



**EXPLORING THE EFFECTIVENESS OF TEACHING  
AIDS OF COMMUNICATIVE ARABIC LANGUAGE  
AT THE SULTAN SHARIF ALI ISLAMIC UNIVERSITY:  
FACULTY OF SHARIAH AS A MODEL**

**Achmad Yani Bin Imam Subari<sup>i</sup>,  
Siti Sara Binti Haji Ahmad,  
Rafidah Binti Abdullah,  
Hambali Bin Haji Jaili,  
Rafizah Binti Abdullah,  
Nur Basirah Binti Haji Rosmin**  
Sultan Sharif Ali Islamic Universiti (UNISSA),  
Brunei

**Abstract:**

The objective of this research is to assess the effectiveness of teaching aids in teaching Arabic and communicative skills at the Faculty of Sharia at the Sultan Sharif Ali Islamic University in Brunei Darussalam. The researchers distributed the questionnaire to the first-year students of the Faculty of Sharia at the Sultan Al-Sharif Ali Islamic University who studied the communicative Arab material in 2024; 22 of them (the number of all first-year students of the Faculty of Sharia at the Islamic University who studied the communicative Arab material in 2024 is 35, and this sample is 63% of the total number of them). This research found that the positive aspects of teaching methods of the Arabic-communicative language at the Sultan Sharif Ali Islamic University are reflected in its diverse availability (78.2%), its availability (77.3%), its availability (72.7%), its availability to teaching the Arabic-communicative language at the Sultan Sharif Ali Islamic University, its availability (77.3%), its availability (77.3%), its availability to teach the Arabic-communicative language at the Sultan Sharif Ali Islamic University, its availability (72.7%), its availability to teach the Arabic-communicative language at the Sultan Sharif Ali Islamic University, and its use (17%) of the Arabic-language Projector, 19% of the Islamic University of the Sultan of Al-Salafi Sultan The recorder is available for recording student voices when they are trained in the oral dialogue to teach the communicative Arabic at Sultan Sharif Ali Islamic University (71.8%). The downside is that the various educational means for teaching communicative Arabic at Sultan Sharif Ali Islamic University (21.8%) are not available, that there is no audio-visual educational means (22.7%), that there is no audio-visual educational means (22.7%), that there is no

<sup>i</sup> Correspondence: email [achmadyani.iium@gmail.com](mailto:achmadyani.iium@gmail.com)

electronic educational means (27.3%), that the projector (20.9%) is not available, and that there is no use of the recorder to record students' voices on the oral dialog (28%).

**Keywords:** media, education, language, Arabic, communication

## 1. Introduction

Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Haji 'Omar Sayf al-Din Sa'd al-KhairWa al-Din) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB) opened in 1972 to produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted as one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic center of Islamic teaching (Shamsuddin and Sara: 2017).

Teaching is an art which includes knowledge, presentation, an art of dissemination and, above all, every aspect of paralinguistic. Teaching demands broad knowledge of the subject matter in all horizons, a complete curriculum with standards, a positive and caring attitude with enthusiasm, a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a Teacher because it is a teacher who uses the materials in the classroom effectively, and the effective usage of those materials is reflected by the involvement of the students (Shravan Kumar: 2017)

Abd al-Rahman bin Sheikh (<http://www.arabtimes.com/>) mentioned that the history of Arab education in the Sultanate of Brunei Darussalam dates back to 1941 AD when an Arabic school was established in Busur Uluq, but this school did not remain for a long time due to the incursion of Japanese colonialism in the country. The Brunei government did not stop at this point but rather continued its efforts to educate its children and provide them with Islamic and Arab cultures by sending the country's citizens abroad, starting in the year 1956 AD, to Al-Azhar University in the Arab Republic of Egypt and to some Islamic institutes in Kelantan, and an Islamic college in Klang Selangor Malaysia, and Al-Junaid School in Singapore. There are currently three Arab secondary schools in Brunei: "Hassan Al-Bulqiah Arabic Secondary School for Boys," which opened in 1966 AD, and "Raj Astri Fengiran Ang Damit Arabic Secondary School for Girls," which opened in 1967 AD, and the Brunei Islamic Institute, Tutong. The Arabic

