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**Exploring Pedagogical Approaches for Teaching Arabic as a
Foreign Language : Case of Turkish Students in the Department of
Arabic Literature at Istanbul University**

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requirements for Master's Degree in Didactics of Foreign Languages

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DEDICATION

In the Name Of Allah, Most Gracious, Most Merciful, I dedicate this work to:

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ABSTRACT

The present study entitled "Exploring Pedagogical Approaches for Teaching Arabic as a Foreign Language: Case of Turkish Students in the Department of Arabic Literature at Istanbul University," aims to reveal the pedagogical approaches used in the Arabic language Department at Istanbul University and their impact on students' acquisition and mastery of Arabic. Additionally, it sheds light on the current state of e-learning at this university and the effectiveness of technology and online resources in supporting the pedagogical approaches to enhance Arabic language teaching for non-native speakers.

Key words: Pedagogical Approaches - Strategies - Arabic Language - Istanbul University - Technology.

الملخص

تروم هذه الدراسة الموسومة " توصيف مناهج تعليم اللغة العربية كلغة أجنبية لطلبة أقسام اللغة العربية وآدابها بجامعة إسطنبول "الابانة عن استراتيجيات استخدام المناهج التعليمية في أقسام اللغة العربية بجامعة إسطنبول وكيفية تأثيرها في اكتساب الطلبة للغة الضاد واتقانهم لها، كما تسلط الضوء على واقع التعليم الإلكتروني بالجامعة ومدى فاعلية الوسائط التكنولوجية في دعم المنهج التعليمي لتفعيل تعليم اللغة العربية للناطقين بغيرها.

الكلمات المفتاحية: المناهج التعليمية -الاستراتيجيات -اللغة العربية- جامعة إسطنبول- الوسائط التكنولوجية.

LIST OF ABBREVIATION

AFL	Arabic as a Foreign Language
FL	Foreign Language
ALT	Arabic Language Teaching
ASL	Arabic as a Second Language
CLT	Communicative Language Teaching
MSA	Modern Standard Arabic
SL	Second Language
TAFL	Teaching Arabic as a Foreign Language
TASL	Teaching Arabic as a Second Language
AI	Artificial Intelligence
ALM	Audio Lingual Method
ASP	Arabic for Specific Purposes
CBI	Content-Based Instruction
CLT	Communicative Language Teaching
GTM	Grammar Translation Method
TBT	Task-Based Teaching
TESOL	Teaching English to Speakers of Other Languages
TPR	Total Physical Response

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General Introduction

The widespread interest in Arabic language education among non-native speakers has created a growing need for specialized pedagogical approaches tailored to the unique requirements of these learners. This need is particularly evident in the context of teaching Arabic as a Foreign Language (TAFL) to Turkish students at Istanbul University, where the Department of Arabic Literature has become a focal point for such educational endeavors. The current research, entitled "Exploring Pedagogical Approaches in Teaching Arabic as a Foreign Language: Case of Turkish Students in the Department of Arabic Literature at Istanbul University," aims to investigate the methods and strategies employed in TAFL classes and their impact on students' language acquisition and proficiency.

The present research is set out to answer the following research question :

- 1. What teaching approaches and strategies are used in Arabic language classes at Istanbul University?**
- 2. How do these approaches and strategies impact students' language acquisition and proficiency level?**
- 3. In what ways do teachers at Istanbul University utilize technology, online resources and language learning platforms to support their pedagogical approaches in Arabic language teaching?**

These questions led to the formulation of the following hypotheses:

- 1. The communicative, grammar translation and task-based approaches may be used as teaching methods and strategies in Arabic language classes at Istanbul University.**

- 2. These approaches and strategies may correlate with students' language acquisition and proficiency level as well.**

- 3. Teachers who integrate technology to support their teaching strategies in Arabic language classes at Istanbul University may have a significant impact on students' language acquisition, proficiency and autonomy. They may involve higher students' engagement in Arabic language classes too.**

In order to check the validity of these hypotheses and reach the main objective, a case study on Turkish Students in the Department of Arabic Literature at Istanbul University was designed. Two questionnaires were employed to gather pertinent information. They included a detailed examination of both qualitative and quantitative data collected from students and teachers. The first questionnaire was administered to Turkish students enrolled in various academic levels, within the department of Arabic literature at Istanbul university .It was disseminated online, with a total of 50 students participating, reflecting the constraints posed by geographical distance between the researcher and the population. Conversely, the second questionnaire was tailored for Arabic language teachers within the same department with a total of 5 participating teachers. The questionnaires' distribution and collection was facilitated by the invaluable assistance of Prof.Omer Ishak Oglu, as designated by Istanbul University.

The present study is structured into two main chapters. The first chapter provides a comprehensive review of the historical development of teaching Arabic, categories of Arabic language instruction, and the characteristics of the Arabic language. It also discusses the challenges in teaching Arabic as a foreign language and the integration of technology in Arabic language teaching.

The second chapter details the methodology and procedures used for data collection, including the design and administration of questionnaires to students and teachers. It also presents the qualitative and quantitative analysis of the collected data,

followed by an interpretation and discussion of the primary findings. The chapter concludes with proposals and suggestions to promote autonomy and self-directed learning in Arabic language teaching.

This research aims to contribute to the field of Arabic language teaching by providing insights into effective pedagogical strategies and highlighting the role of technology in supporting language acquisition. By focusing on the specific context of Turkish students at Istanbul University, the study offers valuable recommendations for educators and policymakers seeking to improve TAFL education in similar settings.

Chapter 1

An Overview on Teaching Arabic as a Foreign Language

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1. An Overview on Teaching Arabic as a Foreign Language

1.1. Introduction

Teaching Arabic as a foreign language holds immense significance in today's interconnected world. With Arabic being the fifth most spoken language globally and serving as the language of the Quran, it offers learners not only linguistic prowess but also cultural insight and access to a rich literary heritage.

In the vast landscape of language education, the teaching of Arabic as a foreign language stands as a gateway to understanding the rich tapestry of Middle Eastern culture and heritage. The chapter on teaching the Arabic language offers a comprehensive exploration of its historical evolution, contemporary practices, and challenges. From its roots in the early Islamic era to its present-day significance as a global language, Arabic language instruction has undergone profound transformations. This chapter delves into the categorization of Arabic as a foreign, second, and mother tongue, shedding light on the complexities of linguistic variation and cultural diversity. Moreover, it examines the distinctive characteristics of the Arabic language, from its phonetics and morphology to its syntax and semantics. As we navigate through the multifaceted landscape of Arabic language instruction, we also explore the integration of technology, such as e-learning, mobile applications, and social media, in enhancing language learning experiences. By synthesizing historical insights with innovative pedagogical approaches, this chapter aims to equip educators and learners with the knowledge and tools necessary to navigate the complexities of teaching and learning the Arabic language in a rapidly changing world.

