Teaching and Learning second language

A comparison of teaching and learning Arabic and Dari languages in Secondary Schools of Kabul

Ahmadullah Morshid Safi
ABSTRACT

Afghan languages are, influenced by Arabic in the field of academic terms. Also, several Arabic words need to be learnt for daily conversation in Afghanistan. This study is about students and teachers’ views about learning and teaching Arabic and Dari as two second languages in the areas of Kabul where the residents’ native language as well as the language of instruction is Pashto. The aim of the study is to explore similarities and differences between teaching and learning Arabic and Dari in secondary schools of Kabul.

The data for this quantitative study was collected from 9 schools in the eastern part of Kabul. Information was gathered through separate questionnaires for teachers and students as well as textbook analysis. The schools were selected via purposive sampling. A total of 60 students and 50 teachers (25 Dari and 25 Arabic) participated in this study.

The main findings of the study included that all students are interested in learning both Arabic and Dari for various reasons. However, learning language helps students to understand the context of the textbooks and get knowledge about this is true about learning Arabic as it is a foreign language too.

While teaching the languages, teachers only help students improve listening and reading skills as the teachers do most of the talking in class only sometime ask the students to repeat the lesson from textbook. The remaining two important skills i.e. writing and speaking are widely ignored because the teachers ask the students to do the writing at home and provide little time for verbal conversations inside class due to limited time.

Likewise, the teachers thought it is important to focus on developing reading skills among students and very little or no attention is given to improving writing skills. In addition, memorization and recalling of information when required is the dominant feature of teaching in the schools I studied in this study.

Arabic and Dari languages have lot of similarities, from having same alphabets to lot of common words. In my study most of students’ were interested to learn both Dari and Arabic, but the obstacle they faced during learning Arabic was, that there was not enough qualified Arabic language teachers but number of qualified teachers in Dari language was a lot and that made learning Dari easier for students who were interested.

Generally, the results of this research confirm many previous results. However, a lot need to be done by teachers, school management and education authorities to improve the learning and teaching situations.
ACKNOWLEDGEMENT
I would like to thank everyone who has helped me during the master program. My special thanks goes to Dr Amir Mansory and Dr Pia Karlsson for providing valuable feedback and comments, without the help of whom this work may not have been possible.

    I also would like to thank Ministry of Education, Swedish Committee and Karlstad University for giving us an opportunity to continue standard and modern higher education in Afghanistan.

    I express my great gratitude to my thesis supervisor Dr Adrian Velicu for carefully reviewing all parts of my thesis and giving timely and helpful comments.

    Finally, I would like to thank all the students and teachers who kindly agreed to participate in this research. My gratitude also goes to the management of schools where I collected my data.
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INTRODUCTION

Arabic is taught and learnt as a second or foreign language in all Afghan secondary schools (grades 7-9). Arabic language has close relationship with most of the eastern languages as Latin has close relationship with other western languages. A great portion of the Afghan languages are influenced by Arabic in the field of academic terms. Similarly, many of the Arabic words are needed to be learnt for daily conversation.

Every language is learnt through four certain skills. Generally, these skills are listening, speaking, reading and writing. (Harmer, 2009). Arabic is also learnt by these skills. In order to find out about how these skills are used in teaching and learning Arabic language in Afghan schools, one have to find out about the methods teachers use in teaching Arabic language and the textbooks used. Different methods are used for teaching Arabic. Mostly, teachers use the lecture method, i.e. students are active mostly as listeners, while teaching languages in schools. Therefore, students in Arabic who want to study in religious subjects like Quran and Hadith face many problems in their studies, because of low level of Arabic language knowledge.

Background

This chapter explains the different aspects of teaching and learning first and second language along with a critical analysis of some researches on the languages and language acquisition. Arabic as a second language has been an integral part of the Afghan education system and the newly developed curriculum in particular. This study tries to compare teaching and learning Arabic language with that of Dari language.

Before the formal education system initiated in Afghanistan, Arabic language was learnt in an informal education system (Masjids and traditional religious Madrasas). Most of the religious subjects like Quran, Hadith and Aqeeda (Islamic believe) were taught in Arabic. Also, general subjects like mathematics, history, astronomy and others were learnt in Arabic and the books used for all these kind of education were mostly in Arabic language, which constituted the main part of curriculum in Madarsas in Afghanistan and even in the region. Since the establishment of the formal education system in Afghanistan, Arabic language is taught as a subject and language for other subjects in Afghan schools. In late 2001, after toppling the Taliban, strong global pressure was exercised on the Afghan government to develop and change educational systems, structure and curriculum in Afghanistan. It was not only external pressure but also internal demand that resulted in the change (Karlson & Mansory, 2007). The old (rote learning curriculum) has changed to a new one and was developed on Islamic principles, as well as national and international standards mainly. In the new curriculum, the content is developed in such way that it does no only require the students to memorize and recall information but also to actively involve them in all class activities, which also require high level thinking. The methods by which Arabic is taught are gradually changing over time. Nowadays, Arabic textbooks are designed by professionals and scholars, which include useful contents. Similarly, there are many subjects in Afghan schools, which improve Arabic learning. For example, Quran, Hadith and Aqeeda are the subjects which use Arabic in their texts.
In Afghan schools, Arabic is taught as a school subject only two times in a week for 45 minutes each time. Specific objectives of teaching the subject in secondary schools include encouraging students to learn the language of Islam in order to understand religious teachings, enabling students to read and pronounce Arabic words and expressions, improving students’ skills in writing Arabic expressions and phrases properly, and finally helping students to learn to speak Arabic and also read Arabic books and articles.

On the other hand, teaching Dari gives students the opportunity to learn how to read, speak and understand the language. It also enables students to interact and interchange ideas with other cultures. Some specific aims of the subject include developing capacity of students to read, speak and understand Dari, becoming aware of the culture and traditional values of the country, getting familiar with the history and figures of literature and enabling students to study and research about the culture of the country.

**Problem area**
Generally, Arabic learning does not give expected results even though there are many factors which support Arabic learning. Most of the students are not able to learn Arabic as compared to other second languages e.g. English. Some of the students could not even understand basic principles of Arabic language despite the fact the language is taught as a subject in several subsequent grades. Also, there are commonly used Arabic terms which can be easily understood without even knowing the basics of Arabic language, which should facilitate learning and teaching Arabic. There are many factors that contribute to learning Arabic. Firstly, the writing (alphabets and words) of Arabic are nearly same as in official and mother language (Pashto and Dari languages mainly) of students. Secondly, before starting school, students learn basic Arabic in Masjid or at home with their parents. Thirdly, students hear and use most of the Arabic words in daily life because Arabic heavily influences the local languages due to it being the language of religious teachings and practices. Fourthly, the school textbooks contain mostly Arabic terms and concepts in almost all subjects. In spite of these facilitating factors, students are still not able to learn the language comprehensively. This means that though students have great chances of learning the language, they don’t do so as I experienced because i) extensive focus is on learning to read Arabic script, ii) due to unavailability of native Arabic speakers, the language is taught by teachers who can’t speak the language properly and thus the students don’t get the opportunity of talking the language, iii) students can’t practice the language at home or elsewhere and so they forget what they learn in class, and iv) students are lacking internal motivation for learning the language as opposed to learning English which is a mode and fashion to speak in and also it brings other benefits to the learners like salary, position, etc.

As I witnessed Arabic textbooks taught in Afghan schools are rich in contents, but are not understandable for students to learn the language. Students think that it is difficult for them to learn from these textbooks only because it is taught just once a week and the teachers are not good Arabic speakers themselves. This study investigates some similarities and differences in teaching and learning Arabic (second language) and Dari ((second language for Pashtu native speakers).)


This study is trying to find out why students do not learn Arabic like Dari despite many similarities in the languages. Besides, the study will also explore the challenges teaching face while teaching Arabic language when compared to teaching Dari.

Aim
The aim of this research is to explore similarities and differences between teaching Arabic language and Dari language in secondary schools of Kabul.

Research Questions
1- What are similarities and differences between Arabic and Dari textbooks regarding the type of content used and structure;
2- What are similarities and differences between Arabic and Dari teaching methods;
3- How do students perceive the differences in learning Arabic as compared to Dari?

LITERATURE REVIEW
The focus of this study is on the literature related to teaching and learning Arabic as a second language in Afghan secondary schools

Language Acquisition
Language is usually regarded as a code, which is made of words and a chain or rules that associate words with each other (Scarino and Liddicoat, 2009). In this view of language, language learning only involves learning vocabulary and the rules for making sentences. This very narrow view of language sees the language as fixed and finite and ignores the complexities that are involved in using language for communication. In an expanded view of language, it is a way of seeing, understanding and communicating about what is happening in world (ibid).

First language is a person’s native language, while Second language is a language that people learn beside their first language and second language learning is the process through which the second language is acquired. The term second language and foreign language can be used interchangeably. Researchers believe that it is not just about learning to speak a second language but it also includes social, cultural and even political aspects of the specific language. The ability to learn a foreign language varies from one individual to another based on their social, cultural and geographical contexts.

As stated in Wood (1998), Vygotsky emphasized that the ability of children to express themselves depends on how much children are exposed to language and how much they communicate with others. Thus, the teachers are required to tell and read stories, talk, listen and discuss with students in class so that the student can monitor his own language, take into account a listener’s perspective and plan language that is comprehensible to others (Wood, 1998).
Learning Second Language

People in almost all countries of the world, in all classes of society and in all age groups learn to speak two languages (Grosjean, 1982; McLaughlin, 1984 cited in Clark, 2000). As stated by McLaughlin (1984) a person may retain two languages due to large number of factures, including the prestige of the languages, cultural pressures, motivation, opportunities of use, etc. (cited in ibid).