School aims to take care of teaching Islamic and Arabic subjects in addition to modern subjects that qualify its graduates to continue their studies at the higher educational level in Islamic and Arabic studies at the University of Brunei, Arab universities or Malaysian universities. The duration of the study in the Arab school lasts nine years for the junior and secondary stages, and this is after the student completes the primary education in public primary schools. The curriculum followed by the Arabic Secondary School was the same as that followed by the Islamic Foundation Schools in Kelantan, Malaysia. As for higher institutes and universities, there were two institutes and a university where the Arabic language was taught: the Institute of Religious Teachers (Office of Verkorwan Akam Seri Bekaun), which was established in 1972 AD, to graduate teachers of religious subjects and the Arabic language, and the Higher Institute for Islamic Studies, which was established in 1989 AD, and the University of Brunei Dar al-Salam, which houses the Sultan Hasan al-Balqiyah Institute for Education, and the College of Islamic Studies, where Islamic studies and the Arabic language are taught, which were changed to the Sultan Hajj Omar Ali Saif al-Din Institute in 2000 AD, and it contains the department of Arabic Language with the Departments of Sharia and Fundamentals of Religion. In 2007, the Sultanate of Brunei Darussalam witnessed a new educational development, as the Institute of Religious Teachers was upgraded to the University Teachers College (KUPBSB), as well as the Sultan Haji Omar Ali Saifuddin Institute at the University of Brunei Darussalam to become the Sultan Sharif Ali Islamic University (UNISSA). These two new educational institutions are among the most important landmarks and strongholds for spreading Islam and the Arabic language in this Sultanate. Accordingly, the Islamic educational centres in Brunei Darussalam are as follows:

- a) Sultan Sharif Ali Islamic University (UNISSA),
- b) University Teachers College, Bandar Seri Begaon (KUPBSB),
- c) University of Brunei Darussalam (UBD),
- d) Hassanal Balkiah Arabic Secondary School,
- e) Raj Estri Fanjiran Ang Damit Arabic Secondary School for Girls,
- f) Brunei Islamic Institute, Tutong.

## 2. Teaching Materials

Teaching is an art which includes knowledge, presentation, an art of dissemination and, above all, every aspect of paralinguistic. Teaching demands broad knowledge of subject matter in all horizons, a complete curriculum with standards, a positive and caring attitude with enthusiasm, a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a teacher because a teacher uses the materials in the classroom effectively, and the effective usage of those materials is reflected by the involvement of the students ([Shravan Kumar](#): 2017).

## 2.1 Teaching Aids and Teaching Materials

Material used by a teacher to supplement classroom instruction or to stimulate the interest of students (<http://www.dictionary.com/browse/teaching-aid?s=t>), and teaching aid is an object (such as a book, picture, or map) or device (such as a DVD or computer) used by a teacher to enhance or enliven classroom instruction (<http://www.dictionary.com/browse/teaching-aid?s=t>).

The System of Different Teaching Aids and Teaching Materials							
Teaching Aids		Teaching Materials					
Non-mechanical aids: a blackboard, a flannelboard, a video projector, etc.	Mechanical aids: computers, tape recorders, etc.	Basic (fundamental) materials: books, textbooks, etc.	Additional (supplementary) Materials				Non-technical (traditional) materials: objects, pictures, toys, flashcards, sentence-cards, wall-charts, grids, maps, models etc.
			Technical (mechanical) Materials				
			Visual: slides, transparent slides, application materials, schemes, film-strips etc.	Audio: tapes, records, etc.	Audio-visual: sound film loops, sound films, television programs, video fragments, etc.		



## 2.2 What are Teaching Aids?

Teaching aids are various devices which can help the foreign language teacher in presenting linguistic material to his students and fixing it in their memory, in testing their knowledge of new vocabulary, grammar items, and their habits and skills in using them. Teaching aids may be grouped into:

- non-mechanical aids,
- mechanical aids.

## 2.3 What are Teaching Materials?

Teaching materials are the materials which the teacher can use to help students learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. Good teaching materials will help greatly to reinforce the students' initial desire to learn the language and to sustain their enthusiasm throughout the course (<https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt>).