1.2. Historical Development of Teaching the Arabic Language

The teaching of Arabic has a long and rich history that goes back to decades. The following piece covers the historical development of Arabic language education, from early techniques to current ones. It focuses on significant developments and prominent personalities in the discipline. These are classified as follows:

a. The Early Period: Pre-Islamic Arabia and the Quranic Era

The teaching of Arabic started before Islam, when oral traditions played an important role in information transmission. Arabic was mostly taught by memorizing and reciting poetry and tribal customs. With the rise of Islam and the revelation of the Quran, Arabic language education took on a new dimension. The Quran served as the major book for teaching Arabic grammar, vocabulary, and pronunciation, establishing the groundwork for current Arabic language instruction (Suleiman, 2010).

b. The Medieval Period: The Golden Age of Arabic Language Teaching

Arabic language instruction thrived throughout the medieval era, notably under the Abbasid Caliphate. The construction of institutions like the House of Wisdom in Baghdad encouraged the study and teaching of the Arabic language, literature, and sciences. Scholars like Al-Khalil ibn Ahmad and Al-Sibawayh made important contributions to Arabic grammar and linguistics, establishing the framework for contemporary linguistic ideas (Al-Jallad, 2015).

c. The Ottoman and Colonial Periods: Challenges and Adaptations

The Ottoman and colonial eras brought problems to Arabic language education. Ottoman reforms aimed at upgrading education and this resulted in the implementation of new techniques and curricula. Arabic language education was suppressed and neglected in colonial settings, prompting attempts to maintain and reinvigorate the Arabic language and culture (Barakat, 2013).

d. The Modern Period: Contemporary Methods for Teaching Arabic

In the present era, teaching Arabic has developed to integrate new approaches and technology. Communicative Language Teaching (CLT) is a popular technique that emphasizes interaction and real-world communication. The utilization of multimedia

materials, internet platforms, and mobile apps has also improved Arabic language instruction by making it more accessible and engaging (Al-Jarrah & Al-Badarneh, 2020).

Teaching Arabic has evolved throughout time to reflect changes in educational approaches, cultural influences, and technology breakthroughs. From oral traditions to contemporary methodologies, Arabic language instruction has evolved to fit the demands of students and the changing educational contexts.

1.3. Categories of Teaching the Arabic Language

1.3.1. Language

There is a substantial disagreement over how to properly utilize the vocabulary that defines the "contents" of language education. This tendency is seen both in the Arab world and elsewhere, thus instructors and scholars often misunderstand or mix the various terminological models. For example, Krashen's Second Language Acquisition Theory was often used to characterize occurrences in foreign language teaching (Balboni 2008b, p.10).

Added to that, while studying the teaching or learning of a foreign language, it should be kept in mind that Language Education takes into account two elements: theoretical conjectures and actual implementations. These aspects are the source language, which corresponds to the learner's mother tongue, and the target language, which is the language studied. This section clarifies the models used in language education theory and practice. Which are foreign language, second language and mother tongue.

These models describe today's classification of language education courses and have several implications for the practical level of language learning and instruction. However, it is commonly understood that both target learners and language learning settings differ, therefore the models outlined below should not be regarded as universal.

This research does not include pure linguistic theories or models like lingua franca, dead language, or hybrid language (Fachhin,2017, p.16).

Particular emphasis is paid to the Arab world, where models are translated and employed in various ways. Although proper translations of Foreign (luġa aġnabiyya) and Second Language (luġa tāniya) exist and are discussed further below, Arab scholars tend to use the word nāṭiq to identify the speaker of a given language and the adverb ġayr followed by nāṭiq (i.e. plural ġayr al---nāṭiqīn) to designate the speaker of languages other than the given one. This characteristic reduces the difference between foreign and second language learners, but it may generate confusion in practice when academics explain events or instructors use ideas that are applicable to either foreign or second language classrooms (Fachhin,2017,p.16).

1.3.1.1. Foreign Language

In language education, a language is regarded as "foreign" if it is taught and learnt in an environment where it is not native. Arabic, regardless of its variation, may be regarded a Foreign Language (FL) if learned outside of Arab-speaking nations. In Arabic, "foreign language" is rendered as luġa aġnabiya, a semantic calque from English. (Fachhin,2017, p.16).

The Foreign Language class separates itself by the kind of learning environment, instructional inputs, and learner training requirements. In truth, the student comes into touch with the foreign language only at school; the discourse with the instructor is simulated since both parties agree to speak the target language even if they are not engaged in an environment where the language is present outside the classroom. As a result, the instructor is the only one who offers linguistic inputs, deciding what to teach, when, and how to utilize the instructional materials. The instructor can, then, easily understand and anticipate what pupils know and don't know, as well as how to bridge these gaps. Students are motivated in terms of the inputs provided by the learning environment. Their training demands are tied to the learning environment; therefore they

are more concerned with the language itself than with actual conversational situations (Fachhin,2017,p.17).

1.3.1.2. Second Language

A "second" language is the language spoken outside the classroom. In this situation, the learner is often engaged in an environment that speaks the target language. For example, an Italian studying Arabic in Egypt is learning it as a second language (SL or L2). In Arabic, "second language" is rendered as *luġa tāniya*, a semantic calque from English.

The SL class is distinguished from the other courses by its setting: SL students come into touch with the language in daily life since they study the target language not only in the classroom but also outside school. From a pedagogical standpoint, the SL class is more challenging to manage since language inputs come not just from the instructor but also from the surrounding area and its inhabitants. As a consequence, the instructor struggles to grasp his pupils' levels of knowledge. Aside from that, the instructor must answer the students' queries and meet their training demands, which are mostly represented by real-life scenarios and concerns (Fachhin,2017,p.17).

1.3.1.3. Mother Tongue

The term "mother tongue" refers to the language that a kid learns and speaks in the setting of his or her family. In Arabic, it is translated as either "mother tongue" (*al-luġa al-um*) or "first language" (*luġa ūlā*). In Arabic, the terms "national language" (*luġa waṭaniya* or *luġa qawmiya*) may be used interchangeably but relate to a different realm. According to Maamouri, Abid, and Ghazali (1983), the idea of *luġa qawmiyya* encompasses political, social, and cultural identities. *Luġa rasmiyya* refers to a country's native language, which may not necessarily be the official language (Fachhin, 2017,p.17).

From a pedagogical standpoint, the FL, SL and Mother Tongue (L1) classes vary significantly. These variations are mostly related to the early cycles of schooling, during which L1 students speak and comprehend the target language, but SL and FL learners do

not. The teacher's instructional goals are systematization of the language in the first situation and acquisition in the second. Because the learner has already mastered the target language, the instructor of L1 focuses on progress and reflection (Fachhin, 2017,p.16).

1.3.2. The Arabic Language

Arabic linguistics, like many other areas, is subject to classification. In this respect, demonstrating the categories that define the vast linguistic panorama of the Arab world has become a rite of passage for Arabic linguists and Arabists in general. As a result, the issues mentioned below aim to quickly summarize the sociolinguistic reality of the Arab world in order to offer the reader a clear picture of the subjects covered in this research. These themes involve diglossia and Arabic language variants, which include Classical, Modern Standard, Mixed, and Spoken Arabic.

1.3.2.1. Diglossia

Diglossia is a characteristic that defines the linguistic landscape of the Arab world and other speech communities (Ferguson, 1959a). It differentiates itself by the presence of two or more varieties of the same language, often a High literary (formal variety) and a Low spoken variety (casual one).

The name "diglossia" is generated from the Greek terms di-- "two" and glôssa, or glôssa, "language", making it etymologically related to "bilingualism". The concept was initially addressed by the French orientalist William Marçais (1872-1956), then hypothesized and introduced into linguistics by Charles A. Ferguson (1959a). Since then, it has been widely studied among linguists and researchers in general. In the Arab world, diglossia is translated with izdiwāgiyya al--luġa "bilingualism," precisely "language duplicity." It is distinguished by the coexistence of Modern Standard Arabic, the High variation, and regional dialects (‘āmmiyāt), the Low variants. These are not meant to be simply diaphasic variants, but rather varieties with significant differences in functions, grammatical structure, status, standardization, and vocabular , as cited by Facchin (2017, p.19)

1.3.2.2. Classical Arabic

Classical Arabic encompasses pre-Islamic and early Islamic poetry, the Holy Qur'an, and medieval literary traditions. Western academics classified these types as Classical Arabic to distinguish them from the Arabic vernaculars (Fischer 2006). In the Arab world, this linguistic variation is known as *al-⁻⁻⁻luġa al-⁻⁻⁻‘arabiyya al-⁻⁻⁻turātiyya*, or "the Arabic of the legacy". Classical Arabic emerged as the educated language of Islamic culture and the written standard language of the Arab world. It developed into the Modern Standard variety (Facchin, 2017, p.19).

