

**Teaching Arabic for Non-Natives in the Public
Jordanian Universities: Problems, Causes and
Solutions**

**تعليم العربية لغير الناطقين بها في الجامعات الأردنية الحكومية:
مشكلات وأسباب وحلول**

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for the M.A Degree in English Language and Literature**

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Authorization

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Dedication

This thesis is dedicated to my family for patiently enduring the long hours I spent away from them and for their never ending support and encouragement.

This thesis is also dedicated to my father, Ahmad, for his encouragement; to my mother, Rateeba Adwan, for her love and encouragement; my wife, Daleen Hamdan, who through her caring support, patience, understanding and love made it possible for me to finish this project. I also dedicate this thesis to all my sisters, especially, Suzan, Hanan, Yasmin and Enas for their love; to my brothers, Nabil and Bilal, for their continuous support.

Table of Contents		
	Subject	Page
	Thesis Title	i
	Authorization	ii
	Thesis Committee Decision	iii
	Acknowledgment	iv
	Dedication	v
	Table of Contents	vi
	List of Appendices	viii
	List of Tables	ix
	English Abstract	xi
	Arabic Abstract	xii
Chapter One	Introduction	
1.0	Introduction	1
1.1	Background of the Study	1
1.2	Statement of the Problem	7
1.3	Questions of the Study	8
1.4	Hypotheses of the Study	8
1.5	Significance of the Study	9
1.6	Limitations of the Study	10
1.7	Definitions of Terms	10
Chapter Two	Review of Literature	
2.0	Introduction	11
2.1	Theoretical Literature	11
2.1.1	Problems Related to Arabic Language Variation (Diglossia)	11
2.1.2	Problems Related to Textbook Materials and the Teaching of Arabic	14
2.2	Empirical Studies	16
2.2.1	Problems that Non-natives Face in Learning Arabic	16
2.2.1.1	Studies Related to the Diglossic Nature of Arabic	16
2.2.1.2	Studies Related to Textbook Materials	18
2.2.1.3	Studies Related to Teaching the Skills and Elements of Language	21

	Subject	Page
2.2.1.4	Studies Related to Non-linguistic Issues	22
2.3	Causes of the Problems	24
2.4	Solutions of the Problems	25
Chapter Three	Methods and Procedures	
3.0	Introduction	29
3.1	The Sample of the Study	29
3.1.1	Demographic Characteristics of the Sample	30
3.2	Instruments of the Study	31
3.2.1	Informal Interviews	31
3.2.2	Questionnaires	32
3.2.2.1	Students' Questionnaire	33
3.2.2.2	Teachers' Questionnaire	34
3.2.2.3	Validity of the Questionnaires	35
3.2.2.4	Reliability of the Questionnaires	35
3.3	Design of the Study	36
3.4	Research Procedures	36
Chapter Four	Results of the Study	
4.0	Introduction	38
4.1	Analysis of the Interviewed Students' Responses	38
4.2	Analysis of the Interviewed Teachers' Responses	41
4.3	Results of the Students' and the Teachers' Questionnaires	44
4.3.1	Results of Question One	44
4.3.2	Results of Question Two	48
4.3.3	Results of Question Three	51
Chapter Five	Discussion and Recommendations	
5.0	Introduction	55
5.1	Discussion of the Findings of Question One	55
5.2	Discussion of the Findings of Question Two	57
5.3	Discussion of the Findings of Question Three	58
5.4	Summary of Conclusions	61
5.5	Recommendations and Suggestions for Future Research	62

	Subject	Page
	References	63
	English References	63
	Arabic References	66

List of Appendices		
Appendix	Title	Page
Appenix A	Middle East University Permission Letter to the University of Jordan	68
Appendix B	Middle East University Permission Letter to Al-Albayt University	69
Appendix C	Panel of Experts and Validation Letters	70
Appendix D	Semi-Structured Interview Questions	74
Appendix E	Students' Questionnaire	76
Appendix F	Teachers' Questionnaire	81
Appendix G	Arabic Questionnaires	86

List of Tables		
Number	Title	Page
Table 1	Students' Demographic Background	30
Table 2	Teachers' Demographic Background	31
Table 3	Means and Percentages for the Linguistic Problems as Perceived by the Students and The Teachers	45
Table 4	The Strength of the Linguistic Problems with the Frequencies and the Percentages of the Previous Table.	45
Table 5	Means and Percentages for the Textbook Problems as Perceived by the Students and the Teachers	46
Table 6	The Strength of the Textbook Problems with the Frequencies and Percentages of the Previous Table	47
Table 7	Means and Percentages for the Problems Related to the Classroom Activities and Exercises as Perceived by the Students and the Teachers	47
Table 8	The Strength of the Problems Related to the Classroom Activities and Exercises with the Frequencies and Percentages of the Previous Table	48
Table 9	Means and Percentages for the Linguistic Causes as Perceived by the Students and the Teachers	49
Table 10	The Strength of the Linguistic Causes with the Frequencies and Percentages of the Previous Table	49
Table 11	Means and Percentages for the Causes Related to the Classroom Activities and Exercises as Perceived by the Students and the Teachers	50
Table 12	The Strength of the Causes Related to the Classroom Activities and Exercises with the Frequencies and Percentages of the Previous Table	50
Table 13	Means and Percentages for the Causes Related to the Textbook Materials as Perceived by the Students and the Teachers	51

Table 14	The Strength of the Causes Related to the Textbook Materials with the Frequencies and Percentages of the Previous Table	51
Table 15	Means and Percentages for the Linguistic Solutions as Perceived by the Students and the Teachers	52
Table 16	The Strength of the Linguistic Solutions with the Frequencies and Percentages of the Previous Table.	52
Table 17	Means and Percentages for the Solutions Related to the Textbook Materials as Perceived by the Students and the Teachers	53
Table 18	The Strength of the Solutions Related to the Textbook Materials with the Frequencies and Percentages of the Previous Table	53
Table 19	Means and Percentages for the Solutions Related to the Classroom Activities and Exercises as Perceived by the Students and the Teachers	54
Table 20	The Strength of the Solutions Related to the Classroom Activities and Exercises with the Frequencies and Percentages of the Previous Table	54

Teaching Arabic for Non-Natives in the Public Jordanian Universities: Problems, Causes and Solutions

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Abstract

This study aimed at investigating the problems that the non-natives face in learning Arabic at Public Jordanian Universities, their causes and the suggested solutions. Particularly, it aimed at answering the following questions:

- 1- What are the problems that the non-native respondents encounter in learning Arabic in Jordan?
- 2- What factors might have caused these problems?
- 3- What solutions are suggested by the respondents to solve these problems?

Two instruments were used namely informal interviews, and two questionnaires. The researcher conducted informal interviews with five non-native students and three professors of Arabic. The questionnaires were sent to (20) teachers and (80) non-native students who learnt Arabic as a foreign language at the University of Jordan and Al-Albait University. Only (53) questionnaires were completed by the students and nine by the teachers. The students and the teachers were interviewed to discuss their perceptions of the previous questions. The percentages and means were calculated for the questionnaires and the interviews were narrated.

Results of the study have revealed that the non-native students encountered different problems in learning Arabic such as linguistic difficulties and problems that are related to textbook materials. The causes of these problems are related to the nature of Arabic and textbook materials. Different solutions are suggested for these problems.

تعليم العربية للناطقين بغيرها في الجامعات الاردنية الحكومية : مشكلات و أسباب و حلول

اعداد

محمد أحمد الشلاخ

اشراف

الاستاذ الدكتور بدر دويك

ملخص الدراسة

هدفت هذه الدراسة الى دراسة المشكلات التي تواجه الطلبة الاجانب في تعلم اللغة العربية في الجامعات الاردنية الحكومية و اسباب هذه المشكلات والحلول المقترحة. وركزت تحديدا على اجابة الأسئلة التالية:

1- ما المشكلات التي تواجه الطلبة الأجانب في تعلم اللغة العربية في الاردن؟

2- ما العوامل التي من الممكن ان تسبب هذه المشكلات؟

3- ما الحلول المقترحة من قبل المشاركين لحل هذه المشكلات؟

استعمل الباحث اداتين رئيسيتين في جمع المعلومات وهما: المقابلات و الاستبيانات. اجرى الباحث مقابلات بطريقة غير رسمية مع (3) معلمين و (5) طلاب اجانب. تم توزيع (100) استبانة على (80) طالبا أجنبي اللغة و (20) معلما في الجامعة الاردنية و جامعة ال البيت. تم استلام (53) استبانة من الطلاب و (9) استبانات من المعلمين. ثم قام الباحث باجراء مقابلات مع المدرسين والطلبة لمناقشة الاسئلة السابقة. وتم بعدها حساب النسب والمتوسطات للاستبانات والسرد الوصفي للمقابلات.

كشفت نتائج الدراسة أن الطلبة الاجانب يواجهون بعض المشاكل في تعلم اللغة العربية مثل الصعوبات اللغوية والمشكلات التي لها صلة بالمنهج. وبينت ان اسباب هذه الصعوبات هي اسباب لغوية و اخرى لها علاقة بالمنهج. وتم اقتراح عدة حلول للحد من هذه المشكلات.

Chapter One

Introduction

1.0 Introduction

This chapter provides some insight on the foreign learners of Arabic in the world and the importance of learning Arabic for them. It sheds light on the background of the study, the statement of the problem, the questions, hypotheses, significance and limitations of the study, and definition of terms.

1.1 Background of the Study

Arabic has a distinguished place among the world languages. It is the bowl of an international culture and a great civilization. It is one of the official languages of the United Nations.

Arabic ranks sixth in the world's league table of languages. As the language of the Qur'an, the holy book of Islam, it is also widely used throughout the Muslim world. It belongs to the Semitic group of languages which also includes Hebrew and Amharic, the main language of Ethiopia. Arabic is one of the oldest languages in the world which is the spoken language in the Arab States of the Middle East and North Africa. There are about 289 million native speakers and about 256 million non-natives of Arabic in the world. This makes Arabic language an important one to learn. (Gordon, 2005)

Annaka (1976) claims that the Arab World has started to assume its role in many aspects of life. Accordingly, its language had better assume its role, as well. The Arabic language has had a tendency towards internationalism for many political and economic reasons; this is admitted by the non-native learners of Arabic and the non believers of its originality. Researchers in this field of education and language teaching have started to study Arabic language-related issues; Annaka's study focused on preparing Arabic language curricula and materials, writing books to help foreigners learn Arabic based on appropriate scientific principles and finding out how beneficial these textbook materials (curricula) are and which are the best for various Arabic learners; though even this step has been taken quite tardily.

Al-Hadidi(1976) argued that some Arab States have paid special attention to this issue. Thus, they established special departments and institutes for teaching the Arabic language to the non-natives of Arabic; in addition to preparing certain individuals to carry out this mission in the countries where people are willing to study and learn Arabic. The Arab League has paid special attention to the issue of teaching Arabic to non-natives of Arabic. Hence, it established Al-Khartoum Center for preparing specialists and researchers in teaching the Arabic language to the non-natives of Arabic in the whole Arab World and other countries to help the non-native learners of Arabic.

The National Middle East Language Resource Center (2004) elaborated in an online handbook about the reasons of studying Arabic language:

Students choose to study Arabic for a variety of reasons. Some students study it as part of their academic work, and to satisfy general interest in the people and cultures of the Arabic speaking world. Arabic can be useful to students with a background in political science or international studies who see the urgent demand for Arabic in contemporary world affairs. Some students take Arabic to help them get jobs both with the US government or non-government agencies operating in the Arab world. Students of Arab descent often take Arabic to better understand this heritage and gain familiarity with the language of a parent or grandparent. Muslim students usually take Arabic in order to read the Qur'an and other religious texts. Learning Arabic will open to you a vast body of literature and art, as well as offer opportunities for interaction with other Arabic speakers. (p.3)

Likewise, Strout (2006) focused on the purpose and importance of studying Arabic by asking some students why they wanted to learn Arabic as a foreign language. Many of them claimed that they needed the skill for career purposes. Others came from an Arab background and had a parent or relatives they would like to converse with in the language. Still others just wanted the challenge of learning a new language.

In a similar manner, Hussein ali (2006) maintained that the importance of Arabic for non-natives is:

Understanding Arabic literature and culture ranked as the number one reason for learning Arabic as a foreign language, followed by the desire to travel or live in the Arab country in the future. In third place came speaking to Arabs. Not surprisingly, only 19.9% of the respondents thought that learning Arabic would help them in their careers. Finally, small percentages 14.4% were learning Arabic for heritage reasons. (p.398)

Kuntz & Belnap (2001) investigated 71 students of Arabic beliefs about learning Arabic. Only 9% of them were of Arab descent. Kuntz and Belnap found that this group of learners put more emphasis on interaction and oral communication. The results indicated that 87% of the respondents agreed that they were learning Arabic in order to travel to Arab countries and 82.97% agreed that they were learning Arabic in order to be able to interact with Arabic native speakers. Nearly half of the respondents 47% thought Arabic would help them get a good job. Only 12% were studying Arabic to fulfill degree requirement.

Sehlaoui (2008) stated the following concerning the teaching institutions of Arabic in America:

There are numerous professional organizations today that promote Arabic language education in various ways. These include organizations such as the American Association of Teachers of Arabic, the Middle East Institute, and the Arab American Institute; which represent the policy and community interests of Arab Americans throughout the United States and strive to promote Arab American participation in the US electoral system. There are 15

Title VI funded Language Resource Centers (LRCs) that support and promote language education in the USA.(p.285)

In Jordan, a Royal Decree to establish a Language Center at Al-Yarmouk University and another center at the University of Jordan was issued in (1979). Other language centers were established later in Amman whose aim was serving the Arabic language and securing the best possible means to spread it among the speakers of other languages (Talfah, 1984).