According to Clark (2000), even though languages and the way children are exposed to language in different cultures vary to a great extent, almost all children learn their first language fluently while the same kind of guarantee cannot be given about the acquisition of a second language. Many variables influence learning other languages (after the first). Falk (2004) believes that a child learns his first language by playing an active role and trying to say the words as the native speakers do. Likewise, when the learner wants to acquire a second language he/she has to also acquire knowledge about the language instead of just learning in order understand the psychological and sociological aspects of that language (ibid).

This means that learning language is not only being able to speak the language but it is also about knowing about the speakers of the language, their way of living and thinking and their behaviors in certain situations. Sociological aspects of a language refer to the interaction of people speaking the language in society while psychological aspects are mainly concerned with individual attitudes.

Methods for Teaching Second Language

During the 20th century, there had been a quest for what was popularly called methods for successfully teaching a foreign language. (Brown, 2001). Therefore, the century shows a varied picture of interpretations about the best method for teaching a foreign language (Brown, 2001). The first method used in the 19th century was the Grammar Translation Method (GTM). Grammar Translation Method, as explained by Harmer (2009), is when teachers translate sentences or teach the students to write their own sentences with the help of grammatical rules.

Later, a series of methods emerged that were known as the Direct Method (DM). In this method students were taught without translation or grammar rules (Brown, 2000). Freeman (2000) explained that via the Direct Method, learners were allowed to make conversations in a foreign language, in which students would speak the same language, write their topics and discuss various aspects of their daily life. A revised version of this method was then known as Audio-Lingual Method which laid more focus on oral activity (pronunciation and conversation) with almost no grammar and translation (Brown, 2000). In this method, according to Falk (2004), students are encouraged to perform a situation they listen to by the audio-lingual devices.

This method was later revised leading to the Audio-Lingual method which emphasized “a great deal of oral activity – pronunciation and pattern drills and conversation practice – with virtually none of the grammar and translation found in traditional classes” (Brown, 2000, p.22). According to Falk (2004), in this method the students are encouraged to repeat a word they listen to or to act as they are instructed by a movie or video. The students are given a task to perform a situation they listen to by the audio lingual devices. This approach is similar to the direct method of teaching but
it is the most complicated methodology of teaching because the students will always try to understand and get the acquisition (ibid).

However, as Vision (2001) stated, the most effective method for acquiring a foreign language is Communication Approach, which allows students to communicate with one another and discuss about various aspects of their lives in order to become creative and write something of their own (Harmer, 2009). As Fallk (2004) and Harmer (2009) conclude writing, listening, speaking and reading are the four most powerful skills required for learning and understanding a spoken language.

Harmer (2009) mentions that the role of textbook is crucial in learning a language, especially when the curriculum satisfies the needs of learners and matches with their culture. He also emphasizes that the teacher ought to be creative in selecting relevant books or other reading materials for the students.

It is important for the teachers of second language to be aware of both the culture of native language as well as the culture of second language (Byram, 1997). An understanding of the two cultures will enable teachers to explain the similarities and differences between the two contexts, which will in turn help students to learn the foreign language easier (ibid). Post and Rathet (1996) found that using content and materials from native culture for teaching second language can be much more comprehensive and understandable to students because they are familiar with the content and have greater sensitivity towards it, which makes it easier for students to understand and it can encourage the language learning very much.

Bloom’s Taxonomy is used as an important tool to help teachers in preparing questions for discussing with students and providing feedback on students’ work.

The learning taxonomies, for instance Bloom taxonomy is valid for teaching and learning language as well. Bloom’s taxonomy is classification of educational objectives. He identified six main levels for student’s knowledge. The levels are as following (Anderson and Krathwohl, 2001):

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

The lower level of Bloom’s taxonomy is concerned with memorization and recalling of information. The second level is related to comprehensively understanding what one memorizes. The third level means that a person is able to use the information for solving real life problems. The fourth level means whether a person is able to categorize and compare things and find out differences between them. Synthesis means that a person can create, invent or compose new knowledge and the last and highest level of Bloom’s taxonomy indicates that a person is able to make judgment about different things.
Dari and Arabic in Afghanistan

Both teachers and researchers have accepted motivation to be one of the factors that influence the rate and success of learning a second language. Without enough motivation, even those with extraordinary abilities cannot achieve long-term goals. In addition, only appropriate curricula and good teachers are not sufficient to ensure students’ achievement (Dornyei, 2009).

For centuries, writings of prominent Sufi writers and poets have been taught in religious schools (Madrassa) and also in the mosque based education system in Dari language. Many Afghans (both Pashto and Dari speakers) memorize poems and stories from the writings of Saadi, Hafiz, Bidel, Mawlana, etc and apply them in their daily conversations (Tabatabayi, 1994).

According to Kohzad (1951), there are several reasons that motivate students to learn Dari and Arabic. One, Dari is one of the official languages in Afghanistan, the other being Pashto. Two, understanding both Dari and Pashto is a requirement for working in government offices. Three, it is also important to be able to speak Dari in order to communicate with people in different areas of the country. Arabic is learnt, first of all because it is the language of the holy book of Muslim, Quran; in order to able to read Quran one needs to be familiar with Arabic alphabets and writing form. Children learn basic religious teachings in mosque or from their parents at home (pre-school education) in Arabic language. Last but not the least, most of the religious scripts and references are written in Arabic (Kohzad, 1951).

In Afghan schools, teachers use a mixture of both traditional and modern teaching methods (Karlsson & Mansory, 2007). Both Arabic and Dari teachers frequently use methods like lecturing, storytelling, reading text, repeating, etc. that focuses mainly on memorization and recollecting information (Kohzad, 1951). However, some teachers also use methods where students are allowed to take active part in learning. Methods such as group work, summarizing, conversations and writing essays in teaching languages (particularly Arabic) are adopted from the newly developed standard Afghan curriculum and other international curricula used for teaching Arabic language (Karlsson & Mansory).

METHOD

A quantitative research design was applied for doing this research. Quantitative research design is a powerful form of research that can used to compare data. I applied this research design because it fits with the aim of my study. This research design can be used in case studies, experiments and small scale researches.

The data was collected through questionnaires. Questionnaire is one of the most frequently applied tools for data collection. It relies on written information given by people in response to researcher’s questions (Denscombe, 2010) Questionnaire is used go gather both factual data as well as opinions. The main advantages of using questionnaire are that it can reach a broader audience and the answers can be attained via mobile or online. However, some people may respond late to
questionnaires if sent online or may not answer at all. It is also possible that some respondents do not understand the questions properly or others may leave some questions unanswered (ibid).

I distributed questionnaires to both students and teachers. Separate questionnaires were developed for Dari and Arabic teachers while the views of students about learning Dari and Arabic were asked in a single questionnaire. A total of 21 questions related to teaching language were asked from 25 Dari and 25 Arabic teachers. However, the students were given 17 questions related to learning the languages.

A non-probability sampling method was used to select the sample. A total of 9 schools were selected through purposive sampling from east of Kabul, Ahmad Shah Baba Mina. Non-probability sampling is used when there is a large population that is divided into many categories and samples are taken from each category. It is also used when the aim of sampling is exploratory. In this kind of sampling, participants are not selected at random; a purpose sampling is one that relies on one’s judgment to select participants or location (Robson, 2002)

The reason behind selecting schools from a specific area was that the language of instruction in schools in this area is Pashto, which is one of the two official languages in Afghanistan; the other being Dari. My intention was to understand how learning Dari and Arabic is different for Pashto speakers, for which none of the languages is native.

Moreover, I have analyzed two textbooks (Arabic and Dari) of grade 9. These textbooks were analyzed from three different aspects: students’ activities considering Blooms’ taxonomy e.g. the type of activities that students are required to perform in class correspond to which level of the taxonomy, contents of the textbooks based on different categories of the topics and contents about teachers’ instructions.

Limitation
The study was limited to only small number of schools because of time and resources constraints. Therefore, the results of the study cannot be generalized to other places or times. However, because academic methods of sampling, data collection and analyzing were applied, it can be suggested that the results in other places will be similar. My extensive knowledge of the educational context also suggests similarity between the context of my study and other contexts.

FINDINGS
In this chapter, I will present the main findings related to learning and teaching Dari and Arabic as second languages. The first two tables show personal demographics of the respondents (students and teachers) as independent variables in this study. However, the variables are not used for analysis.

<table>
<thead>
<tr>
<th>Table 1: Students respondents’ personal demographics</th>
</tr>
</thead>
</table>


In the following paragraphs, the main findings of this study are presented in form of figures and tables. The findings are divided into three parts. The first part is related to students’ views about learning Arabic and Dari. Second part presents teachers’ views about different aspects of teaching Arabic and Dari. Finally, textbooks are analyzed considering three different aspects.

**Part I: Students’ Views about learning Arabic and Dari languages**

First students were asked whether they are willing or have interest in learning Arabic and Dari and if yes, why. More than 90% of students were interested in learning both Arabic and Dari.

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### Table 2: Teachers respondents’ personal demographics

<table>
<thead>
<tr>
<th>Variables</th>
<th>Gender</th>
<th>Age</th>
<th>Categories</th>
<th>Native Language</th>
<th>Father’s Occupation</th>
<th>Mother’s Occupation</th>
<th>Father’s Education Level</th>
<th>Mother’s Education Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>30</td>
<td>15</td>
<td>Male</td>
<td>Male</td>
<td>Male</td>
<td>Male</td>
<td>Male</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>30</td>
<td>20</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
<td>Female</td>
</tr>
<tr>
<td>Frequency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>35</td>
<td>15</td>
<td>20</td>
<td>Pashto</td>
<td>Pashto</td>
<td>Pashto</td>
<td>Pashto</td>
<td>Pashto</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>20</td>
<td>17</td>
<td>Dari</td>
<td>Dari</td>
<td>Dari</td>
<td>Dari</td>
<td>Dari</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>48</td>
<td>3</td>
<td>0</td>
<td>Pashto</td>
<td>Pashto</td>
<td>Pashto</td>
<td>Pashto</td>
<td>Pashto</td>
</tr>
</tbody>
</table>

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In Table 2: Teachers respondents’ personal demographics, the data is presented with different categories for gender, age, categories, native language, father’s occupation, mother’s occupation, father’s education level, and mother’s education level. The frequency of each category is also provided.
Figure 1: Students’ interest in learning Arabic

Figure 1 shows that 98% of the students have interest in learning Arabic. Those who said “yes” to learn Arabic were also asked about the reason for learning the language. About 42% students said they are learning Arabic because they want to live in Arabic speaking countries. Around 32% students were learning Arabic to become Arabic teachers. The remaining students said they are learning Arabic because they have friends or relatives who studied the language (22%) or had other reasons for learning it (5%).