## 2.4 Teaching Materials and Teaching Aids: Role of Teacher

The teacher is the driver of the classroom who drives the class as per his pace and desire. He creates an environment in which all the students delve themselves into the ocean of knowledge, which happens due to the usage of the materials and aids used by the teacher in the classroom. They use themselves as an aid when they start using facts as a starting point and ask "why" questions and then look at all sides and encourage students to predict what will happen next. As a material, they try to engage the whole class with their questions, and with the help of their motivation and varied questions, they create a live classroom where every student gets involved.

William Arthur Ward rightly says, "*The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires*" ([http://www.goodreads.com/author/show/416931.William\\_Arthur\\_Ward](http://www.goodreads.com/author/show/416931.William_Arthur_Ward)). This quote reveals that a teacher is an aid who changes himself according to the desired situation to facilitate and motivating the students in a better way. Dr Seuss says, "*You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own, and you know what you know. Furthermore, you are the guy who'll decide where to go*" (<https://www.goodreads.com/quotes/22842-you-have-brains-in-your-head-you-have-feet-in>).

According to Kumar (2017), as soon as a teacher enters the classroom, he starts using materials which already exist in the classroom. He starts talking about the last classes, which gives a platform for the students to get out something. The teacher tries to link up that interaction with his/her upcoming class, and it becomes material for the teacher. A teacher digs out the material from the classroom and uses it accordingly. Like, Students were scolded by a teacher of the last class, and a language teacher can ask a few

students to come up and share the experience of the last class and from there, that language teacher tries to hone the speaking skills of the students. These materials can be used to chisel the speaking skills of the students, and students will speak wholeheartedly, which can be good material for any language teaching specialist. The teacher can use himself to project anything in a better way through his gestures, postures, facial expressions, and voice. For example, a teacher can teach presentation strategies to the students through voice modulation and facial expressions. It is the power of speech that may turn a dull topic into an interesting one, whereas poor delivery may spoil a significant presentation. So once the speaker has planned and developed the content, he should begin practicing because what to say is not as important as how to say it. There are a variety of delivery methods. A speech delivered with the same pitch as a stated pitch becomes monotonous, so there should be variation in the pitch. The voice should be well modulated with proper pauses at the right place along with normal rate of speech, and fillers should be avoided. It can be easily practiced with these materials used by teachers in the classroom. We express our emotions through words, but often, the feeling of emotion is expressed through our various body parts. We can communicate by nodding our heads, blinking our eyes, shrugging our shoulders or working our hands. When we study body language, we look at the symbols of meaning that the physical movements of the body are communicating. Through body students when they observe their teacher in the classroom and try to imitate the teacher.

## **2.5 Guidelines for Teaching and Learning Materials**

Littlejohn and Windeatt (1989) say, "*Materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc.*" Materials have a basic instructional viewpoint, approach, method, and content, including which provide linguistic and cultural information.

As Jolly and Bolitho (1988) write, "*Materials should also be contextualised to the experiences, movements true inner conditions are reflected.*" For the expression of these inner body states, faces, eyes, gestures & physical appearance are to be studied. For self-control, the presenter should pay attention to his body language. These things can be easily learnt by the realities and first languages of the learners. An important part of this involves awareness on the part of the teacher-designer of the "*socio-cultural appropriacy*" of things such as the designer's own style of presenting material, of arranging groups, and so on. So, it is necessary to inform the culture-specific learning processes of the proposed learners. Materials should be interlinked so that the learner can acquaint him with the materials. The materials should be based on the experiences and realities that are related to the topics, and they should be appropriate for the desired learner to make sure of their involvement.



Hall D (1995) also says, *“Most people who learn to communicate fluently in English, which is not their L1, do so by spending a lot of time in situations where they have to use the language for some real communicative purpose.”*

According to Demetron (1997), *“An antidote to the profusion of skills-based activities and artificial language use pervasive in the field of ESL instruction”*. As Bell and Gower (1998) suggested, *“at the very least, we listen and speak together and read and write together”*. Materials should be alluring in terms of appearance, user-friendliness, and durability, if any, which can be achieved by providing activities that involve the situation and real-time conversation (Kumar: 2017). The materials should encourage learners to develop their learning skills and strategies, and the activities, such as recording of their material, possess these characteristics. Then, all the learners will readily use the material wholeheartedly, which will definitely produce positive results in the classroom. Materials should also be flexible. We can use that material in many places. For example, a picture can be used to teach parts of speech as well as to enhance spoken skills, and even that picture can be used to develop writing skills by changing instructions. Materials should also be authentic, by which the acquirement will be better and faster, and the students feel successful over their achievement because the skills that they acquire make them feel that they can handle the situations in real life too. Teachers should be very cautious while choosing the materials because the students can be demoralized if the materials are higher than the level of the students (Hall D: 1995).