The various faculties and departments at Jordanian universities have allocated (5%) of its study seats to foreign students from different nationalities. The number of non-native learners reached (5000) male and female students studying at the public Jordanian universities during the academic year (2008/2009). These non-native learners belong to nearly (30) Arabic nationalities (the Ministry of Higher Education, 2009).

Most of these students study Arabic language and Islamic Shari'a (law) at the Jordanian universities despite the difficulties they face in learning, living expenses and being away from their families. This proves these students' desire to learn Arabic and their strong inclination to get acquainted with our culture, civilization and true religion.

It is further noticed that these students study in the official Jordanian universities in accordance with the programs designated by the Jordanian universities for the Arab students; whether Jordanian or not, without any

consideration to the increasing numbers of these non-native learners , their inclinations, potentials, needs and the demands of their communities.

The strong appearance of Arabic around the world makes a lot of countries start teaching Arabic for non-natives as a foreign language for many reasons.

Non-native learners try to learn Arabic in Jordan to understand a lot of the science fields. This teaching causes a lot of difficulties to learners.

Students in any educational institution are considered the input of the educational process; and thus, improving their academic performance is one of the most significant results of the educational process. However, this performance is often affected by a number of factors which cause the deterioration of the students' academic level. As long as the foreign learners of Arabic are part of these students, they cannot be excluded from the general academic weakness that has started to appear at Jordanian universities. Many researchers have proven that a good number of students face difficulties and suffer from academic weakness in this respect, i.e. (Suwanah, 1988; Attal, 1988; Batah, 1992; Ashreideh, 1992 & Wreikat, 1999). The afore-mentioned studies have identified the difficulties faced by the students at the Jordanian universities. As for the weakness of foreign learners of Arabic, several studies have indicated this weakness since learning a foreign language is not an easy task. Furthermore, these studies pointed out that this weakness depends upon several factors; such as the learner's age, the environment in which the learners

exist during learning this language, the nature of this language (how different from or similar in pronunciation and spelling it is to the learner's language).

Because the problems that non-native learners of Arabic face in learning Arabic are still hold and because the number of foreign students who come to Jordan for the purpose of studying Arabic in its homeland and among its own speakers, the researcher decided to examine this issue and take it further hoping to identify the barriers that impede its learning. Also, the researcher will suggest different channels that may address the issues and offer some reasonable solutions to help the non-native learners of Arabic in public Jordanian universities.

1.2 Statement of the Problem

Teaching Arabic to non-natives might cause difficulties that make the learning of Arabic a hard task to achieve. The aim of this study is to examine, identify and describe these problems which are raised as a result of teaching Arabic for non-native learners and suggest some solutions. This description will hopefully uncover the factors that cause these problems as viewed by the respondents.

1.3 Questions of the Study

To achieve the above mentioned goals, the study will answer the following questions:

- 1- What are the problems that the non-native respondents encounter in learning Arabic in Jordan?
- 2- What factors might have caused these problems?
- 3- What solutions are offered by the respondents to solve these problems?

1.4 Hypotheses of the Study

The researcher hypothesizes the following:

- 1- Non-native learners of Arabic face some problems in learning Arabic as a second or foreign language.
- 2- The respondents encounter problems due to the teaching materials, the diglossic nature of Arabic and classroom methodologies.
- 3- The respondents are able to suggest suitable solutions for the problems.

1.5 Significance of the Study

Teaching Arabic for non-natives is widely practiced in many countries in the world due to the importance of Arabic language and its culture and because Arabic enjoys a special status not only among Arabs but also among Moslems. Therefore, many researchers especially in the USA have conducted studies related to its teaching and learning. However, very few studies have focused on

the teaching of Arabic for non-natives in Jordan. Thus, this study will fill a gap in literature.

While other studies have used one main research instrument i.e. a questionnaire, this study has used two questionnaires and interviews with both teachers and students. Also, the samples used in other studies focused on learners who share one language or culture like the Malaysian learners. The sample used in this study included learners from Western and Moslem countries alike whose native languages included English, Russian, Malaysian, Indonesian and Japanese. Therefore, this study will be of benefit to future researchers in the field, to language planners, to textbook designers and of course to language teachers and students alike.

1.6 Limitations of the Study

The results of the study cannot be generalized to all non-native learners of Arabic in Jordan because the results are limited to the sample of the study. The limited time and resources available when conducting this study did not allow soliciting answers from a larger number of respondents.

1.7 Definitions of Terms

- Arabic: Arabic has different forms: 1- Classical Arabic 2- Modern Standard Arabic (MSA) 3- Colloquial Arabic (or al-`ammiyya). However, there is another form of Arabic referred to in linguistics by the term “Educated Spoken Arabic” (ESA) that derives its features from the

standard and the colloquial. For the purpose of this study Educated Spoken Arabic (ESA) is used.

- Non-native learners of Arabic: students who learn Arabic as a second or foreign language in Jordan. They have various language background and diverse nationalities such as English, Russian, Malaysian, Indonesian and Japanese.
- Arabic Teaching Problem: is defined as any obstacle that non-native students encounter in learning Arabic as a foreign or second language. It also means any difficulty that stands in the teacher's way of carrying out his/her professional duties as efficiently as s/he would like to do.

Chapter Two

Review of Literature

2.0 Introduction

This chapter consists of theoretical literature and related studies that dealt with the problems that non-natives face in learning Arabic as a second or foreign language in two Jordanian public universities.

2.1 Theoretical Literature

In this part the researcher reviews some of these problems .These problems have basically been discussed by Ferguson (1959; 1971), Al-Kasimi (1979), Dweik (1986), Al-Batal (1992; 2006), Alish (1992), Farghali (2000), and Al-Sulaiti and Atwell (2006). These studies will be divided into three sections: the ones related to Arabic language variation (diglossia), textbook materials and the teaching of Arabic.

2.1.1 Problems Related to Arabic Language Variation (Diglossia)

Many researchers have discussed the diglossic nature of Arabic and the difficulties that cause problems to non-native learners of Arabic. Ferguson (1959) reported that:

One of the most important features of diglossia is the specialization of function for H and L. In one set of situations only H is appropriate and in

another only L, with the two sets overlapping only very slightly..... The importance of using the right variety in the right situation can hardly be overestimated. (p.235)

Ferguson (1971) elaborated more on this particular language situation and focused on the teacher himself. The teacher sometimes cannot decide which form of Arabic to use in the classroom:

The teacher and the student alike must face the fact that there is more to be learned than just one language; perhaps it is not as much as two full languages, but it is certainly more than is generally attempted in a single language course. (p.73)

Dweik (1986) assumed that the problem of diglossia existed in Arabic and he identified not only two varieties but three ones, namely *Alfus-ha*, *Alwusta* and *Alamia*. In his conclusion he agreed with Ferguson by saying that:

...., the definition of Ferguson is comprehensive and applicable to the situation in Arabic. Diglossia does exist in Arabic and constitutes a serious problem to the Arabs who are torn between the use of three varieties. The question of its intelligibility is not solved and needs more serious investigation. A third variety of Arabic is rising now and starting to take its place among the educated people. (p.11)

Similarly, Al-Batal (1992) focused on the problem of diglossia in the classroom which face teachers and learners of Arabic alike especially which variety to teach or learn in the classroom:

The diglossic nature of Arabic has tremendous pedagogical implications and poses serious challenges to both the teaching and the learning of the language.....The educational challenges incurred by diglossia have been especially significant for the teaching of Arabic as a foreign language. Teachers of Arabic as a foreign language are continuously faced with the question of which variety to teach in the classroom..... (p.285)

Farghali (2000) discussed the problems that are related to the diglossic nature of Arabic and highlighted issues related to communication and appropriateness. He claimed that:

Arabic diglossia presents serious challenges to speakers of other languages who aim to learn Arabic.... When they communicate orally with Arabic speakers, they sound artificial and use a variety that is inappropriate to the occasion. (p.294)

Similar to Dweik (1986) and Farghali (2000), Al-Sulaiti and Atwell (2006) claimed that one of the most important problems that non-natives of Arabic face is related to the different forms of Arabic and to their proper uses whether in formal or informal communication:

Arabic has three different forms: (i) Classical Arabic, which is the language of the Qur'an and classical literature; (ii) Modern Standard Arabic (MSA) (or Al-fusha), which is the language of newspapers and modern literature; and (iii) colloquial Arabic (or al-'ammiyya) which is the form of Arabic used in everyday oral communication. However, there is another form

of Arabic referred to in linguistics by the term Educated Spoken Arabic (ESA) ‘al-lugha al-wusta’ or the hybrid form. The characteristic of this form of Arabic is that it derives its features from the standard and the colloquial. Generally, it is used by educated speakers and also by speakers from one region when communicating with others from different regions. (p.148)

2.1.2 Problems Related to Textbook Materials and the Teaching of Arabic

Al-Kasimi (1979) reviewed a number of studies that were related to teaching Arabic to non-native speakers. These studies included preparing the foreign language instructors, the school curriculum for teaching Arabic to non-native speakers, the language laboratory for teaching Arabic to non-native speakers and using the radio in teaching Arabic to this category.

In a similar manner, Alish (1992) focused on the problems related to textbook materials and their organization. He highlighted the grammar-based materials that cause communication problems to the learners who learn about the language and not how to use it in context:

Students learning according to the grammatical syllabus are usually unable to attain a reasonable level of proficiency due to several reasons. First, instructional materials organized around grammatical points reflect a theory of language and learning that holds that the sum of the parts equals the whole.....Second, such materials tend to teach *about* the language, assuming that the learners would

automatically transfer knowledge about grammatical relations to actual use. This is seldom, if ever, achieved by students, particularly transferring language abilities across skills. For instance, the ability to read does not mean the ability to speak. Third, grammar-based textbooks suffer from lack of context. This is a direct result of organizing the syllabus around structural aspects and focusing on form rather than on meaning. (p. 253)

Al-Batal (2006) highlighted the importance of teaching vocabulary in context. He claimed that there is an acute lack of research on vocabulary acquisition in Arabic. He asserted that "it is the most important challenge that learners of Arabic face, and that vocabulary needs to be given a more central part in Arabic curricula, classroom activities, teaching materials, and research projects" (p.332)

2.2 Empirical Studies

Obviously, many researchers were interested in the field of teaching and learning Arabic to non-native speakers and they conducted number of studies each of which had a purpose, and was based on collecting data by using suitable instruments and reached reasonable findings. These studies are divided into three sections: the first part deals with the problems that non-natives face in learning Arabic; the second handles the reasons that cause these problems, and the third one focuses on suggested solutions for these problems.

2.2.1 Problems that Non-natives Face in Learning Arabic

This part is divided into studies related to the diglossic nature of Arabic, studies related to the textbooks and materials, studies related to the teaching of the language skills and elements, and studies related to non-linguistic issues.

2.2.1.1 Studies Related to the Diglossic Nature of Arabic

The diglossic nature of Arabic posed serious challenges for the teaching of Arabic as a foreign or a second language. These studies were conducted by Dweik (1986), Dabrowsky (2005) and Suliman (2008):

Dweik (1986) differentiated in his study between the domains of using Alfusha and Alamia:

The domain of use of Alamia differs from those Alfusha. While Alfusha is usually written, and rarely spoken, Alamia is often spoken but hardly written. Alfusha is used in institutions like schools, universities, mosques, churches, media, courts, and business. The domain of the use of Alamia is different. It is used at home and to communicate with people of average or little education. It is the media of communication with friends, relatives, farmers, etc. (p. 146)

In the same study, Dweik raised another question: “Which Amia (Saudi, Lebanese, Iraqi, Kuwaiti, Libyan, Egyptian, or Yemenite) is preferred?” From the received responses, he assumed that the results indicate that Egyptian Amia is as popular as Kuwaiti Amia. This question caused a big problem for non-

native learners of Arabic. They cannot decide which is better than the other, or which one will be more useful in the future life.

Dabrowsky (2005) focused on some linguistic challenges of learning Arabic by answering the question “What are the unique linguistic challenges for young adult Americans learning Arabic?” The findings were obtained from observations, interviews, and the analysis of questionnaires made by others. This section identified the major linguistic challenges of learning Arabic experienced by the cadets and the soldiers as reviewed in the literature. These problems are related to the diglossic nature of Arabic, the Arabic writing system, and cultural proficiency.

Suliman (2008) conducted a study on code switching between Standard Arabic and colloquial every day Arabic spoken in Egypt. He sent five speeches to an Egyptian audience whereas the other five were delivered to non-Egyptian Arabic speakers audiences in Bahrain, Emirates, Jordan, Lebanon, and Qatar. The tapes were selected to examine the switches from Classical Arabic to Egyptian Arabic and to find out if there is a relationship between the frequency of switches and audience. The ten tapes chosen for this study were transcribed and the switches from Classical Arabic to Egyptian Arabic and back again were counted and analyzed. The total size of the transcribed data was approximately 18,200 words. One of the biggest problems encountered in this

study was switching between two varieties of the same language which made it difficult to provide an accurate distinction between the two varieties which shared some lexical, syntactic and morphological features.