Figure 2: Students’ interest in learning Dari

Figure 2 shows responses of students when they were asked if they are interested to learn Dari. About 92% said yes, while only 8% said no. Students were also asked about the reason for their interest in learning Dari. About 68% of them said they want to speak Dari fluently. Around 20% said they learn Dari to visit neighboring Dari speaking countries and 8% said because they have friends or relatives who speak Dari. Surprisingly, only 2% said they want to become Dari teacher in future.

Following the questions about students’ interest, their views were asked about the impact of learning Arabic, as a foreign language, on life in Afghanistan.

Table 1: Students’ views about the impact of Arabic on life in Afghanistan

<table>
<thead>
<tr>
<th>Respondents’ view about the impact of Arabic</th>
<th>To a high extent</th>
<th>To some extent</th>
<th>I don’t know</th>
<th>Not at all</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result</td>
<td>98%</td>
<td>2%</td>
<td>0%</td>
<td>0%</td>
<td>98%</td>
</tr>
</tbody>
</table>
Students were asked if learning Arabic has an impact on the life of people in Afghanistan. They were given options to select the extent in which learning the language impact life of people. The greatest number of respondents was of the opinion that in one way or other learning Arabic does impact on life of the people to a higher extent.

Table 1 shows that about 80% of students said that learning Arabic impact life in Afghanistan to a high extent. About 18% of students’ selected the “I don’t know” option. About 2% also believed that it impacts life to some extent. However, no respondent had on the view that learning the language has no impact on the life of people.

Students were also asked in yes/no question whether leaning Dari and Arabic has some similarities. Around 17% the students interviewed said yes and the rest of the respondents thought there are no similarities between learning the two languages.

Table 2: Students’ use of reading, writing, listening and speaking skills in learning Arabic

<table>
<thead>
<tr>
<th>Respondents’ views about the use of reading, writing, listening and speaking skills</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Reading</td>
<td>27</td>
<td>45</td>
<td>32</td>
<td>53</td>
</tr>
<tr>
<td>Writing</td>
<td>11</td>
<td>18</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td>Speaking</td>
<td>19</td>
<td>32</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Listening</td>
<td>28</td>
<td>47</td>
<td>24</td>
<td>40</td>
</tr>
</tbody>
</table>

The students were asked what skills they mainly use while learning Arabic. Reading and listening skills were used the most while the two other skills i.e. writing and speaking had little usage according to student.

Table 2 shows that 47% and 45% students respectively said they always used listening and reading skills in learning Arabic. About 75% students sometime used writing skills and 53% and 50% respectively sometime used reading and speaking to learn Arabic. Around 18% and 13% students respectively never used speaking and listening.

In the following question, students were asked how often they use the four skills while learning languages. Majority of them said they always use the four skills, while only few did never use these skills.
Table 3: Frequency of using reading, writing, listening and speaking when students learn languages (in General)

<table>
<thead>
<tr>
<th>Respondents’ views on frequency of using reading, writing, listening and speaking</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Reading</td>
<td>46</td>
<td>77</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Writing</td>
<td>34</td>
<td>57</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>Speaking</td>
<td>41</td>
<td>69</td>
<td>17</td>
<td>28</td>
</tr>
<tr>
<td>Listening</td>
<td>43</td>
<td>72</td>
<td>15</td>
<td>25</td>
</tr>
</tbody>
</table>

In question before this, students were asked which of the four skills they mainly use to learn a language, each student selected one of the four options given. This question was about the frequency of using the skills, where students were given the opportunity to rank between the four skills according to their frequency of use. Majority of the respondents provided similar responses to this question too. The highest number of respondents said they use always used reading and listening skills.

Table 3 shows that 77% of the students always used reading for learning languages, while 72% of them always use listening. About 41% sometime used writing for learning languages and 8% said they never use listening, speaking, and writing.

The next table indicates students’ views about the main obstacles for learning Arabic. Majority of the students believed that insufficient learning materials and less number of periods are the biggest obstacles, while inappropriate classrooms and teachers that are not expert in the language were believed to be the smallest obstacles.

Table 4: Main obstacles in learning Arabic

<table>
<thead>
<tr>
<th>Intensity of the obstacle</th>
<th>1 (biggest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Smallest)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Inappropriate classroom</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>17</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Less number of periods</td>
<td>22</td>
<td>36</td>
<td>13</td>
<td>22</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>Not language expert teachers</td>
<td>9</td>
<td>15</td>
<td>18</td>
<td>30</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
Students’ views were asked about the challenges/obstacles they face while learning Arabic. It seems many students had an issue with having sufficient learning material or learning aid materials that help students to learn a language better and easier. Another challenge was that they had Arabic class only once or two times a week. Limited number of period per week was then the second biggest obstacle for learning Arabic.

Students were also asked about the main obstacles in learning Dari. A majority of the students thought that insufficient learning materials and less number of periods is similarly the biggest obstacles, while inappropriate classrooms and teachers that are not language experts are the smallest.

Table 5: Main obstacles in learning Dari language

<table>
<thead>
<tr>
<th>Intensity of Obstacle</th>
<th>1 (biggest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Smallest)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Inappropriate classroom</td>
<td>5</td>
<td>8</td>
<td>17</td>
<td>28</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Less number of periods</td>
<td>17</td>
<td>28</td>
<td>20</td>
<td>33</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>Not language expert teachers</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>33</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Insufficient learning materials</td>
<td>24</td>
<td>40</td>
<td>16</td>
<td>27</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Lack of opportunities in practicing languages</td>
<td>14</td>
<td>23</td>
<td>19</td>
<td>32</td>
<td>11</td>
<td>18</td>
</tr>
</tbody>
</table>

A similar question was asked from students about learning Dari. The responses were the same. Students thought that not having access to learning aid material and limited number periods per week were the two biggest challenges for learning Dari. Interestingly, students thought that teachers with little expertise in the language was among the least important challenges for learning both Dari and Arabic.
Table 5 shows that 40% and 28% of the students respectively thought insufficient learning material and less number of periods is the biggest obstacles in the way of learning Dari. About 38% and 23% respectively said inappropriate classroom and teachers that are not language experts are smallest obstacles while learning Dari.

In the questionnaire, it was also asked what students’ views are about the opportunities they have that helped them in learning Arabic and Dari.

Table 6: Main opportunities in learning Arabic

<table>
<thead>
<tr>
<th>Intensity of opportunity</th>
<th>1 (biggest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Smallest)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td>Similarity in alphabets with native language</td>
<td>34</td>
<td>56</td>
<td>12</td>
<td>20</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>Using in daily life</td>
<td>27</td>
<td>45</td>
<td>17</td>
<td>29</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Reading religious scripts through informal education</td>
<td>21</td>
<td>35</td>
<td>15</td>
<td>25</td>
<td>9</td>
<td>15</td>
</tr>
</tbody>
</table>

Students’ views about the opportunities for learning Arabic showed that most of them believe using Arabic in daily life and studying the language in religious scripts through informal education is the biggest opportunity. They thought having similar alphabet with Pashto (students’ native language) is the second biggest opportunity for learning Arabic.

Table 6 shows that 56% of students said Arabic having similar alphabets like their native language is one of the opportunities in learning Arabic, while 80% of students said using Arabic in daily life and reading religious scripts through informal education are biggest opportunities respectively. About 18% students believed reading religious scripts through informal education is the smallest opportunity in learning Arabic.

Table7: Main opportunities in learning Dari

<table>
<thead>
<tr>
<th>Intensity of opportunity</th>
<th>1 (biggest)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (Smallest)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Similarity in alphabets with native language</td>
<td>34</td>
<td>57</td>
<td>17</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Using in daily life</td>
<td>28</td>
<td>47</td>
<td>15</td>
<td>25</td>
<td>6</td>
</tr>
</tbody>
</table>
When similar question was asked from students about learning Dari as a second language, they had different responses. Here, having similar alphabets was perceived as the biggest opportunity while using Dari in daily life was thought to be the next biggest. The highest number of respondents, however, thought that like for learning Arabic reading religious scripts through informal education is among the least important opportunities. Table 7 shows that 57% of students’ said that similarity in alphabets with their native language is also one of the main opportunities; while 47% said using it in daily life is the biggest opportunity.

Table 8: Students’ views about what they like the most about learning Dari and Arabic

<table>
<thead>
<tr>
<th>Languages</th>
<th>Dari</th>
<th>Arabic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Speaking</td>
<td>9</td>
<td>51</td>
<td>81</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td>8</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Writing Poetry</td>
<td>27</td>
<td>45</td>
<td>15</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Story</td>
<td>7</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Quran</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>News</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 8 shows students’ responses when they were asked what they like the most about learning Dari and Arabic, around 25% students’ said they like Arabic poetries the most, while 45% said they like Dari poetry the most. About 15% of the respondents said they like to speak in Dari language with 30% saying they prefer to speak Arabic. There was no difference in listening because only two percent of respondents said they like to listen to Dari and Arabic.

Table 9: Students’ views about learning Dari and Arabic outside school
<table>
<thead>
<tr>
<th>Language</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
<td>Number</td>
<td></td>
</tr>
<tr>
<td>Dari</td>
<td>44</td>
<td>73</td>
<td>16</td>
<td>27</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>Arabic</td>
<td>29</td>
<td>48</td>
<td>31</td>
<td>52</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Students were asked whether they learn Dari and Arabic outside school at home or in other educational centers. One third of students said they do not learn Arabic outside school but only one third had the same answer about learning Dari outside school. It is because Dari is learnt outside school via speaking with other people.

