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**DEVELOP A PILOT COURSE IN TEACHING ARABIC FOR
PROFESSIONAL PURPOSES FOR HUMANITARIAN
VOLUNTEERS IN MALAYSIA**

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Abstract:

Volunteers are less commonplace among Malaysians today. The then-prime minister of Malaysia, Dato Sri Mohd. Najib Tun Abdul Razak has encouraged voluntary work as a multiethnic Malaysian social lifestyle to make Malaysia a center and volunteer model. The statistics released by UNHCR in Malaysia in October 2018 show about 8645 registered refugees in Malaysia coming from Arab countries including Yemen, Syria, Iraq, and Palestine. The number of refugees increasing every day, and this situation paves the way for Malaysians to participate in voluntary work. This study aims to achieve the following objectives: Statement of language requirements in the field of humanitarian work; to demonstrate skills to focus on humanitarian volunteers; and to design the standard statement of Arabic language for professional purposes in the field of humanitarian work.

Keywords:

Purposes, Humanitarian, Curriculum, Teaching, Evaluation.



Introduction

The war in Arab countries; Palestine, Syria, etc., is the reason that Malaysia keen to help and hand over volunteers who work hard to assist refugees from these countries.

Refugees who came to Malaysia have no background in English language, because they speak only Arabic language; therefore, this study attempts to undertake volunteer needs to communicate with Arab refugees and to plan appropriate unit languages as examples for them in humanitarian field. This study is limited to language volunteers in Malaysia in the field of humanitarian work with knowledge in basic Arabic linguistics and focuses on speech skill.

Arabic for Special Purpose (ASP)

‘Ushari. (1983) defines (ASP) as a curriculum, which determines its decision materials in line with previous analyzes of learner information requirements. The learner needs and goals are a key test in the design of special language courses. This left the learner with institutional missions and teacher trends Jamil states that the reporting capability consists of three overlapping abilities: a. Language ability: knowledge of voice language, vocabulary, morphological and syntax rules. b. social linguistics capabilities: knowledge of language used in everyday life by reporting. c. Strategic ability: knowledge of linguistic and nonlinguistic use to ensure communication continuity.

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

The learner and his needs are the focus of language teaching for special purposes. Any language curriculum must be preceded by an analysis and survey of the learner's needs. The private language schools should not be preoccupied with the general grammar, because this is a stage that supposed to have been digested before and chasing this knowledge into the field that works. (Dudley-Evans, T. and John, Maggie Jo St. 2001). (This definition of the concept of a special language involves advantages identified by some researchers as follow: Provides time and effort because it focuses on the learner's needs, more suitable for learners to align with their needs, to help in the learning process and less expensive than general language instruction. Tuimah (1989) defines (ASP) as teaching the language for specific functional purposes. Learners are special groups whose work requires a certain amount of foreign language that can employed in this work. This corresponds to what Abdul Rahman chick (2007) summed up, where he believes that Language teaching for special purposes is a language teaching program whose content is academic, scientific, technical, or professional, and is mostly used for learners specializing in certain fields or professions.

Differences Between Arabic For General And Arabic For Special Purposes

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

Table (1) For The Differences Between Arabic For General Purposes And Special Purposes

| Arabic concept for special purposes | Arabic concept for general purposes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • as specific, limited, planning, and built on the needs and purposes of the learner. • Addresses homogeneous groups that are grouped in the field of specialization and have a convergence in terms of age. • Selective tendency, focusing on the language style desired by the learner. • It focuses on specific parts of the language. • Designed for medium and advanced level. • The linguistic level in which the text was written governed by the learner's purpose. • Designed often for adults. • Curriculum design is easier, less costly because it based on specific needs, specific skills, and a homogeneous audience. • The learner is the focus of the educational process. • Depends on the general language program. | <ul style="list-style-type: none"> - The methodology is general and broad and may be determined by individuals or institutions. - Addresses - Heterogeneous groups, different fields of specialization, and variation in ages. - Focuses on language ability in its various forms. - It is dominated by length in terms of time to deal with the language. - Designed for all levels (elementary intermediate advanced). - The institution determines the linguistic level in which the article is written. - Designed for young people and adults. - Design of the curriculum is more difficult to build on the needs of the broad and contain the four skills. - The teacher often focuses of the educational process. - Does not depend on previous program. |

