



**Difficulties of Teaching Arabic to Speakers of Other
Languages in Jordan**

صعوبات تعليم العربية للناطقين بغيرها في الأردن

**Prepared by
Amani Juma' Abu-Irmies**

**Supervised by
Professor Bader S. Dweik**

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Department of English Language and Literature**

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Authorization Form

I , *Amani Juma' Abu-Irmies* ,hereby authorize Middle East University to supply copies of my thesis to libraries ,organizations or individuals upon request .

Name : Amani Juma' Ali Abu-Irmies

Signature: *Amani Juma' Abu-Irmies*

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This thesis, "Difficulties of Teaching Arabic to Speakers of Other Languages in Jordan", was discussed and certified on the third of June, 2014.

Thesis Committee

Signature

Prof. Bader Dweik	Supervisor and Chairman
Prof. Tawfiq Yousef	Member
Prof. Lutfi Abu Al-haija'	External Examiner

Bader S. Dweik

Tawfiq Yousef

Lutfi Abu Al-haija'

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Dedication

I dedicate this thesis to my beloved parents who have been supporting and guiding me throughout the years of my life to reach this level .My thanks go to my sisters and brothers who have been always on my side motivating me to complete what I have started .

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Jordan

By

Amani Juma' Abu-Irmies

Supervised by

Professor Bader Dweik

Abstract

This study aimed at investigating the difficulties of teaching Arabic to speakers of other languages in Jordan .The study attempted to answer the following questions (i) what are the attitudes of the non-native learners toward learning Arabic culture? (ii) what are the difficulties that the non-native learners face in learning Arabic in Jordan ? (iii) what are the factors that cause these difficulties ? (iv) what solutions can be offered to solve these difficulties ? To achieve the goals of the study ,the researcher used two instruments, namely, students' questionnaire and informal interviews with teachers of Arabic .The sample included 43 students enrolled at Ali Baba International Center ,Qasid Arabic Institute and Modern Arabic Language International Center (MALIC). The sample also consisted of ten teachers who teach Arabic to speakers of other languages at the same centers.

Results of the study showed that the non-native learners of Arabic have positive attitudes towards Arabic culture. Results also revealed that the non-native learners of Arabic encountered numerous linguistic difficulties such as ,using Modern Standard Arabic (MSA) with the native speakers of Arabic in Jordan ,comprehending Jordanian colloquial Arabic and reading unpunctuated words .Moreover, the study unveiled the factors that caused these difficulties such as the existence of different varieties of Arabic, the linguistic differences between Arabic and the students' language in addition to the large number of morphological and syntactic restrictions in Arabic. Finally, different solutions were suggested to overcome these difficulties such as ,integrating Standard Arabic with colloquial Arabic and establishing higher educational institutions where Arabic is taught and where teacher training takes place .

صعوبات تعليم العربية للناطقين بغيرها في الأردن

إعداد

أماني جمعة أبو ارميس

إشراف

الأستاذ الدكتور بدر دويك

ملخص الدراسة

هدفت هذه الدراسة إلى تناول المشكلات التي يعاني منها الطلبة الأجانب في تعلم اللغة العربية في الأردن حيث

طرحت الدراسة الأسئلة التالية :

1. ما اتجاهات الطلبة نحو الثقافة العربية ؟

2. ما الصعوبات التي يعاني منها الطلبة الأجانب أثناء تعلم اللغة العربية ؟

3. ما أسباب هذه الصعوبات ؟

4. ما الحلول المقترحة للتغلب على هذه الصعوبات؟

وبغية تحقيق أهداف الدراسة استخدمت الباحثة استبانة تم توزيعها على الطلبة بالإضافة الى المقابلات

غير الرسمية مع معلمي اللغة العربية لغير الناطقين بها . ووزعت الباحثة (70) استبانة على (70) طالب أجنبي

ممن يتعلمون اللغة العربية في مركز علي بابا ومركز قاصد و مركز مالك . و قامت الباحثة بإجراء مقابلات

مع (10) معلمين يعملون في تعليم اللغة العربية لغير الناطقين بها في نفس المراكز السابقة.

أظهرت نتائج الدراسة أن لدى الطلبة الأجانب لديهم اتجاهات ايجابية نحو الثقافة العربية ، كما وأظهرت

الدراسة أن الطلاب الأجانب واجهوا مشكلات لغوية عدة من أبرزها استخدام اللغة العربية الفصحى وفهم

اللهجة العامية الأردنية والقراءة بدون حركات .وبينت هذه الدراسة ماهية العوامل التي تكمن وراء هذه

المشكلات وهي وجود عدد كبير من اللهجات العربية و الفروقات اللغوية بين اللغة العربية ولغة الطالب والعدد

الكبير من الضوابط النحوية و الصرفية في اللغة العربية .وتم اقتراح عدة حلول للحد من هذه المشكلات مثل

الدمج بين الفصحى و العامي و تأسيس مؤسسات علمية تعنى بتعليم اللغة العربية للأجانب و تدريب المعلمين.

Chapter One

1.0 Introduction

This chapter aims to provide some insight on the role of Arabic language in the world and the importance of learning Arabic .It sheds light on the background of the study , the statement of the problem, objectives of the study ,the questions, significance , limitations and limits and definition of terms .

1.1 Background of the Study

Chijne (1969) stated that Arabic has played –and is still playing –an important role in the history and in the improvement of Arabs and Muslims .National encyclopedia (2010) mentioned that it is spoken by more than 295 million native speakers .Furthermore,1.3 billion Muslims throughout the world use Arabic in their prayers and religious recitations. The majority of Arabs live between Morocco and Mauritania in the west and Iraq and the Arabian Gulf in the east .In addition ,it is a liturgic language which used to recite the Noble Quran and in prayer. It is also required from every Muslim no matter what his native tongue is . Arabic has also helped largely to preserve cultural unity and continuity in the Muslim world ,and has registered the accomplishments of the Arab-Muslim peoples. Muslims and Arabs believe that Arabic is a God-given language ,single in beauty and majesty and the most meaningful of all languages for expressing ideas and feelings.

Chejne (1969) stated that Arabic is one of the basic languages of the world .It has enjoyed universality from the Middle Ages, which makes it one of the world's gigantic languages ,simultaneously with Greek and Latin ,English ,French ,Spanish and Russian.Dawood (2008) mentioned that the Arabic language is related to the Semitic group of languages ; among other languages which belong to this group are Hebrew ,Aramaic and Amharic.

Chejne(1969) has summarized the role of Arabic language in four points:

The full import of Arabic in Arab-Muslim society can ,then,be realized through discussion of the language in its several roles: 1) as a medium of artistic and correct expression , 2)as an instrument of religion 3)as a medium of culture 4) as a mainstay of contemporary nationalism . (p.6)

Arabic is becoming an important language in all fields ;as a result, learning it opens up many employment possibilities in a number of fields. Thus, there are many reasons which motivate a lot of learners from different parts of the world to learn Arabic. Some learners learn Arabic as part of their academic work .However ,others learn Arabic to know about the cultures of the Arabic language and get jobs with the US government or non-governmental agencies operating in the Arab World .Moreover ,learners of Arab origin often learn Arabic to understand the Arabic heritage and to attain familiarity with the language of their ancestors .Furthermore ,Muslim learners learn Arabic to be able to read and understand the Holy Quran and Hadith .

CAL center for Applied linguistics (2003) declared that interest in the Arabic language and Arabic-focus study abroad programs has risen dramatically after the attacks of September 11, 2001. Furthermore, enrollment in Arabic courses at several American universities has more than doubled after the attacks.

Taha (2007) listed the reasons that made Arabic one of the most important languages in the USA :first ,there is a serious shortage of bilinguals in the USA and the need for them has increased after 9/11 ; second ,Arabic is not only an important language in its native countries but it is also important and critical in terms of international business ,economy ,trade and diplomacy ;third ,it is the language of the Quran and is needed for Islamic practices to all Muslims .And finally ,Arabic is a channel for developing relationships and global understanding to secure peace.

Qiao ,Abu & Kamal (2013) conducted a study in China and mentioned the importance of the Arabic language for non-natives :learners prefer to learn Arabic because it is good for the understanding of the Quran ,and others for the self-satisfaction and enjoyment ;some learners learn Arabic for their personal development .

Qutbuddin (2007) mentioned that the Arabic language is used by the 131.9 million Muslims who form 13.43 percent of the total 1.03 billion Indian population .It has religious prestige as the language of the Noble Quran ;the majority of Indian Muslims believe that it is inseparable from the message of

the Prophet Muhammad . Qutbuddin explained that the most important use of Arabic in India is liturgic such as Quranic recitation ,prose prayers, litanies (tasbih) and Sufi chants.

Ismail (1993) claimed that Malay community needs Arabic for the Islamic purposes ; it is regarded as a blessed language and is believed to be the sole means through which the essence of Islamic teaching can be earned .

1.2 Statement of the Problem

The teaching of Arabic ,be it to native or non-native ,is a difficult task in which many variables and invariables correlate. Thus ,there are several problems in teaching Arabic to non-natives in Jordan. Therefore ,the researcher decided to examine these difficulties ,describe their causes and suggest some reasonable solutions .

1.3 Objectives of the Study

This study aimed to explore the learners' attitudes towards the Arabic culture and investigate the difficulties that the non-native learners face in learning Arabic in Jordan and to explore the reasons that cause these problems and to offer suggestions for solving them.

1.4 Questions of the Study

To achieve the aforementioned objectives ,the study attempted to answer the following questions :

- 1) What are the attitudes of the non-native learners' of Arabic towards learning Arabic culture?
- 2) What are the difficulties that the non-native learners face in learning Arabic in Jordan ?
- 3) What are the factors that cause these difficulties ?
- 4) What solutions can be offered to overcome these difficulties ?

1.5 Significance of the Study

As far as the researcher knows ,few studies have concentrated on the teaching of Arabic to non-natives in the private centers in Amman . This study is different from other previous studies that were conducted in Jordan . It is distinguished by its instruments and interactive design where multiple procedures for data collection are used .It is a combination of qualitative and quantitative research . This study is expected to help other researchers in other fields like language planners ,textbooks designers, students and teachers .

1.6 Limitations of the Study

The results cannot be generalized to all non-native learners of Arabic in Jordan. The study is limited to the sample and instruments adopted in this study .

1.7 Limits of the Study

This study was conducted in Amman during the academic year 2013-2014.

1.8 Definitions of Terms

- *Teaching Arabic*: theoretically ,it refers to teaching Modern Standard Arabic focusing on reading ,writing and Arabic grammar. However ,operationally it refers to the teaching the four language skills, namely, reading ,writing, listening and speaking in addition to teaching vocabulary ,pronunciation ,grammar ,and culture .
- *Non-native Learners of Arabic* :Theoretically ,it refers to students who learn Arabic as a second or foreign language and have different language backgrounds and distinct foreign nationalities, such as, English, Russian , Dutch, German, Turkish and South African .Operationally , it refers to students enrolled in three private centers in the middle of Amman. They are: Ali Baba International Center ,Qasid Arabic Institute and Modern Arabic Language International Center (MALIC).

Chapter Two

Review of Literature

2.0 Introduction

This chapter aims to provide theoretical literature and empirical studies that deal with the difficulties that non-native learners encounter in learning Arabic as a foreign or second language .

2.1 Review of Theoretical Literature

2.1.1 Difficulties Related to the Arabic Language Variation (Diglossia)

The diglossic nature of Arabic and the difficulties that non-native learners of Arabic encounter have been discussed by Ferguson (1959)& (1971) , Dweik(1986) ,Al-Batal(1992)&(1995) ,Alosh(1992) and Farghali(2000) .