Teaching is an art which includes knowledge, presentation, an art of dissemination and, above all, every aspect of paralinguistic. Teaching demands broad knowledge of the subject matter in all horizons, a complete curriculum with standards, a positive and caring attitude with enthusiasm, a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a teacher because a teacher uses the materials in the classroom effectively, and the effective usage of those materials is reflected by the involvement of the students ([Shravan Kumar](#): 2017).

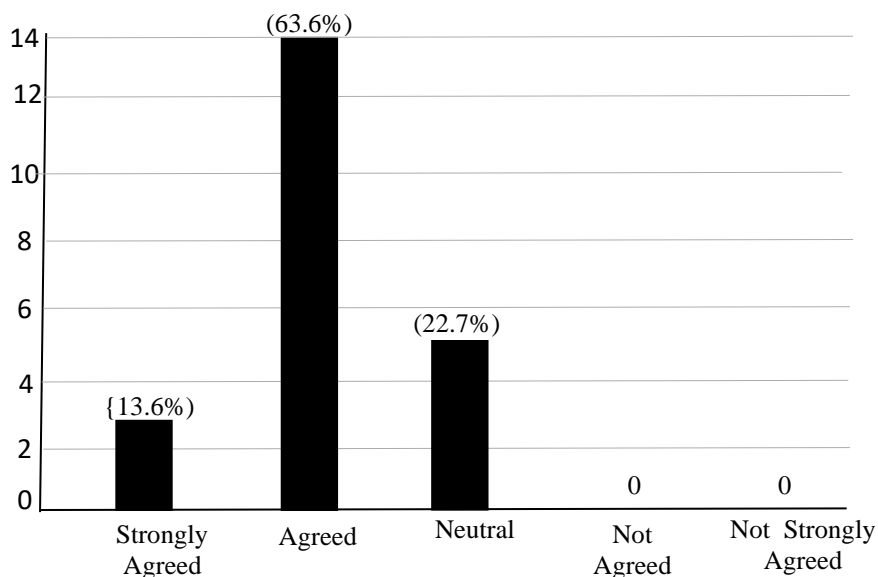
### 3. Research Methodology

The objective of this research is to assess the effectiveness of teaching aids in teaching Arabic and communicative skills at the Faculty of Sharia at the Sultan Sharif Ali Islamic University in Brunei Darussalam. This research is qualitative research. The researchers distributed the questionnaire to the first-year students of the Faculty of Sharia at the Sultan Al-Sharif Ali Islamic University who studied the communicative Arab material in 2024; 22 of them (the number of all first-year students of the Faculty of Sharia at the Islamic University who studied the communicative Arab material in 2024 is 35, and this sample is 63% of the total number of them).

## 4. Research Findings and Discussion

### 4.1 The Availability of Various Teaching Aids to Teach the Arabic language of Communication at the Sultan Sharif Ali Islamic University

**Figure 1:** The Islamic University of Sultan Al-Sharif Ali is taught Arabic communications using various educational methods



The figure shows that (13.6%) of the sample strongly agreed to the availability of various teaching aids to teach the Arabic language in communication at the Islamic University of Sultan Al-Sharif Ali, (63.6%) agreed to this, while (22.7%) were neutral in this way. This percentage is analyzed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (14 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(78.2\%) = \frac{15 + 56 + 15 = 86}{110} \times 100$$