2.2.1.2 Studies Related to Textbook Materials

Some textbook materials were not well prepared and did not have clear goals. These studies were performed by: Al-Naqa and Taema (1983), Amayreh (1984), Khasawneh (1988), Hutibat (1997), and Al-Sulaiti and Atwell (2006).

Al-Naqa and Taema (1983) analyzed the content of (100) books that were used in teaching Arabic for non-natives. They found that these books were poor, have a lot of gaps in learning the language skills and without clear goals, i.e. the textbook materials have no enough exercises and they do not cover the language skills .as a result they wrote some basics that should be followed in designing and writing syllabuses for non-natives of Arabic in psychological, educational, linguistic and cultural respects.

Amayreh (1984) analyzed the textbooks used for teaching Arabic to non-native speakers. The analysis covered writing, vocabulary, grammatical structures and methods of teaching. He claimed that the difficulties which the students faced while learning Arabic resulted more from the poor textbooks that did not have clear goals and efficient methods. Moreover, his study

focused on the steps which might be taken to help improve textbooks for teaching Arabic.

Khasawneh (1988) analyzed the cultural content for six textbook materials for teaching Arabic for non-natives, and he designed a criterion to analyze the cultural content of textbook materials in general. As a result he reported that a lot of textbooks were not designed upon scientific bases and methods of teaching.

Hutibat (1997) claimed that students, who learn Arabic as a foreign language, suffered from their inability to pick up the language which made them equal to their Arab colleagues in the same specialization and academic level and made them feel that they have difficulties in learning Arabic. When the researcher interviewed some of these students, most of them complained about the instructors, university and the course materials.

Al-Sulaiti and Atwell (2006) reported that teaching Arabic lacked the sufficient resources in this field. Thus, the researchers compiled a corpus, which represented the state of Arabic at the present time and the needs of end-users. Their report presented the result of a survey of the needs of teachers of Arabic as a foreign language (TAFL) and language engineers. The survey showed that a wide range of text types should be included in the corpus. Overall, the survey confirmed the view that existing corpora were too narrowly

limited in source-type and genre, and that there was a need for a freely-accessible corpus of contemporary Arabic covering a broad range of text-types.

2.2.1.3 Studies Related to Teaching the Skills and Elements of Language

There are few studies that examined teaching the skills and elements of language. These studies were conducted by Amayreh (1984), Kharma (1988), Fagman and Niman (1996), Hutibat (1997) and Faryadi (2007).

Amayreh (1984) claimed that the materials and methodology in some Arabic textbooks focus on the teaching of grammar:

Textbooks designed to teach Arabic to non-native speakers are deficient in several areas. Some books teach only the writing system, and many others teach only the basic Arabic grammar skills. (p.207)

Kharma (1988) stated that the main difficulties in writing composition by foreign learners were not only in grammar and lexicon, but also in rhetorical differences between the native language and the foreign language. He claimed that the heart of difficulty lied in the following areas: (1) the ability to write long sentences that require various coordinating tools, and (2) knowledge of the meaning and proper use of linking devices.

Fagman and Niman (1996) reported that the emphasis in teaching Arabic was on the literary language; thus stressing mainly reading, listening and writing. Students were hardly taught how to speak. Those who opposed

teaching the spoken Arabic claimed that there were endless dialects. Therefore, it is difficult to decide which one to teach. In addition, Arabic has a linguistic variety of written language alongside the spoken one, which is also made of different dialects.

Faryadi (2007) discussed the constructivist paradigm of teaching Arabic as a foreign language in Malaysian settings. He examined the role of interactive multimedia in enhancing the chalk and talk methods of teaching Arabic in Malaysian schools. His paper investigated the importance of Arabic Language in Malaysia. Furthermore, it dealt with the Malaysian Government's plan of action to introduce a series of major educational reforms in an attempt to develop Malaysia into a regional educational hub. In addition, the paper looked further into possible methods of acquiring Arabic as a foreign language in Malaysian classrooms.

2.2.1.4 Studies Related to Non-linguistic Issues

There are some non-linguistic problems that the Non-native learners of Arabic face. The studies related to this part are conducted by Almasri (1987), Nielsen (1994) and Elkhafaifi (2005).

Nielsen (1994) focused on the students' lack of exposure to Arabic outside the classroom. He concluded that:

One of the more practical problems is concerned with how to compensate for the students' lack of exposure to Arabic outside the classroom. This exposure is necessary, not only to strengthen students' listening comprehension, but also to make them aware that Arabic is a living language used by millions of native speakers. Listening material used in the language lab has proved either boring to students or too difficult when authentic listening material like radio news has been used.(p.32)

Elkhafaifi (2005) focused on the classroom activities where anxiety played an important role in foreign language students' classroom performance. His study presented the results of the first empirical examination of the effect of general foreign language learning anxiety on students' achievement in an Arabic course and of listening anxiety on students listening comprehension. The data came from two measures of anxiety and a background questionnaire administered to 233 postsecondary students of Arabic as a foreign language. Anxiety scores were correlated with final grades and listening comprehension scores. The results indicated that foreign language learning anxiety and listening anxiety separate but related phenomena that both correlate negatively with achievement. The study also revealed significant negative correlations among foreign language learning anxiety, listening anxiety, and selected demographic variables.

2.3 Causes of the Problems

Different studies focused on the reasons that caused difficulties for the non-native speakers of Arabic such as: Almasri (1987), Al-Anati (2003), Belnap (2006) and Kaleefa and Al-Hrout (2007).

Almasri (1987) concluded that the students' lack of time-management skills, doing the homework at the last minute and the non-existence of study skills caused their difficulties.

Al-Anati (2003) focused on the general problems of teaching Arabic for non-natives. He claimed that teaching Arabic for non-natives had not occupied the desired position among the speakers of this language yet. Studies and researchers who dealt with the learners of Arabic as a second language had shown that there were reasons for the foreign learners' weakness in Arabic i.e. understanding the different varieties of Arabic. These reasons have much to do with the Arabic language itself, the books and curricula prepared to help foreigners absorb the language, and the language teacher.

Belnap (2006) highlighted the lack of students' interaction in the United States with the native speakers' community:

Students do not live in a community in which they have the ability to easily interact with native speakers outside the academic realm. Thus, the authenticity of language in conversations and curriculum has only recently become an issue, as more students travel abroad and are exposed to

authentic language use. Since (87.4%) of 614 students from a recent National Middle East Language Resource Center study of Middle East language learning and teaching in the United States agreed that they were studying Arabic in order to interact with the people who speak it, teachers and students must first understand what the reality of Arabic in a native context would look like (p. 174).

Kaleefa and Al-Hrout (2007) identified the sources of non-native students' weakness in Arabic at Mu'tah University and they tested the differences in the reasons of this weakness according to several demographic characteristics of the study sample. A questionnaire was especially developed for this purpose; the truthfulness of its content and stability were verified. The study sample consisted of the Malaysian graduate students selected on purpose at Mu'tah University. The study showed a number of significant reasons for the non-native students' weakness in Arabic; including: the isolated lodging, language vocabularies, the existing books, language of instruction and the unqualified instructor.

2.4 Solutions of the Problems

Some researchers suggested some solutions to fill the gap of learning Arabic for non-natives. They are Amayreh (1984), Nielsen (1994), Maxos (2002), Faryadi (2007) and Dawood (2008).

Amayreh (1984) claimed that the solution of the problem was to keep in mind that language is made up of a number of skills that are not totally separate. When a group of scholars try to write a textbook, they should begin by finding the basic vocabulary and structures that the students need and teach the writing system using these basic elements as writing examples and exercises. Amayreh concluded by focusing on steps which might be taken to help improve textbooks for teaching Arabic.

Nielsen (1994) focused on the way of teaching Arabic communicatively. He discussed some of the problems that learners of Arabic as a foreign language faced and suggested some viable solutions to these problems. One of the solutions was to use teaching aids such as audiovisual material in teaching Arabic effectively.

Maxos (2002) dealt with the problems of spoken and written Arabic when non-natives come to the Arab world to study Arabic; they are usually encouraged to study and speak only written Arabic. He suggested three solutions:

First an understanding of Arabic based on scientific analysis of the actual use of the language by the majority of people who speak it. Second, Arab countries need to promote secular and liberal attitudes that include an in-depth understanding of the culture. Third, there is a need for respect and

tolerance of the natural function of each type of language within the ethnic and cultural richness of the region. (p. 3)

Faryadi (2007) discussed the constructivist paradigm of teaching Arabic as a foreign language in Malaysian settings. The results revealed that the instructors should bear in mind that learning occurs when students are motivated. Students must be given the choice to learn cooperatively and at the same time they must be encouraged to participate in class activities without fear and humiliation. Furthermore, instructors must integrate technology to aid them while teaching their lessons in order to achieve effective and creative ways of knowledge transfer. Learners should be persuaded to use critical thinking and reasoning in the classrooms to help improve their learning skills. The job of the teacher in the classroom is to promote the concept of cooperation among the learners and to be helpful towards each other.

Dawood (2008) suggested different solutions related to the problems in different fields of the language learning skills. He claimed that every person is endowed by nature with certain capacities which enable him to assimilate and use the spoken form of language. This ability is achieved by deliberately training ourselves to use our spontaneous and inherent powers of assimilation. He reported that:

A teacher is advised to teach irregular forms contextually rather than formulating rules with numerous exceptions. Selection of irregular forms

should be confined to Modern Standard Arabic instead of the classical form. In learning Arabic we should follow the natural order in which we learnt our own language; that is, we should begin by learning the spoken language then proceeding to the literary language. (p. 109)

Chapter Three

Methods and Procedures

3.0 Introduction

This chapter provides information about the methodology and the procedures of the study. It sheds light on the sample and its demographic characteristics, the research instruments and their validity and reliability. Finally, it describes the design, the steps used in the study and it concludes with data analysis.

3.1 The Sample of the Study

A purposive sample of (100) respondents was selected from two bayt -universities in Jordan. They are The University of Jordan and Al Al University. Although the sample included (80) students and (20) teachers, only nine teachers and (53) students completed the forms. The demographic background information about the respondents' general background included data such as gender, religion, age, level of education, the type of university the respondents attended, nationality, the students' mother tongue and the language of the parents. The demographic characteristics of the students' and teachers' samples are shown in Tables (1) and (2).

3.1.1 Demographic Characteristics of the Sample

Table (1)

Students' Demographic Background

Background Information	Category	Frequency
Sex	Males	28
	Females	25
	Total	53
Religion	Muslims	25
	Christian	19
	Others	9
	Total	53
Age	20 – 29	43
	30 – 39	3
	40 – 59	7
	More Than 60	0
	Total	53
Level of Education	College	9
	B.A or B.Sc.	19
	M.A or Equivalent	19
	PhD or Equivalent	3
	No Answer	3
	Total	53
University Attended	Al Al-bayt University	16
	The University of Jordan	37
	Total	53
Nationality	Jordanian*	4
	Other**	48
	No Answer	1
	Total	53
Mother Tongue	English	10
	Others	42
	No Answer	1
	Total	53

* They are holders of dual citizenship.

** They belongs to the following nationalities (Malaysian, Indonesian, Japanese, American, and Russian)

Table (2)
Teachers' Demographic Background

Background Information	Category	Frequency
Sex	Males	2
	Females	4
	No Answer	3
	Total	9
Level of Education	College	0
	B.A or B.Sc.	1
	M.A or equivalent	2
	Ph.D. or equivalent	3
	No Answer	3
	Total	9
University Affiliation	Al Al-bayt University	3
	The University of Jordan	6
	Total	9

3.2 Instruments of the Study

The instruments used in this study were informal interviews and students' and teachers' questionnaires. Each one was subjected to validity and reliability measures.

3.2.1 Informal Interviews

The researcher started by interviewing five students and three teachers informally by using "open-ended interviews" in order to form a clear idea about the problems that the learners face in learning Arabic as a foreign or a second language, the causes for these problems. The researcher also asked the

interviewees to suggest solutions for the encountered problems. Here are some examples of these questions:

- 4- What are the problems that you face in learning Arabic in Jordan?
- 5- What factors might have caused these problems?
- 6- What solutions do you suggest in order to solve these problems?

3.2.2 Questionnaires

The researcher used a questionnaire for teachers and another one for the students. Each questionnaire was written specifically to meet the needs of the current study. The questionnaires were piloted and pre-tested before they were administered to a sample of students' respondents and to their teachers. They were written in Arabic and English, with a cover letter that explained the objectives of the research. The questionnaires collected data regarding the following:

- 4- What are the problems that the respondents encounter in learning Arabic for non-native learners in Jordan?
- 5- What factors might have caused these problems?
- 6- What solutions are suggested by the respondents or others to solve these problems?

This was done by using both open-ended questions and controlled ones in which the respondents were asked to read statements and indicate to what

degree they agreed or disagreed with them. The statements of the questionnaires were written based on previous research and literature review (Kaleefa and Al-Hrout, 2007). A Five-Likert scale was used for the

respondents' responses on the statements. Each statement gave five options:

1- Strongly Disagree 2- Disagree 3-Undecided 4-Agree

5- Strongly Agree

One hundred copies of the questionnaire were distributed by the researcher, (80) for the students and (20) for the teachers. However only (53) questionnaires were completed by the students and nine by the teachers.

