

## ORIGINAL ARTICLES

### The Evaluation of the Azhari Curriculum of Arabic at the Higher Religious High School in the Malaysian State of Johor

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#### ABSTRACT

This paper aimed at evaluating the Azhari Curriculum of Arabic at the Higher Religious High School in the Malaysian State of Johor. Based upon the analytical descriptive approach, two different questionnaires were developed and confirmed in terms of validity and reliability to follow the appropriate statistical techniques such as frequencies, percentages and standard deviations. Such two questionnaires were distributed to two randomly selected samples of 52 teachers and 242 students respectively. The students were found to have depended on handouts prepared by their teachers overlooking their textbooks. The level of language used in the subject Curriculum was also found to be inappropriate to the students. Since the handouts should not be the only textual source to depend upon, there should be more than one textbook to be addressed by both the teachers and students as students generally like to choose from a variety of sources.

**Key words:** Teaching Arabic; Azhari Curriculum; Textbooks; Malaysian State of Johor.

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#### Introduction

The interest paid to the teaching of the Arabic language comes out of the Malaysian Ministry of Education's (MOE) being aware of the importance of Arabic and effort to develop related curricula for the various school stages. The MOE has also entered scholarship agreements with various universities such as Al Azhar University. For the purposes of university admission, Al Azhar requires the Malaysian students to take and pass a set of curricula that are mainly developed by Azhari scholars in prior to their formal university studies. Among such curricula is the Azhari Curriculum of Arabic. Nowadays taught to the Higher Religious High School (HRHS) students in the Malaysian State of Johor, this curriculum is the subject material to be evaluated by the present paper.

This paper is significant as it motivates educators to review the school curricula in general and the Azhari Curriculum of Arabic. In addition, the findings of this paper could be of use to the Malaysian concerned departments to set future plans and to develop, implement and improve the Azhari Curriculum of Arabic that is nowadays taught the HRHS students in the State of Johor. This will help attain the basic goals of this particular curriculum by means of recognizing its strengths and weaknesses if any and as well assessing its teaching aids. This paper aims at evaluating the Azhari Curriculum of Arabic at the HRHSs in the Malaysian State of Johor. It is also of an aim to come out with a set of recommendations and suggestions that would be of use to the Malaysian concerned departments to improve and develop the educational process in general to be more stimulating and motivating to both the students and teachers.

The present paper is limited to the evaluation of the Azhari Curriculum of Arabic, including both the textbooks and assistant books, taught at the HRHSs in the Malaysian State of Johor; the teachers and students of the Azhari Curriculum of Arabic at the HRHSs in the Malaysian State of Johor; the HRHSs in the Malaysian State of Johor represented by Maahad Johor, Maahad Al Attas, Maahad Pontian, Sek Agama Arabiah Kluang, Sek Agama Lughatul Quran and Sek Agama Bazer Odang for the School Year 2012/2013.

#### *Theoretical Background:*

A school textbook is generally defined as a print source of learning that includes the knowledge intended to be acquired by a group of learners along with other aspects that can help make this acquirement possible with less effort and cost and greater productivity (Marai and Farhan, 2009: 316). Curricula largely rely upon textbooks as the main source of information; however, textbooks are sometimes employed in a way that the learners find no use of them. The students' needs and attitudes are disregarded by the teaching processes as long

as the teacher is still used to depending only on one print source. Based upon the development seen worldwide, the school textbook is no longer capable by itself of presenting the students thought-breaking problems. It is important but as a guidebook to propose the scope of knowledge to be taught and learned and not to be the only source of knowledge (Ashour and Abul-Haija, 2004: 39). Therefore, the advanced educational systems no longer depend today on one certain textbook but on sets of renewable courses or continuously improvable packages.

In contrast, textbooks are still of high importance today to the high school stage in several countries of the world—particularly the Arab countries where curricula are not taught but on the basis of one textbook or more (Aqtash et al., 2010: 310). They are also needed in the countries where there are crowded classrooms and where the teachers are not that much qualified to achieve the educational goals (Radhwan et al. 218). In fact, a school textbook is regularly to be the container of the teaching material, without which the teacher cannot teach. There should be certain standards to be considered as a textbook is developed: it is to be of appropriate form and content, urge the students to learn and develop their attitudes by means of further reading and research, be fit to the students' capacities and personal needs as well as to the needs of their society and focus on how to let the students acquire skills and positive ideas (Yafiai, 1995: 78).