Ferguson (1959) defined diglossia as :

A relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent ,highly codified (often grammatically more complex) superposed variety ,the vehicle of a large and respected body of written literature ,either of an earlier period or in another speech community ,which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation. (p. 245)

He stated that diglossia exists in Arabic and that there are two varieties in Arabic ,one is high(H) and the other is low .He added that each one has its special role in society and that both roles cannot overlap. He maintained that

the gap is very large and predicted that three ‘ammiyas’ (Maghribi, Egyptian and Eastern) would replace Al-fusha by the year 2000.

Dweik (1986) stated that there are three varieties in Arabic :

1)Al-fusha 2) Al-Wusta and 3)Al-ammiyya .He pointed out that diglossia causes a serious problem to the Arabs who do not know which variety to use in teaching and learning .

Al-Batal (1992) & Alesh(1992) stated that the diglossic nature of Arabic causes serious challenges for the teachers of Arabic as a foreign language .They are faced with the question of which variety to teach in the classroom.Al-Batal (1995) added

the teaching of formal variety of Arabic creates a fake model of oral proficiency by presenting the students with an artificial variety that is not used by the native speakers since no one uses[formal Arabic] for daily-life situations. (p.123)

Ferguson (1971) elaborated on three problems that learners experience in learning diglossic languages .First, the problem of learning two languages in one :

the teacher and the student alike must face the fact that there is more to be learned than 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)

Second ,the problem of dialect choice. Arabic is the only diglossic language that does not have a standard dialect .An Arabic teacher who wants to teach an Arabic dialect will have to choose from broad varieties .Third ,the

existence of intermediate forms of the language causes a further problem of how to teach the students to produce this mixing of utterances similar to that done by native speakers .

Farghali (2000) maintained that many Arabic learners complain that they cannot understand a conversation between the native speakers of Arabic .Even they cannot understand an Arabic song .Furthermore ,they found themselves using a variety of a language which is not appropriate to the occasion .He pointed out that :

in communicative-based teaching ,the teacher finds himself asking questions and talking to his students in a variety that is not appropriate to the topic of conversation. Therefore teaching at least one dialect is normally introduced in Arabic language programs .With this comes the problem of which dialect to teach, and when to teach it (p. 294)

2.1.2 Difficulties Related to Textbook Materials and the Teaching of Arabic

Problems related to textbooks materials and the teaching of Arabic have been discussed by Ryding (1991) , Alosch (1992), , Ormrod(1999), Ebrahim(1986), Peterson (2000),Jones-Hamilton (2001),Lappalainen(2011) and Dweik (2000).

Alosch (1992) discussed the issues which are related to the textbook ,materials and their organization .He gave three reasons that cause a low level of proficiency to the students who are learning according to grammar-based syllabuses :

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 doesn't 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)

Peterson (2000) claimed that the essential textbooks for teaching Arabic at some universities in the United States have not yet met the expectations of modern foreign language textbooks on several levels ;most precisely in terms of proficiency orientation and cultural awareness. Peterson (2000) added:

Outdated and inappropriate materials and teaching methods produce students with low level of linguistic and cultural proficiency who are often frustrated by their lack of progress ,bewildered by classroom representations of Arabs and Arabic language ,and wholly unprepared to function in the Arab world.(p.55)

There are many teaching methods that are used for teaching foreign languages among them :Grammar-Translation Method ,Audio-lingual Method, Communicative Approach ,The Natural Approach ...etc.

Ormrod (1999) stated that teachers must understand the factors that affect learning and the processes that underline it (theories); as a result they are going to promote their students' learning and ease their success .

Ebrahim (1986) explained that students who have received numerous years of formal Arabic learning ,generally, remain deficient in the ability to utilize the language and to comprehend its use .Since it appears that the problem relates to the approach of teaching Arabic ,what is required is changing the focus of attention from the grammatical to the communicative features of the language .

Similarly, Jones-Hamilton (2001) maintained that in order to achieve the desired outcomes of learning, the teacher must use the suitable and appropriate teaching methods.

Ryding (1991) raised another problem that compounded with diglossia, which is the inherent obstacles of a non-Indoeuropean language with a nonroman script. She explained after one or two years of study, learners often give up because they feel frustrated and discouraged since they are still limited in terms of communicative competence.

Kramsch (1993) (cited in Lappalainen, 2011) pointed to another problem that language and culture are taught separately. He believes that culture must not be seen as a separate skill like writing, speaking, listening and reading. In addition, culture is not considered as a feature of language but as information caused by the language; if language would be seen as a social practice, culture would become the center of language teaching and a fundamental part of language proficiency.

Dweik (2000) argued that several important variables influence the proficiency and the degree of competence of bilinguals, such as interlingual interference which happens when linguistic and cultural features of the native language are transferred into the systems of the target language. He added that learners must know that the two cultures may have the same forms but distinct meanings. In this case, not knowing the meaning in the target culture might impede communication. It is also a problem when learners of foreign

languages transfer their attitudes ,values,habits and beliefs and impress them upon the speakers of target language .

2.1.3 Studies Related to the Learners' Attitudes towards

Learning Foreign Language Culture

Oppenheim (1998) points out that attitude plays a significant role in shaping our world view .It influences our perception of the world around us and determines how we react to different things of the world .The term attitude has been discussed and defined in various ways and from many angles .

Cook (1996) believes that learners' attitudes correlate immediately to the language learning situation and the environment as a whole .It is agreed that positive attitudes ease the learning process though attitudes do not necessarily determine behavior .Learners' attitudes help to gain insight into the language learning and teaching process .

As cited in Oqaily (2013),Krech ,Crutchfield and Ballachey define attitude as being a lasting system of motivations ,perceptions ,emotions and cognitive responses a person has to a given aspect of the world .This explanation confirms emotions and motivation as distinctive variables separating attitudes from beliefs .

Baker (1992) confirms that attitude also has been stressed by social psychologists who believe that it plays a significant role in almost all aspects of our lives ,including our level of success in first and foreign language

learning .Behaviorists describe attitude as a social product while the mentalists define attitude as a mental response to a given situation .

Speilberger (2004) states that an attitude or response may be depicted as an abstract unit which is realized in the form of behavior .An attitude not only predicts behavioral patterns ,but also stimulates different manifestations of behavior as represented in culture.

The issue of attitudes to language and its culture is of great importance mainly in the language teaching classroom .Ammon (2004) affirms that the way learners respond to the target language culture affects their attitude towards the language itself .Khuwaileh (2000) suggests the same point of view and depicts language classroom as a group of several cultural variables .He asserts that culture always manages to become part of the language classroom .Moreover, the introduction of target culture in foreign language classroom leads to improving the social attitude as well as increasing the positive view point toward the target language community .As a result ,positive attitudes toward learning target language lead to a higher level of motivation .

2.2 Empirical Studies

2.2.1 Studies that Deal with the Difficulties that the Non-natives Face in Learning Arabic.

Studies that deal with the difficulties that the non-natives face in learning Arabic have been discussed by Dweik(1997), Khoury (2008), Hirsch (2009) ,

Alshallakh(2010), AL-Qufaan and AL-Faauri (2012) and Alsrhid(2013).

Dweik (1997) investigated the attitudes of Arab students towards al-Fusha and al-Ammyya. The study aimed to identify the domains of use of each variety ,and to explore the participant's preference of one of these varieties ,and the selection of one regional variety to replace the standard variety. The researcher used two instruments to collect the data , a questionnaire and an interview. The results indicated that the participants did not prefer one variety over another .Moreover,no single variety was preferred in communication and as a result no one suggested replacing al-Fusha by an Arabic regional variety .

Khoury (2008) explored the role of morphological awareness in L2 Arabic word learning in the hope that findings from such research would facilitate the demanding task of lexical development and abate the frustration learners frequently encounter when attempting to acquire Arabic words .Two controlled classroom experiments were conducted which include 109 beginning learners of Arabic enrolled in first –and second semester Arabic classes at a US university .The experimental group received explicit instruction and training on roots and patterns while the control group did not .The results showed that the experimental group out-performed the control group in the inferring and devising of unfamiliar items ;however ,there was no difference between the 2 groups in their word retention .These findings illuminate the value of utilizing the root and patterns system when dealing with unfamiliar words .The data demonstrate that beginning learners are able

to utilize the complex derivational morphology of Arabic in their lexical inferring and coining .It is recommended that the root and patterns system be trained starting as early as the first semester as an entire part of lexical development activities .

Hirsch (2009) explored the degree to which spoken Arabic dialects ,or colloquial Arabic,can be successfully integrated into the high school Arabic classroom while containing (MSA) instruction.The researcher used a survey which provides qualitative and quantitative data on spoken Arabic in classrooms .The results indicated that the spoken Arabic is an integral part of the Arabic language for speaking and listening and should be encouraged alongside (MSA) in the high school classroom ,especially for students with little of any dialect exposure .These students cannot expect to reach the advanced levels of proficiency without the acquisition of spoken Arabic in a target dialect .

Al-Shallakh (2010) investigated the problems that non-native learners of Arabic encounter at two public Jordanian universities .He selected a sample of 100 respondents and used two instruments to collect the data ; informal interviews and two questionnaires. The results revealed that the non-native students encountered different problems in learning Arabic such as linguistic difficulties and problems that are related to textbooks materials .

AL-Qufaan and AL-Faouri (2012) conducted a study which aimed to investigate the effect of colloquial and spoken Arabic in teaching standard Arabic to speakers of other languages .The study discussed the issues of language duality in terms of its effect on the learner ,the importance of teaching standard Arabic ,and the problems that may face learners of standard Arabic .The researchers chose a sample of non-native speakers of Arabic who studied at the Jordan,Yarmouk and AL-Al Bayt Universities from different levels i.e beginners , intermediate and advanced .Their aim was to reveal the effect of colloquial Arabic on learning the standard Arabic .The results indicated that it is a must to be familiar with colloquial vocabularies to help students learn standard Arabic .Furthermore ,a lot of the colloquial vocabularies helped the students in learning standard Arabic although these vocabularies were not easy to learn and their usage differed from one subject to another .

Alsrhid (2013) conducted a study which aimed to investigate the difficulties that foreign students in Arabic learning programs encounter. The researcher used a descriptive analytical method .He analyzed (30) studies and reached the following results :

First ,the students suffer from difficulties related to the writing and the ability to identify different versions of the letters .Second,the difficulty of learning some sounds like (hamza,elgin,ha ...etc).Third ,other students faced problems with the system of writing from right to left ,which is uncommon in other

languages and , also,the sentence structure of Arabic which differs from the sentence structure in many of the world's languages .Fourth, many books focus on reading and writing and ignore the speaking and listening skills. Fifth ,books follow traditional methods to explain and provide information .Finally, there is the difficulty of coping with the Arab community in terms of customs and traditions

2.2.2 Studies Related to the Causes of the Problems

Studies related to the causes of the problems were discussed by Ismail (1993),Mall (2002),Elkhfaifi (2005) ,AL-Zaghlool (2006),Al-Khabbas (2010) and Al-shallakh (2010).

Ismail (1993)conducted a study in Malaysia ;its basic purpose was to evaluate the existing Arabic program in the Faculty of Islamic Studies ,and to provide some suggestions for its improvement .He used three instruments in his study : a questionnaire , a classroom observation and documents analysis. He found that

the development of Arabic programs for non-native speakers has not taken into account the diversity of needs and objectives in teaching and learning when designing its syllabuses and selecting its teaching methodologies. Most Arabic programs adopt structural syllabuses and the grammar translation method as their means of achieving different aims in learning Arabic .Furthermore ,these programs normally treat all four language skills in equal proportion and emphasis ,irrespective of the time available and the needs of learners in terms of those skills .(p. 98-99)

Mall (2002) conducted a study in private schools in South Africa and Botswana .The researcher investigated the methods used in teaching Arabic and the reasons that impeded learners from reaching a level of communicative

competence in Arabic or understanding the Quran .The researcher used questionnaires in which both open-ended and close-ended questions were used .The results revealed that Arabic teachers did not have confidence in their own language proficiency or their ability to speak Arabic perfectly .It is clear that teaching is largely based on the grammar –translation method where learning of new vocabulary and grammar rules is emphasized .It also seems that most teachers believe that learners learn Arabic for religious purposes and they are not so much concerned about developing communicative skills.

