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Teaching Arabic for Professional Purpose: Develop a Pilot Course for Humanitarian Volunteers in Malaysia

Mengajar Bahasa Arab untuk Tujuan Profesional: Mengembangkan kursus perintis untuk sukarelawan kemanusiaan di Malaysia

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Abstract

Presently there are very few Malaysian Volunteers. The former Prime Minister of Malaysia, Dato 'Sri Najib Abdul Razzaq, had encouraged volunteerism as a multi-ethnic Malaysian social lifestyle, to make Malaysia a center and volunteer model. Showing statistics released by UNHCR in Malaysia in October 2018, there are about 8645 registered refugees in Malaysia coming from Arab countries including Yemen, Syria, Iraq and Palestine. The refugees are increasing every day, and this situation paves the way for Malaysians to participate in voluntary work. This study aims to achieve the following objectives; Statement of language requirements in the field of humanitarian work, to demonstrate skills to focus on humanitarian volunteers and to design the standard statement of Arabic language for professional purposes in the field of humanitarian work.

Keywords: Arabic for Special Purposes, Arabic for Professional Purposes, Humanitarian Volunteers, Curriculum.

Abstrak

Pada masa ini terdapat sangat sedikit Sukarelawan Malaysia. Mantan Perdana Menteri Malaysia, Dato 'Sri Najib Abdul Razzaq, telah mendorong kesukarelaan sebagai gaya hidup sosial pelbagai etnik Malaysia, untuk menjadikan Malaysia sebagai pusat dan model sukarelawan. Menunjukkan statistik yang dikeluarkan oleh UNHCR di Malaysia pada Oktober 2018, terdapat sekitar 8645 pelarian berdaftar di Malaysia yang berasal dari negara-negara Arab termasuk Yaman, Syria, Iraq dan Palestin. Pelarian semakin meningkat setiap hari, dan keadaan ini membuka jalan bagi rakyat Malaysia untuk mengambil bahagian dalam pekerjaan sukarela. Kajian ini bertujuan untuk mencapai objektif berikut; Pernyataan keperluan bahasa dalam bidang pekerjaan kemanusiaan, untuk menunjukkan kemahiran untuk menumpukan perhatian kepada sukarelawan

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kemanusiaan dan merancang pernyataan standard bahasa Arab untuk tujuan profesional dalam bidang pekerjaan kemanusiaan.

Kata Kunci: Bahasa Arab untuk Tujuan Khas, Bahasa Arab untuk Tujuan Profesional, Sukarelawan Kemanusiaan, Kurikulum.

Introduction

The war in Arab countries; Palestine, Syria, etc., is the reason that Malaysia is keen to help and hand over volunteers who work hard to assist refugees from these countries. Refugees who came to Malaysia have no background in the English language, as they speak only the Arabic language, therefore, this study attempts to undertake volunteer needs to communicate with Arab refugees and to plan appropriate unit languages as examples for them within the humanitarian field. This study is limited to language volunteers' in Malaysia, present in the field of humanitarian work with knowledge of basic Arabic linguistics and focuses on speaking skills.

Arabic for Special Purpose (ASP)

'Ushari defines (ASP) as a curriculum, which determines its decision-making materials in line with the previous analysis of learner information requirements. The learner's needs and goals are a key test in the design of special language courses. This left the learner with institutional missions and teaching trends ('Ushari, 1983: 116). Jamil states that the reporting capability consists of three overlapping abilities:

a) *Language ability:* knowledge of voice language, vocabulary, morphological and syntax rules.
b) *Social linguistics capabilities:* knowledge of the language used in everyday life by reporting.
c) *Strategic ability:* knowledge of linguistic and nonlinguistic use to ensure communication continuity.

Hutchinson Waters (1987:16) argued that the best definition of special purposes in English was to answer the question: Why does a learner need to learn a foreign language? The question is primarily related to the learner, the language pattern to be learned, the environment in which the language will be taught, and the needs defined by the purposes for which the learner wishes to learn a language in commercial enterprise, etc.