1.3.2.3. Modern Standard Arabic

Modern Standard Arabic (MSA) is the direct successor of Classical Arabic and is also known as Literary Arabic in the Arab world. It is also known as *al-⁻⁻⁻‘arabiyya al-⁻⁻⁻mu‘āšira* "contemporary Arabic" or *al-⁻⁻⁻‘arabiyya al-⁻⁻⁻fuṣḥā* "the most eloquent Arabic language"(Facchin, 2017, p.19). It is the language of mass media, formality, and literature; it has respect among Arab speakers, who see it as "the most eloquent" of the several variations. Ferguson (1959a) examined classical instances such as Arabic, Modern Greek, Swiss German, and Haitian Creole (Facchin, 2017,p.19).

Modern Standard Arabic refers to the high variation, whereas spoken colloquial (*‘āmmiyyāt*) represents the low form. It is a learnt variety that does not reflect the register of daily communication, even when educated speakers with a high degree of teaching utilize it in formal circumstances in everyday life. (Facchin, 2017,p.20) . MSA is one of the United Nations' six official languages, making it a worldwide language, as well as the language of the Arab League's 22 nations. As a result, it encompasses a large geographical region, extending longitudinally from Morocco to Oman and latitudinally from Syria to Sudan. Arabs often use the phrase "from the [Atlantic] Ocean to the [Persian] Gulf" to emphasize their country's large territory (Facchin,2017,p.20).

1.3.2.4. Mixed Arabic

Mixed Arabic is a written and spoken intermediate form of Arabic that evolved from the interaction of the High and Low varieties, which are typically Modern Standard and colloquial Arabic. According to Mitchell (1986, p.8), mixed Arabic is "created and maintained by the constant interplay of written and vernacular Arabic," a state that exists both now and in the past (den Heijer 2012, p.2). Mixed Arabic has been classified by experts as Educated Spoken Arabic, Middle Arabic (den Heijer 2012,p6), urban cultivated Arabic, interregional standard, elevated colloquial, *luġa wuṣṭà* ("middle language"), and *luġa al-mutaqqafīn* ("the language of the educated") ,cited in (Facchin,2017,p.20).

1.3.2.5. Spoken Arabic (Dialects)

Arabic-speaking communities use dialects or colloquial variants as their mother language. They have existed from the beginning of the Arabic language and developed into today's New Arabic form. Spoken Arabic (SA), also known as *‘āmmiya*, *lahġa*, or *dārīġa*, refers to the language spoken in daily life and informal contexts. According to Versteegh (1997, p.130), they are "a different type of Arabic, rather than a modified version of the classical language." They vary significantly from Modern Standard Arabic (MSA) in terms of functions, grammatical structure, status, standardization, and vocabulary. (Facchin, 2017, p.20).

Dialects are low varieties, as contrasted to MSA. As a result, Arabs often perceive them as incorrect, reporting "not to exist" or "not in use" (Ferguson 1959a). Even though Arabs are aware of speech variations across the Arab globe, Western European linguistics began to pay close attention to Arabic dialect geography in the nineteenth century (Versteegh 1997: 130). Nowadays, a broad geographical grouping is acceptable. Dialects are grouped into five macro-regions: (1) Arabian Peninsula, (2) Mesopotamia, (3) Syro-Lebanese region, (4) Egypt, and (5) Maghreb. Each area has its own prestige variants with centripetal dynamics (Facchin, 2017, p.21).

As it is cited (Facchin, 2017, p.21), in Colloquial variations seem to have gained hold today, extending into spheres that have historically been associated with the High

variety. Among these is the occurrence of new dialect writing and translations (for example, Balegh 1993; St. Exupéry 1997; Fazaa 2012).

1.3.3. Arabic Language Teaching

Arabic Language Teaching is a discipline of applied linguistics that studies the Arabic language in all its forms. Overall, this branch addresses topics that are comparable to those addressed by Language Education, such as translation research, teaching approaches, language strategies and activities (reading, writing, listening, speaking, and engaging), language testing, and so on. In this way, Arabic Language Teaching (ALT) emphasizes and pays close attention to both of the learner's and the teacher's points of view. This element is expressed in Arabic using two distinct formulations, which are employed individually rather than simultaneously and often relate to the Modern Standard variant. The formulations are: ta'lim al---luġa al---'arabiyya "Arabic Language Teaching" and ta'allum al---luġa al---'arabiyya "Arabic Language Learning".

Arabic Language Teaching is an all-encompassing lesson that includes a broad variety of related disciplines. The topics covered further down are:

- Teaching Arabic as a foreign language.
- Teaching Arabic as a second language.
- Teaching Arabic to non-native speakers.
- Teaching Arabic for specific purposes.

1.3.3.1. Teaching Arabic as a Foreign Language

Teaching Arabic as a Foreign Language (TAFL) is crucial to the topics mentioned in this area, since it has established a rich scientific corpus of papers and practices all over the globe for the last fifty years. As a theoretical issue, it takes into account both the teacher's and the learner's perspectives, with the goal of improving and increasing effectiveness in the Arabic language classroom. TAFL targets students outside the Arab world and Arabic-speaking nations by definition. Musta'ribūn "arabists" emphasis on learning both Modern Standard Arabic and vernacular variations (ʿāmmiyyāt). Not least, it considers diglossia and creates alternatives for learning Arabic in a diglossic situation.

As a concept, "TAFL" was designed and developed outside the Arab world, from the standpoint of the foreigner wishing to learn the language. In Arabic, it is rendered as ta'lim al---'arabiyya ka---luġa aġnabiyya or ta'lim al---'arabiyya li---l---aġānib. These formulations first appeared in the late 1950s (e.g. Majalla al-ma'had 1959; Mekki 1966; al-Hadidi 1967; Sieny 1980) and have been revisited in recent Arabic papers and works (e.g. Al Naqa and Taima 2003; al-Mutawwi' 2007; Salih Hamid 2014). However, after the turn of the century, they have been seldom employed. Arab academics prefer the phrase "ta'lim al---'arabiyya li---ġayr al---nāṭiqīn bi---hā" ("teaching Arabic to non---arabophones"), which is widely accepted by field professionals (Facchin, 2017, p. 22).

From a pedagogical standpoint, the TAFL class is a specific example of the kind and amount of language inputs that the instructor must deliver to its pupils. Depending on the learners' original language, learning Arabic requires a varying number of hours to reach a given level of competency (Stevens 2006). Furthermore, the Arabic as a Foreign Language (AFL) class requires greater exposure to the language than students that study Arabic as a Second Language in the Arab world and are immersed in the learning environment both inside and outside of the classroom. These data highlight the importance of the study hours issue in Arabic language classes, particularly AFL ones, cited in (Facchin, 2017, p.21).