Arabic For Professional Purposes

The issue of teaching language for special purposes is not new in the field of teaching language, especially in the field of teaching English. However, with respect to Arabic teaching, this topic has begun late, with little interest in a few linguists. This term has been in the field of language teaching for almost four decades, almost since 1968, especially in the field of English language teaching, when it found to be an important universal language used by individuals in various

fields. The language is not only grammar, but also includes various linguistic functions, used in dealing with others, communicating, and clarifying opinions and ideas. (Kennedy, 1984)

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

The first field of specialization in English for Specific Purposes is Science and Technology. (Mackay, 1978) Language instruction for special purposes diversified into multiple fields according to the discipline of the learners. The most important of teaching Language for Academic Purposes are Language teaching for Medical, Legal, Engineering and Economic Sciences, and Language for Occupational Purposes, such as Language teaching for nurses, tour guides, banking, finance, and others.

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

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

Humanitarian And Volunteer Work

Volunteerism is an important foundation for the building and development of societies, the promotion of awareness of solidarity and interdependence among all its members. In addition, a humanitarian act has made a strong connection to the highest levels of goodness, generosity, and good work in all societies throughout humanity since its inception. (Bilal, Orani, 2001) Volunteering and participation are a symbol of the progress and prosperity of nations. When the nation involved in development the people will involve in charitable and volunteer activities. It is also a requirement of modern life, which comes with rapid development in all fields and in various sectors.

Represent the Voluntary work, its social and humanitarian curriculum, is an urbanized and civilized behavior and represents a symbol of solidarity and cooperation between the members of society within various institutions. Volunteerism closely linked to deeds of human societies since ancient times. (Al-Na'im, Abdullah, 2005)

Voluntary work is defined as an effort by the same person and his choice without coercion or without waiting for a reward from him which exceeds the benefit of the person himself, either by bringing benefit to them or away from corrupting, whether physical effort Mentally or

financially. Voluntary work is common to all humanity, as all people love charity and agree with their virtues and their friends' preference in all their religions and countries.¹

Voluntary social work has great benefits to its own volunteer and to the whole society, and it leads to the optimal use of time and potential of individuals, especially young people in the rich and productive areas for social development benefits. The support of government, institutions, welfare, and public benefit organizations, helps in achieving the development goals effectively, and provides elements and materials to individual expertise to achieve the desired goals. (Zahi-Haddad (ed), 2001)

Voluntary behavior is defined as an action that a person performs in response to an emergency order, or to a humanitarian situation, such as rushing to an injured people to rescue them, or rush to save the drowning person, where these acts as a result of moral and humanitarian principles or other, without thinking of a financial compensation. Voluntary act is a response to an emergency order, as participate in continuity voluntary work such as teaching literacy and elderly people or donating to charities concerned with the elderly or orphans, or volunteering ideas for the sake of constantly talking about a particular issue to raise awareness about. ('Afif, Suad, 2008)

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

Concept of Curriculum

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

The specialists define educational curriculum as experiences of the learners in educational program. (Shaheen, 1993)

Educational curriculum aimed on achieving the general objectives of the crosscutting, or the objectives of special teaching related, and planning within the framework of theoretical research or training, content, and methods of teaching and evaluation. The educational curriculum is all the experiences of the learner under the direction and guidance of the school. (Nacino-Brown, 1982)

It represents academic, nonacademic, professional, emotional, and recreational activities. Educational curriculum shortened the curriculum on the experiences and did not refer to the philosophy of the curriculum and its foundations directed to the practice of education.

¹ Nji, Abdul Fatah, <https://alqabas.com/416680/>

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

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

Elements Of The Curriculum

The educational curriculum has its foundations, which derive unto four main components. Each element influenced and effected on the rest of others. The four elements are objectives, content, teaching methods and method of evaluation.