Furthermore, a cover letter which explained the purpose of the study and the official approval to carry out the research were given to the respondents. (See appendix E)(p.78)

3.2.2.1 Students' Questionnaire

The questionnaire consisted of four dimensions: the first one elicited demographic data about the participants such as: gender, religion, age, level of education, the university they attended, their nationality, the mother tongue and the language of the parents. The second dimension dealt with the problems that the non-native learners faced which are divided into three parts: linguistic problems, problems related to textbook materials and problems related to

classroom activities and exercises. The third dimension dealt with the factors that might have caused these problems and was divided into three parts: linguistic causes, causes related to classroom activities and causes related to the students' textbook materials. The fourth dimension dealt with some solutions of these problems and was divided into three parts: linguistic solutions, solutions related to the students' textbook materials and solutions related to classroom activities and exercises.

3.2.2.2 Teachers' Questionnaire

The questionnaire consisted of four dimensions: the first one dealt with demographic data about the participants such as gender, level of education and the university they teach. The second dimension dealt with the problems that the non-native learners face such as problems related to Modern Standard Arabic, language varieties, problems related to textbook materials and problems related to classroom activities and exercises. The third dimension dealt with the factors that might have caused these problems and were divided into three parts: linguistic causes, causes related to the classroom activities, causes related to the students' textbook. The fourth dimension dealt with some solutions for these problems and was divided into three parts: linguistic solutions, solutions related to students' textbook and solutions related to the classroom activities and exercises.

3.2.2.3 Validity of the Questionnaires

Both questionnaires in their final forms were sent to the same panel of experts, (See Appendix E) (p.78). The jurors were asked to review the phrasing, suitability, thoroughness and ease of use of the instrument. Some changes were made in the wording of some statements and a few statements were deleted. The final copy of the questionnaire was developed and distributed to the respondents of the study in the third week of December 2009.

3.2.2.4 Reliability of the Questionnaires

To establish the reliability of the questionnaire a sample of three teachers and five students who were excluded from the main samples were selected to respond to the items of the questionnaire. The test was conducted to answer these additional questions:

- 1- Did the interviewees understand what was requested from them?
- 2- Did the questions elicit the kind and amount of information desired?
- 3- Were the questions clear and straight forward?

Two weeks later, the questionnaire was distributed to the same participants and the responses showed stability in the answers.

3.3 Design of the Study

This research is a qualitative and quantitative study that explored the problems and causes of learning Arabic as a second or as foreign language. Thus, it involved ongoing fieldwork using questionnaires, and conducting informal interviews with the subjects of the study.

3.4 Research Procedures

The researcher started by reviewing literature which included numerous research papers in journals and electronic references which helped in building up the instruments of the current study. The researcher then

- inscribed and organized the informal interview questions and the teachers' and students' questionnaire to establish their validity by a panel of experts and set up their reliability.
- secured a permission letter from Middle East University requesting from the two universities to cooperate with the researcher.(See Appendix (A, B) (p.70)and (p.71)).
- selected the sample of the study from the two universities.
- met with the concerned teachers who eventually allowed him to conduct the informal interviews.

- reviewed the data of the instruments and where possible modified the questionnaire items accordingly.
- paid another visit to these teachers and students who in turn filled out and responded to the questionnaire.
- Administrated the instruments during the third week of December, 2009.
- collected the data, categorized it and then analyzed it by putting the results in tables. The means, percentages and frequencies were calculated.

Chapter Four

Results of the Study

4.0 Introduction

This chapter includes the findings obtained through the use of the instruments. The study aimed at investigating the non-native students' problems in learning Arabic, the reasons and the solutions of these problems. The findings of the study are described, narrated, and illustrated in Tables. The three research questions are:

- 7- What are the problems that the respondents encounter in learning Arabic for non-natives in Jordan?
- 8- What factors might have caused these problems?
- 9- What solutions are suggested by the respondents to solve these problems?

4.1 Analysis of the Interviewed Students' Responses

Five students who study Arabic as a foreign or second language were interviewed. The researcher asked them the following three questions: (1) What are the problems the non-native learners of Arabic face; (2) What factors might have caused these problems and (3) What are the solutions that might

solve these problems. The interviews were conducted in English. The students were from the University of Jordan and Al Al-bayt University. They were three males and two females. They hold BA degrees in different fields. Their age ranged between (25- 32) years. They were from different nationalities and religions. (p.32)

The first interviewee stated that he faced some difficulties in learning Arabic. He focused on the diglossic nature of Arabic where he used to read and write in a form in the classroom but he used to listen to another form outside the classroom. He reported that “understanding Modern Standard Arabic is difficult and its pronunciation is frustrating”. He added that “the causes are related to the different varieties of Arabic in Jordan. He did not practice Arabic all the time and the teacher did not allow the students to use Al-Amyya in the classroom. He suggested that the students should learn all the spoken varieties in the community they live in; understand the language being learnt without any interference the mother tongue , work hard on pronunciation and the teacher also should give the students the chance to use Arabic varieties more frequently.

The second interviewee reported that there were problems related to the textbook materials used in teaching Arabic to non-native speakers. He stated that:

..... I do not like the textbook. It is not interesting and does not use fixed steps in teaching. It does not have teaching aids such as films or plays. We just read and do not understand every thing. I think that the experts should be careful in preparing the textbook.

Similar to the first interviewee; the third interviewee talked about the diglossic nature of Arabic. He claimed that learning Arabic was difficult because of different varieties of Arabic. Also he could not pronounce Arabic words properly. He added that there were problems in the classroom activities. He claimed that they did not take into account the students' culture and they neglected the students' mother tongue. He suggested that the activities should be interesting and help the non-native learners work hard on pronunciation and observe how the instructor speaks especially for beginners.

The fourth interviewee focused only on the textbook saying that:

.....I know how teaching books should be written; they focus on all language skills together not focusing on some of them such as the book we use. This book has a lot of gaps and just focus mainly on the grammar of the language. This book is badly-prepared and does not select passages within the vocabulary range of the students.

Finally, the fifth interviewee reported that there were problems related to the spoken Arabic. He claimed that:

... Arab people should speak slowly. We think that it is quite important that students get familiar with the different ways in which Arabic is being spoken and that only the teacher has the choice to decide about how fast or slow she or he should do it. In fact, teachers are to develop the listening skills of their students and the teacher does not give them the chance to practice the language effectively.

4.2 Analysis of the Interviewed Teachers' Responses

Three male teachers of Arabic for non-native learners of Arabic were interviewed to discuss the same questions. The interviews were conducted in Arabic. The teachers were from the University of Jordan and Al Al-bayt University. The interviewed teachers hold Ph.D degrees in Arabic language for non-natives. Their age ranges between (35 and 55) years.

The first teacher stated that the students faced some difficulties in learning Arabic. The students did not distinguish between the different varieties of Arabic. They found understanding Modern Standard Arabic difficult to learn and its pronunciation is frustrating. This was caused by using more than one

form of the same language. For example, use Modern Standard Arabic at the university and the Jordanian colloquial for communication in the street. He also mentioned that the way of teaching might be wrong and the students did not know how to study. He suggested that the students should learn and practice these different forms of Arabic and the teacher should speak only Arabic in the classroom.

The second teacher stated that the textbook was not well-prepared for teaching the non-natives. The textbook materials did not have enough exercises. It did not cover all language skills. The students did not like the selected topics. He suggested that the textbook should be prepared by experts to fill and bridge the gaps and should focus on language skills. They should present vocabulary in appropriate contexts and relate reading passages to the students' cultural background.

The third teacher claimed that the students suffered from the diglossic nature of Arabic. It was not easy to use different forms of the same language. He claimed that the students suffered from different problems in learning Moderns Standard Arabic grammar, vocabulary and speaking. Students had a problem in distinguishing between the different varieties of colloquial Arabic. He added that classroom activities were important in the process of teaching and learning. He mentioned that the activities did not encourage students'

participation and did not require the students to work outside the classroom.

With regard to the causes of the previous problems, he claimed that the learning of Arabic was influenced by the students' mother tongue; the linguistic system of Arabic is different from that of the students' mother tongue; and the language of teaching at universities is different from the colloquial language spoken in the community. He claimed that the activities were not suitable for the students' age and they did not present all language skills. Finally, he suggested some solutions such as: understanding the language being learnt without any projections from the mother tongue; working hard on pronunciation, listening to the news as well as TV programs and serials and teachers should give the students the chance to use Arabic varieties and practice the language in the classroom.

4.3 Results of the Students' and the Teachers' Questionnaires

4.3.1 Results of Question One

What are the problems that the respondents encounter in learning Arabic for non-natives in Jordan?

A sample of 53 students in the selected universities responded to the questionnaire. In analyzing the received data, the researcher depended on the scale of the mean. When the mean is (3.68-5), this means that problems, causes

or solutions are high. When the mean is (2.34-3.67), this means that the problems, the causes or the solutions are medium. When the mean is less than (2.33), this means that the problems, the causes or the solutions are low and are not important to be mentioned.

In Table (3) below shows there are different problems that the non-native learners of Arabic face. Results reported in responses to items (2, 7, 8) show their mean is between (5- 3.68), which means that the problems are high. This means that the students have problems in learning Modern Standard Arabic and the different varieties of colloquial Arabic. Items (1, 3, 4, 5, and 6) have medium means. On the other hand, the teachers stated that the students had difficulties in all the items (1-8) below, as shown in the same Table. All of the items have high means. As shown in Table (4), the students' responses have (3) high items and (5) medium items while teachers' responses have (8) high items.

Table (3)
Means and Percentages for the Linguistic Problems as Perceived by the Students and the Teachers

Linguistic Problems	Students		Teachers	
	Means	Percentage	Means	Percentage
1. The students have a problem in learning Modern Standard Arabic pronunciation.	3.40	68.0	3.78	75.6
2. The students have a problem in learning Modern Standard Arabic grammar.	3.72	74.4	4.11	82.2
3. The students have a problem in learning Modern Standard Arabic vocabulary.	3.00	60.0	4.11	82.2
4. The students have a problem in learning Modern Standard Arabic speaking.	3.11	62.2	4.22	84.4

5. The students have a problem in learning Modern Standard Arabic writing.	2.96	59.2	4.78	95.6
6. The students have a problem in understanding Modern Standard Arabic texts.	3.25	65.0	4.11	82.2
7. The students have a problem in distinguishing between the different varieties of colloquial Arabic.	3.92	78.4	4.00	80.0
8. The students have a problem in understanding Jordanian colloquial Arabic vocabularies.	3.76	75.2	4.33	86.6

Table (4)
The Strength of the Linguistic Problems with Frequencies and Percentages of the Previous Table.

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	3	37.5	8	100
Medium	3.67- 2.34	5	62.5	0	0
Low	2.33- 1	0	0	0	0
	Total	8	100%	8	100%

Table (5) below indicates that the students and the teachers believe that non-native learners have problems related to textbook materials. The means of all items (1- 7) for both the students and the teachers are between (3.67- 2.34), which means the problems are medium. As shown in Table (6), the students' responses have (7) medium items and teachers' responses have (7) medium items.

Table (5)
Means and Percentages for the Textbook Problems as Perceived by the Students and the Teachers

Problems Related to the Textbook Materials	Students		Teachers	
	Means	Percentage	Means	Percentage
1. The assigned Arabic student's textbook (Teaching Arabic for Non-natives) does not focus on learning speaking correctly.	2.85	57.0	3.67	73.4
2. The student's textbook does not relate	3.23	64.6	3.33	66.6

content to the learner's culture and environment.				
3. The student's textbook does not select structures with regard to differences between L1 & L2 cultures	3.13	62.6	3.33	66.6
4. The student's textbook does not present vocabulary in appropriate contexts and situations.	3.06	61.2	3.33	66.6
5. The student's textbook does not relate reading passages to the student background.	3.23	64.6	3.22	64.4
6. The student's textbook do not select passages within the vocabulary range of the pupils.	2.89	57.8	3.67	73.4
7. The student's textbook does not relate written work to students' age, interests and environment.	3.49	69.8	3.44	68.8

Table (6)
The Strength of the Textbook Problems with Frequencies and Percentages of the Previous Table.

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	0	0	0	0
Medium	3.67- 2.34	7	100	7	100
Low	2.33- 1	0	0	0	0
	Total	7	100%	7	100%

As indicated in Tables (7) and (8), the students focused in this part on the medium mean of the problems related to the classroom activities and exercises as shown in items (1- 9) below. On the other hand, the teachers stated that six items (1, 2, 4, 5, 8, 9) are between (5- 3.68), which means that the problems are high; while the other items (3, 6, 7) are medium as shown below. According to

Table (8), the students' responses have (9) medium items while teachers' responses have (6) high items and (3) medium items.

Table (7)
Means and Percentages for the Problems Related to Classroom Activities and Exercises as Perceived by the Students and the Teachers

Problems Related to the Classroom Activities and Exercises	Students		Teachers	
	Means	Percentage	Means	Percentage
1. Activities do not take into account students' cultural background.	3.30	66.0	3.89	77.8
2. Activities neglect the mother tongue of the students.	3.49	69.8	3.89	77.8
3. Activities do not encourage students' participation.	2.85	57.0	3.67	73.4
4. Activities do not include some interesting games.	3.04	60.8	3.78	75.6
5. Activities are not based on library skills.	2.94	58.8	3.78	75.6
6. Activities do not require students to work outside the classroom.	3.04	60.8	3.67	73.4
7. Activities do not use teaching aids such as visual, auditors... etc effectively.	2.98	59.6	3.56	71.2
8. Activities do not give students opportunity to practice the language.	2.83	56.6	3.78	75.6
9. Exercises do not help in transferring theoretical knowledge into classroom practice.	2.85	57.0	3.78	75.6

Table (8)
The Strength of the Problems Related to Classroom Activities and Exercises with Frequencies and Percentages of the Previous Table

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	0	0	6	66.6
Medium	3.67- 2.34	9	100	3	33.4
Low	2.33- 1	0	0	0	0
	Total	9	100%	7	100%

4.3.2 Results of Question Two

What factors might have caused these problems?