1.3.3.2. Teaching Arabic as a Second Language

Teaching Arabic as a Second Language (TASL) focuses on the teaching and study of Arabic in Arabic-speaking nations. The present discussion on the issue has been on the function of TASL in relation to both target learners and linguistic variants. Scholars have debated whether Modern Standard Arabic (MSA) is the mother tongue of Arabs (e.g. Bin al-Bara 1992), or if it should be considered a second language for learners whose mother tongue is not Arabic. In the first scenario, Essaid (2014, p.135) confirms that Arabs acquire MSA as a second language since their mother tongue is the colloquial variation they hear and speak in the home setting from infancy. In the second scenario, Arbi (2001, p.19) examines MSA and dialect acquisition from the perspective of students studying Arabic in the Arab world. She confirms that the colloquial form may be learnt

as a Second Language since students are engaged in an environment that includes the target language. MSA cannot be acquired as a second language, but rather as a foreign language "for specific purposes" (dāt isti'māl maḥṣūṣ). It should be noted that the final formulation is also utilized in other settings. Fouzan (2014) explores the teaching of Arabic for certain reasons, including medical (aḡrād ṭibbiyya), diplomacy (diblūmāsiyya), and religion (dīniyya). (Facchin, 2017, p.23).

From a pedagogical standpoint, the Arabic as a Second Language (ASL) class varies from others in that it focuses more on the student and the learning process. The ASL class places learners and their interlanguage in the spotlight, demonstrating strategies for teaching a foreign language.

1.3.3.3. Teaching Arabic to Non-Native Speakers

Teaching Arabic to Non-Native Speakers is a topic that focuses on teaching and learning Arabic to non-arabic speakers, independent of their learning setting.

The emergence of this category is explained by the fact that Arab academics do often not discriminate between the study of Arabic as a Foreign or Second Language and instead use a broader term to include both TAFL and TASL. This term is ta'lim al 'arabiyya li ḡayr al nāṭiqīn bi hā, which is translated in English as "Teaching Arabic to Non Native Speakers" or "Non Arabic Speakers." Other diffused and somewhat different phrases include ta'lim al 'arabiyya li l nāṭiqīn bi ḡayri hā, ta'lim al 'arabiyya li ḡayr al 'arab and ta'lim al 'arabiyya li l nāṭiqīn bi luḡāt uḡrā, which are used interchangeably. "Al 'arabiyya li ḡayr al nāṭiqīn bi hā" provides the Arab viewpoint on the topic, putting the Arabic language in a prominent place and emphasizing on non Arabs (ḡayr al nāṭiqīn), where ethnic diversity and language coincide. In the past, the term 'aḡam referred to "people qualified by 'udjma, a confused and obscure way of speaking, as regards pronunciation and language" cited by (Gabrieli 1986, p.206), signifying "non Arabs" by extension, which eventually became synonym of Furs, "Persians". In the Qur'an, the word a'ḡamī4 "foreign" comes in contrast to 'arabī, highlighting a disparity both on the language and ethnic level (cf. Azmoudeh 2007). Today, "ḡayr al---nāṭiqīn"

focuses on the linguistic aspect of the situation, emphasizing the fact that non-Arabs cannot speak Arabic. all this is cited by (Facchin, 2017, p.24).

The origin of "al 'arabiyya li ġayr al nāṭiqīn bi hā" requires an additional explanation. The word is a translation and modification of the English phrase "Teaching English to Speakers of Other Languages" (TESOL), which gained popularity in the United States in the second part of the twentieth century (Taima 1986, p.55; Arbi 2001, p.18). The translations ta' līm al arabiyya li ġayr al nāṭiqīn bi hā, ta' līm al 'arabiyya li l nāṭiqīn bi ġayri hā, and ta' līm al 'ar (Facchin, 2017, p.24).

The early articles on the issue used somewhat different phrases to identify TAFL and TASL. In the late 1960s, the authors who first published articles and books on the topic entitled their works in another way: ta' līm al 'arabiyya li ġayr al arab or ta' līm al 'arabiyya li l afṣānīb "teaching Arabic for foreigners," which both reflect a kind of denomination guided by practical experience and factual reasoning.

From a pedagogical standpoint, the subject matter combines both TAFL and TASL sets of problems and issues, with the exception that it is primarily dedicated to the study of Modern Standard Arabic, though Arab field specialists may approach the teaching of colloquial varieties in their treatises in very different ways (Facchin, 2017,p.25).

1.3.3.4. Teaching Arabic for Specific Purposes

Teaching Arabic for Specific Purposes relates to the study of Arabic in a variety of contexts, as well as a typology of target learners. For example, it might relate to Arabic language training for medical professionals, diplomats, Muslim students, and so on.

Some examples include teaching Arabic for religious purposes (ta' līm al luġa al 'arabiyya li aġrāḍ dīniyya), which is carried out by many Arab religious institutions around the Arab world. The lecture is aimed at Muslim learners who want to live a Muslim lifestyle (mumārasa al ḥayā al 'islāmiyya). As a result, traditional Islamic topics are often included in the curriculum of study. Topics covered include the Holy Qur'an, ḥadīth, Islamic history, and culture (Facchin, 2017, p.28).

In Arabic, "teaching Arabic for specific purposes" is often translated as *ta'lim al luġa al 'arabiyya li aġrād khāṣṣa*, which means "specific purposes" (al Kassimi 1979; Badawi 1992, p.55; Fouzan 2014). From a pedagogical perspective, "Teaching Arabic for specific purposes" may vary from TAFL in general. In particular, the teaching of Arabic for religious reasons is typically geared at Muslim learners who have already been exposed to Arabic, particularly when it comes to written materials such as the Holy Qur'an and recitation. In this perspective, AFL Muslim learners' lessons vary from ordinary AFL ones, and they may be linked to ASL students' learning processes and TASL dynamics in general (Facchin, 2017, p.28).

As previously mentioned, teaching Arabic for specific purposes (*ta'lim al luġa al 'arabiyya li aġrād khāṣṣa*) caters to diverse learner needs such as medical professionals and Muslim students, differing from general AFL by incorporating specialized content like Islamic texts. This tailored approach ensures that the curriculum aligns with the specific objectives and contexts of the target learners.

1.4. Characteristics of the Arabic Language

Understanding phonetics, phonology, morphology, syntax, and semantics is crucial for effective Arabic language instruction. Phonetics and phonology focus on the physical production and systematic structuring of sounds, essential for accurate pronunciation and comprehension. Morphology examines the structure of words and their formation, vital for vocabulary development. Syntax and semantics deal with sentence construction and meaning, helping learners grasp grammatical rules and the nuances of language use.

1.4.1. Phonetics and Phonology

Phonetics and phonology are essential characteristics of language that play an important role in teaching Arabic. Phonetics studies the physical characteristics of speech sounds, while phonology investigates the systematic structuring of sounds in a language. Understanding phonetics and phonology is vital for Arabic language learners since it allows them to appropriately make and hear sounds. This article examines the role of

phonetics and phonology in Arabic language instruction, stressing essential ideas and practices and citing scientific sources.

Phonetics studies the physical aspects of spoken sounds, such as their creation, transmission, and reception. Phonetics is essential while teaching Arabic since it allows students to appropriately create the language's sounds. Arabic includes a large number of sounds, including consonants produced at different places of articulation and vowels with unique characteristics (Al-Ani, 2014).

Teaching phonetics in Arabic entails assisting students in understanding the articulatory characteristics of Arabic sounds and how they vary from sounds in their home language. Arabic features unique sounds like the pharyngeal fricatives /ħ/ and /ʕ/ that are not found in other languages (Al-Tamimi, 2013). As a result, instructors should provide detailed teaching on these sounds and assign practice exercises to assist students grasp their pronunciation.