Elkafaifi (2005) examined 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 were gathered from 2 measures of anxiety and a background questionnaire administered to 233 postsecondary students of Arabic as a foreign language .The results indicated that foreign language learning anxiety and listening anxiety are separate but related phenomena that both correlate negatively with learners' achievement.

AL-Zaghlool (2006) analyzed the different dimensions of the cultural content of the textbooks used in teaching Arabic to non-native speakers at Jordanian universities .The researcher investigated the relationship between language and culture and the effect of each one on the other .He used the descriptive and analytic method to find the cultural contents embedded in the textbooks which were used for teaching Arabic to speakers of other

languages at the University of Jordan and Zarka Private University for the academic year 2004-2005 .The results revealed that these dimensions (the general cultural dimension ,the scientific dimension and the social and religious dimensions) were the most common cultural elements in the textbooks .Furthermore ,the political and economic dimensions which were the least common dimensions had been discussed in these textbooks .However ,the study highlighted the significance of emphasizing the cultural dimensions within a linguistic cultural system .As a result ,authors should take into consideration the specific purposes of the non-native learners of Arabic when composing the new textbooks .Also, these textbooks should be written by a team of authors. .

AL-Khabbas (2010) conducted a study which aimed at revealing the real image of both morphological and syntactic rules that exist in the first three textbooks which were taught at the International Institute at the University of Jordan for Teaching Arabic to Speakers of Other Languages .It also aimed to explore points of strength and weakness in the methods of presentation of morphology and syntax .The researcher analyzed the first three textbooks which were used to teach Arabic at the International Institute at the University of Jordan. In addition ,the researcher distributed a questionnaire to the teachers who worked in the same Institute .The researcher used a statistical descriptive approach to help him identify morphological and syntactic rules ,the methods of their assessment and their

frequencies .The findings of the study illustrated that the designers of these textbooks should reconsider the method of distributing morphological and syntactic rules on various lessons and that they have to pay much attention to the exercises that represent those rules . On the other hand ,findings showed success in numerous points .For example ,the designers of the textbooks had taken into consideration the rules of functionality in the method of presenting morphological and syntactic rules as well as the method they built syntactic rules appropriately .Finally ,the textbooks should pay attention to the variations between native and non-native learners of Arabic .

Al-Shallakh (2010)) investigated the problems that non-native learners of Arabic encounter at two public Jordanian universities .He selected a sample of 100 respondents and used two instruments to collect the data ; informal interviews and two questionnaires. He concluded that the most important causes of the problems that the non-native learners of Arabic face were related to major linguistic variations between Arabic and the learners' native languages and the existence of distinct varieties of Arabic which are sometimes not intelligible ; the textbooks materials are not arranged in a way to bridge the cultural gaps that students face between their native cultures and the Arab Islamic culture .

2.2.3 Studies Related to the Solutions of the Problems

Many researchers suggested solutions to the problems , as Mall (2002) , Dawood (2008), Hirsch (2009) ,Al-Shallakh(2010), ,AL-Qufaan and AL-Faouri (2012), Harbi(2012),Al-Maliki (2012) and Alsrhid (2013).

Mall (2002) conducted a study in private schools in South Africa and Botswana .The researcher investigated the methods which were used in teaching Arabic and the reasons that impeded learners from reaching a level of communicative competence in Arabic or understanding the Quran .The researcher used questionnaires in which both open-ended and close-ended questions were used .She recommended that higher education institutions where Arabic is taught and where teacher training is taking place reconsider the principles for Arabic teaching. The central focus should be on achieving communicative competence, and enhancing the ability to adapt to diverse contexts and utilize the language effectively for receiving and sending messages. In addition, in-service training should be done on regular basis and to make sure that active and professional methods of language teaching find their way into the classroom. It seems that the syllabuses used in schools are also a source of concern; therefore, revision of these two elements is of central importance.

Dawood (2008) examined the validity of the "Nasien" as a prescribed textbook and the methodology best suited to achieve linguistic competence in

the language .He reviewed the current methodology used in the private Muslim schools and suggested the following:

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)

Hirsch (2009) explored the degree to which spoken Arabic dialects ,or colloquial Arabic, can be successfully integrated into the high school Arabic classroom while containing (MSA) instruction. The researcher used a survey which provides qualitative and quantitative data on spoken Arabic in classrooms .He recommended four basic improvements that help in the integrating dialects into the Modern Standard Arabic. First, the development of Arabic teaching materials should contain a structured role for Spoken Arabic alongside MSA. Second ,institutions that currently instruct in dialects as well as organizations that encourage Arabic language studies should help in the distribution of dialectical resources to high schools. Third, local and national training opportunities should aid the teaching of Spoken Arabic .Finally ,guidelines and standards should explain the status of dialects at the novice and intermediate levels .

Al-Shallakh (2010) investigated the problems that non-native learners of Arabic encountered at two public Jordanian universities .He selected a sample of 100 respondents and used two instruments to collect the data; informal interviews and two questionnaires. He dealt with the problems of

different varieties of Arabic ,unprepared instructors and unorganized textbooks materials .He gave distinct solutions to these problems :First ,students should work seriously on learning pronunciation ,vocabulary and grammar .Second,students should practice speaking and writing of Modern Standard Arabic texts and should practice different varieties of colloquial Arabic .Third, the textbook materials should concentrate mainly on learning speaking and present vocabulary in context .Moreover ,the textbook materials should link content to the learner's culture and environment.

Harbi (2012) investigated how the learning of the Arabic language by students enrolled at the Islamic University in Madinah could be enhanced through the use of the Internet ,and considered how the Internet may further help students' Arabic literacy development .A quantitative approach was used to gather data through pre-test and post –test and a questionnaire. The perceptions and performance of students were recorded ,and a comparison was made between students in a traditional learning environment (i.e.face to face)and those in a blended learning environment (i.e. a combination of traditional and online learning).Students' performance was also measured to ascertain the effectiveness of each of the learning environments .This study found that students' performance was enhanced through the use of a blended learning environment .

AL-Qufaan and AL-Faouri (2012) conducted a study which aimed to investigate the effect of colloquial and spoken Arabic in teaching standard

Arabic to speakers of other languages .The study discussed the issues of language duality in terms of its effect on the learner ,the importance of teaching standard Arabic ,and the problems that may face learners of standard Arabic .The researchers chose a sample of non-native speakers of Arabic who studied at the Jordan,Yarmouk and AL-AI Bayt universities from different levels i.e. beginners , intermediate and advanced .Their aim was to reveal the effect of colloquial Arabic on learning the standard Arabic .The results indicated that it is a must to be familiar with colloquial vocabularies to help students learn standard Arabic .Furthermore ,a lot of the colloquial vocabularies helped the students in learning standard Arabic although these vocabularies were not easy to learn and their usage differed from one subject to another .They suggested that the teachers must provide learners with texts that cover topics which are related to their fields of interest .Furthermore they recommended including modern standard Arabic vocabularies that are used in every day life situations in the Arabic curriculums ,particularly those which are designed to speakers of other languages .

Al-Maliki (2012) explored the effectiveness of an educational program based on the comparison strategy to teach the Arabic language to speakers of other languages at the Institute of Teaching Arabic for its non speakers at the Islamic University –Madina-.A sample of 60 students from the first level was distributed randomly into two equal groups .The experimental group used the

suggested program that was based on a comparison strategy while the control group used the habitual program .After applying the program and using suitable statistics to test the language skills ,the result revealed the superiority of the experimental group over the control group in the language skills .The results also pointed to the existence of diversity between the two averages of the performance of the experimental and the control group at ($\alpha = 0.05$),the difference between the two groups was attributed to the difference in the type of the educational program which was taught to the experimental group.As a result, the researcher recommended using the program based on comparison strategy in teaching language skills in the Institute ,and applying comparison strategy at all levels .

Alsarhid (2013) investigated the difficulties that foreign students enrolled in Arabic learning programs encounter .He used a descriptive analytical method where he analyzed (30) studies , and he concluded that there was a need to modernize methods of teaching Arabic and the employment of technology in Arabic classes .

2.2.4.Studies Related to the Learners' Attitudes towards Arabic Culture .

Crucial studies that dealt with learners' attitudes toward the Arabic culture have been discussed by Abu-Dulbough (2005) ,Bell (2005) ,Genc & Bada (2005) ,Palmer(2007) ,Du (2008) , Haron et al. (2010), Seraj

(2010), Hammami (2012) , Karabinar & Guler (2012) , Rafieyan , Abdul Majid & Eng (2013) , Rafieyan , Eng & Mohamed (2013).

Abu-Dulbough (2005) investigated the impact of cultural aspects on the learning ability of US Peace Corps Volunteers who learnt Arabic as a foreign language .The cultural aspects were :learners' attitudes toward the Jordanian Arabic culture ,the role of language instructor in language learning ,the role of the techniques used to introduce cultural topics in language learning and the relationship between the Jordanian Arabic culture and the Arabic language .Data were gathered by a questionnaire of sixty-seven items which was distributed to 56 US Peace Corps Volunteers serving in Jordan .The results indicated that there were positive attitudes toward Arabic culture ,traditions ,customs and values .Furthermore ,the participants realized the importance of having language and cultural experts who helped them to deal with people representing the Jordanian culture .On the other hand ,the participants believed that cultural presentation techniques are as equal in importance as their contents ;therefore , the techniques should be varied to deal with diverse learning skills .Finally ,the findings showed that there was a strong mutual relationship between the Arabic language and the Jordanian Arabic culture .

Bell (2005) examined teacher's perceptions regarding teaching behaviors and attitudes that contribute to efficient foreign language teaching and learning .The researcher gathered the data by means of a questionnaire to

which responded 457 postsecondary foreign language teachers of French ,German ,and Spanish .Based on current research on second language acquisition ,diverse teaching behaviors and perceptions of effective foreign language teachers were recognized for inclusion in the questionnaire .The results displayed an emerging professional consensus concerning a number of teacher attitudes and behaviors interconnected to foreign language teaching .The more that is known about teacher beliefs ,the more likely the profession will be to create models for foreign language teacher preparation and evaluation that reveal relevant attitudes and behaviors of foreign language teaching .

Genc & Bada (2005) tried to find out what students think about the effects of the culture class they attended in the fall semester of the academic year 2003-2004 .The participants were students of the EFL Cukurova University in Turkey .The data were gathered three months following the completion of 28-hour culture course .The researchers held lecture-type sessions ,as well as research project presentations .On the other hand ,students responded to a five- item questionnaire .The results illustrated that culture class was significantly useful in terms of language skills ,raising cultural awareness as well as changing attitudes toward native and target societies.This study verified the importance of integrating culture class in the curriculum of language teaching departments ;it is a vital element of language learning and teaching .It has a great effect on the improvement of

communicative competence as well as other skills in the instruction of any language .

Palmer (2007) collected data by using a student survey combined with a similar survey administered to 82 teachers of Arabic at over 30 institutions of higher education .He used simple statistical procedures to analyze the data .His study aimed to investigate the opinions of students and teachers toward the exposure of spoken varieties of Arabic in Arabic learning programs in the United States . The results indicated that the majority of the students want to learn spoken Arabic and want to communicate with native speakers ,though this majority is not encouraged to use spoken Arabic in informal situations by their teachers .