In the same respect, the textbook developed for teaching Arabic for nonnative speakers must be different from the one developed for teaching Arabic for native speakers, either in terms of its objectives, teaching methods or cultural backgrounds (Rahmat, 2001: 85). As for the Malaysian case, most of the textbooks used at the various HRHSs are imported from the Arab countries and some of them are not taught but for higher stages of the university study (Rahmat, 2001: 86). In addition, among the useless actions that teachers take is to depend on their handouts instead of the textbook for the whole term; in this case, the textbook can be of an active role if the students are asked to refer to the textbook as an important source of knowledge (Nashwan, 2001: 272-273).

In terms of the assistant books, they are known as important components of a school textbook and are of considerable use in the acquirement of the given knowledge (cf. Nourul Huda, 2009: 15). Recently, it has been necessary to issue a Teacher's Guide for every subject and for all school stages. This Guide helps the teacher understand the scope of the given curriculum including its objectives, teaching methods, aspects of activity and modes of assessment (Radhwan et al: 218) and also avoid any aspect of confusion or misperception as the textbooks and/or teaching methods are changed (Wakeel, 2000: 202). According to Marai and Farhan (2009: 317), a Teacher's Guide is the assistant book that regulates the teacher's method of teaching his/her students in relation to one subject and for one grade. In specific, the functions performed by this book are mostly represented by helping the teacher recognize the academic and educational scope, objectives and principles and also know how to use the textbook in a suitable way to address the individual differences, explain the new lessons in a more organized manner and adopt the most appropriate teaching methods and activities (Wakeel, 2000: 174).

Furthermore, the Guide regularly consists of several sections. Such sections are explained by Yafiai (1995: 79-80) to be the introduction in which the philosophy of the curriculum is presented, the planning principles that the curriculum depends on, and objectives of the Guide itself; the curriculum's scope of purpose and objectives; the units that the curriculum is based upon, including all the concepts, skills and facts; the suitable teaching methods and how they can be implemented; the techniques of how both the teacher and his/her students can be assessed; the activities whether they are in-class or out-of-class; the further readings that students can refer to in order to have more knowledge in regard with the curriculum; and lastly the modern educational trends and experiences of which the teacher has to be of knowledge.

Regarding the Teacher's Guide of Teaching Arabic to Nonnative Speakers, it must be more appropriately structured. Rahmat (2001: 39) mentions that this Guide is to contain the method it is written by, the principles its writer is based upon, the teaching level it is set at, the type of students it is developed for, the skills, capacities, attitudes it attempts to enhance and develop, the method(s) it is to be taught by and the way how to perfectly use vocabularies and structures. It must also present fully explained and illustrated extracts of lessons and activities taken from the textbook, provide the teacher with the sources he/she can refer to or tell his/her students to refer to and lastly provide him/her with the most appropriate techniques of assessment.

#### *Method:*

#### *Approach:*

The analytical descriptive approach was used in the present paper. Based upon this approach, the information collected is analyzed both quantitatively and qualitatively (Assaf, 2000: 205-206) by means of instrument(s) such as questionnaires and personal interviews (Mansour, 2007: 196). For the purpose of this paper, the problem and purpose were defined and the information was collected from the subject sample by means of a set of evaluative studies and the related literature. The statistical instruments were also defined to be two questionnaires; one for the teachers and the other for the students.

### Participants:

Defined as a group of individuals, things, numbers or measurements that are of a remarkably common feature(s) to be analyzed (cf. Sabri, 2006: 16), the population of this paper was represented by 59 teachers of the Azhari Curriculum of Arabic for the Session of 2012/2013 at six HRHSs under the administrative umbrella of the Department of Religious Affairs in the State of Johor and 653 students of the Azhari Curriculum of Arabic for the Session of 2012/2013 at six HRHSs in the State of Johor. Regarding the subject sample, it is mainly defined as a part of the subject population taken either rationally or randomly to be representative enough in order to recognize the features of this population (cf. Sabri, 2006: 17; Dhamen, 2007: 167). For this paper, the randomly-selected subject sample consisted of:

- a) Fifty two (52) teachers of the Azhari Curriculum of Arabic for the Session of 2012/2013 at six HRHSs in the State of Johor; and
- b) Two hundred forty two (242) students of the Azhari Curriculum of Arabic for the Session of 2012/2013 at six HRHSs in the State of Johor (see Table 1).

