major position in any educational system, as the most prominent active and influencing element in achieving the goals and objectives of the educational process. Therefore, the education process remains limited in impact if there are no foundations and standards that contribute to the preparation of the teacher in an educational, specialization, and good skill setting, and enable him to adapt to technical developments, improve and develop himself, and constantly update his information and skills.

This was well known to the people who came before us. As a result, we find a strong interest in the role of the teacher, particularly in social life, in their traditions, writings, and research. Because he or she is both the teacher and the educator, the teacher's personality, culture, experience, teaching methods, and type of relationship with students have a significant impact on students' behaviors, morals, and actions. As such, the teacher is the most important part of the educational process and essential to its success.

Results

The researcher came at the following conclusions after analysing and researching the cultural, linguistic, and professional foundations and standards of the Arabic language teacher:

1. The study concluded that a teacher of Arabic should have a strong understanding of cultural nuances, particularly when teaching Arabic to non-native speakers.
2. The cultural, linguistic, and professional requirements for an Arabic language teacher enable effective instruction of the Arabic language, particularly to non-native speakers, and enable students to teach and learn the Arabic language and increase their capabilities and skills, demonstrating that the teacher has met his objectives for the educational process.
3. The study concluded that the Arabic language teacher's effective and efficient teaching and learning processes are based on their adherence to cultural, linguistic, and professional standards. This approach broadens their understanding and perception of language education.
4. The study showed that the Arabic language teacher's knowledge and application of educational foundations and standards enhance students' Arabic language proficiency and educational skills.
5. The Arabic language teacher should be mindful of the cultural aspect of their teaching, which includes their knowledge of Islamic sciences. This is due to the close relationship between the Arabic language and Islamic sciences.

Future Research Suggestions

Since the teacher is regarded as a crucial pillar of the educational process, and the Arabic language teacher is the most important pillar, it is the responsibility of educational institutions to prepare and train him. The researcher therefore suggests the following:

1. We may get an advanced education that has a certain behavioral and educational impact on the pupils when we prepare the Arabic language instructor on the educational foundations and standards.
2. We have been able to recruit high-level teachers in the field of education and we have obtained good educational results by implementing these cultural, linguistic, and professional standards and bases in the teacher.
3. Having these criteria in place improves teacher preparation, training, and employment eligibility, as well as their ability to retain a high level of cumulative experience.
4. Making the Arabic language teacher culturally and professionally ready to carry out his educational, professional, and cultural duties with students who speak different languages.
5. Education institutions should focus on developing Arabic language teachers at all levels of the subject professionally, linguistically, and culturally.
6. When preparing Arabic language teachers, particular attention should be paid to the practice of activities, particularly cultural ones.

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