Phonology is the systematic structuring of sounds in a language, especially how they pattern together to make words. The root-and-pattern system distinguishes Arabic phonology. Understanding Arabic phonology is critical for learning to identify and create words correctly.

In Arabic phonology, learners are taught to detect and internalize the patterns that regulate the language's sound system. Teachers may utilize word games, drills, and repetition activities to reinforce phonological patterns and assist students improve phonological awareness (Alhaisoni, 2016).

Teaching phonetics and phonology in Arabic involves various obstacles, including the complexity of Arabic sounds, the impact of diglossia on pronunciation, and the requirement for students to construct their own phonological system (Al-Tamimi, 2013). To overcome these issues, instructors may use a variety of tactics, including aural and visual signals, minimum pairings to contrast sounds, and including pronunciation practice into every class (Alhaisoni, 2016).

Phonetics and phonology are important components of Arabic language instruction because they assist students establish proper pronunciation and phonological awareness.

Educators may increase learners' competency in Arabic by concentrating on phonetics and phonology.

1.4.2. Morphology

Morphology is an important part of language that studies the structure of words and how they are generated. Morphology is important in Arabic language instruction because it helps students comprehend how words are constructed and what they imply. This article investigates the role of morphology in Arabic language instruction, stressing essential ideas and practices and citing academic sources.

Arabic morphology is distinguished by a complex system of word creation, which includes the use of root letters (often three consonants) and patterns to generate words. The root k-t-b (meaning 'to write') may be developed into several forms, including kitāb (book), kātib (writer), and maktaba (library). Understanding Arabic morphology is critical for learners looking to enhance their vocabulary and understand the structure of words in the language.

Morphology is taught in Arabic by first introducing students to the notion of root-and-pattern morphology and then teaching them tools for identifying and analyzing word forms. Teachers may utilize visual aids like charts and diagrams to demonstrate the connection between root letters and word patterns (Al-Khatib, 2015). Teachers may also assign exercises and activities that challenge students to alter root letters and patterns to form new words.

Teaching morphology in Arabic involves difficulties, such as the intricacy of the root-and-pattern system and the variety of derivational and inflectional patterns (Al-Ani, 2012). To solve these issues, instructors might employ mnemonics and memory aids to assist students recall root letters and patterns. They may also give contextualized examples and real-world uses of morphology to help students grasp (alhaisoni, 2017).

Morphology is an important component of Arabic language instruction, since it helps students comprehend the structure and meaning of words. Educators may increase learners' competency in Arabic by concentrating on teaching morphology efficiently.

1.4.3. Syntax and Semantics

Arabic, a Semitic language recognized for its extensive vocabulary and complicated grammatical structures, presents unique obstacles to language learners, especially non-native speakers. Syntax and semantics are important aspects of Arabic language training because they define how words are linked into coherent sentences and how meaning is transmitted via language. This article examines the role of syntax and semantics in Arabic instruction, stressing essential ideas and tactics and citing academic sources.

Syntax is the organization of sentences in a language, which includes word order, sentence structure, and grammatical rules. Syntax is important in teaching Arabic because it helps students grasp how words are put together to produce coherent sentences. For example, Arabic sentences often follow a Subject-Verb-Object (SVO) order, but English phrases frequently adopt a Subject-Object-Verb (SOV) order (Al-Batal et al., 2017).

Understanding Arabic syntax is vital for learning the language's intricacies. According to research, students who have a solid foundation in Arabic syntax are better able to grasp and compose grammatically acceptable sentences. To improve learning results, instructors should concentrate on teaching syntax in relevant situations and using real-life examples.

Semantics, on the other hand, is concerned with the meaning of words and how they are communicated via language. Semantics is an important aspect of teaching Arabic since it helps students comprehend the intricacies of Arabic terminology and expression. Arabic is distinguished by its complex semantic elements, which include the usage of root letters and derivational patterns to communicate meaning (Al-Saif, 2015).

Teaching semantics in Arabic entails exposing students to a range of texts and circumstances in order to help them grasp how meaning is produced in various scenarios. Teachers, for example, may utilize multimedia materials like movies and audio recordings to demonstrate how to apply Arabic language and phrases in real-world situations (Alhaisoni, 2019).

Teaching syntax and semantics in Arabic involves various problems, including the complexities of Arabic grammatical rules, the impact of diglossia (the coexistence of

Standard Arabic and regional dialects), and the cultural subtleties entrenched in the language (Al-Masrai, 2020). Teachers may address these problems via a variety of ways, including employing interactive methods, using technology, and imparting cultural insights (Al-Hazmi, 2016).

Syntax and semantics are critical components of Arabic language instruction, since they assist students comprehend how words are linked into coherent sentences and how meaning is transmitted via language. Educators may increase learners' Arabic language ability by concentrating on syntax and semantics.

1.5. Challenges of Teaching Arabic as a Foreign Language

Teaching Arabic as a Foreign Language (TAFL) has several linguistic, cultural, and pedagogical problems. These problems include the complexity of the Arabic language, diglossia, the non-linear script, cultural variations, and the availability of appropriate teaching resources and evaluation methodologies.

A. Linguistic Challenges:

Arabic has a complicated grammatical structure and a diverse verb system with several forms and conjugations. This intricacy may be difficult for students, especially those inexperienced with Semitic languages (Abu-Rabia, 2001). Arabic's morphology and syntax vary significantly from many other languages, forcing learners to adjust to new linguistic ideas (Ryding, 2005).

B. Diglossia in Arabic:

The formal written language (Modern Standard Arabic or MSA) differs from the spoken dialects used in daily communication. This dual language system might be problematic for students since they must master both versions (Al-Surmi, 2016). MSA and dialects vary not just in vocabulary and pronunciation, but also in grammatical structures and use, which adds to the complexity.

C. Complex Verb structure:

Arabic verbs use a root-and-pattern structure, combining three consonants with several vowel patterns to express meaning. This system complicates the learning process

(Ryding, 2005). To master Arabic verbs, you must comprehend not only their conjugation but also the numerous forms and shades of meaning connected with distinct patterns.

D. Non-linear Script:

The Arabic script is non-linear and written from right to left. Letters change form based on their place in a word. This may be difficult for students used to left-to-right scripts (Nasr, 2009). The cursive style of Arabic lettering, which connects letters, alters the script's visual appearance.

E. Cultural Challenges:

Because Arabic is deeply rooted in Arab culture, learners may struggle to comprehend cultural subtleties including expressions, gestures, and social customs (Al-Jarf, 2017). Understanding the cultural background is critical for efficient Arabic communication and adds another level of difficulty to language acquisition.

F. Pedagogical Challenges:

Lack of standardized materials and resources may make teaching Arabic tough. There is also a need for novel teaching strategies to interest students and improve their skills (Batal, 2018). Teachers must change their approach to meet the different requirements and backgrounds of their students, which requires creativity and flexibility.

G. Teaching Materials and Resources:

Finding appropriate instructional resources for Arabic learners, particularly for dialects, may be problematic. There is a need for more diversified and accessible materials to enhance Arabic language instruction (Al-Jarf 2017). The creation of successful teaching materials requires a thorough awareness of the language's intricacies and the requirements of the learners.

H. Assessment Methods:

Traditional assessment methods may not accurately measure learners' Arabic proficiency, especially in dialects. There is a need for standardized competency exams and evaluation tools that are suited to the demands of Arabic language learners. Assessing language

competency in Arabic requires consideration of both MSA and dialects, as well as the capacity to assess cultural competence.