Du (2008) examined the effectiveness and applicability of the ethnographic interview method as an approach to facilitate culture learning in the context of Chinese as a foreign language .A very significant goal of the study was to create actual cross-cultural contacts with native speakers of the target culture from the local community . Firstly ,learners were trained in the skills of ethnographic interview techniques. Secondly, arguments were made for them to conduct two ethnographic interview on their preferred topics over the time frame of 15 weeks within one semester .To capture the multipart nature of culture learning , the researcher used a simultaneous mixed methods research design .Four sources used to elicit data :the custom-designed survey , a focus group interview ,students' reflective papers and final essays .The

results showed that the ethnographic interview approach had verified its inclusiveness in containing various domains that the vital goals of culture learning would attain. Students were able to reconsider aspects of their own culture that they had been taken for granted. Moreover, to develop openness toward other people with a different cultural background from their own. Finally, after performing their interview tasks, the learners' interest, understanding and respect toward the target culture was enhanced.

Haron et al. (2010) aimed to understand the Arabic speaking learning strategies of selected Malay good Arabic speakers and Malay poor Arabic speakers at the International Islamic University Malaysia within and outside the parameters of the educational settings. In addition, they also sought to investigate the students' perceptions of the Arabic speaking skill in terms of its importance to the Malay learners, the desired level of Arabic speaking skill for the Malay learners and the prerequisites for becoming fluent Arabic speakers. The researchers designed the present study to be a case study using individual interviews and focus group interview as methods to collect the data. The results implied that success in Arabic speaking skill is attributed to the several strategies which different learners brought into focus and not solely relying on environment. But the effectiveness of the strategies is influenced by the learners' understanding of how Arabic speaking skill is studied. Learners should be aware that, as any other language, Arabic also involves forms and functions. Therefore, the learners should attend both of them in accurate

methods to become good Arabic speakers. Learners who concentrate on forms only might not be able to become fluent Arabic speakers due to less functional practice. Similarly, learners who concentrate on function alone might not become good Arabic speakers due to the limited knowledge of the language.

Seraj (2010) examined the attitude of teachers of Arabic as a foreign language towards some of the most important teaching methods. T-test and Pearson correlation tests were used in this study to draw conclusions from the research questions. Forty-eight male and female Arabic teachers who taught Arabic in the United States took part in this research. The results indicated that new teachers need training programs to aid them understand what is available to them and how to select the best teaching method for each class. Seraj added that these training programs can be used as an updating tool for older teachers of Arabic as a foreign language. Such programs will help older teachers to know the new trends and methodologies used in their fields of specialty.

Hammami (2012) investigated Arab American high school teachers' perceptions regarding developing cultural awareness of first-level Arabic language learners. Data were gathered through one-on-one semi-structured in-depth interviews of 5 high school teachers of Arabic within the same district. Seidel's qualitative data analysis method and open coding followed by axial coding were used in analyzing the data. Results from the teachers' interviews

indicated that developing cultural awareness in first-level Arabic language classes needs a strong connection between the Arabic language and culture . Culture learning can be enhanced by incorporating a broad variety of culturally focused activities, practices and assessment tools. In addition , culture learning and teaching can also be encouraged through effective communication with students and parents and by addressing constant cultural challenges encountered in class . It is recommended that teachers employ best cultural practices for beginning Arabic classes and support consistency in assessing the right cultural skills

Karabinar & Guler (2012) examined the attitudes of language teachers at Turkish universities toward teaching culture. The attitudes were determined in terms of :1- content and learner levels that are addressed 2- amount of cultural information and the materials and strategies employed in language classes in teaching about culture . Moreover , the study examined the effects of teacher-related factors such as being a native or non-native speaking teacher, working at private or state university and participation in professional development activities on their attitudes of culture teaching . The data were elicited by a survey method . A questionnaire was administered to 155 ELT instructors working at language preparatory schools of 17 universities in Turkey. The results indicated that the higher participation rate in training courses on teaching culture and professional development activities guide to a more positive attitude toward the integration of culture . However, there is no

important difference between native and non-native speaking teachers working at a private or state universities in terms of overall attitude towards teaching culture.

Rafieyan ,Abdul Majid & Eng (2013), assessed the relationship between attitude toward integrating target language culture into classroom instruction and the development of pragmatic understanding .The researchers gathered the data through two pragmatic comprehension tests ;one was used as a pre-test and the other as a post-test and the administration of a Likert scale attitude questionnaire to 32 intermediate level language learners at a language academy in Malaysia . The results showed that a positive attitude toward learning target language culture guided to a superior level of pragmatic comprehension .As a result, it was recommended to equip foreign language course textbooks as well as foreign language classroom instructions with cultural information .

Rafieyan ,Eng & Mohamed (2013) investigated the attitudes of Iranian language learners towards the incorporation of cultural elements of the target language community into their classroom instructions from effective , behavioral and cognitive view points .The data were gathered through the completion of a 12-Items Likert scale attitude questionnaire by 47 Iranian adult intermediate-level learners of English as a foreign language at a language institute in Iran ,following a semester –long cultural instructions . The results implied that Iranian language learners have positive attitudes

toward learning about the target language culture and this positive attitude is evident within behavioral ,affective and more significantly cognitive domains. The pedagogical results of the study suggested integration of the target language cultural elements into every language classroom instruction.

Chapter Three

Method and Procedures

3.0 Introduction

This chapter presents the method and procedures followed in this study. It describes the population and sample of the study and elaborates on the instruments used along with their validity and reliability . It concludes with data collection and statistical analysis and procedures of the study. .

3.1 Population and Sample of the Study

The population of the current study consisted of all non-native students who learn Arabic in Jordan .A sample of 43 students was chosen purposively. They were chosen from three private centers in Amman namely: Ali Baba International Center ,Qasid Arabic Institute and Modern Arabic Language International Center (MALIC). Another sample that consisted of ten Arabic language teachers was also selected from these centers. The demographic background about the respondents' general background included data such as gender ,religion ,age ,level of education, type of center attended ,nationality ,the respondents' 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

Gender	Males	24
	Females	19
Religion	Muslim	12
	Christian	18
	Others	13
Age	14-19	1
	20-29	31
	30-39	11
	More than 40	-
Level in Learning Arabic	Beginner	29
	Intermediate	10
	Advance	4
Nationality	Jordanian	-
	Other : 2 Dutch ,Greek , 10 American , 4 German ,2 Swedish ,1 Japanese, 4 Korean ,6 Turkish ,Czech, 6 British ,Belgian ,South African ,Australian ,British & Libyan, Kyrgyz	
The Mother Tongue	English	16
	Others	27
Father's Mother Tongue	English	14
	Arabic	4
	Others : Japanese (1), Swedish (2) ,German (3), Dutch (3),Greek (1), Korean (5) ,Turkish (6), Hindi (1), Italian (1), Kyrgyz (1)	24
	No answer	1
Mother's Mother Tongue	English	15
	Arabic	1
	Others: Japanese (1),Swedish (2), German(3), Dutch (2),Greek (1), Korean (5), Turkish (5), Hindi(1), Italian (1) Kyrgyz (1), Czech (1), Spanish (2), Swahili (1)	26
	No answer	1
Reasons for Studying Arabic	Required	7
	Personal enrichment	25
	Interested in Arabic culture	21
	Interested in the Arabic language	25
	Interested in travelling	16
	Job prospective	25
	Religious reasons	7
Center	Ali Baba	17
	Qasid	12
	MALIC	14

Table (2): Teachers' Demographic Background

Age	20-29	5
	30-39	1
	40-49	3
	50-59	1
	More than 60	-
Gender	Male	6
	Female	4
Educational Background	B.A	6
	M.A	1
	Ph.D	3
Center (Affiliation)	Ali Baba	4
	Qasid	3
	MALIC	2
	Other	1
Religious Background	Muslim	10
Nationality	Jordanian	10
Years of Experience	Less than 2 years	1
	2 – 7 years	6
	8-13 years	1
	More than 14	2

3.2 Instruments of the Study

Two instruments were used in this study; the first is informal interviews with teachers ;the second is a questionnaire .

3.2.1 Informal Interviews with Teachers of Arabic

The researcher used this tool because it is considered one of the most important techniques in collecting qualitative data. To elaborate ,a major advantage of the interview is that the researcher can get more information that the questionnaire may not provide i.e. the way in which a response is made .

The researcher conducted the interviews herself by making appointments with the interviewees . All the appointments were set in advance and conducted in the same centers .The researcher introduced herself and explained the purpose of the interview in order to alleviate the tension of the participants and gain their trust . She started by asking questions to collect demographic data about the participants. Then the researcher started interviewing 10 teachers informally by asking them "open- ended questions " in order to form a clear idea about the difficulties that the non-native learners of Arabic encounter .The interview questions tried to find out the causes of these difficulties as well as suggestions and solutions to ease the difficulties and finally the perceptions of learners of Arabic toward the Arabic culture. After each interviewing session, the researcher transcribed the interview in order to be analyzed. Such an instrument gave the researcher a clear idea of the validity of results obtained through the questionnaire. Examples of questions used in the interviews are listed in (Appendix 5).

3.2.2. Students' Questionnaire

The questionnaire is the second instrument which was used by the researcher to collect data. The researcher designed a questionnaire which was created specifically to meet the needs of the current study. The questionnaire was pretested before it was administrated to the sample. It was written in both English and Arabic, with a cover letter that explained the objectives of the research. The questionnaire comprised

four sections and was basically based on Al-Aeraini (2001), Barnes (2003), Abu-Dulbough (2005), Bell (2005), Du (2008), Al-Shallakh (2010), Seraj (2010), Jabeen, F. & Shah, S. (2011) Al Ali & Olaimat (2012) and Rafieyan (2013). Some items were added and others were modified to meet the needs of the current study. (See Appendix 6)

The first section of the questionnaire elicited demographic, personal data about the participants' nationality, age, sex, etc. The second section of the questionnaire elicited the difficulties that non-native learners encounter. This section consisted of 14 items where the participants were asked to read statements and indicate to what degree they agree or disagree with them. Each statement was followed by 3 points, namely: 1-Disagree 2- Neutral 3- Agree

The third section of the questionnaire intended to collect data about the factors that cause these difficulties. This section consisted of 10 items. The fourth section intended to gather data about the learners' attitudes toward Arabic culture .It consisted of 14 items .Seventy copies of the questionnaire were distributed by the researcher, and 43 responses were returned.

3.3 Validity of the Questionnaire and Interview Form

The researcher achieved the validity of the instrument by asking a jury of three university professors who are experts in the Arabic language to provide their comments and suggestions on the questionnaire's content and form. Accordingly, some items of the questionnaire were amended by some additions and omissions to clarify ambiguous questions. (Appendix 4)

Moreover, the same experts judged the interview format and their valuable comments and notes were taken into consideration in the final version of the questionnaire and interview form. The researcher then asked her supervisor to re-check the questionnaire after the modifications had been made.

3.4 Reliability of the Questionnaire

To establish the reliability of the questionnaire, the researcher used the test-retest technique. The researcher chose five different students who share the same characteristics of the sample and handed them the questionnaire. One week later they were asked to answer it again and the results showed stability in answers.

3.5 Research Design

An interactive design was used where multiple procedures were employed for the purpose of data gathering.

3.5.1 Data Collection and Statistical Analysis

The researcher collected the data by means of a questionnaire and interviews. She then checked all the collected data to see whether they were sufficient and appropriate for analysis. Afterwards, the researcher entered responses to questions by using *Excel sheets*.

- The researcher placed the statements of results into tables, which were numbered and tabulated.
- Descriptive statistical analysis was used such as frequencies and

percentages.

- The researcher interpreted information and made a logical comparison between the results of her study and those of the previous studies she had referred to in Chapter Two and listed points of agreement and disagreement.

3.5.2 Procedures of the Study

The researcher followed certain steps to achieve the goal of the study.

These steps are summarized as follows:

1- The researcher read a number of theoretical and empirical studies which were related to the difficulties that non-native learners of Arabic encounter.

2-Based on the related literature, the researcher raised the questions of the study, and thus the dimensions of the study were established .Then questions of the interviews were prepared, and a questionnaire was written .

3-The validity of the instruments were achieved by asking a panel of 3 university professors who have teaching experience of linguistics to determine the content validity of the questionnaire .