The learner and his needs are the focus of language teaching for special purposes. Any particular language curriculum must be preceded

by analysis and survey of the learner's needs. The private language schools should not be preoccupied with the general grammar, because this is a stage that is supposed to have been digested before and chasing this knowledge into the field that works. This definition of the concept of a special language involves advantages identified by some researchers as it requires time and effort; it focuses on the learner's needs, suits learners to align with their needs, to help in the learning process and it is less expensive than general language instructions.

Tuimah defines (ASP) as teaching the language for specific functional purposes. Learners are special groups whose work requires a certain amount of foreign language that can be employed in this work (1989: 276). This corresponds to what Abdul Rahman Chick summed up, whereby he believes that Language teaching for special purposes is a Language teaching program with content that is academic, scientific, technical or professional, and is mostly used for learners specializing in certain fields or professions (2007: 13-20).

Differences between Arabic for general and Arabic for Special Purposes

The difference between both of them is that Arabic content for general purposes is mainly intended to provide basic proficiency to the learner, which enables him/her to use the language in general use, while Arabic content for special purposes tends to focus on the learner's needs in his/ her field of Language specialization. The list of differences is (Abdullah, 1990: 1-3):

Arabic concept for special purposes	Arabic concept for general purposes
• As specific, limited planning and built on the needs and purposes of the learner. • Addresses homogeneous groups that are grouped in the field of specialization and have convergence in terms of age. • Selective tendency: focusing on the language style	• The methodology is general and broad and may be determined by individuals or institutions. • Addresses • Heterogeneous groups, different fields of specialization, and variation in ages. • Focuses on language ability in its various forms. • It is dominated by length, in terms of time, to deal with the lan-

desired by the learner. • It focuses on specific parts of the language. • Designed for medium and advanced level. • The linguistic level in which the text was written governed by the learner's purpose. • Designed often for adults. • Curriculum design is easier, less costly because it is based on specific needs, specific skills, and a homogeneous audience. • The learner is the focus of the educational process. • Depends on the general language program.	guage as a whole. • Designed for all levels (elementary intermediate-advanced). • The institution determines the linguistic level in which the article is written. • Designed for young people and adults. • Design of the curriculum is more difficult to build on the needs of all and to contain the four skills. • The teacher often focuses on the educational process. • Does not depend on previous programs.

Arabic for Professional Purposes

The issue of teaching language for special purposes is not new in the field of teaching language, especially in the field of teaching English. However, with respect to Arabic teaching, this topic has begun late, with little interest in a few linguists. The term 'language for special purposes' has been in the field of language teaching for almost four decades, almost since 1968, especially in the field of English language, when it was found to be an important universal language used by individuals in various fields. Language is not only grammar but also includes various linguistic functions, used in dealing with others, communicating and clarifying opinions and ideas (Kennedy, 1984: 6).

Attention to this issue began after a group of specialists in applied linguistics analyzed the different language fields, noting that each field has its own vocabulary, rules and methods that differ from other fields.

The first field of specialization in English for Specific Purposes was Science and Technology (Mackay, 1978: 6). Language instruction for special purposes diversified into multiple fields according to the discipline of the learners. The most important of teaching Language for Ac-

ademic Purposes is language teachings for Medical, Legal, Engineering and Economic Sciences, and Language for Occupational Purposes, such as teaching language to nurses, tour guides, banking, finance and others.

Language teaching for special purposes has evolved with the development of time and place. There was a growing interest in linguistics, not only in English but also in all other languages, including Arabic. English for special purposes, initially focused on teaching for the field of science and technology (al-Safawi, 2015: 18). The Arabic language began its steps in this field for religious and Islamic purposes because it is the language of The Qur'an. Muslims learn the Arabic language for understanding the words of The Qur'an, The Constitution of life.

Teaching Arabic for professional purposes is a special language teaching curriculum, focusing on the learners' needs as part of his/ her profession. The program serves volunteers who need Arabic as a means to perform their professional duties. Diplomats, businesspersons, tour guides and other professions use the Arabic language to communicate with people. For example, a doctor needs to know a specific type of language to communicate with the nurse. There are also specific terms, methods, vocabulary, and language structures used in medical books.