Table 9 shows about 48% of students’ responded yes when they were asked if they learn Arabic outside school, while 73% of students’ gave the same response when they were asked if they learn Dari outside school. Only 27% of students said no when they were asked if they learn Dari outside school. However, the number of students who said no for learning Arabic outside school was much higher i.e. 52%.

Table 10: Students’ views about preferring a native speaker to teach them Dari and Arabic

<table>
<thead>
<tr>
<th>Students’ views</th>
<th>Number and percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
</tr>
<tr>
<td>I don’t know</td>
<td>5</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Here, I asked students whether they agree or disagree to the statement that it is better to have a native speaker teach the language instead of a non-speaker teaching the language. The highest number of respondents either strongly agreed or simply agreed to the statement.

Table 10 shows that 45% students strongly agree with having a native teacher for teaching Dari and Arabic. About 30% students agreed with having a native teacher. However, 8% strongly disagreed and another 8% disagreed with the statement.

Part II: Teachers’ Views about teaching Arabic and Dari languages
When teachers were asked whether they participated in any methodological seminars/workshops that enhanced their knowledge about teaching, 16 out of the 25 Dari teachers that answered the questionnaire said they attended seminars/workshops on teaching methodology. However, among the Arabic teachers this number was higher i.e. 22 out of 25.
Next question was about the most commonly used teaching method while teaching Dari and Arabic. Majority of both Arabic and Dari teachers most commonly used Dialogue as a teaching method.

Table 11: The most commonly used teaching methods by Dari and Arabic teachers

<table>
<thead>
<tr>
<th>Teaching Method \ Language</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of teachers</td>
<td>Number of teachers</td>
</tr>
<tr>
<td>Group Work</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Role Play</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Discussion</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Dialogue</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Teachers were asked to select among four teaching methods (group work, role play, discussion and dialogue), the one teaching method that he/she uses the most. Dialogue was one teaching method that was most commonly used by the biggest number of both Dari and Arabic teachers. Five out of 25 teachers said they use Discussion the most while only 2 teachers said they use Discussion the most.

Table 11 shows that the highest number of both Arabic and Dari teacher (12 and 10 teachers respectively) mostly used Dialogue method. Only 2 Arabic teachers said they mostly use Discussion and 3 Dari teachers said they mostly use Role Play.

Teachers were also asked about main advantage of the method they most commonly use. 18 Dari teachers and 15 Arabic teachers said they use the method because they think students understand the idea easily. The rest of the teachers (both Arabic and Dari) said the method is good because it is easy to be implemented.

Table 12: Teachers’ views about the most important aspects for students to learn

<table>
<thead>
<tr>
<th>Factor \ Language</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of teachers</td>
<td>Number of teachers</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Making Sentences</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Grammar</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Reading Text</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Teachers’ views were also sought about the most important factor for students to learning a language. Arabic and Dari teachers had different answers to this. For Arabic teachers making sentences and vocabulary were the most important while Dari teachers thought it was important for students to learn reading text and grammar first.
Table 12 shows teachers’ views about what is the most important factor for students to learn first. The highest number of Dari teachers (12 and 11 respectively out of 25) said students should learn reading text and grammar first. However, most of Arabic teachers (13 and 9 out of 25 respectively) thought students need to learn making sentences and vocabulary first.

Table 13: Teachers’ views about what skill should be emphasized upon in teaching language

<table>
<thead>
<tr>
<th>Skill\Language</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of teachers</td>
<td>Number of teachers</td>
</tr>
<tr>
<td>Speaking</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Following the two questions, teachers were asked about what skills teachers need to emphasize while teaching language. Reading and speaking were thought to be important and needed to be emphasized. However, for Dari and Arabic teachers emphasizing on writing and listening were less important. Besides, 10 out of 25 Arabic teachers answered that speaking needs to be emphasized while only 3 Dari teachers thought it was important to emphasize speaking.

Table 13 shows that 15 out of 25 teachers said teachers need to focus on teaching reading skills, while for 10 and 9 teachers speaking and reading skills respectively was the most important. Both Arabic and Dari teachers thought teaching listening and writing skills was less important.

Table 14: Teachers’ views about the main activities that need to be focused in teaching

<table>
<thead>
<tr>
<th>Activity\Language</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of teachers</td>
<td>Number of teachers</td>
</tr>
<tr>
<td>Teacher reads and students listen</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Asks students to read the text</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Asks few students to read in pieces</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>Highlights the new words and explain them first</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Asks students to highlight the new words</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Asks students to read individually and silently</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Teachers perform various activities, according to what they say, in class that involve both teacher and students. Teachers’ views were sought about what are the main activities that teachers
should focus on in their teaching. The most important activity was asking few students to read in pieces and the least important factors that need little focus in teaching were asking students to highlight new words and asking them to read individually.

Table 14 means that the highest number of both Arabic and Dari teachers (11 and 12 respectively) thought the asking few students to read in pieces is the main activity that needs to focused more than others. Asking students to highlight new words and asking them to read individually and silently were among the least important activities. In addition, 7 out of 25 Arabic teachers said that the main activity teachers need to focus is when teacher ask students to read the text; only 2 Dari teachers gave the same answer.

Table 15: Teachers’ views about how often they ask students to memorize some parts of the lesson

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Sometime</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Rarely</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Teachers’ views were also asked about the extent of memorization they ask students to do in their subject. More than half of Dari teachers said they always or often ask students to memorize parts of the lesson. The number of Arabic teachers asking students to memorize the text is slightly higher than those of Dari.

Table 15 shows that 8 out of 25 Dari teachers asked students to always memorize some parts of the lesson, while 8 others often asked them to do so. However, 10 Arabic teachers always assigned students to memorize the lesson and 11 often did so.

Table 16: Teachers’ views about how often they ask students to write some parts of the lesson

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Often</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Sometime</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

A similar question was asked about assigning student to write some parts of the lesson that is taught. Over half of Dari teachers always or often asked students to write the text while 2 third of
Arabic teachers always asked students to write the lesson. While in memorization the difference was very slight, here it is much bigger.

Table 16 explains that 8 Dari teachers always and 9 Dari teachers stated that they often asked students to write parts of the lesson. 16 Arabic teachers always and often (8 each) asked students to write some parts of the lesson. Only 2 Dari teachers and no Arabic teachers asked the students to do so.

When teachers were asked which book they use for teaching Dari/Arabic, 16 Arabic teachers and all Dari teachers said they use MoE textbooks. Nevertheless, 8 Arabic teachers said they use internationally standard book.

Teachers were also asked if there is a separate teacher guide for the teachers. Most of both Arabic and Dari teachers (18 each) said they do not have a teacher guide. However, 14 teachers (7 Dari and 7 Arabic) said they do have a teacher guide.

Table 17: Teachers’ views about guidelines presented in the textbooks for teaching

<table>
<thead>
<tr>
<th>Extent of guidelines</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Little</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not at all</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

This question is concerned with the amount of guidelines provided in textbooks to help teachers in effectively teaching the topic. The responses explain that almost all Dari and Arabic teachers thought that either very much or to some extent guidelines are provided in the textbooks.

Table 17 shows that the highest number of both Arabic and Dari teachers equally (14 and 15) believed that to some extent guidelines for teaching are provided in the textbooks, while 18 Dari and Arabic teachers (9 each) thought very much guidelines are provided in the textbooks.

Table 18: Teachers’ views about the use electronic devices (tape recorder, video recorder, etc.) in classrooms

<table>
<thead>
<tr>
<th>Frequency of using electronic devices</th>
<th>Dari</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Every week</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Every month</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

It was also asked whether teachers use electronic media in their teaching or not. It seems very few teachers used electronic devices in their teaching. A clear majority of both Dari and Arabic
teachers said they never used electronic media in their teaching. However, only 6 (3 Dari and 3 Arabic) teachers used electronic media every day.

Table 18 explains the highest number of Dari and Arabic teachers never used electronic devices. It indicates that 19 Dari and 17 Arabic teachers said they never used electronic devices. Only 6 teachers (3 Dari and 3 Arabic) said they used electronic devices every day. Five out of 2 Arabic teachers reported that they use electronic devices every week while only 1 Dari teacher use it on weekly basis.

Finally, 10 Dari and 19 Arabic teachers reported that they always explain lesson in native language of students, while 10 Dari and 6 Arabic sometime did so. Only 5 Dari teachers never explained the lesson in students’ native language.

**Part III: Comparison of Arabic and Dari Textbooks of Grade 9**

In order to further understand the similarities and differences between learning and teaching Dari and Arabic, I also analyzed the textbooks of both subjects. I looked at the activities they provide for students and analyzed them in relation to various levels of Bloom’s taxonomy.

As far as the size of textbooks is considered, both textbooks were of the same size, around 160 pages each. However, they had different numbers of activities for students. Number of activities was much more in Arabic than Dari textbook.

**Table 19: Students’ activities in both Arabic and Dari textbooks considering Blooms’ taxonomy**

<table>
<thead>
<tr>
<th>Blooms' taxonomy</th>
<th>Knowledge/Recalling</th>
<th>Comprehension/Understanding</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number/percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Arabic</td>
<td>376</td>
<td>35</td>
<td>256</td>
<td>24</td>
<td>352</td>
<td>33</td>
<td>80</td>
</tr>
<tr>
<td>Dari</td>
<td>162</td>
<td>41</td>
<td>116</td>
<td>29</td>
<td>40</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>Total</td>
<td>538</td>
<td>38</td>
<td>372</td>
<td>27</td>
<td>392</td>
<td>21</td>
<td>150</td>
</tr>
</tbody>
</table>

Table 19 explains that Arabic textbook had 1070 activities for students, while Dari textbook had only 396 activities. Most of the activities (around 40%) in both the textbooks are related to the first level of Blooms’ taxonomy i.e. memorization and recalling of facts and information. For example, one of these activities in Dari textbook was “read the story and give meaning to the words” (p.17). Almost similar percentages of the activities in Arabic textbook were related to the third level of Blooms’ taxonomy (Application). For example, one of the activities in Arabic textbook was to
“use different types of verbs with different types of pronouns”. This belongs to the Application level because in Arabic language verb’s form is dynamically changed with different pronouns. Moreover, no activity was related to evaluation in Arabic textbook, while in Dari textbook there were only two activities related to this level of Bloom’s taxonomy. For example, one of the activities in Dari textbook expected students to “argue why some of the children do not respect their parents” (p.58). Finally, Six activities in each textbook were related to the fifth level of Blooms’ taxonomy (synthesis). For example one of the activities in Dari textbook makes students to “write the intention of a topic in their own words” (p.37). It indicates that, most of the activities in both the textbooks are related to the lower levels of Blooms’ taxonomy; these activities are gradually decreased for the upper levels.