In order to have more representative samples, the Sample Size Determining Table was used, as the population was not homogenous nor the parts of the subject sample were of equal sizes (cf. Atawi, 2011: 90; Nuh, 2004: 85).

**Table 1:** Samples of Students and Teachers at the HRHSs in the State of Johor (2012/2013)

No.	Schools	No. of Students	Sample	No. of Teachers	Sample
1	Maahad Johor	448	166	26	23
2	Maahad Al Attas	17	6	3	3
3	Maahad Pontian	132	49	11	10
4	Sek Agama Arabiah Kluang	30	11	7	6
5	Sek Agama Lughatul Quran	20	7	7	6
6	Sek Agama Bazer Odang	6	3	5	4
Total		653	242	59	52

### Instruments:

Two questionnaires were developed for the purpose of the evaluation of the Azhari Curriculum of Arabic at the HRHSs in the State of Johor in reference to the previous studies and the related literature. Graded as per Likert 1-5 Scale, each questionnaire consisted of an introduction to this paper along with a set of instructions of response and of two main parts: a) the general information and b) the set of statements in Arabic and translated into Bahasa Malaysia. Each questionnaire was distributed in person to the relevant participants and received completely on the same day.

In addition, the two questionnaires were found to be both instrumentally valid and reliable. They were submitted to six referees, who were members of teaching faculties at the Malaysian universities and members of teaching faculties at the HRHSs in Malaysia. A set of amendments (including omissions, addition and substitutions) were made on the basis of the referees' comments in relation to the various statements of the questionnaire. The various statements of the two questionnaires were found to be consistent with each other and consistent with the questionnaire as a whole; an Alpha coefficient of 0.971 and 0.982 were obtained for the students' and teachers' questionnaires respectively.

### Data Collection:

In light of the related literature, the statements of the two questionnaires were developed. Such statements were judged by six referees in terms of validity; actually, their comments were based upon to take a set of necessary amendments. In terms of reliability, however, the Cronbach's Alpha coefficient was extracted and the two questionnaires were distributed to a pilot sample of teachers and students at both Al Ahmadi Institute and Itqaan School in the Malaysian State of Negeri Sembilan after their headmasters were contacted.

Afterwards, the headmasters of the subject schools were contacted to arrange appointments for the application of the two questionnaires as follows:

- The Teacher's Questionnaire was distributed to the teachers of the Azhari Curriculum of Arabic at the HRHSs in the State of Johor; the questionnaires were delivered in person and taken back on the same day, except for Maahad Pontian as the questionnaires were distributed by one of the teachers. The statements were in Arabic and Bahasa Malaysia.

- In regard with the Students' Questionnaire, the statements were also written in both Arabic and Bahasa Malaysia. The students were gathered in one hall and informed that this Questionnaire is only a survey for academic research and their responses will be dealt with in a confidential manner. Then, they were given thirty (30) minutes to fill in the questionnaires and were allowed to ask and enquire.

A set of statistical techniques were used by means of the SPSS—such as frequencies, percentages, means and standard deviations. Cronbach's coefficient was also used to measure the reliability of the questionnaires. In specific and to define the level of response to the statements of the Instrument, the responses were classified into five levels based upon the following equation:  $[\text{Length of Category} = (\text{Higher Value} + \text{Lower Value}) \div \text{Number of Options} = (5 - 1) \div 5]$ , as just described in Table (2) below:

**Table 2:** Distribution of Categories Based upon the Instrument's Grading System

Description	Rang of Mean
Very High	4.05-5.03
High	3.06-4.04
Moderate	2.08-3.05
Low	1.09-2.07
Very Low	1.00-1.80

*Data Analysis:***Table (3):** Frequencies, Percentages, Means and Standard Deviations of the Statement of the Teachers' Questionnaire (N=52 Teachers)