The objectives of Curriculum are as follow: to determine the educational goal in the design of curricula consistent with the learner in terms of the source of creation, and its status in the universe and achieving the goals of education. The objectives considered as the basis for the selection, organization, and application of curriculum expertise and for evaluating the curriculum in general; to describe the precise forms of change required to be generated in the behavior of the learner after passing through certain educational situations. (Tu'imah, 2013)

Educational objectives have divisions in terms of form and content. In terms of form, they divided into general objectives and specific objectives. The general goal is describing the behavioral change expected of the learner because of his/her interaction with various broad and varied methodological and practical experiences. The objectives developed for the various curricula, programs, and textbooks, where different and diverse contents contribute to their achievement. In all cases, these objectives must be clear and specific. (Madkor, 1998)

Specific objectives are those formulated at the beginning of a unit of study or at the beginning of a particular lesson or topic. This type of goal described as a procedural objective. One of the most important characteristics of the target is that it observed and measured. The objectives in terms of content classified into three types: first Cognitive, which Concentrated on the side of mental behavior, it has six levels, namely: remembering, understanding, application, analysis, composition, and evaluation. The second objectives is the emotional side concerns on the nodal and sensory aspects, such as faith in Allah and His Messenger, and persuasion facts, feelings of love and appreciation and tendencies and others. The third is Motor goals, which related to all types of motor and skill behavior from simple to involuntary sound, or blink of the eye, to motor skills such as listening, speaking, reading, writing to driving cars, aircraft and so on.

Content is an essential element in the construction of the educational curriculum. Content is importance because it is the most explicit component of the curriculum, has special attention to the selection, organization, and application of expertise. The content refers to the group of experiences, facts, knowledge, and information that the learner perceives and interact with to

achieve the desired goals. The content means the total of educational experiences, facts, and information to be provided to learners, as well as the trends and values to be developed or the motor skills to be acquired, with the aim of achieving comprehensive and integrated growth considering the objectives set out in the curriculum. (Madkor, 1992)

Method of Teaching

The method of teaching in its broad sense means a set of methods by which the external sphere of the learner organized to achieve certain educational goals. (Richard, Jack C, 2001: 3) According to this definition, it is more than a means of communicating knowledge. The word "communicate" refers to one sided activity, which is often the teacher, which often imposes the learner's negativity, as well as shortening the goals of education to impart information and knowledge which contrary to the broad and comprehensive concept of education. Each method has a particular perception of learning, a philosophy of language learning, and a specific view of human nature. The method of teaching in short starts from certain entries that control their steps and formulate their justifications. (Madkor, 1992)

The procedures or methods mean what the teacher conduct to implement the directions of the method, both inside and outside the classroom. The good teacher is the one who can deduce the method from the teaching of the lesson, his method in the development lessons and the way of using teaching aids as well as the method of evaluating learners.

Teaching is a three-dimensional process consisting of a teacher, a learner, and an educational material. The first tries to make an impact on the second, and the process is not only what the teacher does in the classroom, but also involves many activities before, during and after the teacher meets the learner. The teaching process divided into three main stages: First Planning or Pre-Interaction Stage. The stage of design and mental activity aims at setting goals and choosing the best ways to achieve them. It is a phase free of interaction because it done outside the classroom. Second the stage of implementation or interaction: It is a live interaction phase, in which the teacher participates with his learners in implementing the curriculum in the desired direction, which is a rapid stage of events and what seemed logical in the planning stage becomes a complex psychological position.

Third: Post implementation or follow-up phase: the teacher tries to determine the extent of his influence in the learners. The stage of interaction is the most important of the three stages of the direct link to education, but the stages of planning and follow-up are necessary for the success of the process of education, Evaluation

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

Linguists have given us many definitions of evaluation, but the definition that we consider is simple and comprehensive assessment process "the process of diagnosis and treatment of the position of learning or one of its aspects or the whole curriculum in light of the desired educational goals".It is obvious from the definition that the evaluation is not a simple activity.

Types of Evaluation

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

Initial Evaluation

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

Formative Evaluation

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

Summative Evaluation

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

Typical Lessons

Objectives of lessons: to use Arabic language and its practice in speech, listening, reading and all kinds of writing and arts; to enable the learner to emulate the wonderful Arabic methods in his/her words, writing and reading; to developing the learner's ability to speak the correct language, to speak with the newly Arabic speakers.