Teaching Arabic as a foreign language requires negotiating linguistic, cultural, and pedagogical barriers. Educators may help learners overcome these issues and acquire competency in Arabic by identifying them and utilizing appropriate teaching practices.

1.6. Pedagogical Approaches for Teaching Arabic as a Foreign Language

Teaching methods are the approaches and strategies that the teacher uses during instructional activities to achieve the objectives he has established. Teaching techniques differ, but there is no superior approach to utilize. The approach used is determined by the educational context and the material to be taught (Nabhan, 2008).

1.6.1. Grammar Translation Method (GTM)

The Grammar Translation Method is known as the traditional method, and it is one of the oldest methods used in teaching foreign languages. It is widely used around the world in the absence of a clear method for teaching a foreign language that is based on scientific educational principles and takes into account psychological theories of learning in the absence of sociolinguistic theories. that are concerned with the function that language plays in life, as well as in the absence of linguistic theories that create a scientific explanation of the linguistic, phonemic, morphological, syntactic, and semantic systems.

The grammatical-Translation Method (GTM) has long been used in language instruction, focusing on grammatical principles, translation, and written activities. Despite criticism for its inadequate emphasis on conversational skills, GTM may be used to teach Arabic as a foreign language (TAFL) with few changes. This study investigates the concepts of GTM and its application in Arabic instruction, demonstrating its relevance and success in specific settings.

- a. Grammar Instructions: GTM promotes the explicit teaching of grammatical rules. In Arabic, this entails explaining and demonstrating complicated

grammatical structures, verb conjugations, and noun declensions (Al-Batal 2018).

- b. Translation exercises: Translation exercises, which are an important component of GTM, help people grasp Arabic phrases. Students translate phrases between Arabic and their mother language to improve their vocabulary and grammar (Abu-Rabia, 2001).
- c. Vocabulary Building: GTM requires remembering and translating word lists. This method aids in learning Arabic vocabulary and understanding word meanings (Al-Batal, 2018).
- d. Reading comprehension: GTM focuses on reading and employs Arabic literature for comprehension activities. Students translate chapters into their local language to show comprehension (Al-Jarf, 2017).
- e. Speaking Practice: While GTM does not stress speaking, oral activities such as reading aloud and pronunciation drills might help improve speaking abilities (Al-Batal, 2018).
- f. Cultural Context: Integrating cultural knowledge about Arabic-speaking nations adds context to language learning (Al-Jarf, 2017).
- g. Use of Textbooks: GTM classes are structured using textbooks that include grammatical explanations, vocabulary lists, and translation exercises (Richards & Rodgers, 2014).

The Grammar-Translation Method, which focuses on grammar, translation, and written tasks, is successful for teaching Arabic as a foreign language. While GTM may not stress conversational skills, it may be useful when combined with approaches that emphasize interaction and cultural immersion to provide a well-rounded approach to Arabic language training.

1.6.2. Direct Method:

The Direct Method is a communicative method to teaching Arabic as a foreign language (TAFL) that focuses on the usage of the target language in the classroom. This technique focuses on helping students improve their language abilities via dynamic and

engaging exercises, with an emphasis on practical language usage in real-life settings. This article examines the concepts and methods of the Direct Method for teaching Arabic as a foreign language, based on insights from language instruction publications and theses.

This strategy is referred to as direct. Because it presupposes that there is a direct link between the word and the object, or the phrase and the concept, without the interference of the mother language. It follows the idea of automaticity, which entails learning words and then expressing them in the foreign language that they learn without first going via the mother tongue.

One of the Direct Method's core concepts is to utilize the target language (Arabic) as the medium of teaching from the start of the learning process. This immersion allows kids to organically build listening and speaking abilities (Richards & Rodgers 2014). Another approach is to concentrate on ordinary vocabulary and phrases that are relevant to students' lives, with grammar taught inductively using examples and context (Richards & Rodgers, 2014).

The Direct Method of teaching Arabic may be used to create an immersive Arabic-speaking atmosphere in the classroom. Teachers may teach terminology and ideas with visual aids, real-life objects, and gestures. They may also practice Arabic in context via role-playing, conversations, and communication exercises (Richards & Rodgers, 2014).

It has various advantages for teaching Arabic as a foreign language. It encourages natural language acquisition by recreating how toddlers acquire their first language via listening and engagement (Asher, 1969). It also helps students build practical language skills that can be used in real-life scenarios, so improving their capacity to communicate successfully in Arabic-speaking settings.

The Direct Method is a communicative method to teaching Arabic as a foreign language that focuses on using Arabic in class. By emphasizing actual language usage and establishing an immersive learning environment, the Direct Method may help students acquire language abilities in a natural and engaging manner. This article

examines the concepts and methods of the Direct Method in teaching Arabic as a foreign language, drawing on insights from language instruction publications and theses.

1.6.3. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) has arisen as a contemporary and successful method of teaching languages, with dialogue and participation as the fundamental objectives of language acquisition. When used to teach Arabic as a foreign language (TAFL), CLT may be very helpful in helping students build their communication skills and cultural understanding.

One of the cornerstones of CLT is its emphasis on real-world communication. In Arabic education, this entails giving students opportunity to participate in meaningful discussions, role-plays, and interactive projects that replicate real language usage (Al-Jarf 2017). This method helps students build practical language skills that they can use in real-life circumstances, so improving their capacity to communicate successfully in Arabic-speaking surroundings.

CLT also takes a student-centered approach, with students at the heart of the learning process. Teachers serve as facilitators, leading and supporting students while they participate in communication activities (al-Batal, 2018). This strategy promotes active involvement and engagement, making learning more pleasurable and successful.

Another important aspect of CLT is the use of language in context. CLT focuses on teaching vocabulary, grammar, and language functions in settings where they are likely to be employed, allowing students to build practical language abilities (Richards & Rodgers, 2014). Learning language in context allows students to better grasp how to utilize the language in real-life circumstances, hence improving their communicative ability.

CLT promotes cultural awareness by including cultural factors into language instruction. Teaching Arabic may include incorporating Arab culture, customs, and traditions (Al-Jarf, 2017). Students may obtain a better understanding of the language and its speakers by studying about the culture around it.

Furthermore, CLT often employs task-based learning activities in which students collaborate to perform a goal, such as arranging a vacation or fixing an issue, while using Arabic language skills. This strategy promotes teamwork and practical language usage, allowing students to improve both their language abilities and their ability to work successfully in groups (Richards & Rodgers 2014).

Communicative Language Teaching is a dynamic and interesting way to teach Arabic as a foreign language. CLT, which focuses on communication, interaction, and cultural understanding, may help students improve practical language abilities as well as a better respect for Arabic language and culture.

1.6.4. Task-Based Language Teaching

Task-based instruction (TBI) is a language teaching method that emphasizes the use of actual, real-world activities as the core organizing concept for teaching and learning. In the context of teaching Arabic as a foreign language (TAFL), TBI may be a very successful means of engaging students and enhancing their language abilities.

TBI stresses the significance of communication in language acquisition, including exercises that encourage meaningful conversation and engagement (Nunan, 2004). TBI tasks are genuine and imitate real-life scenarios in which the language might be used, allowing students to realize the relevance of what they are learning (Ellis, 2003). Tasks are often intended to be demanding yet manageable, requiring students to use a variety of linguistic skills and methods (Skehan, 1998). While the main purpose of TBI is communication, language acquisition happens while students work on activities, with instructors offering feedback and support as required (Ellis, 2003). Collaboration is another important aspect of TBI, with students often working together to accomplish activities, encouraging interaction and peer learning (Nunan, 2004).