Statement/ Rank	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1. The Curriculum is fit to the teaching goals.	5	7	17	15	8	3.269	1.1734
	%9.6	%13.5	%32.7	28.8	15.4%		
2. The Curriculum does not differentiate between the native and nonnative speakers of Arabic.	0	3	12	22	15	2.057	0.8725
	%0	%5.8	%23.1	%42.3	%28.8		
3. The Curriculum Arabic does not largely pay interest to the application of the Arabic grammar in communicative contexts.	3	6	12	17	14	3.634	1.1720
	%5.7	%11.5	%23.0	%32.6	%26.9		
4. The Curriculum presents the language in an ascending manner.	0	8	13	19	12	3.673	1.0043
	%0	%15.4	%25	%36.5	%23.1		
5. The teaching material comes in a gradual manner.	0	2	22	21	7	3.634	0.7677
	%0	%3.8	%42.3	%40.4	%13.5		
6. The Curriculum addresses the language skills (speaking, listening, reading and writing) in a proportional manner.	2	9	17	14	10	3.403	1.1071
	%1.9	%19.2	%32.7	%26.9	%19.2		
7. The Curriculum is fit to the students' levels of language.	1	5	33	9	4	3.192	0.7930
	%1.9	%9.6	%63.5	%17.3	%7.7		
8. The Curriculum respects the individual differences.	10	15	20	5	2	2.500	1.0384
	%19.2	%28.8	%38.5	%9.6	%3.8		
9. The language of the Curriculum is not fit to the students' cultural environment.	0	1	13	27	11	2.076	0.7368
	%0	%1.9	%25	%51.9	%21.2		
10. The level of language used in the textbooks is fit to the students' capacities.	6	10	19	13	4	2.980	1.1112
	%11.5	%19.2	%36.5	%25	%7.7		
11. The size of the textbook is suitable to the teaching and learning activities.	0	3	19	17	13	3.230	1.1818
	%0	%5.8	%36.5	%32.7	%25		
12. The Curriculum respects the learner's psychological status in relation to learning Arabic.	4	12	18	13	5	3.057	1.0921
	%7.7	%23.1	%34.6	%25	%9.6		
13. The textbooks can be considered as contemporary.	5	7	9	20	11	3.480	1.2444
	%9.6	%13.5	%17.3	%38.5	%21.2		
14. The textbooks realize the students' desire of learning Arabic inside the classroom.	8	6	15	17	6	3.134	1.2371
	%15.4	%11.5	%28.8	%32.7	%11.5		
15. The textbooks realize the students' desire of learning Arabic outside the classroom.	2	13	19	10	8	3.173	1.0976
	%3.8	%25	%36.5	%19.2	%15.4		
16. Each topic in the textbook includes evaluative exercises, activities and questions allowing the learner to increase his/her experiences in Arabic.	8	17	16	7	4	2.653	1.1356
	%15.4	%32.7	%30.8	%13.5	%7.7		

Statement/ Rank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation
17. The teacher's guide sufficiently helps the teacher teach the Curriculum.	14 %26.9	11 %21.2	24 %46.2	2 %3.8	1 %1.9	3.673	0.9846
18. Other books are used in addition to the textbooks.	17 %32.7	9 %17.3	12 %23.1	8 %15.4	6 %11.5	3.442	1.3920
19. Handouts developed by the teachers help attain the teaching objectives.	22 %42.3	16 %30.8	14 %26.9	0 %0	0 %0	4.153	0.8256

*In accordance with the Teachers' Questionnaire in Table (3) above:*

Statement 2 (The Curriculum does not differentiate between the native and nonnative speakers of Arabic) received a mean of 2.057 and a low value. The Curriculum is mainly developed by Arab scholars for Arab students; however, it is taught to Malaysian students whose levels of language, personal capacities and surrounding environment have not been considered at the time of this development. This finding goes in line with Sayni Oug and Zareema (442) in that the Curriculum does not take into account the students who are mainly nonnative speakers of Arabic. This can be as a result that the Curriculum depends on one pattern in presenting the lessons without taking into account the individual differences between the students. In this respect, the most important reason that may prevent the nonnative speaker of Arabic from learning Arabic is the language itself; it is difficult for the students to understand or speak Arabic as the big difference between it and their mother tongue is the greatest obstacle in addition to the big distance between Malaysia and any Arab country. It is thus affirmed by the subject responses that the Azhari Curriculum of Arabic is a burden on the students' shoulders. On the other hand, Statement 9 (The language of the Curriculum is not fit to the students' cultural environment) and Statement 10 (The level of language used in the textbooks is fit to the students' capacities) receiving means of ... and ... and low and moderate values respectively assert that the language of the Curriculum is not largely fit to the cultural environment of the Malaysian students; the vocabularies and terminologies used are taken out of the old heritage of Arabic and they are not even used within the Arabic environment. This is affirmed by the subject responses that the textbooks are not fit to the Johori students. The same also goes in agreement with the Bakhair (268) in that using the textbooks mainly developed in the Arab countries for teaching the students of Malaysia do not fulfill their needs as they are full of tales and stories that only go with the Arabic culture.