The learner should practice the language in the manner practiced by the speakers in Arabic language.

Context:

الحوار

al-Hiwar/Dialogue

انظر واستمع وأعد.

‘unzur wa istami’ wa ‘a’id

Look, see and repaet

: السلام عليكم. شريف

Sharif: assalamu alaikum

: وعليكم السلام. علي

‘ali: wa ‘alaikum a; Salam

: من أين أنت؟ شريف

Sharif: Min ‘aina ‘anta?

: أنا من سوريا. علي

‘ali: ‘ana min Suryya

: هل أنت سوري؟ شريف

Sharif: Hal ‘amta Suriyy?

: نعم، أنا سوري. وما جنسيتك أنت؟ علي

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

: أنا ماليزي. أنا من ماليزيا. شريف

Sharif: ‘ana min Malaysia

: أهلا وسهلا. علي

‘ali: ‘ahlan wa sahlam

Vocabulary:

| | | | | | |
|---------------------|-------------------|----------------|------------------|-------------------|--------------------|
| لبنانLebanon | فلسطينPalestine | الأردنJordan | يمنYemen | سورياSyria | ماليزياMalaysia |
| ثورة | حرب/war | حدود/borders | مخيم/camp | المتطوع/volunteer | اللاجئ/Refugee |
| جوعHunger | مرض | Helps – مساعدة | Medicine دواء | Hospital مستشفى | Doctor – طبيب |
| passport جواز السفر | طرودparcels | توزيع | تبرعDonation | منظمة Association | جمعية Organization |
| diabetes سكري | destruction تدمير | تصليحrepair | strengthen تقوية | Commission مفوضية | Need ضرورة |
| tempreature حرارة | purposes أغراض | Danger خطورة | safety سلامة | zone منطقة | م ضغط الد pressure |

Speech الكلام

1. حيّاك الله.

. Hayyak Allah

You are welcome

2. الله يعطيك العافية.

Allah Yu'tika al'afiyah

May Allah Guide you

3. ربنا يسهّل أمورك.

Rabbuna Yusahhil 'umurak

May Allah help you

4. شفاك الله.

Shafaka Allah

May Allah cure you

5. في آمان الله

Fi 'aman Allah

With peace from Allah

Teaching Methods

Method of Dialogue

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

التقويم

al-Taqwim/ Evaluation

تبادل السؤال والجواب مع زملائك

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

1. السؤال : اسمي محمد, ما اسمك؟

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

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

الجواب : اسمي _____ أهلا وسهلا.

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

Answer: My name is _____. Welcome .

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

Al-Su'al al- Thani: 'ana min Malaysia. Min 'aina 'anta?

I am from Malaysia. Where are you from ?

الجواب : أنا من أهلا وسهلا.

Al-Jawab: 'ana Min 'ahalan wa sahalan.

Answer: I am from Welcome.

3. السؤال : أأمرىض أنت؟

Al-su'al: 'amaridun 'anta?

3.Question: Are you sick ?

الجواب : نعم,

Al-Jawab: Na'am-----.

Answer: Yes,

4. السؤال : بم تشعر؟

Al-su'al: Bima Tash'ur?

4. Question: What do you feel?

الجواب : أشعر

Al-Jawab: 'sh'u.....

Answer: I feel

5. السؤال : هل تناولت الدواء؟

Al-Su'al: Hal Tanawalta al-Dawa'?

5. Question: Did you take the medicine?

الجواب : نعم,

Al-Jawab: Na'am.....

Answer: Yes,

6. السؤال : هل أنت بخير الآن؟

Al-Su'al: Hal 'anta Bikhairin 'alaan?

6. Question: Are you okay now ?

الجواب : لا, أشعر

Al-Jawab: La. 'ash'ur.....

Answer: No, I feel.

Conclusion

In this study, we specified the challenges in training the skills of humanitarian staff, the difficulties, and challenges of communication between staff and society to understand information, especially in the humanitarian field. The researcher explained the needs of organizations and commissions to staff with strong skills in Arabic language and culture. The

researcher suggested that the method of dialogue or conversation is important for designing Language units that help humanitarian staff to communicate with Arab speakers.

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