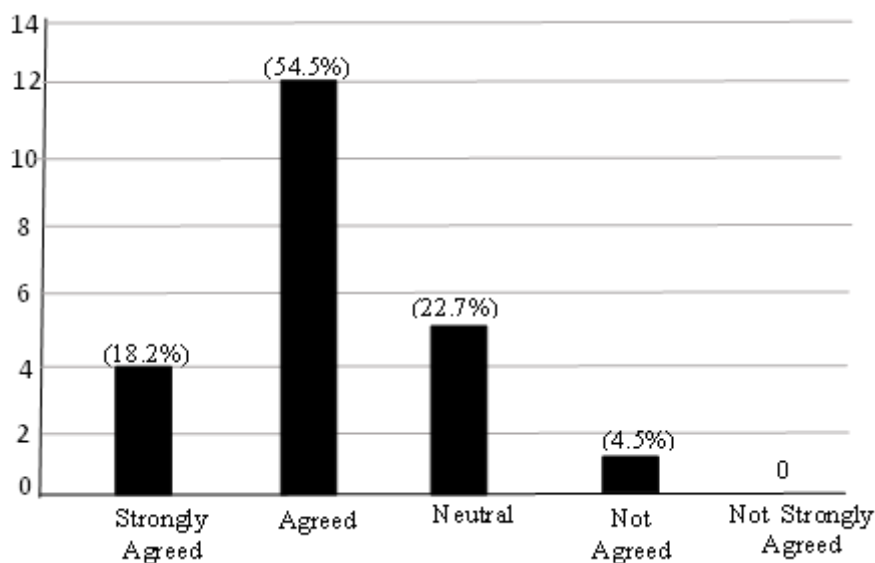
This means that various aids for teaching the Arabic language and communication at the Islamic University are available, with 78.2% of respondents agreeing and 21.8% saying otherwise.



The positive aspect of this point is shown by the availability of various teaching methods to teach the Arabic language, which are in contact with Sultan Sharif Ali Islamic University at the rate of 78.2%. The negative side is that it is not available at 21.8%

## 6.2 The Availability of Audio-visual Aids to Teach the Arabic Language and Communication at the Sultan Sharif Ali Islamic University

**Figure 2:** The availability of audio-visual aids to teach the Arabic language and communication at Sultan Sharif Ali Islamic University



The figure shows that (18.2%) of the sample strongly agreed to the availability of audio-Arabic teaching methods for the Sultan Sharif Ali Islamic University, (54.5%) agreed, while (22.7%) were neutral in this regard, and (4.5%) agreed. This percentage is analyzed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (12 \times 4) + (5 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

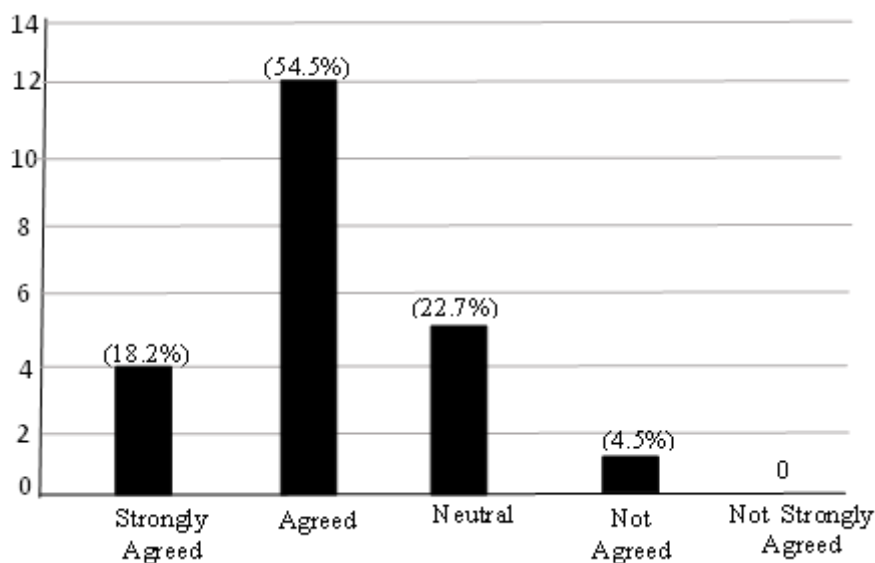
$$P(77.3\%) = \frac{20 + 48 + 15 + 2 = 85}{110} \times 100$$

This means that the audio-Arabic teaching methods of the Islamic University of Sultan Al-Sharif Ali are available, and 77.3% of the sample agreed (22.7%).

The positive aspect of this point is reflected in the availability of audio-based teaching aids to teach the Arabic language and communication at Sultan Sharif Ali Islamic University, with a ratio of 77.3%. The downside is 22.7% unavailability.