TBI may be used to teach Arabic by creating projects that encourage students to use their Arabic language abilities in practical and relevant ways. Students may be required to plan a vacation to an Arabic-speaking nation, negotiate a market price in Arabic, or solve an issue utilizing Arabic language and culture skills. By completing these

assignments, students not only improve their language abilities, but also obtain a better grasp of Arabic culture and society.

TBI has various advantages while teaching Arabic as a foreign language. It may be quite engaging for children since the exercises are meant to be fascinating and relevant to their life. TBI also fosters language development by encouraging students to utilize the language in meaningful circumstances and emphasizing language pertinent to the job at hand. TBI also helps students build practical language skills that they can use in real-life circumstances, which improves their capacity to communicate successfully in Arabic-speaking surroundings.

Task-Based Instruction provides a dynamic and interesting method for teaching Arabic as a foreign language. TBI, which focuses on communication, authenticity, and cooperation, may help students improve practical language skills as well as a greater knowledge of Arabic language and culture. Educators could explore adding TBI into their teaching approaches to give a more successful and interesting learning experience for Arabic language students.

1.6.5. Content-Based Instruction.

Content-Based Instruction (CBI) is a teaching method that incorporates language skills into other academic courses. CBI may be an effective strategy for building language competency while also increasing students' comprehension of Arabic culture and curriculum areas in the context of teaching Arabic as a foreign language (TAFL).

knowledge-Based Instruction (CBI) is a teaching method that combines language skills with knowledge from other academic courses. In Arabic instruction, CBI stresses the use of real materials and exercises that are relevant to students' lives, making the language learning process more engaging and meaningful (Chamot & O'Malley, 1994). CBI also focuses on improving students' capacity to communicate effectively in Arabic via exercises that encourage meaningful conversation and engagement (Krashen 1982). Furthermore, CBI fosters cultural awareness by exposing students to real cultural resources and incorporating cultural content into language training (Snow, 2001).

CBI may be used to teach Arabic by creating courses and activities that combine Arabic language skills with information from Arabic-speaking cultures. Students might, for example, learn about Arabic literature, history, geography, and current events in Arabic-speaking nations. Teachers may employ real materials like literature, news stories, and multimedia tools to create a culturally immersive learning environment. By combining language skills with information from other academic courses, CBI may help students improve their language abilities while also learning more about Arabic culture and other areas.

CBI has various advantages for teaching Arabic as a foreign language. For starters, it encourages students to improve their language skills by giving them chances to use the language in relevant circumstances. Second, CBI improves students' comprehension of topic areas by educating them in the target language, enabling them to acquire both language and material concurrently. Finally, CBI fosters cultural knowledge by introducing students to actual cultural resources and incorporating cultural content into language training.

Content-Based Instruction provides a dynamic and interesting method for teaching Arabic as a foreign language. By combining language skills with information from other academic courses, CBI may help students improve their language abilities while also learning more about Arabic culture and other areas. Educators could explore implementing CBI into their teaching approaches to offer a more successful and enjoyable learning experience for Arabic language students.

1.6.6. Total Physical Response (TPR)

Dr. James Asher created Total Physical Response (TPR) in the 1960s as a teaching style that stresses physical movement in language instruction. TPR may be a very successful approach for teaching vocabulary, grammar, and language structures in Arabic as a foreign language (TAFL).

One of TPR's guiding concepts is its foundation in language acquisition theory, which proposes that language learning is analogous to how toddlers acquire their first language, via hearing and physical engagement (Asher, 1969). TPR focuses on the

instructor as a major presence in the classroom, employing gestures and physical motions to assist students comprehend the meaning of words and phrases (Asher, 2000). This approach also uses orders to elicit physical reactions from pupils, such as asking them to stand or sit, which reinforces language acquisition via action (Asher, 2000).

When using TPR to teach Arabic, teachers may utilize physical gestures and motions to teach vocabulary, grammar, and language structures. A instructor, for example, may employ hand gestures to show the meanings of Arabic verbs or play out an Arabic tale or conversation to assist pupils comprehend the language's context (Asher, 2000).

TPR has various advantages for teaching Arabic as a foreign language. It is very engaging for pupils since it requires active engagement and physical activity, making the learning process more fun (Asher, 1969). TPR also enables children to comprehend the meaning of words and phrases via physical demonstrations, making the language more accessible and memorable (Asher, 2000). TPR may also help kids recall new vocabulary and language structures more successfully since it combines physical movement and repetition (Asher, 1969).

Total Physical Response provides a dynamic and engaging way to teaching Arabic as a foreign language. TPR may help kids learn language skills in a fun and engaging manner by teaching them via physical movement.

1.6.7. Audio-Lingual Method

The Audio-Lingual Method (ALM) is a teaching method that stresses the value of listening and speaking abilities by using audio resources and controlled repetition. While ALM was initially designed for teaching spoken skills, it may be modified to teach Arabic as a foreign language (TAFL).

ALM focuses on listening to native speakers and practicing speaking to improve pronunciation and fluency. This is especially useful for Arabic, a language recognized for its complicated sounds and pronunciation restrictions. Students may increase their

capacity to create Arabic sounds appropriately by listening to audio resources and doing repeated activities (Al-Thawadi, 2018).

One important feature of ALM is the use of pattern exercises to help pupils internalize grammatical structures and sentence patterns. Pattern exercises may help to reinforce linguistic patterns in Arabic, which has a sophisticated verb system and word order. Repetition helps pupils get more familiar with Arabic syntax and language.

ALM also promotes mistake correction to avoid reinforcing erroneous language habits. Teachers provide timely feedback and improve students' speech and grammatical faults. This allows pupils to increase their correctness and prevent fossilized Arabic blunders (Al-Thawadi, 2018).

While ALM reduces the requirement of translation by concentrating on the direct relationship between language and meaning, it may integrate cultural components from Arabic-speaking nations via audio resources and language practice. This helps students to learn about Arab culture and traditions while engaging with real Arabic resources, therefore increasing their cultural awareness and competency (Al-Thawadi 2018).

Furthermore, ALM may benefit from embracing technology, such as language learning software and online resources, to provide students more practice and feedback outside of the classroom. These technologies may improve students' learning experiences and enable self-directed learning (Johnson & Johnson, 2019).

The Audio-Lingual Method is an organized and thorough technique to teaching Arabic that emphasizes listening, speaking, and pattern practice. While ALM is helpful for increasing oral skills and language fluency, it should be combined with other approaches to meet the different demands of Arabic language learners.

1.7. Technology Integration in Arabic Language Teaching

The use of technology in Arabic language study has increased rapidly in recent years. With technological advancements, a variety of tools and software have been created to aid in the successful learning of Arabic.

In the modern digital era, technology has developed ways to enhance the state of Arabic language learning. Learners benefit from technology-based Arabic language learning because it is more convenient and flexible, allowing them to study anywhere and at any time. However, various problems exist in technology-based Arabic language learning, including unequal material quality, the necessity for consistent internet connectivity, and a lack of social contact (Albantani & Madkur, 2019; Keshav et al., 2022).

In today's digital age, technology-based Arabic language instruction presents both potential and obstacles. Using integrated technology in Arabic language instruction may improve learners' access and learning effectiveness. However, problems in utilizing technology in Arabic language learning must be solved in order to reap maximum advantages, cited by (Rani et al.,2023,p.2).