In the same respect, the textbooks of Arabic at the HRHSs are the ones that are developed by Arab scholars at Al Azhar University in Egypt and the language used in such textbooks is Standard Arabic. Based upon Statement 7 (The Curriculum is fit to the students' levels of language) and Statement 8 (The Curriculum respects the individual differences) receiving means of 3.192 and 2.500 and moderate and low values respectively, the Azhari Curriculum is not suitable to the students' capacities as it does neither take into consideration the individual differences nor the students' previous experience in Arabic. This finding is generally in agreement with Bakhair (278) in that using the textbooks approved at Al Azhar is one of the reasons behind the poor levels of the HRHS students as they are not suitable to the Malaysian environment and, at the same time, to the students' language, cultural and academic levels.

Based upon Statement 16 (Each topic in the textbook includes evaluative exercises, activities and questions allowing the learner to increase his/her experiences in Arabic) coming with a mean of 2.653 and a low value, most of the topics in the Textbooks do not include any activities or exercises. If there are any, they do not cover all the aspects of the topic where they exist; most of them are only comprehension questions that do not require the student to speak or even write and, hence, they do not enrich the student's experience in Arabic. This finding is affirmed by the Textbook's content in terms of the first objective and goes in agreement with Radhia (2009) in that the Textbook does not offer any exercises for the given literary text whether they are related to comprehension or to the language of the text. In addition, the responses to Statement 12 (The Curriculum respects the learner's psychological status in relation to learning Arabic) coming with a mean of 3.057 and a moderate value affirmed that the Curriculum takes into account to some extent the psychological status of the (nonnative) learners of Arabic. The topics in the Azhari Curriculum of Arabic are selected out of old sources and are of hard vocabularies that are not even used the everyday life. Also, some topics are so long and are of one pattern not taking into account the individual differences between the students; therefore, the students do not feel that much interested or enthusiastic to continue reading. This particular finding goes in line with Radhia (2009: 106, 108) in that the texts are selected on the basis of clear academic grounds taking into consideration the students' psychological, cultural and language-wise aspects and in that the topics are so long and several classes are required just to finish half of a topic. In this respect, Statement 1 (The Curriculum is fit to the teaching goals) receiving a mean of 3.269 and a moderate value indicates that the Curriculum of Arabic is fit to

a certain extent to the educational goals as the latter are mainly set by the MOE in Malaysia whereas the Curriculum is developed by Al Azhar. A good curriculum must be a total system based upon four interactive elements; however, the Azhari Curriculum does not realize this feature, which has made the MOE set such goals.

In connection with learning Arabic inside and outside classrooms, Statement 14 (The textbooks realize the students' desire of learning Arabic inside the classroom) and Statement 15 (The textbooks realize the students' desire of learning Arabic outside the classroom) receiving means of 3.134 and 3.173 and moderate values respectively assert that the textbooks do not largely measure up to the student's need of learning either inside or outside the classroom. This is mostly because such Textbooks rely upon old sources in developing the various topics and hard vocabularies that the students do not use in their everyday life. In this respect, Bakhair (271) argues that teachers have to work on the development of their learners' attitudes toward Arabic by encouraging them to use it inside the classroom and even in their everyday talks.

Based upon Statement 6 (The Curriculum addresses the language skills (speaking, listening, reading and writing) in a proportional manner) coming with a mean of 3.403 and a moderate value, the Curriculum does not address the language skills in a proportionate manner. The lessons are found to be sometimes very long; the questions that require the student to read or listen do not exit and the questions requiring him to speak or write are very few. Language is an instrument that helps the student grow cognitively, socially and psychologically. If the study is limited to presenting language information without using the language in a functional manner or limited to the skill of listening without speaking or the skill of reading without writing, this will cause a kind of failure in learning the language (Rosilawati, 2010: 41). This finding is in agreement with Abadi et al. (2007: 226) in that it is necessary to more address the skills of reading and speaking as such two skills are important for demonstrating how capable the student is in using the basic functions of the Arabic language in his/her everyday life. It is also in line with Shali in that the Arabic curricula do not concentrate on the teaching of all the language skills of listening, speaking, reading and writing.