The focus in this part is on the causes of the previous problems. As indicated in Table (9) below, items (3, 6) for the students are the main linguistic causes which score high means between (5 – 3.68). The other items are medium causes between (3.67- 2.34). On the other hand, the teachers stated that just one item (1) is a high cause. All other items are medium linguistic causes between (3.67- 2.34). As shown in Table (10), the students' responses have (2) high items and (4) medium items while teachers' responses have (1) high item and (5) medium items.

Table (9)
Means and Percentages for the Linguistic Causes as Perceived by the Students and the Teachers

Linguistic Causes	Students		Teachers	
	Mean	Percentage	Mean	Percentage
1. Learning of Arabic is influenced by students' mother tongue.	3.36	67.2	3.89	77.8
2. The goal of joining the Arabic learning program is to read and make conversations in Arabic.	3.60	72.0	3.56	71.2
3. The linguistic system of Arabic is different from that of my language.	3.87	77.4	3.33	66.6
4. The existence of too many synonyms in Arabic.	3.64	72.8	3.44	68.8
5. The language of teaching at university differs from the colloquial language spoken in community.	3.64	72.8	3.33	66.6
6. The existence of different varieties of Arabic.	3.70	74.0	3.67	73.4

Table (10)

The Strength of the Linguistic Causes with Frequencies and Percentages of the Previous Table

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	2	33.4	1	16.6
Medium	3.67- 2.34	4	66.6	5	83.4
Low	2.33- 1	0	0	0	0
	Total	6	100%	6	100%

As shown in Table (11) below, items (1, 2, and 3) for both the teachers and the students are medium causes. Their means are between (3.67- 2.34). As shown in Table (12), both the students' responses and teachers' responses have (3) medium items.

Table (11)

Means and Percentages for the Causes Related to Classroom Activities and Exercises as Perceived by the Students and the Teachers

Causes Related to the Classroom Activities and Exercises	Students		Teachers	
	Mean	Percentage	Mean	Percentage
1. The lack of language laboratory activities for Non-Natives at the university.	2.91	58.2	3.22	64.4
2. The activities are not suitable for the students' age.	2.75	55.0	3.11	62.2
3. The activities don't present all language skills.	3.28	65.6	3.56	71.2

Table (12)
The Strength of the Causes Related to Classroom Activities and Exercises Frequencies and Percentages of the Previous Table

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	0	0	0	0
Medium	3.67- 2.34	3	100	3	100
Low	2.33- 1	0	0	0	0
	Total	3	100%	3	100%

Table (13) below, shows clearly that all the items (1,2,3,4) are medium causes in the students' responses. For the teachers, it shows that three items (1,2,3) are medium causes and item number (4) is a high cause. As shown in Table (14), the students' responses have (4) medium causes while teachers' responses have (3) medium causes and one high cause.

Table (13)
Means and Percentages for the Causes Related to the Textbook Materials as Perceived by the Students and the Teachers

Causes Related to the Textbook Materials	Students		Teachers	
	Mean	Percentage	Mean	Percentage
1. The lack of references and periodicals related to teaching Arabic to Non-Natives.	3.40	68.0	3.56	71.2
2. Arabic teaching books are tailored to Arabic speakers; not Non-Natives.	2.96	59.2	3.33	66.6
3. Textbook does not have enough exercises.	2.70	54.0	3.11	62.2
4. Textbooks are not prepared to fill the cultural gaps that face the students.	3.34	66.8	3.78	75.6

Table (14)
The Strength of the Causes Related to the Textbook Materials with Frequencies and Percentages of the Previous Table

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	0	0	1	25
Medium	3.67- 2.34	4	100	3	75
Low	2.33- 1	0	0	0	0
	Total	4	100%	4	100%

4.3.3 Results of Question Three

What solutions are suggested by the respondents to solve these problems?

According to Table (15), shows that the items (1,2,3,4,5,6) are important solutions because they scored high means between (5- 3.68), while item (7) scored medium solution between (3.67- 2.33). On the other hand, the teachers scored only high means for the solution for all items below. As shown in Table (16), the students' responses have (6) high items and one medium item while teachers' responses have (7) high items.

Table (15)
Means and Percentages for the Linguistic Solutions as Perceived by the Students and the Teachers

Linguistic Solutions	Students		Teachers	
	Mean	Percentage	Mean	Percentage
1. Students should work hard on the pronunciation Modern Standard Arabic.	4.04	80.8	4.11	82.2
2. Students should work hard on learning and practicing Modern Standard Arabic.	3.96	79.2	4.22	84.4
3. Students should work hard on learning vocabulary of Modern Standard Arabic.	4.04	80.8	4.00	80.0
4. Students should practice speaking Modern Standard Arabic in different situations.	3.91	78.2	4.22	84.4
5. Students should practice writing of Modern Standard Arabic.	3.85	77.0	4.33	86.6
6 Students should understand the linguistic phenomena through Modern Standard Arabic texts.	3.74	74.8	4.11	82.2
7. Students should take into consideration that they have to learn and practice more the Jordanian varieties of colloquial Arabic.	3.96	79.2	4.33	86.6

Table (16)
The Strength of the Linguistic Solutions with Frequencies and Percentages of the Previous Table.

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	7	100	7	100
Medium	3.67- 2.34	0	0	0	0
Low	2.33- 1	0	0	0	0
	Total	7	100%	7	100%

Table (17) shows that there are solutions related to the textbook materials. Items (1,3,4,5,6) scored high solutions between (5- 3.68), which means that there are main solutions while item (2) scored medium solution. On the other hand, all the items for the teachers are main solutions. As shown in Table (18), the students' responses have (5) high solutions and one medium solution while teachers' responses have (6) high solutions.

Table (17)
Means and Percentages for the Solutions Related to the Textbook Materials as Perceived by the Students and the Teachers

Solutions Related to the Textbook Materials	Students		Teachers	
	Mean	Percentage	Mean	Percentage
1. The student's textbook should focus on learning speaking correctly.	3.89	77.8	4.22	84.4
2. The student's textbook should relate content to the learner's culture and environment.	3.51	70.2	4.56	91.2
3. The student's textbook should present vocabulary in appropriate contexts and situations.	3.98	79.6	4.11	82.2
4. The student's textbook should relate reading passages to the student's background.	3.70	74.0	4.11	82.2
5. The student's textbook should select passages within the vocabulary range of the pupils.	3.75	75.0	4.33	86.6
6. The student's textbook should relate written work to Students' age, interests and environment.	3.72	74.4	4.11	82.2

Table (18)
The Strength of the Solutions Related to the Textbook Materials with Frequencies and Percentages of the Previous Table

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	5	84	6	100
Medium	3.67- 2.34	1	16	0	0
Low	2.33- 1	0	0	0	0
	Total	6	100%	6	100%

As shown in Table (19), the students reported that items (3,6,7,8,9) are important solutions because they scored means between (5- 3.68) and the items (1,2,4,5,6,7) are medium causes. On the other hand, the teachers stated that all items (1-6) are important solutions. As shown in Table (20), the students' responses have (6) high items and (4) medium items while the teachers' responses have (9) high items.

Table (19)
Means and Percentages for the Solutions Related to Classroom Activities and Exercises as Perceived by the Students and the Teachers

Solutions Related to the Classroom Activities and Exercises	Students		Teachers	
	Mean	Percentage	Mean	Percentage
1. The activities should take into account students' cultural background	3.38	67.6	4.00	80.0
2. The activities should not neglect the students' mother tongue.	3.25	65.0	4.00	80.0
3. The activities should encourage students' participation.	3.94	78.8	4.44	88.8
4. The activities should include interesting games.	3.62	72.4	4.44	88.8
5. The activities should be based on library skills.	3.11	62.2	4.22	84.4
6. The activities should require students to work outside the classroom.	3.92	78.4	4.11	82.2
7. The activities should use teaching aids such as visual, auditors ;etc. effectively.	4.06	81.2	4.00	80.0
8. The activities should give students opportunity to practice the language.	3.98	79.6	4.11	82.2
9. Exercises should help in transferring theoretical knowledge into classroom practice.	3.87	77.4	4.22	84.4

Table (20)
The Strength of the Solutions Related to Classroom Activities and Exercises with Frequencies and Percentages of the Previous Table

Strength of the Problem	Rating	Students' Responses		Teachers' Responses	
		Frequency	Percentage	Frequency	Percentage
High	5- 3.68	5	55.6	9	100
Medium	3.67- 2.34	4	44.4	0	0
Low	2.33- 1	0	0	0	0
	Total	9	100%	9	100%

Chapter Five

Discussion and Recommendations

5.0 Introduction

This chapter presents a brief summary and a short discussion of the findings of the three research questions. It also attempts to explain and interpret the results in light of the reviewed literature. The chapter concludes with recommendations and suggestions for future research.

5.1 Discussion of the Findings of Question One: *What are the problems that the respondents encounter in learning Arabic for non-native learners in Jordan?*

Results of the first question show that there are major and medium problems that the non-native learners of Arabic face. Results reported in Table 3 (p. 47) indicated that the existence of different varieties of Arabic constitutes a major problem. For example; items (2, 7, 8) show that there are problems in learning Modern Standard Arabic grammar, distinguishing between the different varieties of colloquial Arabic and understanding Jordanian colloquial Arabic. Similarly, the teachers' questionnaire indicated that the students suffer from all the linguistic problems shown above. The students face these problems

because of the diglossic nature of Arabic. The mix of Arabic varieties leads to serious pedagogical problems and even to feelings of linguistic insecurity in communication among a large number of learners. These results agree with Ferguson (1959), Dweik (1986), Al-Batal (1992), Farghali (2000), Dabrowsky (2005) and Al-Sulaiti and Atwell (2006) who stated that one of the most important problems of learning Arabic is the diglossic nature of Arabic. The learners do not know which variety of Arabic they should learn or use.

On the other hand, teachers' responses to items (1, 2, 4, 5, 8, and 9) as shown in Table 7, indicate that the classroom activities are not helpful enough for the learners. These problems might occur because of the teacher or the textbook materials are not well prepared or organized to teach the non-native learners of Arabic using the classroom activities. These findings are in line with Elkhafaifi (2005) and Al-Batal (2006) who asserted that one of the most important challenges that learners of Arabic face is the classroom activities where anxiety played an important role in foreign language students' classroom performance. Students are not given the choice to learn cooperatively and at the same time they are not encouraged to participate in the classroom activities without fear. Furthermore, instructors have not integrated technology in the teaching process which might help students in learning and achieving effective

and creative ways of knowledge transfer. All other items are medium and do not show major difficulties for the students.

5.2 Discussion of the Findings of Question Two: *What factors might have caused these problems?*

Results reported in Table 9 (p. 51) for example items (3, 6) indicate that the major causes of the problems that non-native learners of Arabic encounter are related to major linguistic differences between Arabic and the learners' native languages and the existence of different varieties of Arabic which are sometimes not intelligible.

However, the teachers stated that the main cause of learning Arabic is influenced by the students' mother tongue. These results are caused by the interference from the students' first language into Arabic. The students referred to language (1) when they respond into Arabic. These findings match the results of Al-Anati (2003) and Belnap (2006). They stated that teaching Arabic for non-natives had not achieved the desired position among speakers of Arabic language yet.

On the other hand, the teachers stated that there is a major cause related to the textbook materials as shown in Table 13 (p. 52). They stated that the textbook materials are not prepared to fill the cultural gaps the students face.

This factor appeared as a result of preparing of the textbook materials poorly. These results agree with Al-Anati (2003) and Kaleefa and Al-Hrout (2007) who claimed that a number of significant reasons for non-native learners' weakness in Arabic are the existing textbooks, the language of instruction and the unqualified instructors.

5.3 Discussion of the Findings of Question Three: *What solutions are suggested by the respondents to solve these problems?*

Answers of the students and the teachers have suggested solutions for the problems the non-native learners of Arabic face as shown in Table 15 (p. 54). They have stated that the students should work hard on learning pronunciation, learning vocabulary, learning grammar, practice speaking, practice writing of Modern Standard Arabic and understand Modern Standard Arabic texts and practice different varieties of colloquial Arabic. The teachers' answers recommended that the students should work hard on learning grammar, speaking and writing. These solutions help the students to bridge the gap between the Arabic language varieties "the diglossic nature of Arabic". These findings are similar to Maxos (2002), who suggested that understanding Arabic should be based on scientific analysis of the actual use of the language by the majority of people who speak it.

The second part of the third question suggested solutions related to the textbook materials as shown in Table 17 (p. 54). The students suggested that the textbook materials should focus mainly on learning speaking correctly and that they should present vocabulary in appropriate contexts and situations. It also pointed out that they should relate reading passages to the student's background, and they should select passages within the vocabulary range of the pupils, and relate the written works to students' age, interests and environment. Similarly, the teachers' answers emphasized the same points but they added that the textbook materials should relate content to the learner's culture and environment. It is very important to help the students to bridge the gap of learning a foreign language. If the students have difficulties in learning Arabic, the materials should solve these difficulties and make every thing clear and easy. These findings agree with Amayreh (1984), who claimed that the solution to this problem is to keep in mind that language is made up of a number of skills that are not totally separate and when a group of scholars try to write a textbook they should begin by finding the basic vocabulary and structures that the students need and teach the writing system by using these basic elements as writing examples and exercises.