Following are the categories in which the content is presented in Dari and Arabic textbooks. The main categories include facts, ethical issues, grammar, literature, stories, poems, instructions, conversation, history and funny stories (jokes). Table 20: Frequencies of contents areas in Arabic and Dari textbooks o grade 9

<table>
<thead>
<tr>
<th>Categories</th>
<th>Arabic</th>
<th>Dari</th>
<th>Both Arabic &amp; Dari</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>Facts/History</td>
<td>7</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Ethical issues</td>
<td>3</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Grammar</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Stories</td>
<td>4</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Poems</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Instructions</td>
<td>7</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Conversation</td>
<td>3</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Joke</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100</td>
<td>28</td>
</tr>
</tbody>
</table>

Table 20 shows that facts/history and instructions (for instance: students should wash hands after using toilet) are repeated more than any other category, 7 times each, in throughout Arabic textbook. Throughout Dari textbooks these categories are repeated not very much, facts/history 5 time and instructions 4 times. The most repeated activities in Dari textbook were ethical issues and history, 7 times and 5 times respectively.

The least repeated activities in Arabic textbook were ethical issues, literature and conversation, 3 times each. Moreover, history and funny stories are not repeated at all in Arabic textbook. In Dari textbook, grammar and funny stories are the least repeated categories, 1 time, 2 times and 2 times respectively. Besides, conversation never happened to be repeated in Dari textbook.
In Arabic textbook, no guidelines are provided for teachers, while it does not have a teacher book also. The aim of every topic is also not mentioned in the textbook. In contrary, in Dari textbook every lesson has clear guidelines and the aim of every lesson is specified. In addition, a summary of each lesson is presented before the topic.

In Arabic textbook, Pashto translation of the main part of the lesson in provided in front of the Arabic text, which can help students understand the basic idea of the lesson.

One thing that is noticed during the analysis about Dari textbook is that it does not contain much of literature from even the famous Dari language authors.
DISCUSSION AND CONCLUSION

In this section, I will discuss the findings of this study in relation to problem area, research questions and literature review. In other words, I will explain what the findings mean and what implications they have for students, teachers, the education system and the society in general.

In this study, 60 students, 25 Arabic teachers and 25 Dari teachers were interviewed to explore their views about differences and similarities in learning and teaching Arabic and Dari as second languages. Ahmad Shah Baba Mina, where the study was done, is located in the east of Kabul where most of the residents are Pashto speaking. Therefore, the schools in the area teach in Pashto. Both Dari and Arabic are thought as language subjects.

A majority of the students were interested in learning both Dari and Arabic for several reasons. Most of them thought learning second language has great impact on the life of people. Likewise, Falk (2004) believed that when a child acquires second language he/she also acquires knowledge about the psychological and sociological aspects of that language. When students in Afghan schools learn Arabic, they also develop knowledge of some aspects of life in the countries where Arabic is spoken.

A large proportion of students reported that they frequently used reading and listening skills while learning the languages. However, a tangible number of students sometime used writing and speaking skills too. It is possibly because teachers do most of the talking in class and students listen passively. Meanwhile, teachers also ask students to read out the text in teaching the languages so students can improve reading skills. Students do not do much of writing in classroom because teachers try to keep the writings as homework, which students do at home. Furthermore, because of limited time (45 minute) of the period and very few classes in a week, teachers avoid conversations and discussions in the classrooms, thus, students do not get much of opportunity to practice speaking skills. Falk (2004) and Harmer (2009) are of the view that teachers need to teach writing, listening, speaking and reading as the four most powerful skills required for learning and understanding a spoken language. In my study reading and listening was frequently used.

Based on the students' views teachers do not focus on reading and writing while reading and writing are effective tools to encourage students' learning. Besides, reading and writing helps students develop the necessary skills for communicating messages and information and enables them to learn the language better.

Dari language has supporting elements in the living environment as many people outside school speak Dari but Arabic is not promoted equally outside school. The Arabic textbook is focusing more on the day-to-day conversations instead of grammar while Dari textbooks are full of grammatical rules, thus, teachers focus more on teaching grammar along with other aspects of the language i.e conversation, vocabulary, etc. Although Dari textbooks include clear guidance for teachers, they are mainly related to teaching grammar and are not modern and up-to-date as Arabic’s books are, which are not allow students to communication with one another and discuss about various aspects of their lives.

Most of the students thought that insufficient learning materials and limited number of periods in a week are the most important obstacles for learning Dari and Arabic. Compared to other
students second language has very few periods every week, which makes it difficult for students to learn the language comprehensively. Instead, students try to learn what is required for exam.

Students thought inappropriate classrooms and teachers who were not expert in the language are among the least important obstacles for learning the languages.

Students also believed that there are opportunities, which facilitates the learning of Arabic as well as Dari. Two thirds of the students thought using Arabic in daily life and learning Arabic scripts through informal education are the biggest opportunities for learning Arabic. Moreover, around half of the students also thought because Arabic has similar alphabet like Pashto (students’ native language), it is easy for them to learn Arabic.

More than half of the students said they also learn Dari and Arabic outside school at home or at other institutes. For learning Arabic, they take tuitions. Some private educational institutes teach Arabic following internationally standard curriculum. Teaching in these institutes is also much better than in public schools as they hire qualified and experienced teachers, many of whom studied the language abroad and they are paid higher wages. Students study Dari mainly at home with parents or other family members. They also practice speaking Dari with friends and neighbors. Vision (2001) said in order to effectively learn second language, students should be allowed communicate with one another and discuss about various aspects of their lives in order to become creative and write something of their own (cited in Harmer, 2009).

Close to half of the students strongly agree that they learn better when teacher is a native speaker of the language he/she is teaching while more than one third agreed with the fact that native teacher helps in better learning of the language. In Afghanistan, we do not have any Arabic speaking teachers at all. Dari teachers are either native speakers or have qualification in the language. It also happens in many cases that a Pashto speaking teacher will teach Dari since students only study and very little understand the content that is included in the textbook and not the overall language itself. Byram, 1997 argues that it is important for teachers of second language to know the native language as well as the second language.

The most common used teaching method between both Dari and Arabic teachers were dialogue, and discussion and role-play comes next respectively. According to teachers, dialogue is one of the most used method but students’ says they are hardly given chance to speak in the class.

The most commonly used teaching method among both Dari and Arabic teachers according to what they state in the questionnaire has been Dialogue while Discussion and Role Play come next. It is interesting to note that students believe they are given little chance for speaking in class while teachers report they use dialogue most of the times.

A great number of Dari teachers thought it is important for students to learn making sentences and grammar first and then learn vocabulary and reading text. However, most of Arabic teachers believed students need to learn making sentences and vocabulary first. The reason why Dari teachers chose grammar over vocabulary could be that many Pashto speaking students are familiar with most of Dari words they hear it in their daily life at home and outside while in Arabic students need to learn even basic words before they go on to learning grammar. In contrary, teachers said while teaching, they need to emphasize on developing students’ reading skills. Moreover, teachers
also reported that the main activity that teachers need to focus on during the teaching should be to ask number of students to read a piece of the text each.

On average basis, both Dari and Arabic teachers always and sometime (options given in the questionnaire for frequency) ask students to memorize some parts of the lesson and write some parts too. Those teachers that ask students to memorize or write some parts of the lesson only want the students to recall or write what is exactly in taught. Students are not encouraged to critically analyze the text and creatively write something about it.

Both Arabic and Dari teachers were apparently satisfied with the level of guidelines provided in the textbooks for teaching the language. Besides, the highest number of teachers of both languages never used electronic media in their teaching. This could be due to unavailability of the tools in schools and also because many schools do not have electricity.

Finally, both Arabic and Dari textbooks that were examined had many activities for students to perform. Arabic textbook have three times more activities for students as compare to Dari textbook while both the textbooks have almost same size. One reason could be that Dari subject in included in the curriculum from grade 4, while Arabic is included in grade 7. It means in grade 9, students are still in basic level of learning Arabic.

In Arabic textbook, facts and instructions are repeated more than other categories, while in Dari, ethical issues and history are the most repeated activities. It could be because in Arabic, the students are required to deal more with Arabic text and some practical examples in form of instruction related to their daily life. However, Dari learning students are required to understand more about the history of literature (e.g. authors, poets, philosophers, etc.) and some ethical issues are include relating the subject with social life of the students. Another major difference between Dari and Arabic textbook is that Dari textbook contains clear guidelines for teacher in every lesson and the aim of every lesson is specific with a summary of the lesson presented in the beginning of each lesson. Arabic textbook neither has guidelines for teacher nor is the aim of every lesson very clear. Providing clear guidelines help teachers focus more on planning his teaching activities as it saves his time while uncertainty in the aim and methods of teaching can lead to poor teaching as well as making the process of learning difficult.

To conclude, learning Dari and Arabic in schools only help students to learn the context of the textbooks and get little knowledge about the language and its social and psychological contexts. The case is true especially about Arabic, as it is not only a second language but a foreign language too.