In terms of the existence of other books, Statement 18 (Other books are used in addition to the textbooks) receiving a mean of 3.442 and a moderate value, the teachers do not use the other informal books but they directly depend on the handouts they mainly prepare. This is also affirmed by Statement 19 (Handouts developed by the teachers help attain the teaching objectives) receiving a mean of 4.153 and a high value. Bakhair (274) argues that it is better that the teacher depends on other books; he can summarize it into a neat handout, particularly in case of old curricula just as the Azhari Curriculum of Arabic as Statement 13 (The textbooks can be considered as contemporary) receiving a mean of 3.480 and a moderate value, indicates that some textbooks are not contemporary, based upon old sources and references.

Table 4: Frequencies, Percentages, Means and Standard Deviations of Each Statement of the Students' Questionnaire (N=242 Students).

Statement/ Rank	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation
1. I have found that the taught material is fit to my level.	6 %2.5	39 %16.1	74 %30.6	120 %49.6	3 %1.2	2.690	0.8442
2. The Curriculum is higher than my level of language.	60 %24.7	90 %37.1	37 %15.2	47 %19.4	8 %3.3	3.607	1.1517
3. There are many textbooks for the Curriculum of Arabic in this stage (i.e. reading comprehension, syntax, morphology, rhetoric, prosody, literary history).	80 %33.1	70 %28.9	67 %27.7	20 %8.3	5 %2.1	3.826	1.0480
4. I have found that the level used in the Curriculum is easy.	55 %22.7	4 %1.7	96 %39.7	17 %7	70 %28.9	2.822	1.4594
5. I study assistant materials other than the textbooks.	95 %39.3	78 %32.2	57 %23.6	12 %5	0 %0	4.057	0.9091
6. Handouts and explanations are distributed to help understand the Curriculum.	101 %41.7	76 %31.4	51 %21.8	12 %5	2 %0.8	4.082	0.9474

*In accordance with the Students' Questionnaire in Table (3) above:*

Statement 1 (I have found that the taught material is fit to my level) and Statement 2 (The Curriculum is higher than my level of language) received a mean of 2.69 and 3.607 and low and high values respectively. The teaching material is not utterly fit to the students' level as the Curriculum itself does not take into consideration the capacities of the Johori students. Such textbooks are mainly developed for a category of Arab students; however, they are now being taught to Malaysian students without being modified or even adjusted. Based upon Statement 4 (I have found that the level used in the Curriculum is easy) coming with a mean of 2.82 and a moderate value, on the other hand, the level of language used in the Curriculum is difficult and sometimes unreachable due to the old and classic Arabic sources and references of which the topics are taken out and also to the hard and unusable vocabularies and terminologies such topics contain. This finding goes in line with Radhia (2009) in that the literary material of the Textbook is not selected on the basis of clear academic standards taking into account, for instance, the psychological, cultural and language-wise aspects of the student; includes many difficult vocabularies that the Malaysian students do not in turn use them in a regular manner; and is of approaches whose level is much higher than that of the Malaysian students as such approaches involve several complicated structures and sentences. In this respect, Rosilawati (2010: 40) argues that the development of a set of language texts selected according to native speakers or in Arab countries where Arabic is taught to nonnative speakers, in fact, do not take into consideration the educational principles in terms of the language level, cultural implications and connection with the learner's life and purposes. This simply makes the student comprehend such texts by means of translation without looking into any of the communicative and literary functions of the language.

#### *Conclusion:*

In light of the findings above, a set of recommendations and suggestions are given for the development and modification of the Arabic curricula in general and the Azhari Curriculum of Arabic in particular. The paper is also of use to the official departments and decision-makers in developing national curricula and not relying on handouts as the latter are only for the purpose of revision and do not cover the whole material. Textbooks are important and essential but as guides to the teachers to recognize the scope of knowledge they are to give to the students. They are to be selected on the basis of what they include and what they have of effort to attract the students. Finally, it is better that more than one textbook be dealt with by either the teacher or the student due to the need for having a variety of sources to look into.

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