4-To determine the reliability of the instrument a test –retest was conducted

5-A letter of permission was obtained from the Middle East University to facilitate and give assistance to the researcher .

6-The researcher interviewed the chosen teachers for the study. Their answers were recorded and then transcribed .

7-The questionnaire was distributed by the researcher in addition to a covering letter which explained the purpose of the study and the official approval to carry out this study .

8-The raw data ,that were taken from the questionnaire and the interviews were presented ,analyzed and interpreted .

9-The researcher interpreted the data ,discussed the results ,gave logical explanations for them ,and compared the results of this study with the results of other studies by referring to previous literature and indicating with which the results agreed or disagreed

10. The conclusions were presented very briefly and simply .

11 –The researcher presented some recommendations for future studies .

12-References were written according to APA style .

13-Appendixes were added after the references .

Chapter Four

Results of the Study

4.0 Introduction

This chapter provides answers to the questions of the study which investigate the learners' attitudes toward Arabic culture, the difficulties that non-native learners of Arabic encounter, the causes of these difficulties and solutions that may help overcome such problems. The study questions and their results are presented below in a tabular form and calculated in percentages . The four research questions are:

- 1) What are the attitudes of the non-native learners towards learning Arabic culture?
- 2) What are the difficulties that the non-native learners face in learning Arabic in Jordan ?
- 3) What are the factors that cause these difficulties ?
- 4) What solutions can be offered to overcome these difficulties ?

4.1 Results of the Students' Questionnaire

4.1.1 Results of Question One

1) What are the attitudes of the non-native learners towards learning Arabic culture?

Table (3) below shows the results of the learners' attitudes toward learning Arabic culture .Surprisingly, it indicates that (100 %) of the learners assign

high importance to learning "*rules of behaviors*" which means that it gains the lion's share if it is compared to other cultural aspects.

Table (3) Frequencies and Percentages of Learners' Attitudes toward the Arabic Culture

NO.	Level of Importance Cultural Aspect	High		Low	
		Freq.	%	Freq.	%
1	Rules of behaviors	43	100.0	0	0.0
2	Customs and festivals	41	95.3	2	4.7
3	Political institutions	41	95.3	2	4.7
4	History	41	95.3	2	4.7
5	Law and order	40	93.0	3	7
6	Family life	40	93.0	3	7
7	Food	38	88.4	5	11.6
8	Literature and arts	38	88.4	5	11.6
9	Geography	37	86.0	6	14
10	Youth life	36	83.7	7	16.3
11	Costumes dressing	32	74.4	11	25.5
12	Transportation	30	69.8	13	30.2
13	Music	30	69.8	13	30.2
14	School life	29	67.4	14	32.6

In response to items No. (2, 3, 4) which attempt to elicit data related to attitudes of learners toward Arabic culture in terms of "*customs and festivals*" , "*political institutions* " and "*history* ",these items score the second highest percentages (95.3 %) when compared to the rest of the cultural aspects. Similarly, responses to items five and six reveal that (93 %) of the total number of learners believe that "*law and order* " and "*family life* " have a high level of importance .Also, results of item seven are completely identical with the results of item eight .That is "*food* " and "*literature and arts*" score high level of importance ,thus accounting for (88.4 %).

The importance of "geography" and "youth life" are highlighted in Table (3) above which shows that 86 % and 83.7 % of the participants indicate their agreement . A less percentage of agreement is indicated in matters related to costumes / dressing (74.4 %) while in transportation (69.8 %) and similarly in school life (67.4 %).

4.1.2 Results of Question Two

What are the difficulties that the non-native learners face in learning Arabic in Jordan ?

Table (4) below shows that there are difficulties encountering non-native learners of Arabic . Responses show that the majority (83.7 %) of learners agree that *"it is difficult to use Modern Standard Arabic with the native speakers of Arabic in Jordan"* . Furthermore, it is apparent that (81.4 %) of the learners believe that *"comprehending Jordanian colloquial Arabic"* and *"reading Arabic hand writing "* are equally difficult .

Table (4) Frequencies and Percentages of the Difficulties that Speakers of other Languages Face in Learning Arabic

NO.	Level of Difficulty It is difficult to	High		Low	
		Freq.	%	Freq.	%
1	use Modern Standard Arabic with the native speakers of Arabic in Jordan	36	83.7	7	16.3
2	comprehend Jordanian colloquial Arabic	35	81.4	8	18.6
3	read Arabic hand writing	35	81.4	8	18.6
4	learn Modern Standard Arabic grammar	34	79.1	9	20.9
5	read unpunctuated words (without diacritics)	34	79.1	9	20.9
6	understand the meaning of words when they are not in their context	34	79.1	9	20.9
7	use standard and colloquial Jordanian dialect because the differences are too many	31	72.1	12	27.9
8	articulate and pronounce Arabic sounds properly	28	65.1	15	34.9
9	understand the teacher's methods of teaching	1	2.3	42	97.7
10	understand some cultural aspects of Arabic culture because of the big differences between my culture and that of Arabic	3	7.0	40	93.0
11	write Arabic letters because they have different shapes (initial ,middle and last)	7	16.3	36	83.7
12	deal with the textbook because it is boring	9	20.9	34	79.1
13	deal with the textbook because the topics do not meet my needs	10	23.3	33	76.7
14	differentiate between feminine and masculine words	17	39.5	26	60.5

However, statistical results which appear in Table (4) illustrate that (79.1 %) of the learners find difficulty in " *learning Modern Standard Arabic grammar* " , " *reading unpunctuated words (without diacritics)* " and

" understanding the meaning of words when they are not in their context ".

Regarding the *"use of Standard and colloquial Jordanian dialect due to the great differences between the two languages"* , (72.1 %) of the learners find it highly difficult.

It is shown that (65.1 %) of the learners encounter a high level of difficulty in *" articulating and pronouncing Arabic sounds "* . On the contrary, the overwhelming majority (97.7 %) of the learners face low level of difficulty in *"understanding teachers' methods of teaching "* Also, results show that (93 %) encounter low difficulty in *"understanding some cultural aspects of the Arabic culture "*.

The most striking result is that (83.7 %) of the learners find no difficulty in *"writing Arabic letters "* .This means that they can write the different shapes of Arabic letters "initial ,middle and last" without any difficulties . However, data from Table (4) above reveal that (79.1 %) of the learners display low difficulty in *"dealing with the textbook "* Finally , results suggest that (60.4 %) of the learners face low level of difficulty in *"differentiating between feminine and masculine words "* .

4.1.3 Results of Question Three

3) What are the factors that cause these difficulties ?

Table (5) below indicates that (67.4 %) of the learners show their agreement , (27.9 %) are neutral ,while (4.7 %) show their disagreement towards *" the existence of different varieties of Arabic"* as one of the factors

that causes the difficulties in learning Arabic .However ,item two shows clearly that (65.1 %) of the sample agree with the statement " *the factor that causes the difficulties in learning Arabic is the linguistic differences between Arabic and that of the students' language* ", whereas (11.6 %) of the sample disagree and (23.3 %) are neutral .

Table (5): Frequencies and Percentages of the Factors that Cause Difficulties in Learning Arabic

No	The factor that causes difficulties in learning Arabic is	Disagree		Neutral		Agree	
		Fr.	%	Fr.	%	Fr.	%
1	the existence of different varieties of Arabic	2	4.7	12	27.9	29	67.4
2	the linguistic differences between Arabic and that of the students' language	5	11.6	10	23.3	28	65.1
3	the very large number of morphological and syntactic restrictions in Arabic	5	11.6	16	37.2	22	51.2
4	teachers are not motivated to teach Arabic	41	95.3	1	2.3	1	2.3
5	teachers are not academically qualified to teach Arabic to speakers of other languages	40	93.0	2	4.7	1	2.3
6	the boring technique of presenting cultures in the classroom	35	81.4	5	11.6	3	7.0
7	teachers are unable to solve student's individual problems	34	79.1	8	18.6	1	2.3
8	textbook materials do not provide enough exercises	27	62.8	8	18.6	8	18.6
9	the cultural differences between Arabic culture and my culture	26	60.5	15	34.9	2	4.7
10	textbook materials are not prepared to fill the cultural gaps that the students' face	25	58.1	16	37.2	2	4.7

Additionally, answers given to item three illustrate that (51.2 %) of the learners agree that "*the very large number of morphological and syntactic restrictions in Arabic*" is one of the variables that causes the difficulties in learning Arabic ,whereas (37.2 %) are neutral and (11.6 %) disagree.

With regard to the teachers motivation towards teaching Arabic ,the overwhelming majority (95.3 %) of the sample disagree with the statement that says " *teachers are not motivated to teach Arabic* " while (2.3 %) of the learners show his/her neutrality and only (2.3 %) agrees with this statement. Further analysis of the perceptions of learners towards teachers' qualifications shows that the majority of learners (93.0 %) disagree that "*teachers are not academically qualified to teach Arabic to speakers of other languages*" while (4.7 %) of the learners are neutral and only (2.3 %) of the learners agrees with it .

Also the results show that (81.4 %) of the learners disagree with the idea that the techniques of presenting culture are boring ,while (11.6 %)are neutral and only (7.0 %) agree .Having a look at the teacher' ability to solve learners' individual problems, (79.1 %) of the sample disagree with the statement that says " *teachers are unable to solve students' individual problems* " while (18.6) are neutral and only 1 (2.3 %) shows agreement .Also, it can be seen that (62.8 %) of the learners disagree with this statement "*textbook materials don't provide enough exercises* ",whereas (18.6 %) are neutral and the same percentage (18.6 %) agree with this statement .

If we now turn to the "cultural differences between Arabic culture and the learners' culture " ,it seems that (60.5 %) of the learners disagree with this statement while (34.9 %) are neutral and only (4.7 %) agree. Finally , just over half of the learners (58.1 %) disagree with this statement " *textbooks*

materials are not prepared to fill the cultural gaps that the students' face " ,
 whereas (37.2 %) of the learners are neutral and only a minority (4.7 %) agree

4.1.4 Results of Question Four

What solutions can be offered to overcome these difficulties ?

The majority of teachers expressed the urgent need for higher educational institutions where Arabic is taught and teacher training is taking place. Many teachers highlighted the need for appropriate textbooks which focus on the four language skills and other language elements i.e. grammar, pronunciation, spelling and culture. Furthermore, some of the teachers proposed to integrate between Al-fusha and Al-ammiyya while others focused on achieving communicative competence .i.e. the ability to adapt to different contexts and use language properly for receiving and sending messages. Additionally, textbooks must provide cultural insights that help learners to compare the Arabic culture and their own.

4.2 Results Related to the Informal Interviews with Teachers

Ten teachers who teach Arabic as a foreign or second language were interviewed .The researcher asked them the following four questions :

1) What are the perceptions of foreign students toward learning Arabic culture? 2) What are the difficulties that the non-native learners face in learning Arabic in Jordan ? 3) What are the factors that cause these difficulties? 4) What solutions can be offered to overcome these difficulties?

The interviews were conducted in Arabic .Six male teachers and four females were chosen from three private centers in the middle of Amman. They are Ali Baba International center ,Qasid Arabic Institute and Modern Arabic Language International Center (MALIC).They hold BA , M.A & Ph.D degrees in different fields .Their age ranged between (20-60)..

The first teacher stated that learners faced some obstacles in learning Arabic .He focused on the diglossic nature of Arabic where learners read and write in Standard Arabic inside the classroom but they listen to colloquial Arabic in the street . He added that the number of grammatical and morphological restrictions was very large and the learners needed to understand all these rules in order to be able to form a correct Arabic sentence. He explained that *"the Jordanian experience in teaching Arabic to speakers of other languages is not sufficient .Furthermore, some teachers are not qualified to teach Arabic to speakers of other languages in addition to their ignorance in the methods of treating the learners' pronunciation "*. He emphasized the importance of training courses which were prepared to Arabic teachers in addition to the appropriate textbooks which focus on the four language skills and other language elements .i.e. grammar, pronunciation, spelling and culture .