Humanitarian and Volunteer work

Volunteerism is an important foundation for the building and development of societies, the promotion of awareness of solidarity and interdependence among all its members. Additionally, humanitarian acts make a strong connection of the highest levels of kindness, generosity and good work in all societies, since its inception. Volunteering and participation are symbols of the progress and prosperity of a nation. When the nation is involved in developing the people will also be involved in charitable and volunteer activities. It is also a requirement of modern life, for its rapid development in all fields and in various sectors.

Voluntary work for its social and humanitarian aspect is considered an urbanized and civilized behaviour and represents a symbol of solidarity and cooperation between the members of society throughout various institutions. Volunteering is considered a positive activity within human societies since ancient times. Voluntary work is defined as an effort of a person by choice without coercion or without waiting for a reward. It exceeds the benefit for the person himself, by bringing benefit to others or by staying away from causing harm; this could be a physical effort, mental or financial. Voluntary work is common to all humanity, as

all people love the concept of charity and it also promotes various religious beliefs across different countries.

Voluntary social work has great benefits for its own volunteers and to the whole society, and it is an optimal use of time and potential of individuals, especially the young people from the rich and productive areas for social development benefits. The support of the government, institutions, welfare, and public benefit organizations help in achieving the development goals effectively and provides elements and materials to individual expertise to achieve the desired goals.

Voluntary behaviour is defined as, an action that a person performs in response to an emergency order, or to a humanitarian situation, such as rushing to an injured person to rescue them or rush to save a drowning person, where these acts are as a result of moral and humanitarian principles or without thinking of financial compensation. A voluntary act is a response to an emergency order, as participation in continuing voluntary work such as teaching literacy and elderly people or donating to charities concerned with the elderly or orphans, or giving voluntary ideas for the sake of constantly talking about a particular issue to raise awareness regarding it.

The cohesion and persistence of individual volunteering is often more organized, making an impact widespread in society; individuals volunteer within a charitable or voluntary institutional framework; they participate in the services of the community in the area in which they see their desire and want experience.

Concept of Curriculum

The curriculum is formed from the word "approach" ('Abaadi, 1995: 190), in the Arabic dictionary approach means clear, or "approach" means the silence from any distraction for a clear path. Ibn Mazur defines curriculum as the clear path as mentioned in The Qur'an: "To each among you have We prescribed a law and an open way" (Al Mai'idah: 48), that means for each of us, there is a charter and a platform. This term is a general definition that applies to all aspects of life; such as agriculture, industry, trade, education and so on. Hence, it is necessary to take a step towards specialization, i.e. in education.

Specialists define educational curriculum as experiences of the learners in educational programs (Shaheen, 1993: 10). The educational curriculum is aimed at achieving the general objectives of the crosscutting or, of special teaching-related and planning within the framework of

theoretical research/training, content, and methods of teaching besides evaluation. The educational curriculums are all the experiences of the learner under the direction and guidance of the school (Nacino-Brown, 1982: 24).

Furthermore, it represents academic, nonacademic, professional, emotional and recreational activities. Educational curriculum shortens the curriculum based on experiences and does not refer to the philosophy of the curriculum and its foundations that are directed to the practice of education.

The curriculum of education is "an integrated system of facts, standards and value fixed experiences, knowledge and human skills provided by an educational institution to the learners in order to get them to the level of perfection that Allah prepared them, and achieve the desired goals in them" (Madkor, 1998: 14). An educational curriculum contains the basic elements, which differ from those contained in the previous definitions of the curriculum of teaching Arabic as a second language.

This definition takes the principles of an organization and considers the curriculum as a system. The educational process is comprehensive, not only to provide learners with a range of facts and information about Arabic, but also to enable them to discover their skills. It defines the function of the language as it eases contact between people and explains the development of dialects for language teaching and the supervision for implementation. Such a curriculum is considered as a mean, not an aim to achieve the desired goals (Tu'imah, 2013).