Among the four skills (reading, writing, listening and speaking), only reading and listening are improved as teachers do most of talking in class and ask the students sometime to repeat the lesson from the textbook.

Interestingly, teachers thought it is important to focus on developing reading skills among students while very little attention is still given, theoretically and practically, to writing skill.

Memorization and recalling of information is the dominant feature of teaching the languages in the schools I studied.
REFERENCES


Kohzad, A. A. (1951) Afghanistan and Iran (in Persian). Tehran: Publisher???


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ANNEXES
Annex 1:

Arabic and Dari Languages Learning Students’ Questionnaire:

As a requirement of Teacher Educators Master Program (TEMP), I have to conduct this study for writing my final year thesis. This study is to find out how teachers view the similarities and differences between teaching Dari and Arabic textbooks. I assure you that your inputs will be used only for research purposes.

Thank you very much in advance.

Student’s Background

Sex: □ Male □ Female

Age: ................. Years

Education: I am in grade .......... 

What is your mother tongue?

Dari b. Pashto c. Other? Specify:_____________________

father’s occupation:

Farmer b) business man c) governmental employee d) other

mother’s occupation:

a) Teacher b) business woman c) governmental employee d) house wife e) other

father’s education level:

Grade 6 or below b) grade 7-11 c) grade 12 d) grade 14 e) University
f) Islamic education g) none
Mother’s education level:

- Grade 6 or below
- b) grade 7-11
- c) grade 12
- d) grade 14
- e) University
- f) Islamic education
- g) none

Main Questions about the Topic

Would you like to learn Arabic?

Yes

No

If yes why? (You can select more than one option)

- To get a job as Arabic teacher
- I want to live in Arabic speaking countries
- I have friends/relatives who studied Arabic

Other reason? Please specify: ........................................................

Would you like to learn Dari?

Yes

No

If yes why? (You can select more than one option)

- To get a job as Dari teacher
- To be able to speak fluent Dari
- I want to visit neighbor Dari speaking country
- I have friends/relatives who speak Dari

Other reason? Please specify: ........................................................
To what extent learning Arabic language impact social life in Afghanistan?

☐ To high extent

☐ I don’t know

☐ To some extent

☐ Not at all

Are Arabic and Dari languages learning same for you?

Yes

No

How often do you use the well known activities (reading, writing, speaking and listening) when you learn languages? (tick mark in appropriate rows in the following table)

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Always</th>
<th>Sometime</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dari</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the main obstacles in learning languages from the following table? (rank the following obstacles from 1-5, 1 shows biggest obstacle)
<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Arabic</th>
<th>Dari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less number of periods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher is not expert in the language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient learning aid materials (tape recorder, language CD etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake of opportunities for practicing the language</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What are the main opportunities in learning languages from the following table? (rank the following obstacles from 1-5, 1 shows biggest obstacle)

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Arabic</th>
<th>Dari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarity in alphabets with native language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using in daily life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading religious scripts through informal education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What do you like the most about both the languages?

<table>
<thead>
<tr>
<th>Arabic</th>
<th>Dari</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>1-</td>
</tr>
<tr>
<td>2-</td>
<td>2-</td>
</tr>
<tr>
<td>3-</td>
<td>3-</td>
</tr>
</tbody>
</table>
Do you learn the following languages out of school?

<table>
<thead>
<tr>
<th></th>
<th>Arabic</th>
<th>Dari</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Specify your level of agreement with the following statements

I prefer to have native speakers to teach me both Dari and Arabic.

☐ Strongly Disagree  ☐ Disagree  ☐ I do not know  ☐ Agree  ☐ Strongly Agree

Questionnaire for Dari Teachers

As a requirement of Teacher Educators Master Program (TEMP), I have to conduct this study for writing my final year thesis. This study is to find out how teachers view the similarities and differences between teaching Dari and Dari textbooks. I assure you that your inputs will be used only for research purposes.

Thank you very much in advance.

Teacher’s Profile

1) Sex: (Male) (Female)
2) Age: _______ years.
3) Highest level of Education:
   a) Less than 12th grade  b) 12th grade  c) 14th grade  d) Bachelor  e) Master
4) Teaching Experience in school: _____________ years
5) Number of students in your classrooms:
   a) less than 20  b) 20-29  c) 30-40  d) 30-40  e) more than 40
6) What is your mother tongue choose from the list bellow
   a) Dari  b) Pashto  c) Arabic  d) Other?  Write here ________________
7) Teaching to class: (Boys) (Girls) (Mixed)
8) Have you ever participated in any methodical seminars/ workshops that enhanced your knowledge about teaching - Please write here:____________________________________

Main Questions about Topic

9) Which method do you use mostly when you teach Dari language?
   a) Group work
   b) Role play
   c) Discussion
   d) Dialogue
   e) Question and answer.
   f) Other? Please specify:____________________________________

10) What is the advantage of the method you mostly use in your teaching?
    a) Students understand the idea easily.
    b) It is easy to be implemented.
    c) Other? Please specify:____________________________________

11) What is the most important for your student to learn first?
    a) Building vocabulary.
    b) Making sentences.
    c) Understanding grammar.
    d) Reading from textbooks.

12) Which one of the following you mostly emphasize on in language teaching?
    a) Speaking
    b) Reading
    c) Listening
    d) Writing

13) What are the main activities you focus on in your teaching?
    1. You read and students listen.
    2. Ask a student to read first all the text
    3. Ask few students to read in pieces
    4. Highlight the new words and explain them first
    5. Ask students to highlight the new words
    6. Ask students to read individually and silently

14) How often do you ask your students to memorize parts of the lesson you teach?

15) How often do you ask your students to write parts of the lesson you teach?

16) Where have you learnt Dari language (if not your mother tongue)?
    a) At university
    b) At informal education (Madrasa)
c) I have worked with Dari speaking people in Afghanistan.

17) Which book do you use for teaching Dari?
   a) Ministry of Education textbook
   b) Internationally standard Dari learning books
   c) Your own lecture notes
   d) Any other……………..

18)

19) How many students have access to these textbooks?
   a) All
   b) Most of them
   c) Some of them
   d) Few
   e) None

20) To what extent the guidance are presented in the textbooks for your teaching?
   a) Very much
   b) To some extent
   c) A little
   d) Not at all

21) Is there a separate teacher guide for your teaching?
   a) Yes
   b) No

22) How often do you use electronic devices (tape recorder, video recorder and etc) in your classroom?
   a) Daily
   b) Weekly
   c) Monthly
   d) Never

23) How often do you explain your lesson in the first language of students in your classroom?
   a) Always
   b) Sometimes
   c) Never

24) What do you think Dari is mostly important for:
   a) Politics
   b) Culture
   c) Market and business
   d) Religion.

**Specify your level of agreement with the following statements:**

25) To learn Dari better teacher need to translate Dari sentences into native language word by word.
   (Strongly Disagree) (Disagree) (I do not know) (Agree) (Strongly Agree)
26) Learning grammar is the most important for learning Dari language.
   (Strongly Disagree) (Disagree) (I do not know) (Agree) (Strongly Agree)
27) Dialogue and conversation are important for learning Dari language.
   (Strongly Disagree) (Disagree) (I do not know) (Agree) (Strongly Agree)
28) There should be an exchange program for Dari teacher with Dari universities in order to improve Dari language in Afghan schools.
   (Strongly Disagree) (Disagree) (I do not know) (Agree) (Strongly Agree)
29) Arabic language is easier than Dari language because of using synchronizing signs
   (Strongly Disagree) (Disagree) (I do not know) (Agree) (Strongly Agree)

Questionnaire for Arabic Teachers

As a requirement of Teacher Educators Master Program (TEMP), I have to conduct this study for writing my final year thesis. This study is to find out how teachers view the similarities and differences between teaching Dari and Arabic textbooks. I assure you that your inputs will be used only for research purposes.

Thank you very much in advance.

Teacher’s Profile

30) Sex: □ Male  □ Female
31) Age: _________ years.
32) Highest level of Education:
   b) Less than 12th grade  b) 12th grade  c) 14th grade  d) Bachelor  e) Master
33) Teaching Experience in school: _____________ years
34) Number of students in your classrooms:
   b) less than 20  b) 20-29  d) 30-40  e) more than 40
35) What is your mother tongue choose from the list bellow
   a) Arabic  b) Pashto  c) Dari  c) Other ________________________
36) Teaching to class: □ Boys  □ Girls  □ Mixed
37) Have you ever participated in any methodical seminars/ workshops that enhanced your knowledge about teaching - Please specify:______________________________________
Main Questions about Topic

38) Which method do you use mostly when you teach Arabic language?
   a) Group work
   b) Role play
   c) Discussion
   d) Dialogue
   e) Question and answer.
   f) Other? Please specify: _____________________________________________

39) What is the advantage of the method you mostly use in your teaching?
   a) Students understand the idea easily.
   b) It is easy to be implemented.
   c) Other? Please specify: _____________________________________________

40) What is the most important for your student to learn first?
   a) Building vocabulary.
   b) Making sentences.
   c) Understanding grammar.
   d) Reading from textbooks.

41) Which one of the following you mostly emphasize on in language teaching?
   a) Speaking
   b) Reading
   c) Listening
   d) Writing

42) What are the main activities you focus on in your teaching?
   7. You read and students listen.
   8. Ask a student to read first all the text
   9. Ask few students to read in pieces
   10. Highlight the new words and explain them first
   11. Ask students to highlight the new words
   12. Ask students to read individually and silently

43) How often do you ask your students to memorize parts of the lesson you teach?

44) How often do you ask your students to write parts of the lesson you teach?

45) Where have you learnt Arabic language (if not your mother tongue)?
   a) At university
   b) At informal education (Madrasa)
   c) I have worked with Arabic speaking people in Afghanistan.