Similarly ,the second teacher emphasized the importance of the diglossic nature of Arabic .She claimed that learners encountered some difficulties because of the different varieties of Arabic .She added that the nature of

Arabic differs from the native language of the learners. Moreover ,Arabic letters had different shapes (initial ,middle & last) which didn't exist in the other languages .Finally ,textbooks which were prepared to the advanced level were very few . Even if there were such books ,they would not fulfill the needs of the learners. However ,she attributed the causes of the problems to the differences between languages and the textbooks for different levels .She reported that "*teachers must be patient and cultured in all fields* . In her response to the first question she stated " *some of learners believe that Islam is not good and the Arabic culture is very bad* " .

The third teacher stated that there were many problems that learners suffered from .Textbooks were not available to all levels and in some cases learners didn't understand the teacher because he /she didn't speak the mother tongue of the learners .She elaborated on the causes of these problems saying that " *the field of teaching Arabic to speakers of other languages is relatively new; lack of suitable curriculum especially for advanced level and that teachers were not specialized in this field*" . She proposed that there must be training courses for teachers and textbooks needed updating .Finally ,learners admired the Arabic culture and felt as if they were in their homeland.

The fourth teacher mentioned that learners encountered some difficulties . Textbooks provided the rules but without sufficient explanations and they didn't encourage creativity . The cause of the problem is the bad quality of the textbooks .She advised "*that there must be interesting textbooks*

for all levels which provide cultural insights that help learners to compare the Arabic culture and their own" .She concluded that learners were very happy to learn Arabic as well as the Arabic culture.

The fifth teacher stated that beginners faced phonological problems in addition to the problems in the four language skills ; reading, speaking, writing and listening which he claimed that it was the most important because it was the most difficult one. Moreover, the textbooks were very rare .He reported that *" in my point of view, the most serious problem is to find the skillful ,creative ,delightful teacher who has the ability to introduce the Arabic language and its culture in a very entertaining way "*.The problems stemmed from the unskillful teachers and lack of appropriate textbook .He suggested to teach Al-Fusha then Al-Ammaya .He added that 90 % of the learners had positive attitudes towards the Arabic culture and they were thrilled to learn about Arabs .

The sixth teacher focused on three problems : Diglossia ,teacher and methods of teaching .He reported that *"diglossia is a very complicated problem especially when the learner uses Al-Fusha in everyday life outside the center .The learner feels confused even if he has reached a very advanced level in learning the language .He added that "the teacher must be a craftsman in his career and the creative methods of teaching are the key to all these problems "*.He suggested that learners must learn Al-fusha then move to

Al-Ammaya .He concluded that almost all learners were eager to learn the Arabic culture

The seventh teacher claimed that there were linguistic and non-linguistic problems that the non-native learners of Arabic encountered .He said that " *the biggest problem which is diglossia .Learners consider the Arabic language as two languages in one because they must learn two varieties of the language side by side in order to communicate effectively in the Jordanian society .Furthermore ,Arabic language has many morphological and syntactic restrictions and texts don't fulfill the needs of the learners .* " He recommended teaching the communicative language not the syntactic and morphological rules of the language .He emphasized that teachers must be trained in organizing the activities for non-native learners of Arabic .He concluded that Muslim learners were happy to know about the Arabic language and its culture .

The eighth teacher claimed that the Arabic textbooks were not available and they were not well-prepared for teaching the non-natives .He attributed this to the administration's lack of interest in overcoming this problem .He proposed training teachers because they were the key elements to ease all the difficulties that non-native learners faced .Finally ,he concluded that learners had a fabulous motivation to learn the Arabic culture .

The ninth teacher stated that in addition to the problem of diglossia there were several phonological difficulties .Learners were unable to articulate lots

of sounds . Moreover, listening is a very serious problem because Arabic speakers speak quickly and this hindered the process of listening .He ascribed these problems to the differences between the learners' language and Arabic .He suggested giving extra recordings to help learners practicing listening at home .He concluded "*99 % of learners want and love learning the Arabic language and its culture* " .

The tenth teacher emphasized that the most disastrous problem that faced non-native was diglossia .Learners found themselves speaking an artificial dialect which wasn't used in everyday life .Moreover ,they could not articulate and pronounce Arabic sounds properly .They could not differentiate between the different kinds of pronouns(addressed and speaker) . Also ,it was difficult to differentiate between feminine / masculine and dual / plural words. On the other hand , learners could not read Arabic script if the teacher omitted diacritics .She ascribed these problems to the Arabic language itself because of the huge number of morphological and syntactic rules and restrictions .She added that ,the teachers were not competent to teach Arabic to not-natives .She proposed teaching Al-fusha then Al-Ammaya in order to bridge the gap between the two varieties .She advised learners to listen to Arabic programs on T.V or radio channels hoping to improve their pronunciation .Finally ,she assured that learners admired and loved the Arabic culture .

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter discusses the findings of the four research questions .It also attempts to explain and interpret the results in light of the reviewed literature .It concludes with recommendations and suggestions for future research.

5.1 Discussion of the Findings of Question One

What are the attitudes of foreign students toward learning Arabic culture?

As shown in Table (3) , results indicate that the overwhelming majority of the learners have positive attitudes toward learning about the Arabic culture and have reacted strongly toward integrating it in the classrooms as well as in the textbooks .These results are in line with Cook (2000) who stated that positive attitudes ease the learning process and help to gain insight into the language learning and teaching process .Furthermore ,these results correspond with Khuwaileh (2000) and Ammon (2004) who affirmed that the introduction of the target culture in foreign language classroom leads to improving the social attitude as well as increasing the positive view point towards the target language and the target language community .

Similarly, these findings are in line with the findings of Genic & Bada (2005) who found that culture classes were significantly useful in terms of language skills ,raising cultural awareness as well as changing attitudes toward native and target societies. He added that it is a vital element of

language learning and teaching .It has a great effect on the improvement of communicative competence as well as other skills in the instruction of any language . Additionally , these outcomes are identical with the findings of Abu-Dulbough (2005) and Du (2008) who found that there were positive attitudes toward Arabic culture ,traditions ,customs and values .However ,these outcomes are in line with the findings of Hammami (2012) and Rafieyan ,Abdul Majid & Eng (2013) who found that the positive attitude towards learning the target language culture guided to a superior level of pragmatic comprehension.

5.2. Discussion of the Findings of Question Two

What are the difficulties that the non-native learners face in learning Arabic in Jordan ?

As indicated in Table (4), responses given to part two of the questionnaire show that the majority of the non-native learners of Arabic in the private Jordanian language centers face a high level of difficulty when using Modern Standard Arabic (MSA) with the native speakers of Arabic in Jordan. This result is consistent with that of Dweik (1986) who pointed out that diglossia causes a serious problem to the Arabs who do not know which variety to use in teaching and learning . Additionally ,this outcome is in agreement with Al-Batal (1995) who explained that "the teaching of a formal variety of Arabic creates a fake model of oral proficiency by presenting the

students with an artificial variety that is not used by the native speakers since no one uses [formal Arabic] for daily life situations "p.123

However, results that appear in Table (4) regarding comprehending Jordanian colloquial Arabic illustrate that a large number of the learners face high difficulty in comprehending Jordanian colloquial Arabic. This result is in agreement with Farghali (2000) who claimed that many Arabic learners complain that they cannot understand a conversation between native speakers of Arabic. They cannot even understand a song. What's more, they found themselves using a variety of language which is not appropriate to the occasion. Moreover, this finding is in line with that of AL-Shallak (2010) who admitted that learners found it difficult to comprehend Jordanian colloquial Arabic.

Results show that thirty –four of the learners find a high difficulty in learning Modern Standard Arabic grammar. This finding is highly consistent with that of Al-Shallakh (2010) who added that (75%) of the learners have a problem in learning Modern Standard Arabic grammar.

Concerning the difficulty in reading unpunctuated words, results show that the majority of learners are unable to read such words free of diacritics. This result is in line with Alsarhid (2013) who reported that students suffer from problems related to the difficulties of reading as well as differentiating between long and short vowels.

The study also reveals that a large number of learners encounter high difficulty in understanding the meaning of words when they are not in their context. This finding supports Al-Shallakh (2010) who asserted that one of the most important challenges that learners of Arabic face is understanding the meaning of words when they are not in their context.

Moreover, findings regarding the use of standard and colloquial Jordanian dialect suggest that learners encounter high difficulty in using both standard and colloquial Jordanian dialect because the differences are too many. However, this outcome is highly consistent with that of Ferguson (1971) who asserted that :

the teacher and the student alike must face the fact that there is more to be learned than 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)

Data from Table (4) illustrate that learners have a high level of difficulty in articulating and pronouncing Arabic sounds properly. This outcome is highly consistent with that of Alsarhid (2013) who emphasized that learners have difficulties in learning some sounds like (hamza, elgin & ha). In contrast, Table (4) denotes that the overwhelming majority of learners face no difficulty in understanding the teacher's methods of teaching. Probably, some private centers hold conferences to negotiate difficulties and suggest suitable solutions. Furthermore, training courses are given to teachers to improve their abilities in teaching. Consequently, they find no challenges

concerning methods of teaching . This outcome disagrees with Ebrahim (1986),Mall (2002) and Seraj (2010) who stated that the methods which were used in teaching Arabic impeded learners for reaching a high level of communicative competence in Arabic .

However ,further analysis shows that learners encounter no difficulty regarding understanding some cultural aspects of Arabic culture . This is due to the fact that learners have a fabulous motivation to learn Arabic culture . Additionally ,teachers present culture amazingly . As a result ,learners face no problems regarding Arabic culture .This finding is absolutely inconsistent with that of Peterson (2000) who claimed that outdated teaching methods produce students with low level of cultural and linguistic proficiency who are often frustrated by their lack of progress ,bewildered by classroom representations of Arabs and the Arabic language. Again , this outcome is contradictory with Alsrhid (2013) who stated that non-native learners of Arabic suffer from the difficulty of coping with the Arab community in terms of customs and traditions .

Moreover ,data from Table (4) show that a vast number of learners meet no difficulties with regard to writing Arabic letters which have different shapes , i.e., initial ,middle and last .This result may be attributed to the fact that some of the learners have taken introductory courses of Arabic language in their countries ; as a result ,they can write Arabic letters without facing obstacles .

Meanwhile ,further statistical analysis reveals that learners face low difficulty in dealing with Arabic textbooks .Probably ,this might be attributed to the fact that many private centers design their own curricula taking into consideration learners' needs and interests .However ,this outcome is incongruous with that of Alish (1992) who maintained that Arabic textbooks teach about the language ,assuming that learners would automatically transfer knowledge about grammatical structures to actual use .Again ,this result is wholly inconsistent with that of Peterson (2000) who claimed that the essential textbooks for teaching Arabic at some universities in the United States ,have not yet met the expectations of modern foreign language textbooks on several levels ,most precisely in terms of proficiency orientation and cultural awareness. Moreover, this outcome disagrees with Alsrhid (2013) who denoted that textbooks follow traditional methods in explaining and providing information.

Additionally ,the most striking result is that the learners encounter no difficulty regarding the topics included in the textbooks. This might be due to the fact that the designed textbooks in the private centers take into account the needs and interests of the non-native learners of Arabic .Accordingly, these curricula fulfill the needs of the learners. However ,this result in conflict with that of Al-Shallakh (2010) who admitted that the textbook materials should involve speaking skills , teaching vocabulary in context and linking content to the learners' needs and environment ..

Finally , data from Table (4) show that learners encounter low difficulty in differentiating between feminine and masculine words since syntactic and morphological rules are organized and simplified in a very creative manner which facilitates learning and acquiring the language gradually .Furthermore , there are very enriching and varied exercises that aid learners to practice language effectively .

5.3 . Discussion of the Findings of Question Three

What are the factors that cause these difficulties?