Finally, the suggested solutions of the classroom activities and exercises, as shown in Table 19 (p.56), indicate that the teachers should focus on the activities which encourage students' participation and include some interesting games; should require students to work outside the classroom, should use teaching aids effectively; should give the students the opportunity to practice the language and the exercises should help in transferring theoretical knowledge into classroom practice. Similarly, the teachers added that the activities should take into account the students' cultural background; should not neglect the students' mother tongue; should include some interesting games and they should be based on the library skills. The communicative method of teaching should be utilized and the use of the teaching aids should be used more effectively to help the students in the learning process. These findings are in line with Nielsen (1994) and Faryadi (2007) who stated that one of the suggested solutions is to use teaching aids such as audiovisual materials in teaching Arabic effectively. Moreover, Students must be given the choice to learn cooperatively and at the same time must be encouraged to participate in class activities without fear and humiliation. Instructors must integrate technology to aid them while teaching their lessons. Learners should be persuaded to use critical thinking and reasoning in the classrooms to help improve their learning skills.

5.4 Summary of Conclusions

The following conclusions can be drawn based on the results obtained and discussed before. Data concluded that the non-native students encounter different problems in learning Arabic. The data also elaborated on the causes of these problems and the suggested solutions. It is clear that both the students and the teachers agreed that the linguistic problems are more evident than the other problems. They also mentioned other causes such as the diglossic nature of Arabic and the textbook materials. However, both groups agreed about the all suggested solutions in the questionnaires.

Appendix A
Middle East University Permission Letter to
The University Of Jordan

68

معالي الأستاذ الدكتور خالد الكركي الأكرم
رئيس الجامعة الأردنية

تحية طيبة وبعد ،،،

يقوم الطالب محمد أحمد الشلاخ بإعداد دراسة بعنوان "تعليم العربية لغير الناطقين بها في المدارس الخاصة والجامعات الأردنية: مشكلات وأسباب وحلول" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير: تخصص لغة إنجليزية وآدابها من جامعة الشرق الأوسط للدراسات العليا، ويحتاج ذلك إلى مقابلة وتوزيع استبانة على الأساتذة والطلبة الأجانب الذين يتعلمون العربية لغير الناطقين بها في جامعتكم الموقرة.

يرجى تسهيل مهمة الطالب المذكورة وتقديم المساعدة الممكنة له.

و تفضلوا بقبول فائق الاحترام ،،،

رئيس الجامعة بالوكالة

٥١٤

أ.د محمد النعيمي



Appendix B
Middle East University Permission Letter to Al-Albayt
University

69

**عطوفة الأستاذ الدكتور نبيل شواقفة المحترم
رئيس جامعة آل البيت**

تحية طيبة وبعد ،،،

يقوم الطالب محمد أحمد الشلاخ بإعداد دراسة بعنوان "تعليم العربية لغير الناطقين بها في المدارس الخاصة والجامعات الأردنية: مشكلات وأسباب وحلول" وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير: تخصص لغة إنجليزية وآدابها من جامعة الشرق الأوسط للدراسات العليا، ويحتاج ذلك إلى مقابلة وتوزيع استبانة على الأساتذة والطلبة الأجانب الذين يتعلمون العربية لغير الناطقين بها في جامعتكم الموقرة.

يرجى تسهيل مهمة الطالب المذكورة وتقديم المساعدة الممكنة له.

و تفضلوا بقبول فائق الاحترام ،،،

رئيس الجامعة بالوكالة

أ.د محمد النعيمي



5.5 Recommendations and Suggestions for Future Research

On the bases of the results of this study, the researcher proposes a number of points be taken into consideration by future researchers:

1. Evaluate textbook materials used in teaching Arabic as a second or a foreign language, and show their strengths and weaknesses.
2. Design textbooks that emphasise both cultures and focus on all language skills such as listening, speaking, reading and writing, in addition to paying attention to grammar, pronunciation and vocabulary.
3. Conduct further research on non-natives who are younger than university students i.e. non-natives who are enrolled in Private Jordanian Secondary Schools.
4. Conduct further research on the best methods used in teaching diglossic languages.

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Appendix C

Panel of Experts and Validation Letters

Name	Position	Specialization	Place of Work
1-Oudeh abu Oudeh.	Associate Professor	Language and Syntax	MEU
2-. Najeh Orabi.	Assistant Professor	Methods and Curricula	University of Jordan / CIEE
3- Saleh Abu Seni.	Assistant Professor	Language and Syntax	University of Jordan
4- Salem Al-Karara'a	Assistant Professor	Andalusia Literature	University of Jordan

Dear Professor, Supervisor and Teacher:

I am currently in the process of determining the face and content validity of the survey instruments, which I am going to use for collecting data for my M.A. thesis titled (Teaching Arabic for Non-Natives in the Public Jordanian Universities: Problems, Causes, and Solutions). I truly appreciate your comments as experts who will in helping determining the face and content validity of the three survey instruments: semi-structured interviews and questionnaires for teachers and students.

I am grateful to you for the time you will take in commenting on the following questions:

1. Are the questions in the instruments related to the topic under investigation namely, teachers' attitudes and reasons of code switching?

2. Do the instruments measure what they are supposed to measure?

3. Are the items clear and their language appropriate?

Please feel free to make any additional suggestions:

Thank you again for your assistance in this matter.

Sincerely,
Mohammad Al-Shallakh.
M.A. Student\MEU.

جامعة الشرق الاوسط للدراسات العليا
كلية الاداب \ قسم اللغة الانجليزية وادابها

اسم المحكم :.....

الدرجة العلمية :.....

التخصص :.....

المؤسسة التي تعمل بها :.....

فأنا الباحث محمد أحمد ابراهيم الشلاخ , من جامعة الشرق الاوسط للدراسات العليا , يسرني ابلاغكم بان

مشرفي البروفسور بدر الدويك قد زكى اسم حضرتك لتكون احد الاعضاء المحكمين لاداة البحث (

الاستبانة) للرسالة ذات العنوان:

" تعلم العربية لغير الناطقين بها في المدارس الخاصة والجامعات الاردنية : مشكلات وأسباب

وحلول"

تهدف هذه الاستبانة المرفقة الى الاجابة عن الاسئلة الثلاثة الاتية:

1- ما المشكلات التي يعاني منها الطلبة الاجانب في تعلم اللغة العربية؟

2- ما اسباب هذه المشكلات؟

3- ما الحلول المقترحة لهذه المشكلات؟

راجيا من حضرتكم مراجعة هذه الاستبانة المكونة من قسمين: الاول وسيتم توجيهه الى المعلم , والثاني سيتم توجيهه

الى الطالب. وكلا الاستبانتين تبحث في عدد من المحاور : مشكلات لغوية و مشكلات لها علاقة بالطالب و مشكلات لها

علاقة بالمعلم و مشكلات لها علاقة بالمنهاج و مشكلات لها علاقة بالتمارين والنشاطات الصفية وأخيرا اسباب هذه

المشكلات لكل محور على حده. راجيا من حضرتكم تزويدي بملاحظاتكم و توصياتكم على محتواها وهل هي مناسبة

لتقيس ما صممت لتقيسه.

مع جزيل الشكر والامتنان

الباحث: محمد احمد الشلاخ

Appendix D

Semi-Structured Interview Questions

The following are the questions and sub-questions that are going to be asked to the teachers during the semi-structured interview. The interview provides an in-depth information to interpret the data collected. The interviewee has been informed that the interview would take about twenty minutes.

Instructions for the researcher:

Ask for permission to interview the teacher.

Introduce yourself to break the ice.

Prepare the sheet that contains the questions with convenient space to take notes and reactions.

Informal interviews:

Open-ended questions:

Q1- What are the problems that encounter in learning Arabic for non-native learners in the Jordanian universities?

Q2- What factors might have caused these problems?

Q3- What solutions are offered to solve these problems?

Appendix E Students' Questionnaire

Dear student:

I am a graduate student at Middle East University for Graduate Studies (MEU). I am conducting a study for my M.A. degree. The purpose of this research is to collect information about the students' problems in learning Arabic as a foreign or second language and the causes of these problems at Jordanian Universities and private schools in Jordan.

I am requesting your participation, which will involve filling in the attached questionnaire. It should take between 10-15 minutes. The questionnaire is confidential.

Demographic Background:

Please choose one item by putting [x] inside the box provided:

A. Sex:

1- Male: []

2- Female: []

B. Religion:

1- Muslim [] 2- Christian [] 3- Other.....

C. Age:

- 3- Between 20 - 29: [] 4- Between 30 – 39: []
 5- Between 40 – 59: [] 6- More than 60 []

D. Level of education:

- 1 - Two years collage: [] 2- B.A. or B.Sc.: []
 3- M.A, or equivalent [] 4- Ph.D, or equivalent []

E. The type of school attended:

- 1- Private School [] 2- University of Jordan []

F. Nationality:

- 1- Jordanian [] 2- Other.....

G. The mother tongue:

- 1- English: [] 2- Other:.....

F. Language of the parents:

- _____ 1- Father's mother tongue 2-
 Mother's mother tongue.....

1. Problems Non-natives face in learning Arabic as a second or a foreign language:

I- Linguistic Problems	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
A- Problems related to Modern Standard Arabic and colloquial Arabic. Students have a problem in:					
9. Learning Modern Standard Arabic pronunciation.					
10. Learning Modern Standard Arabic grammar.					
11. Learning Modern Standard Arabic vocabulary.					
12. Learning Modern Standard Arabic speaking.					
13. Learning Modern Standard Arabic writing.					
14. Understanding Modern Standard Arabic texts.					
15. Distinguishing between the different varieties of colloquial Arabic.					
16. Understanding Jordanian colloquial Arabic vocabularies.					

II- Problems Related to the Textbook	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
---	--------------------------	-----------------	------------------	--------------	-----------------------

Materials					
1. The assigned Arabic student's textbook materials (Teaching Arabic for Non-natives*) do not focus on learning speaking correctly. * The series only consists of Student's book.					
2. The textbook materials do not relate content to the learner's culture and environment.					
3. The textbook materials do not select structures with regard to differences between L1 & L2 cultures.					
4. The textbook materials do not present vocabulary in appropriate contexts and situations.					
5. The textbook materials do not relate reading passages to the student background.					
6. The textbook materials do not select passages within the vocabulary range of the pupils.					
7. The textbook materials do not relate written work to students' age, interests and environment.					
III-Classroom Activities and Exercises	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Activities do not take into account students' cultural background.					
2. Activities neglect the mother tongue of the students.					
3. Activities do not encourage students' participation.					
4. Activities do not include some interesting games.					
5. Activities are not based on library skills.					
6. Activities do not require students to work outside the classroom.					
7. Activities do not use teaching aids such as visual, auditors... etc effectively.					
8. Activities do not give students opportunity to practice the language.					

9. Exercises do not help in transferring theoretical knowledge into classroom practice.					
---	--	--	--	--	--

Factors that might have caused these problems

I- Linguistic Causes	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Learning Arabic is influenced by students' mother tongue.					
2. The goal of joining the Arabic learning program is to read and to converse in Arabic.					
3. The linguistic system of Arabic is different from that of students' language.					
4. The existence of too many synonyms in Arabic.					
5. The language of teaching at university differs from the colloquial language spoken in community.					
6. The existence of different varieties of Arabic.					
II- Causes Related to Classroom Activities	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The lack of language laboratory activities for non-natives at the university.					
2. The activities are not suitable for the students' age.					
3. The activities don't present all language skills.					
IV- Causes Related to Textbook Materials	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. The lack of references and periodicals related to teaching Arabic to non-natives.					
2. Arabic teaching textbook materials are tailored to Arabic speakers; not non-natives.					
3. Textbook materials do not have enough exercises.					
4. Textbook materials are not prepared to fill the cultural gaps that face the students.					

Some Solutions for these Problems

I. Linguistic Solutions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
--------------------------------	-------------------	----------	-----------	-------	----------------

<p style="text-align: center;">A- Solutions related to Modern Standard Arabic. Students should :</p> <p>1. work hard on the pronunciation of Modern Standard Arabic.</p>					
<p>2. work hard on learning and practicing Modern Standard Arabic.</p>					
<p>3. work hard on learning vocabulary of Modern Standard Arabic.</p>					
<p>4. practice speaking Modern Standard Arabic in different situations.</p>					
<p>5. practice writing Modern Standard Arabic.</p>					
<p>6. understand the linguistic phenomena through Modern Standard Arabic texts, i.e. the use of two distinct varieties of the same language</p>					
<p>7. take into consideration that they have to learn and practice more different varieties of colloquial Arabic, especially Jordanian colloquial Arabic. Suggest other linguistic solutions.....</p>					
<p style="text-align: center;">II- Solutions Related to the Textbook Materials</p>	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
<p style="text-align: center;">The textbook materials should:</p> <p>1. focus on learning speaking correctly.</p>					
<p>2. relate content to the learner's culture and environment.</p>					
<p>3. present vocabulary in appropriate contexts and situations.</p>					
<p>4. relate reading passages to the student's background.</p>					

5. select passages within the vocabulary range of the pupils.					
6. relate written work to students' age, interests and environment. Suggest other solutions					
III- Solutions Related to Classroom Activities and Exercises:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Activities should:					
1. take into account students' cultural background.					
2. not neglect the students' mother tongue.					
3. encourage students' participation.					
4. include some interesting games.					
5. be based on library skills.					
6. require students to work outside the classroom.					
7. use teaching aids such as visual, auditors .. etc. effectively.					
8. give students opportunity to practice the language.					
9. Exercises should help in transferring theoretical knowledge into classroom practice. Suggest other solutions					

Appendix G

Arabic Questionnaires

استبانة الطلبة

عزيزي الطالب:

انا طالب في جامعة الشرق الاوسط للدراسات العليا اقوم بدراسة ميدانية باستخدام اداة الاستبانة لاستكمال متطلبات نيل درجة الماجستير. تهدف هذه الاستبانة الى التحقق من المشكلات التي تواجه الطلبة غير الناطقين باللغة العربية يؤكد الباحث ان المعلومات المستلمة من الطلبة في الاستبانة سوف تستخدم فقط لاغراض البحث العلمي. الرجاء التعامل مع الاسئلة بمصادقية قدر الامكان. تحتوي الاستبانة على ثلاثة اجزاء: 1- معلومات احصائية. 2- مشكلات الطلبة في تعلم العربية. 3- اسبابها.