46) Which book do you use for teaching Arabic?
   a) Ministry of Education textbook
b) Internationally standard Arabic learning books

c) Your own lecture notes

d) Any other…………………

47) How many students have access to these textbooks?
   a) All
   b) Most of them
   c) Some of them
   d) Few
   e) None

48) To what extent the guidance are presented in the textbooks for your teaching?
   a) Very much
   b) To some extent
   c) A little
   d) Not at all

49) Is there a separate teacher guide for your teaching?
   a) Yes
   b) No

50) How often do you use electronic devices (tape recorder, video recorder and etc) in your classroom?
   a) Daily
   b) Weekly
   c) Monthly
   d) Never

51) How often do you explain your lesson in Arabic language in your classroom?
   a) Always
   b) Sometimes
   c) Never

52) What do you think Arabic is mostly important for:
   a) Politics
   b) Culture
   c) Market and business
   d) Religion.

Specify your level of agreement with the following statements:

53) To learn Arabic better teacher need to translate Arabic sentences into native language word by word.
   ☐ Strongly Disagree ☐ Disagree ☐ I do not know ☐ Agree ☐ Strongly Agree

54) Learning grammar is the most important for learning Arabic language.
   ☐ Strongly Disagree ☐ Disagree ☐ I do not know ☐ Agree ☐ Strongly Agree

55) Dialogue and conversation are important for learning Arabic language.
There should be an exchange program for Arabic teacher with Arabic universities in order to improve Arabic language in Afghan schools.

Arabic language is easier than Dari language because of using synchronizing signs

Annex 2:

پرسشنامه برای دانش آموزان زبان دری و عربی در مکاتب پشتو زبان

پرای نوشتن پاسخ نامه تخصصی خویش در برنامه تخصصی معلم لازم است تا ان تحقیق را انجام دهم. این بررسی باختر انجام می‌گردد که نظریات شاگردان را در جهت همسانی ها و تفاوت های تدریس زبان دری و کتابهای این زبان در مقایسه به زبان عربی دریابیم. به شما اطلاع می‌دهم که نظریات ارزشمند شما تئیه به منظور یک تحقیق علمی بکار گرفته خواهد شد.

آزمایش اطلاعات پرسنلی برای فرم پاسخ‌دهی به شاگردان:

جریان: مرد □ زن □

سن: ( ) سال

مکاتب زبان دری □ عربی □ دیگر ( )

وظیفه پدر: دهقان □ تاجر □ دولت □ دیگر ( )

وظیفه مادر: معلم □ تاجر □ خانم خانه □ دیگر ( )

درجه تحصیل پدر:

ستانز و بالاتر □ نظام ۶ – ۱۲ □ نظام ۱۲ – ۱۶ □ نظام ۱۶ – ۲۱ □ نظام بالاتر

درجه تحصیل مادر:

ستانز و بالاتر □ نظام ۶ – ۱۲ □ نظام ۱۲ – ۱۶ □ نظام ۱۶ – ۲۱ □ نظام بالاتر

پرسش های اساسی در رابطه به موضوع:

1. شما می‌خواهید عربی بیاموزید؟
   □ بله □ نه

2. اگر جواب شما بله بود و می‌خواهید یکی از زبان‌های غربی را یاد بگیرید، شما می‌خواهید یکی از زبان‌هایی را یاد بگیرید که زبان عربی را می‌خواهید لازم گردد؟
   □ استاد زبان عربی □ میخواهم در یک محیط زبان زنده گرم گردد □ دوستان و یا خویشاندیانی دارم که زبان عربی می‌خواهند □
3. شما میخواهید دری بیاموزید؟

بله □

نخیر □

4. اگر جواب شما بله بود میتوانید یکی از گزینه‌های زیر را انتخاب نمایید.

□ میخواهم به زبان دری رون صحت کنم

□ از کشورهای همسایه ی دری زبان میخواهم دین کنم

□ دوستان و خویشاوندانم دری صحبت میکنند

□ دلیل دیگر اگر باشد مشخص بسازید

5. آموزش زبان عربی تا چه حد بر زندگی گو اجتماعی تان تأثیر گذار است؟

□ تا یک حدی □ نمیدانم □ هیچ ندارد

6. آیا آموزش زبان های دری و عربی برای شما یکسان است

بله □

نخیر □

7. چقدر از فعالیت‌های زبان (خواندن، نوشتن، صحبت کردن و شنیدن) هنگام آموزش زبان‌ها استفاده می‌کنید؟ در خانه‌های خالی مورد نظر علامت (✓) بگذارید.

□ خواندن

□ نوشتن

□ صحبت کردن

□ شنیدن

موانع عمده یادگیری زبان‌ها از نظر شما در جدول زیر نشان دهنده درجه بالای اهمیت‌های زبان‌های مورد نظر شما است:

<table>
<thead>
<tr>
<th>موافق</th>
<th>نا موافق</th>
</tr>
</thead>
<tbody>
<tr>
<td>العربية</td>
<td>دری</td>
</tr>
<tr>
<td>صنف های نا مناسب</td>
<td>صنف های نا مناسب</td>
</tr>
<tr>
<td>کم بودن ساعات درسی زبان</td>
<td>کم بودن ساعات درسی زبان</td>
</tr>
<tr>
<td>بی تجربه گی استادان در تدریس زبان</td>
<td>بی تجربه گی استادان در تدریس زبان</td>
</tr>
<tr>
<td>کمبود مواد درسی زبان</td>
<td>کمبود مواد درسی زبان</td>
</tr>
<tr>
<td>کمبود فرصت‌های تمرین زبان</td>
<td>کمبود فرصت‌های تمرین زبان</td>
</tr>
</tbody>
</table>

38
فرصت های عمده یادگیری زبان‌ها از نظر شما در جدول زیر شناخته شده‌اند (1-5) درجه به دنیای نمایید که یک نشان دهندهٔ درجه بالای اهمیت گزینه است.

<table>
<thead>
<tr>
<th>فرصت ها</th>
<th>عربی</th>
<th>دری</th>
</tr>
</thead>
<tbody>
<tr>
<td>مشابهیت الفبایی با زبان مادری</td>
<td>-1</td>
<td></td>
</tr>
<tr>
<td>استفاده روزمره</td>
<td></td>
<td></td>
</tr>
<tr>
<td>خواندن بعضی متن‌های دینی در مراکز های غیر رسمی (مسجد و مدرسه)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

کدام چیز از این دو زبان مورد علاقه‌ی شما ست؟

<table>
<thead>
<tr>
<th>نمایشگاه</th>
<th>عربی</th>
<th>دری</th>
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</thead>
<tbody>
<tr>
<td>-1</td>
<td></td>
<td></td>
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<tr>
<td>-2</td>
<td></td>
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</tr>
<tr>
<td>-3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

آیا خارج از مکتب هم این زبان‌ها را یاد می‌گیرید یا نه؟

<table>
<thead>
<tr>
<th>نمایشگاه</th>
<th>عربی</th>
<th>دری</th>
</tr>
</thead>
<tbody>
<tr>
<td>بله</td>
<td></td>
<td></td>
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<tr>
<td>نه</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

میزان موافقه عدم موافقه یخوشی را با موارد زیر بین باید دام. برای تدریس زبان‌های عربی و دری معلمی را ترجیح می‌دهم که این زبان‌ها زبان مادری باشند.

<table>
<thead>
<tr>
<th>نمایشگاه</th>
<th>عربی</th>
<th>دری</th>
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</thead>
<tbody>
<tr>
<td>موافق</td>
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<tr>
<td>مخالف</td>
<td></td>
<td></td>
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<tr>
<td>نمیدانم</td>
<td></td>
<td></td>
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<tr>
<td>کامل موافق</td>
<td></td>
<td></td>
</tr>
<tr>
<td>کامل مخالف</td>
<td></td>
<td></td>
</tr>
<tr>
<td>موافق</td>
<td></td>
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<tr>
<td>مخالف</td>
<td></td>
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</tr>
</tbody>
</table>

پرسشنامه برای استادان زبان دری در مکاتب پشتو زبان

استاد ارجمند!

برای نوشتن پایان نامه تخصصی خویش در برنامه تخصصی معلم لازم است تا این تحقیق را انجام دهند. این بررسی با خاطر انجام می‌گردد که نظریات استادان را در جهت همبستگی ها و تفاوت‌های تدریس زبان دری و کتاب‌های این زبان در مقایسه به زبان عربی دریایی به شما اطمینان می‌دهد که نظریات ارزشمند شناخته، به منظور یک تحقیق علمی بکار گرفته شود.
از شما قبل اظهار سپاس می‌مینم.

در مورد شخص خودتان:

1. جنس: مرد □ زن □
2. عمر: ( ) سال
3. بلد ترين درجه تحصیل:
   □ کمتر از صنف 12□ فارغ از صنف 12 □ لیسانس □ محترم □ تخصص □ کارشناس □ دکترای □ فارغ از صنف 12 □ فارغ از 12 □ کمتر از 20 □ از 20 تا 29 □ از 30 تا 40 □ بیشتر 40 □
4. تجربه تدریس در مکتب: ( ) سال
5. شمار شاگردان در صنف شما □ کمتر از 40 □ از 40 تا 29 □ از 29 تا 20 □ بیشتر 20 □
6. زبان مادری تان از میان زیر نشانی کنید:
   □ دری □ پشتو □ دری □ باتا □ از این گروه □ از این گروه □ از این گروه □ از این گروه □ از این گروه □ از این گروه □ از این گروه □ از این گروه □
   زبان دیگر (لطفا بنویسید): □
7. چگونه در حوزه تدریس مشغول هستید؟ □ پسر □ دختر □ ایا گاهی در یک سیمینار یا ورکشاپ میتودیک اشتراک نموده اید که برمبای شما در شیوه تدریس افزودن باشد؟ □ لطفا بنویسید: □

پرسش‌های اساسی در مورد موضوع:

9. ازکدام شیوه در زمان تدریس زبان دری استفاده می‌کنید؟ □ کارهای گروهی □ نقش بازی و تمرین □ فعالیت و مطالعه □ روشهای دیگر؟ □ لطفا مشخص بزارید.
   □ مزیت روش که شما بیشتر استفاده می‌کنید در چیست؟ □
   □ شاگردان به سادگی نوروزات را فرا می‌آورند □ تطبیق آن اسانتر است □ دقیل ایست □ لطفا شرح دهد.
10. چگونه با شاگردان هم‌چنین چیز از شیوه تدریس افزودن باشد؟ □ با گاشیرگی و لغات بیشتر □ با ورکشاپ بیشتر □ با برگه‌نگاری □ با جلسات □
11. ساختن جملات □ چیزی را بخوانید در زبان تاکید بیشتر می‌آورید؟ □ چگونه با شاگردان در زمان تدریس زبان دری از شیوه افماری در تدریس توجه بیشتر مینمایید؟ □
12. چگونه شاگردان در زمان تدریس زبان دری از تمرینات افماری در تدریس توجه بیشتر مینمایید؟ □ نخست از شاگردان میخواهد تا همه متن را بخوانند □ از چند شاگرد میخواهد تا بخش های از متن را بخوانند □ شاگردان میخواهند تا ساخت جملات به درستی برای نمودند □ از دانش اموزان میخواهند تا محصولات متن را بخوانند □
13. چه زمانی از شاگردان میخواهید تا بخش های از درس را بخاطر بسپارند؟ □
همیشه □ بیشتر اوقات □ گاه گاه □ به ندرت □ هیچگاه □

14. چه زمانی از دانش‌آموزان می‌خواهید تا بخش‌هایی از درس شما را بنویسند؟

همیشه □ بیشتر اوقات □ گاه گاه □ به ندرت □ هیچگاه □

15. وقتی شما زبان دری را فراگرفتید؟

در پوهنتون □ در مدرسه □ در تعليمات خصوصی (مدرس) □ به دری زبان افغانستان کار کرده ام □

16. از کدام کتاب تدریس زبان دری استفاده می‌کنید؟

کتاب‌های فراگیری زبان دری به معیارهای جهانی □ مبتنی بر ....... □

17. چند شاگرد به کتاب‌هایی یاد شده دسترسی دارند؟

همه □ بیشتر آنها □ برخی از آنها □ تعداد انداک □

18. تا کدام اندازه رهنمایی‌های تدریسی شما وجود دارد؟

خیلی زیاد □ تا اندازه‌ای □ کم □

19. آیا رهنمای معلم جدایگانه برا شما وجود دارد؟

بلی □ نه □

20. چه زمانی حتماً در صفحات برای تدریس می‌کنید؟

روز وارد □ هفته وارد □ ماهوار □ هیچگاه □

21. چه زمانی شما درس‌های تان را به زبان اول شاگردان برای صنف تشریح می‌کنید؟

همیشه □ گاه گاه □ به ندرت □ هیچگاه □

22. چه فکر می‌کنید که زبان دری برای کدام موضوع خیلی اهمیت دارد؟

سیاست □ تجارت □ دین □ فرهنگ □

مطالب موافقت خود را در موارد ذیل مشخص بسازید:

23. برای آموش زبان دری باید به علت از استاد به جملات زبان دری را که به کلمه به کلمه به زبان‌آموز عکس زدن ترجیح کنید.

جدو موافق □ مخالف □ مدعیان ☐

24. فراگرفتن دستور زبان مهم‌ترین بخش برای آموش زبان دری است.

جدو موافق □ مخالف □ مدعیان ☐

25. دیالوگ و محاوره مهم‌ترین بخش برای آموش زبان دری است.

جدو موافق □ مخالف □ مدعیان ☐

26. باید یک برنامه تبادل تجربه تدریسي، میان استادان زبان دری در مکاتب و پوهنتون های افغانستان را اجرا داشت. شما تدریس زبان دری در مکاتب انتخابی بیشتر باید.

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پرسشنامه برای استادان زبان عربی در مکاتب پشتو زبان

استاد ارجمند!

برای نوشتن پایان نامه تخصصی خویش در برنامه تخصص تربیه می‌توانید این پرسشنامه را انجام دهید. این پرسشنامه تخصصی خویش در برنامه تخصص تربیه می‌باشد که نظریات استادان را در چه جهت مهساپی‌ها و رفتارهای تدریس زبان دری در کتاب‌های این زبان در مقایسه به زبان عربی دریایم به شما اطمنان میدهد که نظریات ارائه شده شما منتا به منظور یک تحقیق علمی بکار گرفته خواهد شد.

از شما قبل اظهار دیدگاه و نظرات می‌خواهم.

در مورد شخص خودتان:

1. جنس: [□ مرد □ زن]
2. عمر (سال): [□ 18 □ 19 □ 20]
3. درجه تحصیل:
   □ کمتر از صنف 12 □ فارغ از صنف 12
   □ فارغ از صنف 12 □ فارغ از صنف 12 □ فارغ از صنف 12
   □ تخصص □ لیسانس □ فارغ از صنف 21
4. تجربه تدریس در مکاتب: [□ سال]
5. شمار دانش‌آموزان در صف شما:
   □ کمتر از 20 □ از 20 تا 40
   □ بیشتر 40 □ از 40 تا 29
6. زبان مادری شما از میان زبان‌های زیر کدامیک است؟
   □ دری □ پشتو □ عبری □ عربی □ زبان دیگر (لطفاً بنویسید)
7. یا چگونه صنفی تدریس می‌کنید؟
   □ پسران □ دختران □ هردو
8. ایا گاهی در یک سمینار یا همکاری شرکت کرده‌اید که به مطابق شما در شیوه‌های تدریس افزوده باشند؟
   □ از کمی تا متوسط □ به‌طور کامل □ نتوانستم

پرسش‌های اساسی در مورد موضوع:

9. ازکدام نظرات در زبان تدریس زبان عربی بیشتر استفاده می‌کنید؟
   □ بحث و مذاکره □ کارهای گروهی □ بحث و مذاکره □ کارهای گروهی □ سوال و جواب □ روشهای دیگر لطفاً مشخص بسازید.
مزیت روش که شما بیشتر بکار می‌بندید در چیست؟

10. برای شاگردان شما چه چیز بیشترین اهمیت را در گام نخست دارد؟
- تطبیق آن اسانتر است
- دلیلی دیگر؟ لطفاً شرح دهید
- فراگیری لغات کتاب
- ساختن جملات
- خواندن از روی کتاب
- نوشتن
- شنیدن
- گفتگو

11. بر کدام یک از شیوه‌های زیر در تدریس زبان تاکید بیشتر بیان می‌کنید؟
- گفتن
- خوان
- شنیدن
- نوشتن

12. بر کدام یک از فعالیت‌ها در تدریس توجه بیشتر مینمایید؟
- شما قرائت می‌کنید و شاگردان می‌شنوند.
- نخست از شاگردان می‌خواهید تا همه متن را بخوانند.
- چند شاگرد می‌خواهد تا بخش‌هایی از متن را بخواند?
- از شاگردان می‌خواهید تا همه متن را خوانند.
- از دانش‌آموزان می‌خواهید تا خاموشانه متن را بخوانند.

13. چه زمانی از شاگردان می‌خواهید تا بخش‌هایی از درس را بخاطر بسپارند؟
- همیشه
- بیشتر اوقات
- بهترین اوقات
- در نوبت نیست
- منابع دیگر

14. چه زمانی از دانش‌آموزان می‌خواهید تا بخش‌هایی از درس شما را بنویسند؟
- همیشه
- بیشتر اوقات
- بهترین اوقات
- در نوبت نیست
- منابع دیگر

15. چه وقت شما زبان عربی را فرا گرفته‌اید؟
- در پوهنتون
- در تدریس خصوصی، مدرسه
- به دری زبان‌های افغانستان کار کرده‌ام
- در کتابهای فراگیری زبان دری به معیارهای جهانی
- کتاب‌های درسی وزارت معارف
- منابع دیگر

16. چه زمانی با کتابزدن در تمام زبان عربی استفاده می‌کنید؟
- بیشتر اوقات
- در نوبت نیست
- منابع دیگر

17. چند شاگرد به کتاب‌هایی یاد شده دسترسی دارند؟
- همیشه
- بیشتر اوقات
- بهترین اوقات
- در نوبت نیست
- منابع دیگر

18. چه زمانی تکراری های در کتاب‌های تدریسی شما وجود دارد؟
- خیلی زیاد
- تا اندازه‌ای
- کم
- نه

19. اما رهنمای معکوسی که براشان باشی شما وجود دارد؟
- بهترین اوقات
- در نوبت نیست
- منابع دیگر

20. چه زمانی شما در صنف از وسایل برقی استفاده می‌کنید(تیپ ریکاردرو، ویدئو ریکاردرو و مانند آنها)؟
- همیشه
- بیشتر اوقات
- بهترین اوقات
- در نوبت نیست
- منابع دیگر

21. چه زمانی شما درس‌های تان را به زبان اول شاگردان برای صنف تشريح می‌کنید؟
- همیشه
- بیشتر اوقات
- بهترین اوقات
- در نوبت نیست
- منابع دیگر

22. چه فکر می‌کنید که زبان عربی برای کدام موضوع خیلی اهمیت دارد؟
- سیاست
- ورزش
- تجارت
- دین
- فرهنگ

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مراجع موافقت خود را در موارد ذیل مشخص بسازید:

23. برای آموزش بهتر زبان عربی استاد باید جملات زبان عربی را کلمه به کلمه به زبان مادری شاگردان ترجمه کند.

24. فراگرفتن دستور زبان مهمترین بخش برای آموزش زبان عربی است.

25. دیالوگ و محاوره مهمترین بخش برای آموزش زبان عربی است.

26. باید یک برنامه تبادل تجارب تدریسی میان استادان زبان عربی در میان پوهنتون های افغانستان اجرا شود تا تدریس زبان عربی در مکاتب انکشاف بیشتر یابد.

27. آموزش زبان عربی نظر به زبان دری سنتی است، زیرا زبان عربی اعراب (علای تلفظ) دارد.