Results that appear in Table (5) indicate that twenty-nine of the learners agree that the existence of different varieties of Arabic is one of the factors that causes challenges to non-native learners of Arabic .This result is in line with that of Ferguson (1959) who maintained that there are two varieties of Arabic ; one is high and the other is low. Moreover ,this result is in agreement with that of Dweik (1986) who stated that there are three varieties in Arabic :Al-fusha ,Al-Wusta and Al-Ammaya .Similarly , this result agrees with those of Al-Batal (1992) and Alosch (1992) who stated that the diglossic nature of Arabic causes serious challenges for the teachers of Arabic as a foreign language .They are faced with the question of which variety to teach in the classroom. However , this finding is highly consistent with that of Al-Shallakh (2010) who emphasized that the major cause of the problems that non-native learners of Arabic encounter is related to the existence of different varieties of Arabic which are sometimes not intelligible .

Furthermore , twenty-eight of the learners agree that the linguistic differences between Arabic and those of the learners' language cause serious obstacles to non-native learners of Arabic .This outcome is highly consistent with that of Al-Shallakh (2010) who said that the major cause of the problems that non-native learners of Arabic encounter is related to major linguistic differences between Arabic and the learners' native languages .

However , just over half of the learners agree that the very large number of morphological and syntactic restrictions in Arabic is one of the variables that causes weighty problems to non-native learners of Arabic .This finding is in line with that of AL-Khabbas (2010) who emphasized that the designers of the Arabic textbooks should reconsider the method of distributing morphological and syntactic rules to various lessons and that they have to pay much attention to the exercises that represent those rules .

In contrast ,the overwhelming majority of the learners do not believe that teachers are not motivated to teach Arabic .i.e. .They do not agree that the teacher is the cause of the difficulties .However ,this may be attributed to the fact that teachers in the private centers gain high salaries .In addition, they suppose that they are conveying the message of Islam through the Arabic language which is the language of the Quran .Accordingly ,they are highly motivated to teach Arabic .

Similarly , the data in Table (5) indicate that forty learners do not think that teachers are not academically qualified to teach Arabic to speakers of

other languages .This implies that teachers are not one of the factors that causes the difficulties to the learners .Furthermore ,this outcome may be ascribed to the training programs which occur yearly and help improving teachers' methods of teaching .On the other hand ,this finding is inconsistent with that of Mall (2002) who stated that Arabic teachers did not have confidence in their own language proficiency or their ability to speak Arabic perfectly.

Surprisingly ,the observed data hint that thirty-five of the learners do not believe that the techniques of presenting culture in the classroom are boring .Additionally ,they believe that methods of presenting cultures are interesting and these methods are not one of the factors that causes the difficulties in learning Arabic . It is probable that teachers use up-to-date techniques to introduce culture like . field visits ,trips to the well-known areas in Jordan and integrating learners with Arab families.

Further statistical findings suggest that teachers do not cause the challenges to the learners .Thirty-four of the learners completely disagree with the idea that teachers are unable to solve individual problems. However ,it may be attributed to the fact that private centers provide extra classes to support those who face individual problems and later on integrate them with their original classes. Moreover, teachers give extra assignments as a method to overcome individual challenges .

Almost two-thirds of the learners believe that exercises in the textbooks do not cause challenges to the learners. In other words, they trust that the assigned textbooks have enough exercises. It is possible that the designers have prepared suitable textbooks with sufficient exercises.

Another surprising observation is that learners do not attribute the causes of the difficulties to the cultural differences between Arabic culture and the learners' culture. Actually, this is because they have high positive attitudes toward the Arabic culture.

Approximately more than half of the learners demonstrate that the materials of the textbooks do not cause problems to the learners. On the contrary, textbook materials are prepared to fill the cultural gaps that the students face. Moreover, this finding is totally inconsistent with that of Al-Shallakh (2010) who maintained that the most serious factor that causes challenges to the learners is the textbooks which are not prepared to fill the cultural gaps that face the student.

5.4 . Discussion of the Findings of Question Four

What solutions can be offered to overcome these difficulties ?

Answers of the interviewed teachers suggest solutions for the difficulties that non-native learners of Arabic face. They state that learners of Arabic should work hard on learning grammar, practicing speaking and writing of MSA and understanding MSA texts as well as practicing different varieties of colloquial Arabic. These solutions can help learners to bridge the gap between

the Arabic language varieties " the diglossic nature of Arabic " .These findings are similar to those of Hirsch (2009)who stated that the development of Arabic teaching materials should contain a structured role for spoken Arabic alongside Modern Standard Arabic .Furthermore ,these outcomes are in line with those of Al-Shalakh (2010) who maintained that students should practice speaking and writing of MSA texts and should practice different varieties of colloquial Arabic .These results are also in line with those of Al-Qufan and Al-Faouri (2012) who recommended that it is a must to be familiar with colloquial vocabularies to help students learn Modern Standard Arabic .Moreover , a lot of the colloquial vocabularies help the students in learning Standard Arabic .

Results of the interviews also show that the majority of teachers express the urgent need for having higher educational institutions where Arabic is taught and teacher training takes place .This result is completely consistent with that of Hirsch (2009) who recommended that there is an urgent need for organizations that encourage Arabic language studies and help in the distribution of dialectical resources to high schools .He added, there must be local and national training opportunities that aid the teaching of spoken Arabic. Meanwhile ,this outcome agrees with that of Mall (2002) who recommended to organize higher educational institutions for encouraging the learners of Arabic as well as boosting the language itself .

However ,many teachers highlight the need for having appropriate textbooks which focus on the four language skills and other language elements i.e. grammar ,pronunciation ,spelling and culture .This finding is totally consistent with that of Mall (2002) who recommended revising the syllabuses which are used in teaching Arabic. However ,this result is in agreement with that of AL-Shallakh (2010) who suggested that the textbook materials should focus mainly on learning speaking correctly and they should present vocabulary in appropriate contexts and situations .Moreover ,this outcome is highly consistent with Al-Zaghlool (2006) who concluded that textbook designers should take into consideration the specific purposes of the non-native learners of Arabic when composing the new textbooks .

5.5 Conclusions

An analysis of the overall results of the study indicated that generally the non-native learners of Arabic had positive attitudes towards Arabic culture .Also, the results showed that the non-native learners encountered different difficulties in learning Arabic .The results also highlighted the causes of these difficulties and the suggested solutions .It was clear that both teachers and learners agreed that the linguistic difficulties were more evident than the other difficulties ,i.e., using MSA with the native speakers of Arabic ,comprehending Jordanian colloquial Arabic ,reading Arabic hand writing and learning MSA grammar as well as articulating Arabic sounds .They also mentioned the causes of the

difficulties as the existence of different varieties of Arabic ,the linguistic differences between Arabic and those of the learners' languages .However ,they proposed to integrate MSA with the colloquial dialects .Moreover ,they suggested that there is an urgent need for higher educational institutions where Arabic is taught and teacher training takes place.

5.6 Recommendations and Suggestions for Future Research

On the basis of the results of this study, the researcher proposes a number of points to be taken into consideration by other researchers:

1. Conducting more studies that are interested in developing the curricula of teaching Arabic for speakers of other languages and bearing in mind the standards and conceptions that the study has reached when preparing these curricula .
2. Conducting further research on the best methods used in teaching diglossic languages .
- 3- Designing textbooks that focus on all language skills such as listening , speaking ,writing and reading ,as well as to paying attention to all language elements i.e. culture ,grammar ,vocabulary and pronunciation.
4. Conducting more studies about the motivation of learners to learn Arabic
5. Comparing learners of Arabic with learners of other languages at this particular time to understand why they chose Arabic .

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Appendix 1

Middle East University Permission Letter to Qasid Center

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

كلية الآداب والعلوم
Faculty of Arts & Sciences

الرقم: ك أ ع / خ / 67/1
التاريخ: 2014/04/15

مركز قاصد المحترمون

تحية طيبة وبعد،

تقوم الطالبة أماني جمعه علي أبو ارميس ورقمها الجامعي (401210126) المسجلة في برنامج الماجستير في تخصص اللغة الإنجليزية بدراسة بعنوان " صعوبات تعليم العربية لغير الناطقين بها في الأردن " وذلك استكمالاً لمتطلبات رسالة الماجستير ، أرجو التكرم بتسهيل مهمة الطالبة المذكورة .

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم

أ.د. وليد عوجان



نسخة:

- الصادر الخارجي -



و.ع/م هاتف: +9626 4790222 فاكس: +9626 4129613 ص.ب: 383، عمان 11831، الأردن

Tel: +9626 4790222 Fax: +9626 4129613 P.O. Box 383, Amman 11831, Jordan

e-mail: info@meu.edu.jo website: www.meu.edu.jo

Appendix 2

Middle East University Permission Letter to MALIC Center


جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

كلية الآداب والعلوم
 Faculty of Arts & Sciences

الرقم: ك أ ع / خ / 68/1
 التاريخ: 2014/04/15

مركز مالك المحترمون

تحية طيبة وبعد،

تقوم الطالبة أماني جمعه علي أبو ارميس ورقمها الجامعي (401210126) المسجلة في برنامج الماجستير في تخصص اللغة الإنجليزية بدراسة بعنوان " صعوبات تعليم العربية لغير الناطقين بها في الأردن " وذلك استكمالاً لمتطلبات رسالة الماجستير ، أرجو التكرم بتسهيل مهمة الطالبة المذكورة .

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم

 أ.د. وليد عوجان



نسخة:

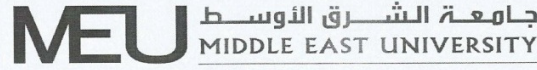
- الصادر الخارجي -



و.ع/ و.م هاتف: +9626 4790222 فاكس: +9626 4129613 ص.ب: 383، عمان 11831، الأردن
 Tel: +9626 4790222 Fax: +9626 4129613 P.O. Box 383, Amman 11831, Jordan
 e-mail: info@meu.edu.jo website: www.meu.edu.jo

Appendix 3

Middle East University Permission Letter to Ali Baba Center



كلية الآداب والعلوم
Faculty of Arts & Sciences

الرقم: ك أ ع / خ / 66/1
التاريخ: 2014/04/15

مركز علي بابا المحترمون

تحية طيبة وبعد،

تقوم الطالبة أماني جمعه علي أبو ارميس ورقمها الجامعي (401210126) المسجلة في برنامج الماجستير في تخصص اللغة الإنجليزية بدراسة بعنوان " صعوبات تعليم العربية لغير الناطقين بها في الأردن " وذلك استكمالاً لمتطلبات رسالة الماجستير ، أرجو التكرم بتسهيل مهمة الطالبة المذكورة .

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم

أ.د. وليد عوجان



نسخة:

- الصادر الخارجي -



و.ع/ و.م هاتف: +9626 4790222 فاكس: +9626 4129613 ص.ب: 383، عمان 11831، الأردن

Tel: +9626 4790222 Fax: +9626 4129613 P.O. Box 383, Amman 11831, Jordan

e-mail: info@meu.edu.jo website: www.meu.edu.jo

Appendix 4

Middle East University

Panel of Experts and Validation Letters

<i>Name</i>	<i>Rank</i>	<i>Specialization</i>	<i>Place of Work</i>
Sa'ud Abd Al Jaber	Professor	Literature and Criticism	MEU
Bassam Quttous	Professor	New Criticism	MEU
Abd Alra'of Zuhdi	Professor	Literature and Criticism	MEU

Dear Professor and Supervisor ,

I am currently in the process of determining the face and content validity of the instruments ,which I am going to use for collecting data for my M.A thesis titled **(Difficulties of Teaching Arabic to Speakers of Other Languages)** .I truly appreciate your comments as an expert who will help in determining the face and content validity of the two instruments :informal interviews for teachers and a questionnaire for students .

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

Q1-Are the questions in the instruments related to the topic under investigation namely, difficulties of teaching Arabic, its causes and solutions and finally perceptions toward the Arabic language and its culture ?

