

**CHALLENGES IN TEACHING AND LEARNING ARABIC LANGUAGE AS
A SECOND LANGUAGE -BASED ON IRFANIYYA ARABIC AND
ISLAMIC COLLEGE – KEKUNAGOLLA**MZ. Zunoomy¹, FHA. Shibly², U. Israth³

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Abstract

Some Sri Lankan Muslims wish to enter Arabic Madrasas to learn Arabic as a secondary language since it is the language Al- Qur'an. The standard and proficiency of learning in Madrasa are highly depending on its teaching and learning methods. Particularly, Irfaniyya Arabic and Islamic College is the leading Arabic College in admitting students after their General Certificate of Education Ordinary Level (G.C.E. O/L). From this background, the objective of this research is to find out the challenges in teaching and learning Arabic as a second language in the Madrasa. The descriptive research method was used to carry out this research and data were analyzed by descriptive analysis. Thirty (30) students and Five (05) teachers were selected as the sample for this research. Primary and secondary data were used in this research. Mainly interview and observation techniques were used as primary data whereas books, magazines and research articles were used as secondary data. Based on the research findings, the following challenges were identified: less practical, difficulty in reading Arabic words and lack of vocabulary skills, Arabic Grammar, Differentiations in pronunciation, Binary System. Meantime the challenges faced by teachers are language difference in individual perspective, less fluency in Arabic Language, Lack of lab facilities to enhance language skills and lack of self-studies. Researchers proposed some recommendations to overcome these challenges such as implementing the language lab, make them to speak Arabic during class sessions, adopt modern teaching and learning facilities, motivating to use library and motivate student's self-learning platforms.

Keywords: Challenges, Teaching, Learning, Second Language

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