Elements of the Curriculum

The educational curriculum has its foundations, which are derived into four main components. Each element influences and affects each other. The four elements are objectives, content, teaching methods and methods of evaluation. The objectives of Curriculum are as follows: To determine the educational goal along with the design of the curricula in consistence with the learner in terms of the source of creation, and it's status in the universe and achieving the goals of education. The objectives are considered as the basis for the selection, organization as well as the application of curriculum expertise, for evaluating the curriculum in general. It also describes the precise forms of changes that are required to be generated in the behavior of the learner after passing through certain educational situations (Tu'imah, 2013).

Educational objectives have divisions in terms of form and content. In terms of form, they are divided into general objectives and specif-

ic objectives. The general goal is to describe the behavioural change expected of the learner because of his/her interaction with various broad and varied methodological and practical experiences. The objectives developed for the various curricula, programs and textbooks, should be different and diverse in content that contributes to their achievement. In all cases, these objectives must be clear and specific (Madkor, 1998: p 130).

Moving on, specific objectives are those that formulated at the beginning of a unit of study or at the beginning of a particular lesson or topic. This type of goal is described as a procedural objective. Two of the most important characteristics that the target must possess are that they are observable and measurable. The objectives in terms of content are classified into three types: firstly is cognitive which concentrates on mental behaviour. It has six levels, namely: remembering, understanding, application, analysis, composition, and evaluation. The second objective is that the emotional side is concerned with the nodal and sensory aspects, such as faith in Allah and His Messenger, persuasion facts, feelings of love and appreciation, tendencies and others. The third is Motor goals, which are related to all types of motor and skilled behaviours from simple to involuntary sounds or blink of the eye, to motor skills such as listening, speaking, reading and writing to driving cars and aircraft, etc.

Content is an essential element in the construction of an educational curriculum. Content is important because it is the most explicit component of the curriculum, and gives special attention to the selection, organization and application of the expertise. Content refers to the group of experiences, facts, knowledge and information that the learner perceives and interacts with in order to achieve the desired goals. Content means all the educational experiences, facts, and information to be provided to learners. As well as the trends and values to be developed or the motor skills to be acquired, with the aim of achieving comprehensive and integrated growth in light of the objectives set out in the curriculum (Madkor, 1992: p 219).

Method of Teaching

The method of teaching in its broad sense means a set of methods by which the external sphere of the learner is organized in order to achieve certain educational goals (Richard, Jack C, 2001: 3). According to this definition, it is more than a means of communicating knowledge. The word "communicate" refers to a one-sided effort, which is often from the teacher, that makes note of the learner's negativity, as well as

shortens the goals of education to impart information and knowledge. This is contrary to the broad and comprehensive concept of education. Each method has a particular way of being learnt, a way of understanding the philosophy of learning, and a specific view of human nature. The method of teaching, in short, starts from certain sources that control their steps and formulate their justifications (Madkor, 1992). Procedures or methods mean, what the teachers conduct to implement the directions of the method, both inside and outside the classroom. A good teacher is the one who can deduce a method to teach a lesson, plan for the development of the lessons and knows a way of using teaching aids as well as the method of evaluating learners.

Teaching is a three-dimensional process consisting of a teacher, a learner and educational material. The first tries to make an impact on the second, and the process is not only what the teacher does in the class-room, but also involves many activities before, during and after the teacher meets the learner. The teaching process is divided into three main stages:

1. Planning or Pre-Interaction Stage: This stage of design and mental activity aims at setting goals and choosing the best ways to achieve them. It is a phase free of interaction because it is done outside the classroom.

2. The stage of implementation or interaction: It is a live inter-action phase, in which the teacher participates with his learn-ers to implement the curriculum in the desired direction. This is a rapid stage of events and what seems logical in the plan-ning stage becomes a complex psychological position.

3. Post-implementation or follow-up phase: the teacher tries to determine the extent of his influence on the learners. This stage of interaction is the most important of the three stages, for not only having a direct link to education but also the stages of planning and follow-up are necessary for the suc-cess of the process of education and evaluation.