### 6.3 Availability of Audio-visual Educational Facilities for Teaching Arabic and Communicating with the Sultan Sharif Ali Islamic University

**Figure 3:** The availability of audio-visual educational facilities for teaching the Arabic language of communication at the Sultan Sharif Ali Islamic University



The figure shows that (18.2%) of the sample strongly agreed to the availability of audiovisual educational aids for teaching the Arabic language in communication at the Sultan Sharif Ali Islamic University, (54.5%) agreed to this, while (22.7%) were neutral in this regard, and (4.5%) agreed. This percentage is analyzed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (12 \times 4) + (5 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

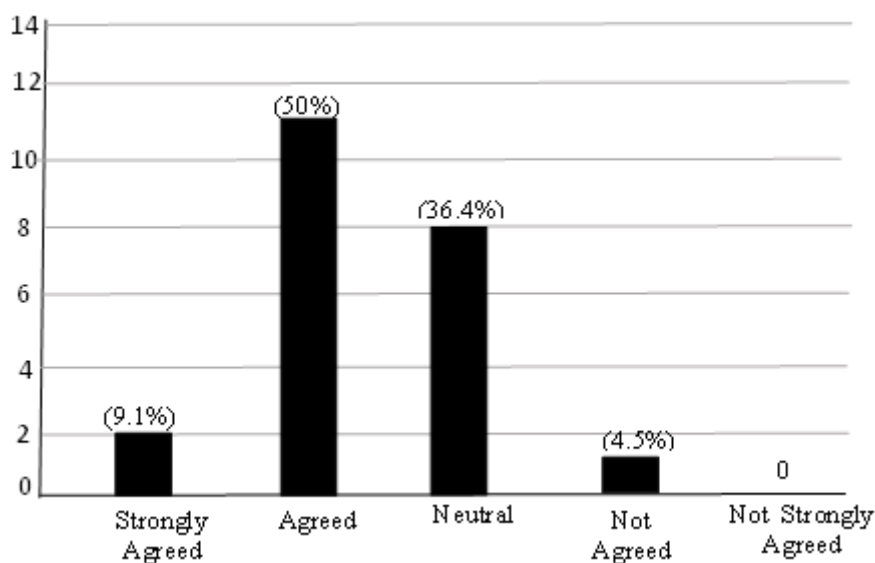
$$P(77.3\%) = \frac{20 + 48 + 15 + 2 = 85}{110} \times 100$$

This means that audio-visual teaching of the Arabic language and communication at the Islamic University is available, with 77.3% of respondents agreeing (77.3%) and 22.7% saying otherwise.

The positive aspect of this point is shown by (77.3%) availability of audio-visual educational means for teaching the Arabic language in communication with the Islamic University. The downside is 22.7% unavailability.

#### 6.4 Availability of Electronic Educational Means for Teaching Arabic and Communicating with the Sultan Sharif Ali Islamic University

**Figure 4:** The availability of electronic educational means to teach the Arabic language and to communicate with the Sultan Sharif Ali Islamic University



The figure shows that (9.1%) of the sample strongly agreed to the availability of electronic educational means to teach the Arabic language in communication at the Sultan Sharif Ali Islamic University, (50%) agreed to this, (36.4%) were neutral on this, and (4.5%) agreed to this. This percentage is analyzed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (11 \times 4) + (8 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

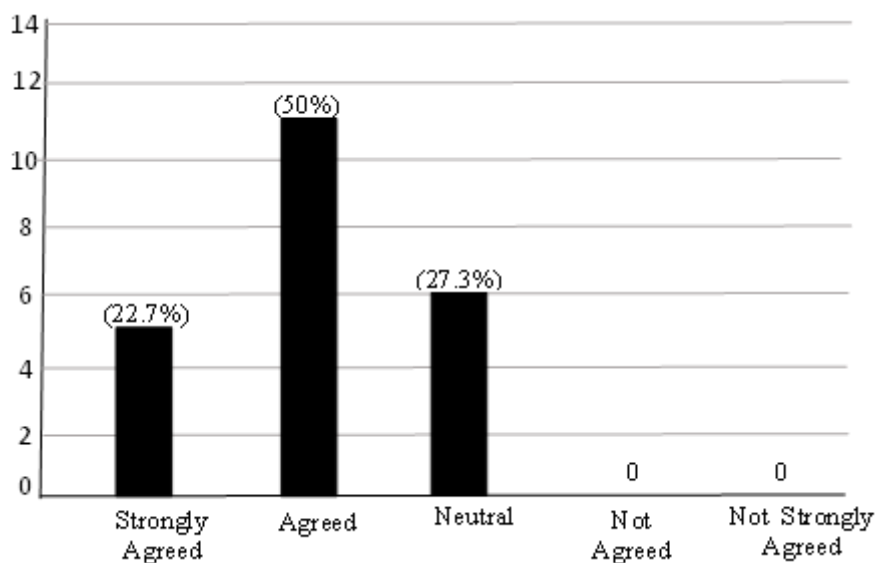
$$P(72.7\%) = \frac{10 + 44 + 24 + 2 = 80}{110} \times 100$$