معلومات احصائية:

يرجى التكرم بوضع اشارة () داخل المربع الذي يمثل درجة احساسك بهذه المشكلة أو وجودها لديك.

- 1- الجنس: ذكر () انثى ()
- 2- الديانة: الاسلام () المسيحية () غيرها
- 3- العمر: 29-20 () 39-30 () 59-40 () اكثر من 60
- 4- المستوى الاكاديمي: دبلوم () بكالوريوس () ماجستير () دكتوراه () 5-
- المؤسسة التي تدرس بها: الجامعة الاردنية () جامعة ال البيت ()
- 6- الجنسية: اردني () غيرها
- 7- اللغة الام: الانجليزية () غيرها
- 8- لغة الوالدين: الانجليزية () غيرها

المشاكلات التي يعاني الطلبة منها في تعلم اللغة العربية:

أولا - المشكلات اللغوية					
لا اوافق بشدة	لا اوافق	لا اعرف	وافق	وافق بشدة	
					أ- المشكلات التي تتعلق باللغة العربية الفصحى واللهجات العامية الطلبة لديهم مشكلة في:
					1- تعلم نطق العربية الفصحى.
					2- تعلم قواعد العربية الفصحى.
					3- تعلم مترادفات العربية الفصحى.

					4- تعلم محادثة العربية الفصحى.
					5- تعلم كتابة العربية الفصحى.
					6- فهم نصوص العربية الفصحى.
					7- التمييز بين اللهجات العربية العامية المختلفة
					8- فهم مترادفات اللهجة العامية الاردنية.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثانيا- مشكلات لها علاقة بالمنهاج
					1- المنهاج المستخدم (تعليم العربية للناطقين بغيرها*) لا يركز على مهارة المحادثة. * المنهاج مكون فقط من كتاب الطالب.
					2- محتوى المنهاج لا يربط بين ثقافة المتعلم والبيئة المحيطة به.
					3- المنهاج لا يراعي الاختلاف بين الثقافتين.
					4- المنهاج لا يعرض المفردات بنصوص او مواقف مناسبة.
					5- المنهاج لا يربط نصوص القراءة بخلفية الطالب.
					6- مفردات المنهاج لا تتناسب مع مستوى الطلبة.
					7- المنهاج لا يربط الاعمال الكتابية بعمر الطالب ولا اهتماماته ولا بيئته.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثالثا- مشكلات لها علاقة بالنشاطات الصفية و التمارين.
					1- لا تاخذ النشاطات بعين الاعتبار ثقافة الطالب.
					2- تهمل النشاطات لغة الطالب الام.
					3- النشاطات لا تشجع الطلبة على المشاركة.
					4- لا تحتوي النشاطات على حيوية ممتعة.
					5- النشاطات لا تعتمد على استخدام المكتبة.
					6- النشاطات لا تتطلب من الطلبة العمل خارج الصف.
					7- النشاطات لا تستخدم ادوات التعليم المرئية او المسموعة بشكل فاعل.
					8- النشاطات لا تعطي الفرصة للطلبة لاستخدام اللغة.
					9- التمارين لا تساعد في نقل المعرفة في النشاط الصفى.

اسباب هذه المشاكلات:

اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	أولا- اسباب لغوية
					1- تعلم الطالب للغة العربية متأثر بلغته الام.

					2- الهدف من تعلم العربية لدى الطالب هو القدرة على القراءة و اجراء المحادثة.
					3- النظام اللغوي لتعليم العربية يختلف عن نظام تعليم لغة الطالب الام.
					4- وجود العديد من المترادفات العربية.
					5- اللغة التي يتعلمها الطالب في الجامعة تختلف عن اللغة المحكية في الشارع.
					6- وجود العديد من الاشكال اللغوية للغة العربية.
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	ثانيا- اسباب لها علاقة بالنشاطات الصفية
					1- نقص مختبرات اللغة وتقنيات التعلم في الجامعة .
					2- النشاطات غير متناسبة مع عمر الطلاب.
					3- النشاطات لاتعزز كل المهارات اللغوية.
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	ثالثا- أسباب لها علاقة بالمنهاج
					1- عدم وجود مراجع لتعليم العربية للناطقين بغيرها ليرجع اليها الطالب .
					2- المنهاج المتوفرة مناسبة لطلاب يتحدثون العربية وليس مخصصا للناطقين بغيرها.
					3- المنهاج لا يحتوي على تمارين كافية.
					4- المنهاج لم يعد لملء الفجوات الثقافية التي يعاني منها الطلبة

الحلول المقترحة لهذه المشكلات:

لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	اولا- حلول لغوية
					حلول لها علاقة باللغة العربية الفصحى. يجب على الطلبة:
					1- العمل بجد على لفظ اللغة العربية الفصحى.
					2- العمل بجد في تعلم وممارسة قواعد اللغة.
					3- العمل بجد في تعلم مفردات اللغة.
					4- ممارسة المحادثة في مختلف الظروف.
					5- ممارسة الكتابة .
					6- فهم الظاهرة اللغوية من خلال النصوص.
					7- الاخذ بعين الاعتبار انه يجب عليهم تعلم و ممارسة الكثير من اللهجات العامية وخاصة اللهجة الاردنية العامية.
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	ثانيا- حلول لها علاقة بالمنهاج
					يجب على المنهاج ان:
					1- يركز على تعلم المحادثة بشكل صحيح.

					2- يربط المحتوى بثقافة المتعلمين وبيئتهم.
					3- يقدم المفردات في نصوص ومواقف مناسبة.
					4- يربط قطع القراءة بخلفية الطلبة.
					5- ان يختار الفقرات بمستوى مترادفات ملائم للطلبة.
					6- يربط الاعمال الكتابية بعمر واهتمامات وبيئة الطلبة.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثالثا- حلول لها علاقة بالنشاطات الصفية و التمارين
					يجب على النشاطات:
					1- الاخذ بعين الاعتبار خلفية الطلبة الاجتماعية وعلاقتها بالانشطة والتمارين الصفية.
					2- ان لاتهمل لغة الطلبة الام.
					3- ان تشجع مشاركة الطلبة.
					4- ان تحتوي على العاب ممتعة.
					5- ان تعتمد على المهارات المتبينة.
					6- ان تطلب من الطلبة العمل خارج الصف.
					7- ان تستخدم وسائل تعليمية مرئية وصوتية بشكل فاعل.
					8- ان تعطي الفرصة للطلبة لاستخدام اللغة.
					9- يجب ان تساعد التمارين على نقل المعرفة انظرية الى الممارسة الصفية.

Appendix F

Teachers' Questionnaire

This questionnaire aims at investigating the problems that face non-natives in learning Arabic as a second or foreign language. The researcher assures you that the information provided in response to the items in the questionnaire will be used for the sole purposes of academic research. Your cooperation in filling out the questionnaire as accurately as possible is highly appreciated.

The questionnaire consists of three parts: 1. demographic data. 2. Students' problems in learning Arabic. 3. Causes of these problems.

Part One : Demographic Background

1- Demographic Data & Social Background:

Please choose one item by putting [x] inside the box provided:

B. Sex:

1- Male: []

2- Female: []

C. Level of education:

1 - Two years collage: []

2- B.A. or B.Sc.: []

3- M.A, or equivalent []

4- Ph.D, or equivalent []

C. The type of school attended:

1- University of Jordan []

2- Al Albayt University []

1. Problems Non-native students face in learning Arabic as a second or a foreign language:

I- Linguistic Problems	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
B- Problems related to Modern Standard Arabic and colloquial Arabic: Students have a problem in:					
17.Learning Modern Standard Arabic pronunciation.					
18.Learning Modern Standard Arabic grammar.					
19.Learning Modern Standard Arabic vocabulary.					
20.Learning Modern Standard Arabic speaking.					
21.Learning Modern Standard Arabic writing.					

22. Understanding Modern Standard Arabic texts.					
23. Distinguishing between the different varieties of colloquial Arabic.					
24. Understanding Jordanian colloquial Arabic vocabularies.					

II- Problems Related to the Textbooks	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
8. The assigned Arabic textbook materials (Teaching Arabic for Non-Natives *) do not focus on learning speaking correctly. * The series only consists of Student's book.					
9. The textbook materials do not relate content to the learner's culture and environment.					
10. The textbook materials do not select structures with regard to differences between L1 & L2 cultures.					
11. The textbook materials do not present vocabulary in appropriate contexts and situations.					
12. The textbook materials do not relate reading passages to the student background.					
13. The textbook materials do not select passages within the vocabulary range of the pupils.					
14. The textbook materials do not relate written work to students' age, interests and environment.					
III-Classroom Activities and Exercises	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. Activities do not take into account students' cultural background.					
11. Activities neglect the mother tongue of the students.					
12. Activities do not encourage students' participation.					
13. Activities do not include some interesting games.					
14. Activities are not based on library skills.					

15. Activities do not require students to work outside the classroom.					
16. Activities do not use teaching aids such as visual, auditors... etc effectively.					
17. Activities do not give students opportunity to practice the language.					
18. Exercises do not help in transferring theoretical knowledge into classroom practice.					

Factors that might have caused these problems

I- Linguistic Causes	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
7. Learning of Arabic is influenced by students' mother tongue.					
8. The goal of joining the Arabic learning program is to read and to converse in Arabic.					
9. The linguistic system of Arabic is different from that of students' language.					
10. The existence of too many synonyms in Arabic.					
11. The language of teaching at university differs from the colloquial language spoken in community.					
12. The existence of different varieties of Arabic.					
II- Causes Related to Classroom Activities	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
4. The lack of language laboratory activities for non-natives at the university.					
5. The activities are not suitable for the students' age.					
6. The activities don't present all language skills.					
IV- Causes Related to Textbook Materials	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. The lack of references and periodicals related to teaching Arabic to non-natives.					
6. Arabic teaching textbook materials are tailored to Arabic speakers; not non-natives.					
7. Textbook materials do not have enough exercises.					

8. Textbook materials are not prepared to fill the cultural gaps that face the students.					
--	--	--	--	--	--

Some Solutions for these Problems

I. Linguistic Solutions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
A- Solutions related to Modern Standard Arabic. Students should :					
8. work hard on the pronunciation of Modern Standard Arabic.					
9. work hard on learning and practicing Modern Standard Arabic.					
10. work hard on learning vocabulary of Modern Standard Arabic.					
11. practice speaking Modern Standard Arabic in different situations, i.e. the use of two distinct varieties of the same language					
12. practice writing Modern Standard Arabic.					
13. understand the linguistic phenomena through Modern Standard Arabic texts.					
14. take into consideration that they have to learn and practice more different varieties of colloquial Arabic, especially Jordanian colloquial Arabic. Suggest other linguistic solutions.....					
II- Solutions Related to the Textbook Materials	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The student's textbook should:					
7. focus on learning speaking correctly.					
8. relate content to the learner's culture and environment.					
9. present vocabulary in appropriate					

contexts and situations.					
10.relate reading passages to the student's background.					
11.select passages within the vocabulary range of the pupils.					
12.relate written work to students' age, interests and environment. Suggest other solutions					
III- Solutions Related to Classroom Activities and Exercises:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Activities should:					
10.take into account students' cultural background.					
11.not neglect the students' mother tongue.					
12.encourage students' participation.					
13.include some interesting games.					
14.be based on library skills.					
15.require students to work outside the classroom.					
16.use teaching aids such as visual, auditors .. etc. effectively.					
17.give students opportunity to practice the language.					
18.Exercises should help in transferring theoretical knowledge into classroom practice. Suggest other solutions					

Appendix G

Arabic Questionnaires

استبانة الطلبة

عزيزي الطالب:

انا طالب في جامعة الشرق الاوسط للدراسات العليا.اقوم بدراسة ميدانية باستخدام اداة الاستبانة لاستكمال متطلبات نيل درجة الماجستير. تهدف هذه الاستبانة الى التحقق من المشكلات التي تواجه الطلبة غير الناطقين باللغة العربية. يؤكد الباحث ان المعلومات المستلمة من الطلبة في الأستبانة سوف تستخدم فقط لاغراض البحث العلمي. الرجاء التعامل مع الاسئلة بمصداقية قدر الامكان.

تحتوي الاستبانة على ثلاثة اجزاء: 1- معلومات احصائية. 2- مشكلات الطلبة في تعلم العربية. 3- اسبابها.