The concept of evaluation differs according to the perception of the educational process. The view that restricts education to be provided to learners with information, for example, shortens the concept of evalua-tion on exams, and measures the extent of the information obtained by learners (Rossett, Sheldon, 2001).

Linguists have given us many definitions of evaluation, but the definition that we consider is simple and comprehensive which is "the process of diagnosis and treatment of learning for one of its aspects or

the whole curriculum, should be in light of the desired educational goals." It is obvious from the definition that evaluation is not a simple activity.

Types of Evaluation

The process of evaluation is a process linked to the objectives of the curriculum, and it must precede its application, its coherence during application, and follow-up after implementation. Therefore, evaluation is classified into different types. Most popular types of evaluation are based on the purpose and timing of evaluation and the object of evaluation.

1. **Initial Evaluation**: It is called a tribal or preliminary assessment, which is carried out before the application of the curriculum, and helps to determine the status of the learner, and know the conditions in for the application of the curriculum. This means knowing the reality or circumstances that help in addressing the problems that may impede the application of the curriculum.

2. **Formative Evaluation**: It is a Structural assessment, which is done through the process of learning to know the performance of learners during the teaching of the curriculum. It is based on the collection of grades obtained by learners through the activities of construction, and the correction of personal effort, books, and monthly examinations. This type of assessment creates Feedback to see how the learner progresses during the teaching process to correct its course towards the desired goals. A formative evaluation is a method for judging the worth of a program while the program activities are forming (in progress). This kind of evaluation focuses on process. (Rossett, Sheldon, 2001)

3. **Summative Evaluation**: It is an aggregate or final evaluation called after the application of the curriculum or the application of some of its units. This assessment is useful in judging the effectiveness of the proposed curriculum or program in all its components. A summative evaluation is a method of judging the work of a program at the end of the program activities. The focus is on the outcome (Scriven, 1967).

Typical lessons
Objectives of the lessons:

1. to use the Arabic language and its practice in speech, listening, reading and all kinds of writings and for Art;

2.	To enable the learner to emulate the wonderful Arabic methods in his/her words, writing and reading;

3.	To develop the learner's ability to speak the correct language, to speak with the new, practising Arabic speakers. The learner should practice the language in the manner practiced by the speakers of Arabic language.

Context:

<div dir="rtl">

الحوار

</div>

al-Hiwar/Dialogue

<div dir="rtl">

انظر واستمع وأعد.

</div>

'unzur wa istami' wa 'a'id
Look, see an repeat

<div dir="rtl">

شريف: السلام عليكم.

</div>

Sharif: assalamu alaikum

<div dir="rtl">

علي: وعليكم السلام.

</div>

'ali: wa 'alaikum a;Salam

<div dir="rtl">

شريف: من أين أنت؟

</div>

Sharif: Min 'aina 'anta?

<div dir="rtl">

علي: أنا من سوريا.

</div>

'ali: 'ana min Suryya

<div dir="rtl">

شريف: هل أنت سوري؟

</div>

Sharif: Hal 'amta Suriyy?

<div dir="rtl">

علي: نعم، أنا سوري. وما جنسيتك أنت؟

</div>

'ali: N'am, 'ana Suriyy. Wa ma Jinsiyyatula 'anta?

<div dir="rtl">

شريف: أنا ماليزي. أنا من ماليزيا.

</div>

Sharif: 'ana min Malaysia

<div dir="rtl">

علي: أهلا وسهلا.

</div>

'ali: 'ahlan wa sahlan.