This means that electronic educational means of teaching the Arabic language and communication at the Sultan Sharif Ali Islamic University are available, with 72.7% of respondents agreeing to this and 27.3% indicating otherwise.

The positive aspect of this point is shown by the availability of electronic educational means for teaching the Arabic language, which is in contact with the Sultan Sharif Ali Islamic University (72.7%). The downside is 27.3% unavailability.

### 6.5 Availability of the Projector to Teach the Arabic Language of Communication at the Sultan Sharif Ali Islamic University

**Figure 5:** The availability of the projector to teach the Arabic language of communication at the Sultan Sharif Ali Islamic University



The figure shows that (22.7%) of the sample strongly agreed to the use of the projector to teach the Arabic communicative language at Sultan Sharif Ali Islamic University, (50%) agreed to this, while (27.3%) were neutral in this way. This percentage is analyzed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (11 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

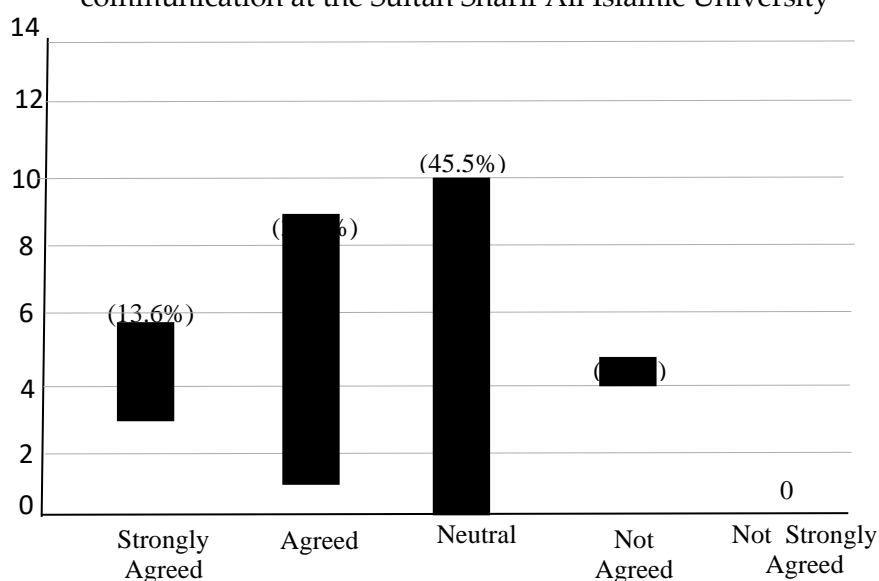
$$P(79.1\%) = \frac{25 + 44 + 18 = 87}{110} \times 100$$

This means that the use of the projector to teach the Arabic communicative language at the Sultan Sharif Ali Islamic University is available, and the number of sample of members who agreed (79.1%), some of whom indicated the opposite (20.9%).

The positive aspect of this point is shown by the availability of the projector to teach Arabic language communication at Sultan Sharif Ali Islamic University, with a ratio of 79.1%. The downside is 20.9% unavailability.