معلومات احصائية:

يرجى التكرم بوضع اشارة () داخل المربع الذي يمثل درجة احساسك بهذه المشكلة أو وجودها لديك.

- 1- الجنس: ذكر () انثى ()
- 2- الديانة: الاسلام () المسيحية () غيرها.....
- 3- العمر: 29-20 () 39-30 () 40-59 () اكثر من 60.....
- 4- المستوى الاكاديمي: دبلوم () بكالوريوس () ماجستير () دكتوراه () 5-
- المؤسسة التي تدرس بها: الجامعة الاردنية () جامعة ال البيت ()
- 6- الجنسية: اردني () غيرها.....
- 7- اللغة الام: الانجليزية () غيرها.....
- 8- لغة الوالدين: الانجليزية () غيرها.....

المشاكلات التي يعاني الطلبة منها في تعلم اللغة العربية:

أولا - المشكلات اللغوية					
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	
					أ- المشكلات التي تتعلق باللغة العربية الفصحى واللهجات العامية <u>الطلبة لديهم مشكلة في:</u>
					1- تعلم نطق العربية الفصحى.
					2- تعلم قواعد العربية الفصحى.
					3- تعلم مترادفات العربية الفصحى.

					4- تعلم محادثة العربية الفصحى.
					5- تعلم كتابة العربية الفصحى.
					6- فهم نصوص العربية الفصحى.
					7- التمييز بين اللهجات العربية العامية المختلفة
					8- فهم مترادفات اللهجة العامية الاردنية.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثانيا- مشكلات لها علاقة بالمنهاج
					1- المنهاج المستخدم (تعليم العربية للناطقين بغيرها*) لا يركز على مهارة المحادثة. * المنهاج مكون فقط من كتاب الطالب.
					2- محتوى المنهاج لا يربط بين ثقافة المتعلم والبيئة المحيطة به.
					3- المنهاج لا يراعي الاختلاف بين الثقافتين.
					4- المنهاج لا يعرض المفردات بنصوص او مواقف مناسبة.
					5- المنهاج لا يربط نصوص القراءة بخلفية الطالب.
					6- مفردات المنهاج لا تتناسب مع مستوى الطلبة.
					7- المنهاج لا يربط الاعمال الكتابية بعمر الطالب ولا اهتماماته ولا بيئته.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثالثا- مشكلات لها علاقة بالنشاطات الصفية و التمارين.
					1- لا تاخذ النشاطات بعين الاعتبار ثقافة الطالب.
					2- تهمل النشاطات لغة الطالب الام.
					3- النشاطات لا تشجع الطلبة على المشاركة.
					4- لا تحتوي النشاطات على حيوية ممتعة.
					5- النشاطات لا تعتمد على استخدام المكتبة.
					6- النشاطات لا تتطلب من الطلبة العمل خارج الصف.
					7- النشاطات لا تستخدم ادوات التعليم المرئية او المسموعة بشكل فاعل.
					8- النشاطات لا تعطي الفرصة للطلبة لاستخدام اللغة.
					9- التمارين لا تساعد في نقل المعرفة في النشاط الصف.

اسباب هذه المشاكلات:

اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	أولا- اسباب لغوية
					1- تعلم الطالب للغة العربية متأثر بلغته الام.

					2- الهدف من تعلم العربية لدى الطالب هو القدرة على القراءة و اجراء المحادثة.
					3- النظام اللغوي لتعليم العربية يختلف عن نظام تعليم لغة الطالب الام.
					4- وجود العديد من المترادفات العربية.
					5- اللغة التي يتعلمها الطالب في الجامعة تختلف عن اللغة المحكية في الشارع.
					6- وجود العديد من الاشكال اللغوية للغة العربية.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثانيا- اسباب لها علاقة بالنشاطات الصفية
					1- نقص مختبرات اللغة وتقنيات التعلم في الجامعة .
					2- النشاطات غير متناسبة مع عمر الطلاب.
					3- النشاطات لاتعزز كل المهارات اللغوية.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثالثا- أسباب لها علاقة بالمنهاج
					1- عدم وجود مراجع لتعليم العربية للناطقين بغيرها ليرجع اليها الطالب .
					2- المنهاج المتوفرة مناسبة لطلاب يتحدثون العربية وليس مخصصا للناطقين بغيرها.
					3- المنهاج لا يحتوي على تمارين كافية.
					4- المنهاج لم يعد لملء الفجوات الثقافية التي يعاني منها الطلبة

الحلول المقترحة لهذه المشكلات:

اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	اولا- حلول لغوية
					حلول لها علاقة باللغة العربية الفصحى. يجب على الطلبة:
					1- العمل بجد على لفظ اللغة العربية الفصحى.
					2- العمل بجد في تعلم وممارسة قواعد اللغة.
					3- العمل بجد في تعلم مفردات اللغة.
					4- ممارسة المحادثة في مختلف الظروف.
					5- ممارسة الكتابة .
					6- فهم الظاهرة اللغوية من خلال النصوص.
					7- الاخذ بعين الاعتبار انه يجب عليهم تعلم و ممارسة الكثير من اللهجات العامية وخاصة اللهجة الاردنية العامية.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثانيا- حلول لها علاقة بالمنهاج
					يجب على المنهاج ان:
					1- يركز على تعلم المحادثة بشكل صحيح.

					2- يربط المحتوى بثقافة المتعلمين وبيئتهم.
					3- يقدم المفردات في نصوص ومواقف مناسبة.
					4- يربط قطع القراءة بخلفية الطلبة.
					5- ان يختار الفقرات بمستوى مترادفات ملائم للطلبة.
					6- يربط الاعمال الكتابية بعمر واهتمامات وبيئة الطلبة.
اوافق بشدة	اوافق	لا اعرف	لا اوافق	لا اوافق بشدة	ثالثا- حلول لها علاقة بالنشاطات الصفية و التمارين
					يجب على النشاطات:
					1- الاخذ بعين الاعتبار خلفية الطلبة الاجتماعية وعلاقتها بالانشطة والتمارين الصفية.
					2- ان لاتهمل لغة الطلبة الام.
					3- ان تشجع مشاركة الطلبة.
					4- ان تحتوي على العاب ممتعة.
					5- ان تعتمد على المهارات المتبينة.
					6- ان تطلب من الطلبة العمل خارج الصف.
					7- ان تستخدم وسائل تعليمية مرئية وصوتية بشكل فاعل.
					8- ان تعطي الفرصة للطلبة لاستخدام اللغة.
					9- يجب ان تساعد التمارين على نقل المعرفة انظرية الى الممارسة الصفية.

Teachers' Questionnaire

استبانة المعلمين

تهدف هذه الاستبانة الى التحقق من المشكلات التي تواجه الطلبة غير الناطقين باللغة العربية يؤكد الباحث ان المعلومات المستلمة من المشاركين في الاستبانة سوف تستخدم فقط لاغراض البحث العلمي. الرجاء التعامل مع الاسئلة بمصداقية قدر الامكان. تحتوي الاستبانة على ثلاثة اجزاء: 1- معلومات احصائية. 2- مشكلات الطلبة في تعلم العربية . 3 - اسبابها.

الجزء الاول : معلومات احصائية:

يرجى التكرم بوضع بوضع اشارة () داخل المربع الذي يمثل درجة احساسك بهذه المشكلة أو وجودها لديك.

1- الجنس: ذكر () انثى ()

2- المستوى الاكاديمي : دبلوم () بكالوريوس () ماجستير () دكتوراه ()

3- المؤسسة التي تعمل بها: الجامعة الاردنية () جامعة ال البيت ()

المشكلات التي يعاني الطلبة منها في تعلم اللغة العربية:

لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	أولا - المشكلات اللغوية
					أ- المشكلات التي تتعلق باللغة العربية الفصحى واللهجات العامية الطلبة لديهم مشكلة في:
					1- تعلم النطق العربية الفصحى.
					2- تعلم قواعد العربية الفصحى.
					3- تعلم مترادفات العربية الفصحى.
					4- تعلم محادثة العربية الفصحى.
					5- تعلم كتابة العربية الفصحى.
					6- فهم نصوص العربية الفصحى.
					7- التمييز بين اللهجات العربية العامية المختلفة
					8- فهم مترادفات اللهجة العامية الاردنية.
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	ثانيا- مشكلات لها علاقة بالمنهاج
					1- المنهاج المستخدم (تعليم العربية للناطقين بغيرها*) لا يركز على مهارة المحادثة. * المنهاج مكون فقط من كتاب الطالب.
					2- محتوى المنهاج لا يربط بين ثقافة المتعلم والبيئة المحيطة به.
					3- المنهاج لا يخذ بعين الاعتبار الاختلاف بين الثقافتين.

					4- المنهاج لا يعرض المفردات بنصوص او مواقف مناسبة.
					5- المنهاج لا يربط نصوص القراءة بخلفية الطالب.
					6- مفردات المنهاج لا تتناسب مع مستوى الطلبة.
					7- المنهاج لا يربط الاعمال الكتابية بعمر الطالب ولا اهتماماته ولا بيئته.
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة	ثالثا- مشكلات لها علاقة بالنشاطات الصفية و التمارين.
					1- لا تاخذ النشاطات بعين الاعتبار ثقافة الطالب.
					2- تهمل النشاطات لغة الطالب الام.
					3- النشاطات لا تشجع الطلبة على المشاركة.
					4- لا تحتوي النشاطات على حيوية ممتعة.
					5- النشاطات لا تعتمد على استخدام المكتبة.
					6- النشاطات لا تتطلب من الطلبة العمل خارج الصف.
					7- النشاطات لا تستخدم ادوات التعليم المرئية او المسموعة بشكل فاعل.
					8- النشاطات لا تعطي الفرصة للطلبة لاستخدام اللغة.
					9- التمارين لا تساعد في نقل المعرفة في النشاط الصف.

اسباب هذه المشاكلات:

وافق بشدة	وافق	لا اعرف	لا وافق	لا وافق بشدة	أولا- اسباب لغوية
					1- تعلم الطالب للغة العربية متأثر بلغته الام.
					2- الهدف من تعلم العربية لدى الطالب هو القدرة على القراءة و اجراء المحادثة.
					3- النظام اللغوي لتعليم العربية يختلف عن نظام تعليم لغة الطالب الام.
					4- وجود العديد من المترادفات العربية.
					5- اللغة التي يتعلمها الطالب في الجامعة تختلف عن اللغة المحكية في الشارع.
					6- وجود العديد من الاشكال اللغوية للغة العربية.
وافق بشدة	وافق	لا اعرف	لا وافق	لا وافق بشدة	ثانيا- اسباب لها علاقة بالنشاطات الصفية
					1- نقص مختبرات اللغة وتقنيات التعلم في الجامعة.
					2- النشاطات غير متناسبة مع عمر الطلاب.

3- النشاطات لاتعزز كل المهارات اللغوية.				
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة
				ثالثا- أسباب لها علاقة بالمنهاج
				1- عدم وجود مراجع لتعليم العربية للناطقين بغيرها ليرجع اليها الطالب .
				2- المنهاج المتوفرة مناسبة لطلاب يتحدثون العربية وليس مخصصا للناطقين بغيرها.
				3- المنهاج لا يحتوي على تمارين كافية.
				4- المنهاج لم يعد لملء الفجوات الثقافية التي يعاني منها الطلبة

الحلول المقترحة لهذه المشكلات:

اولا- حلول لغوية				
لا وافق بشدة	لا وافق	لا اعرف	وافق	وافق بشدة
				حلول لها علاقة باللغة العربية الفصحى. يجب على الطلبة: 1- العمل بجد على لفظ اللغة العربية الفصحى. 2- العمل بجد في تعلم وممارسة قواعد اللغة. 3- العمل بجد في تعلم مفردات اللغة. 4- ممارسة المحادثة في مختلف الظروف. 5- ممارسة الكتابة . 6- فهم الظاهرة اللغوية من خلال النصوص. 7- الاخذ بعين الاعتبار انه يجب عليهم تعلم و ممارسة الكثير من اللهجات العامية وخاصة اللهجة الاردنية العامية.
				ثانيا- حلول لها علاقة بالمنهاج
				يجب على المنهاج ان: 1- يركز على تعلم المحادثة بشكل صحيح. 2- يربط المحتوى بثقافة المتعلمين وبيئتهم. 3- يقدم المفردات في نصوص ومواقف مناسبة. 4- يربط قطع القراءة بخلفية الطلبة. 5- ان يختار الفقرات بمستوى مترادفات ملائم للطلبة. 6- يربط الاعمال الكتابية بعمر واهتمامات وبيئة الطلبة.
				ثالثا- حلول لها علاقة بالنشاطات الصفية و التمارين

					يجب على النشاطات: 1-الاخذ بعين الاعتبار خلفية الطلبة الاجتماعية وعلاقتها بالانشطة والتمارين الصفية.
					2-ان لاتهمل لغة الطلبة الام.
					3-ان تشجع مشاركة الطلبة.
					4- ان تحتوي على العاب ممتعة.
					5- ان تعتمد على المهارات المتبينة.
					6- ان تطلب من الطلبة العمل خارج الصف.
					7- ان تستخدم وسائل تعليمية مرئية وصوتية بشكل فاعل.
					8- ان تعطي الفرصة للطلبة لاستخدام اللغة.
					9- يجب ان تساعد التمارين على نقل المعرفة انظرية الى الممارسة الصفية.