Vocabulary:

لبنان Lebanon	فلسطين Palestine	الأردن Jordan	يمن Yemen	سوريا Syria	ماليزيا Malaysia
ثورة	حرب/war	حدود/ borders	مخيم/camp	المتطوع/ volunteer	اللاجئ/ Refugee
Hunger جوع	مرض	Helps – مساعدة	Medicine دواء	Hospital مستشفى	طبيب Doctor
passport جواز السفر	parcels طرود	توزيع	Donation تبرع	منظمة Association	جمعية Organiza- tion
diabetes سكري	destruc- tion تدمير	repair تصليح	strengthen تقوية	Commission مفوضية	ضرورة Need
حرارة tempera- ture	purposes أغراض	Danger خطيرة	safety سلامة	منطقة zone	ضغط الدم pressure

الكلام /*Speech*

1. حيّاك الله.

Hayyak Allah .
You are welcome

2. الله يعطيك العافية.

Allah Yu'tika al'afiyah
May Allah guide you

3. ربنا يسهّل أمورك.

Rabbuna Yusahhil 'umurak
May Allah help you

4. شفاك الله.

Shafaka Allah

May Allah cure you

5. في آمانِ الله

Fi 'aman Allah

With peace from Allah

Teaching Methods

Method of dialogue

The method of dialogue or conversation is one of the methods of teaching Arabic as a second language. This method mentions that nothing should be uttered before the learner hears; nothing should be read before speaking; nothing should be written before reading. The teaching of the Arabic language agrees with the logical arrangement of language skills. The skills taught regularly are listening, speaking, reading and writing. This is confirmed by the results of research and studies carried out by specialists in the field of foreign language teaching. The learners have to listen to the dialogue at the normal speed of the speakers of the language, and simulates dialogue, listening to the speech of native speakers of that language makes the learner adapt to the rhythm of the language. The ears of the learner are used to the sounds of Arabic letters; which are different from their native language and in turn, can help distinguish words in sentences. This method is more suitable for teaching Arabic as a second language, as it works to give the learner the language, he/ she needs in natural situations, which means the learner learns a language that is useful and serves real purposes.

التقويم

al-Taqwim/ Evaluation

تبادل السؤال والجواب مع زملائك

Tabadal al-Su'al wa al-Tawab Ma;a Zumala;ak/ Exchange questions and answers with your colleagues

1. السؤال: اسمي محمد، ما اسمك؟

Al-Su'al: 'ismi Mohammad. Ma ismuka?

1. Question: My name is Mohamed, what is your name?

الجواب: اسمي _____. أهلا وسهلا.

Al-Jawab: Ismi---------. 'ahlan wa sahalan

Answer: My name is _____. Welcome.

2. السؤال: أنا من ماليزيا. من أين أنت؟

Al-Su;al al- Thani: 'ana min Malaysia. Min 'aina 'anta?
I am from Malaysia. Where are you from?

الجواب: أنا من _____. أهلا وسهلا.

Al-Jawab: 'ana Min .... 'ahalan wa sahalan.
Answer: I am from _____. Welcome.

3. السؤال: أمريض أنت؟

Al-su'al: 'amaridun 'anta?
3. Question: Are you sick?

الجواب: نعم، _____.

Al-Jawab: Na'am-----------.
Answer: Yes, _____.

4. السؤال: بم تشعر؟

Al-su'al: Bima Tash'ur?
4. Question: What do you feel?

الجواب: أشعر _____.

Al-Jawab: 'sh'u............
Answer: I feel _____.

5. السؤال: هل تناولت الدواء؟

Al-Su;al: Hal Tanawalta al-Dawa'?
5. Question: Did you take the medicine?

الجواب: نعم، _____.

Al-Jawab: Na'am...........
Answer: Yes, _____.

6. السؤال: هل أنت بخير الآن؟

Al-Su'al: Hal 'anta Bikhairin 'alaan?
. Question: Are you okay now?

الجواب: لا، أشعر _____.

Al-Jjawab: La. 'ash'ur.............
Answer: No, I feel _____.

Conclusion

In this study, we specified the challenges faced in skill training of the humanitarian staff, the difficulties and challenges of communication between staff and society to understand information, especially in the humanitarian field. The researcher explained the needs of organizations and the commissions of the staff with strong skills in Arabic language and culture. The researcher suggested that the method of dialogue and conversation is important for designing language units that help humanitarian staff to communicate with Arab speakers.

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