### 6.6 The Availability of a Recorder to Record the Voices of Students Who Are Being Trained in Oral Dialogue in Order to Teach the Arabic Language of Communication at the Sultan Sharif Ali Islamic University

**Figure 6:** The availability of the recorder to record the voices of students who are being trained in oral dialogue to teach the Arabic language of communication at the Sultan Sharif Ali Islamic University



The figure shows that (13.6%) of the sample strongly agreed to the use of the recorder to record the voices of the students when they were trained in oral dialogue to teach the Arabic language of communication at the Sultan Al-Sharif Ali Islamic University (36.4%) agreed to this. In comparison (45.5%) agreed to it, and (4.5%) agreed. This percentage is analyzed in this way:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Nos of Repetition}) \cdot xi(\text{Degree of options})}{N(\text{Total})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (8 \times 4) + (10 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

$$P(71.8\%) = \frac{15 + 32 + 30 + 2 = 79}{110} \times 100$$

This means that the recorder is used to record the voices of students when they are trained in oral dialogue to teach the communicative Arabic language at the Sultan Sharif Ali Islamic University, with 71.8% of respondents agreeing (71.8%) and 28.2% indicating otherwise.

The positive aspect of this point is shown by the fact that the recorder is available to record the voices of students when they are trained in oral dialogue to teach the communicative Arabic language at the Sultan Al-Sharif Ali Islamic University, at a rate of 71.8%. The downside is 28.2% unavailability.

## 7. Conclusion

This research has found that the positive aspects of teaching methods of teaching the Arabic language and communication at the Sultan Sharif Ali Islamic University are manifested in their varied availability (78.2%), the provision of audio-visual teaching aids to teach the Arabic language and communication at the Sultan Sharif Ali Islamic University (77.3%), the provision of audio-visual teaching aids to teach the Arabic language and the Islamic University of Sultan Sharif Ali (77.3%), the provision of electronic educational aids to teach the Arabic language of communication at the Sultan Sharif Ali Islamic University (72.7%), and the use of the projector to teach the Arabic language of communication at the Sultan Sharif Ali Islamic University (79.1%), and the use of the audio-recording in order to record the use of the Arabic language to teach the student in Arabic language Faculty at Sultan Al-Sharif Ali Islamic University, 71.8%.

The negative aspect is shown by the lack of various teaching methods for teaching the Arabic language and communication at the Sultan Sharif Ali Islamic University (21.8%), the non-availability of audio teaching methods (22.7%), the non-availability of audio-visual teaching aids (22.7%), the non-availability of electronic learning aids (27.3%), the non-availability of projector (20.9%) and the non-use of recorder to record students' voices when they are trained in oral dialogue (28.2%).

## Conflict of Interest Statement

The authors declare no conflicts of interest.

## References

- Arab times. Available at: <http://www.arabtimes.com/>
- Bell, J., & Gower, R. (1998). Writing course materials for the world: A great compromise. In B. Tomlinson (Ed.), *Materials development in language teaching*. Cambridge: Language Teaching Library, Cambridge University Press



- Demetron, G. (1997). Communicative competence and second language teaching: Lessons learned from the Bangalore Project. Retrieved 30 January 2004 from <http://www.nald.ca/fulltext/George/Prabhu/cover.htm>
- Hall, D. (1995). Materials production: Theory and practice. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (Eds.), *Getting started: Materials writers on materials writing*. Singapore: SEAMO Regional Language Centre ix.
- Jolly, D., & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching*. Cambridge: Cambridge Language Teaching Library, Cambridge University Press
- Kumar, Shrahan (2017). Teaching materials and teaching aids. At <https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt>
- Littlejohn, A., & Windeatt, S. (1989). *Beyond language learning: Perspective on materials design*. In R. K. Johnson (Ed.), *the second language curriculum*. Cambridge: Cambridge University Press
- Quotable Quote, goodreads.com. Available at: <https://www.goodreads.com/quotes/22842-you-have-brains-in-your-head-you-have-feet-in>
- Shamsuddin, Salahuddin Mohd, Siti Sara Binti Hj. Ahmad. (2017). Contemporary Issues of Teaching Arabic in Southeast Asian Countries (Brunei, Malaysia and Indonesia, for example). *Quest Journals, Journal of Research in Humanities and Social Science*, Volume 5, Issue 6 pp.: 42-51
- Teaching aid definition & meaning Dictionary.com. Available at: <http://www.dictionary.com/browse/teaching-aid?s=t>
- Teaching Aids and Teaching Materials in FLT, Available at : <https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions, and conclusions expressed in this research article are views, opinions, and conclusions of the author(s). Open Access Publishing Group and European Journal of Foreign Language Teaching shall not be responsible or answerable for any loss, damage, or liability caused in relation to/arising out of conflicts of interest, copyright violations, and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed, and used in educational, commercial, and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).