Q2-Do the instruments measure what they are supposed to measure ?

Q3-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 ,
Amani Juma' Abu-Irmies
M.A Student /MEU

جامعة الشرق الأوسط
كلية الآداب / قسم اللغة الانجليزية وآدابها

اسم المحكم : _____
الرتبة العلمية : _____
التخصص : _____
المؤسسة التي يعمل بها : _____

فأنا الباحثة أمانى جمعة علي أبو ارميس , من جامعة الشرق الأوسط, يسرني إبلاغكم بأن مشرفي البروفسور بدر دويك قد زكى أسم حضرتكم لتكون أحد الأعضاء المحكمين لأداة البحث (الاستبانة) للرسالة ذات العنوان :

صعوبات تعليم العربية للناطقين بغيرها في الأردن

تهدف الأداة المرفقة إلى الإجابة عن الأسئلة الأربعة الآتية:

- 1 . ما اتجاهات الطلبة نحو الثقافة العربية ؟
- 2 . ما الصعوبات التي يعاني منها الطلبة الأجانب في تعلم اللغة العربية ؟
- 3 . ما أسباب هذه الصعوبات ؟
- 4 . ما الحلول المقترحة لهذه الصعوبات ؟

راجياً من حضرتكم مراجعة هذه الاستبانة الموجهة إلى الطالب والتي تبحث في عدد من المحاور: صعوبات لغوية و صعوبات لها علاقة بالطالب و صعوبات لها علاقة بالمعلم و صعوبات لها علاقة بالمنهاج و صعوبات لها علاقة بالتمارين و النشاطات الصفية و أسباب هذه الصعوبات لكل محور على حده بالإضافة إلى بعض الحلول المقترحة لهذه الصعوبات . راجياً من حضرتكم تزويدي بملاحظاتكم وتوصياتكم على محتواها وهل هي مناسبة لتقيس ما صممت لقياسه .

مع جزيل الشكر والامتنان
الباحثة: أمانى جمعة علي أبو ارميس

Appendix 5

Teachers' Informal Interview Questions

The following are the questions that are going to be asked to the teachers during the informal interviews. The researcher is going to inform the interviewee that the interview would take about twenty-five minutes.

Instructions for the researcher

Ask for permission to interview the teachers .

Introduce yourself to break the ice .

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

Open-ended questions

Q1- What are the attitudes of the non-native learners toward the Arabic culture ?

Q2- What are the difficulties that face the learners in learning Arabic as a foreign language in Jordan?

Q3- What factors might have caused these difficulties ?

Q4- What solutions might have eased these difficulties ?

Appendix 6

Students' Questionnaire

Dear participant,

I am, Amani Juma Abu-Irmies ,a graduate student at Middle East University in Amman-Jordan . I am conducting a study which is a partial requirement for obtaining the Masters' degree in English language and literature .

I would like to express my gratitude in advance for taking the time in filling out the attached questionnaire which investigates students' difficulties in learning Arabic as a foreign or second language and the causes of these difficulties at academic centers as well as secondary private Jordanian schools.

I am interested only in obtaining the needed information that helps me in finding valid answers for the current study .

Sincerely ,
Amani Juma' Abu-Irmies
M.A Student /MEU

Part One : Demographic Background

1-Gender Male Female

2- Age : 1-Between 14-19 2- Between 20-29
 3-Between 30-39 4-Between 40-49
 5-Between 50-59 6-More than 60

3-Religion Muslim Christian other please specify

4-Level in learning Arabic :

Beginner
Intermediate
Advanced

5-Nationality :

1-Jordanian 2- other -----specify --

6-The mother tongue

1-English

2-other-----please specify -----

7-Language of the parents

1-Father's mother tongue -----

2-Mother's mother tongue-----

8-You learn Arabic language in :

Ali Baba International center.

Qasid Arabic Institute.

Modern Arabic Language International Center (MALIC).

9. Why did you decide to study Arabic ? You can choose more than one answer.

It is required

Personal enrichment

Interested in Arabic culture

Interested in the Arabic language

Interested in travel

Job prospective

Religious reasons

10 – Other reasons (Please describe)

Part Two : Difficulties that speakers of other languages face in learning Arabic as a second or foreign language:

Some learners face difficulties in learning Arabic .The researcher has listed the difficulties below according to her point of view .

Rearrange the difficulties below according to their level of difficulty as shown below:

NO.	Level of Difficulty It is difficult to	High		Low	
		Freq.	%	Freq.	%
1	use Modern Standard Arabic with the native speakers of Arabic in Jordan				
2	comprehend Jordanian colloquial Arabic				
3	read Arabic hand writing				
4	learn Modern Standard Arabic grammar				
5	read unpunctuated words (without diacritics)				
6	understand the meaning of words when they are not in their context				
7	use standard and colloquial Jordanian dialect because the differences are too many				
8	articulate and pronounce Arabic sounds properly				
9	understand the teacher's methods of teaching				
10	understand some cultural aspects of Arabic culture because of the big differences between my culture and the Arabic culture				
11	write Arabic letters because they have different shapes (initial ,middle and last)				
12	deal with the textbook because it is boring				
13	deal with the textbook because the topics do not meet my needs				
14	differentiate between feminine and masculine words				

Part Three :Factors that might have caused these difficulties

In this part, we are interested in the factors that have caused these difficulties :

Please read the following statements and tick (☐) the response that indicates the level of your agreement or disagreement:

No	<i>The reason that cause the difficulties in learning Arabic is :</i>	Disagree 1	Neutral 2	Agree 3
1	the existence of different varieties of Arabic			
2	the linguistic differences between Arabic and the student's language			
3	the very large number of morphological and syntactic restrictions in Arabic			
4	teachers are not motivated to teach Arabic			
5	teachers are not academically qualified to teach Arabic to speakers of other languages			
6	the boring technique of presenting cultures in the classroom			
7	teachers are unable to solve student's individual problems			
8	textbook materials do not provide enough exercises			
9	the cultural differences between Arabic culture and my culture			
10	textbook materials are not prepared to fill the cultural gaps that the students face			

In your opinion ,please indicate other factors that might cause such difficulties .

Part Four :Perceptions of learners toward the Arabic culture:

What aspects of culture would you consider the most important to learn
Please rank them according to how you see their level of importance:

NO.	Level of Importance	High		Low	
	Cultural Aspect				
1	Rules of behaviors				
2	Customs and festivals				
3	Political institutions				
4	History				
5	Law and order				
6	Family life				
7	Food				
8	Literature and arts				
9	Geography				
10	Youth life				
11	Costumes dressing				
12	Transportation				
13	Music				
14	School life				

Appendix 7

أعزائي الطلبة ،

أنا أمني أبو ارميس طالبة ماجستير في جامعة الشرق الأوسط في الأردن .صممت هذه الاستبانة لمعرفة " الصعوبات التي يواجهها الطلبة في تعلم اللغة العربية وأسبابها بالإضافة إلى اتجاهات الطلبة نحو تعلم الثقافة العربية" . طورت هذه الاستبانة لتقديم إجابات تسهم في تحقيق الأهداف المرجوة من الرسالة والتي تحمل عنوان " صعوبات تعليم العربية للناطقين بغيرها في الأردن" .فأرجو التكرم بالإجابة عن جميع فقرات الاستبانة بدقة و مصداقية.

تتكون هذه الاستبانة من أربعة أجزاء : معلومات إحصائية و الصعوبات التي يواجهها الطلبة في تعلم اللغة العربية، و أسباب هذه الصعوبات، و اتجاهات الطلبة نحو تعلم الثقافة العربية .

الجزء الأول : معلومات إحصائية

1. الجنس: ذكر () أنثى ()
2. العمر : 19-14 () 29-20 () 39-30 ()
49-40 () 59-50 () أكثر من 60 ()
3. الديانة : الإسلام () المسيحية () غيرها (.....)
4. المستوى في تعلم اللغة العربية: مبتدئ () متوسط () متقدم ()
5. الجنسية : أردنية () غيرها (.....)
6. اللغة الأم : اللغة الانجليزية () غيرها (.....)
7. لغة الوالدين: لغة الأم (.....) لغة الأب (.....)
8. المركز : علي بابا الدولي للغات () قاصد لتعليم اللغات () مالك لتعليم اللغات ()
9. أسباب تعلم اللغة العربية: (يمكنك اختيار أكثر من إجابة)
☐ متطلب ☐ إثراء شخصي ☐ أسباب دينية ☐ عمل مرتقب
☐ مهتم باللغة العربية ☐ مهتم بالثقافة العربية ☐ مهتم بالسفر ☐ غيرها (.....)

الجزء الثاني

الصعوبات التي يواجهها الطلبة الأجانب في تعلم اللغة العربية كلغة أجنبية أو ثانية :

يواجه بعض الطلبة صعوبات في تعلم اللغة العربية .قامت الباحثة بترتيب هذه الصعوبات من وجهة نظرها . أعد ترتيب الصعوبات التالية حسب درجة الصعوبة لديك .

متدني 1	عال 3	العبارة إنه من الصعب
		استخدام اللغة العربية الفصحى مع الناطقين بها
		فهم اللهجة العامية الأردنية
		قراءة الخط المكتوب يدوياً باللغة العربية
		تعلم قواعد اللغة العربية الفصحى
		القراءة دون حركات
		فهم معاني الكلمات خارج السياق
		استخدام العربية الفصحى و العامية الأردنية لأن الاختلافات بينهما كبيرة
		نطق الأصوات العربية حسب مخارجها
		التفريق بين الكلمات المذكرة و المؤنثة
		فهم مقررات تعليم اللغة العربية لغير الناطقين لأن موضوعاتها لا تلبي احتياجاتي
		التعامل مع مقررات تعليم اللغة العربية لغير الناطقين بها لأنها مملة
		كتابة الأحرف العربية لأن لها عدة أشكال حسب موقعها في الكلمة
		فهم طرق و أساليب التدريس عند المعلمين
		فهم العناصر الثقافية العربية بسبب الاختلاف بين ثقافتي و الثقافة العربية

الجزء الثالث: أسباب هذه الصعوبات .

اقرأ العبارات التالية ثم ضع إشارة (✓) أمام الإجابة التي تشير إلى درجة الموافقة أو عدمها .

الرقم	العبارة سبب صعوبة تعلم اللغة العربية الفصحى هو	لا أوافق 1	محايد 2	أوافق 3
1	وجود عدد كبير من اللهجات العربية			
2	الاختلافات اللغوية بين اللغة العربية ولغة الطالب			
3	العدد الكبير من الضوابط النحوية و الصرفية في اللغة العربية			
4	المعلمون غير محفزين لتعليم اللغة العربية			
5	المعلمون غير مؤهلين تربوياً لتعليم اللغة العربية لغير الناطقين بها			
6	طرق تقديم الثقافة العربية مملة.			
7	المعلمون غير قادرين على حل الصعوبات الفردية			
8	المنهاج لا يزود الطالب بالتدريبات الكافية			
9	الاختلاف بين الثقافة العربية و ثقافتي			
10	المنهاج لم يعد لملء الفجوات الثقافية التي يواجهها الطلبة			

من وجهة نظرك، ما العوامل التي تسبب مثل هذه الصعوبات؟ _____.

الجزء الرابع: اتجاهات الطلبة نحو تعلم الثقافة العربية

ما أهم الجوانب الثقافية التي ترغب في تعلمها؟ رتبها حسب درجة أهميتها كما في الجدول أدناه

متدني	عال	الجانب الثقافي
		القوانين التي تضبط السلوك
		التقاليد والأعياد
		المؤسسات السياسية
		التاريخ
		القوانين والأنظمة
		الحياة العائلية
		الطعام
		العلوم والآداب
		الجغرافيا
		حياة الشباب
		اللباس التقليدي
		وسائل المواصلات
		الموسيقى
		الحياة المدرسية