In the notion of technology-based Arabic language learning, technology may be utilized as a tool to help students improve their Arabic abilities. As a result, there is a need for effective and efficient integration of technology into the Arabic language learning process, taking into account the demands and features of Arabic language learning, as well as the obstacles that may develop when using technology,(Rani et al.,2023,p.2). Various forms of technology-based Arabic language learning may be used, including:

1.7.1. E-Learning:

E-learning, electronic learning for short, refers to a method of learning that utilizes information and communication technology (ICT) to facilitate the teaching and learning process (Khomsah & Muassomah, 2021). In e-learning, learning materials are presented online through various types of media such as videos, audios, texts, images, and interactive elements, and can be accessed by learners anywhere and anytime through the internet or computer networks,(Rani et al.,2023,p.3).

Many educational institutions have implemented E-learning systems for Arabic language study. This platform of E-Learning enables professors and students to

communicate online post and access instructional resources, and complete assignments and tests online,(Masitoh & Ulin Nuha,p.304). In addition, , Masitoh & Ulin Nuha state that the usage of e-learning platforms enables instructors to provide Students feedback, which speeds up the learning process. Many educational institutions have implemented e-learning platforms as a method of studying Arabic. This platform enables professors and students to communicate online, post and access instructional resources, and complete assignments and tests online. Students may study in a flexible and autonomous manner using an e-learning platform, without regard for time or location. They may access instructional materials at any time and from any location using a computer, laptop, or mobile device. Teachers may quickly submit instructional materials in digital format, such as slide presentations, audio files, videos, and assignments, using eLearning platforms,(Masitoh & Ulin Nuha,p.305).

Students may readily access the materials and study them according on their requirements. Teachers may also offer students online tasks such as writing essays, answering quizzes, and completing projects via the site. This makes it easy for instructors to distribute and collect homework while also monitoring student progress in real time. E-learning systems also enable professors to deliver immediate feedback to students. Teachers may assess and comment on work provided by students, offering encouragement and recommendations for improving their Arabic abilities. This instant, real-time feedback speeds up the learning process, helping students to swiftly fix errors and enhance their comprehension. E-learning systems may also include discussion forums or online discussion rooms, where professors and students may engage, exchange knowledge, and ask questions. These online chats enable students to broaden their learning by interacting with other students and professors. This discussion thread allows teachers to give further instruction and explanations,(Masitoh & Ulin Nuha,p.305).

Masitoh & Ulin Nuha stated that the use of e-learning platforms in Arabic language study enables instructors and students to communicate online, access learning materials, complete tasks, and get feedback promptly. This platform offers flexibility and simplicity of access throughout the study process, speeding and improving Arabic language

acquisition. Using an e-learning platform, educational institutions may use technology to improve the efficiency and efficacy of Arabic language learning.

1.7.2. Mobile applications:

Mobile applications, commonly known as mobile apps, are software applications designed to be used on mobile devices such as smartphones or tablets. In Arabic language learning, the use of mobile apps is becoming increasingly popular because they provide convenience and flexibility for learners to study anytime and anywhere (Rani et al.,2023,p.4).

Nowadays, there are several mobile applications created only for Arabic language study. This program includes learning modules, practice questions, and audio and video content to help to enhance the Arabic listening and speaking abilities. The program is readily downloaded and used on a smartphone, allowing for studying at any time and from any location. Mobile Arabic learning tools allow students to study at any time and from any location. Students may quickly access numerous elements that aid in Arabic language study by simply downloading the program on their smartphone,Cited by (Masitoh & Ulin Nuha,p.302).

In addition, Masitoh & Ulin Nuha states that the mobile application includes instructional modules to assist users learn Arabic grammar and sentence structure. These courses generally provide detailed explanations and use examples to help students learn Arabic subjects better. Students may increase their comprehension of several areas of the Arabic language, including vocabulary, grammar, and sentence structure, by practicing with these learning modules. In addition, the mobile application includes practice questions to assist students test and enhance their Arabic abilities. These practice problems often feature a variety of tasks, such as filling up word gaps, selecting the correct answer, and translating phrases. Students may enhance their Arabic comprehension and fluency by practicing with these practice questions.

The mobile app also includes audio and video resources to help you learn Arabic. To improve their listening skills, students might listen to audio recordings of Arabic

conversations. They may also view instructional movies that demonstrate the usage of Arabic in different circumstances in everyday life. Students may enhance their Arabic speaking and listening abilities by using audio and video material, (Masitoh & Ulin Nuha, p.302).

Overall, the mobile application is easy to use and has a variety of functions to help you learn Arabic. Students are able to learn Arabic whenever and wherever they choose thanks to the convenience of their mobile devices. To develop their Arabic language abilities, users can employ the dictionary, learning modules, practice questions, and audio/video media. Mobile applications are assisting students in expanding their knowledge and developing Arabic language skills in a more practical and interactive manner.

According to Rani et al. (2023), there are several advantages for using Mobile Apps in Arabic Language Learning which include:

- a. Easy Access: Mobile apps are easily accessible on mobile devices owned by learners, such as smartphones or tablets. This enables students to study anywhere, at any time.
- b. Interactive: Mobile apps are often intended to be interactive, giving students a more engaging and fun learning experience. This may increase learners' motivation and enthusiasm in learning.
- c. Diverse material: Mobile applications often include a variety of learning material, including audio, video, photos, and texts, to assist learners better comprehend the Arabic language.
- d. Repetition: Mobile apps allow students to simply and frequently review learning materials. This improves students' comprehension and retention of the learning contents.
- e. Assessment: Mobile applications may automatically test a learner's ability to absorb and master instructional content. (Albantani and Rahmadi, 2020; Bin Wan Daud et al., 2020; Maita et al., 2018; Putri & Billah, 2019; Yusuf, 2021).

Alternatively, Rani et Al.(2023) provide several Disadvantages of Using Mobile applications in Arabic Language Learning which include :

- a. Limited Social connection: The usage of mobile applications in Arabic language learning may diminish social connection between learners and instructors. This may have an impact on learners' spoken Arabic communication skills.
- b. Limited Resources: Using mobile applications need mobile devices with appropriate capacity and capabilities to operate Arabic language learning apps. This might be a limitation for students who use mobile devices with limited storage and functionality.
- c. Limited Internet Access: Using mobile applications need consistent and fast internet connectivity. This may be difficult for students who live in locations with limited access to reliable internet connections (Albantani & Rahmadi, 2020; bin Wan Daud et al., 2020; Maita et al., 2018; Putri & Billah, 2019; Yusuf, 2021).

Furthermore, Rani et al. (2023) suggest some mobile applications that may be used for Arabic language study:

- a. Duolingo: Duolingo is a popular language learning software that supports a variety of languages, including Arabic. The program offers game-like tasks to help you enhance your Arabic language abilities, including reading, writing, and speaking.
- b. Memrise: This language learning software focuses on memory and repetition. The software contains activities and flashcards to help you improve your Arabic vocabulary and grammar.
- c. Rosetta Stone: Rosetta Stone is a popular language study program that has been available for many years. The software offers a full curriculum for learning Arabic via immersion, which includes both hearing and speaking in Arabic.
- d. Babbel: Babbel is a language learning software that provides Arabic language lessons for both beginners and expert students. The program includes tools for improving your writing and speaking abilities, as well as testing your ability to converse with Arabic speakers.
- e. Anki: Anki is a flashcard program that lets you design custom study cards. Anki allows you to build flashcards for vocabulary, grammar, or Arabic phrases that you wish to learn.

- f. Alif Baa: This software is particularly created for Arabic language study. The program includes workouts focusing on the Arabic letters, pronunciation, and vocabulary. It is appropriate for beginners seeking to acquire the fundamentals of Arabic.
- g. Arab Academy: Arab Academy is an app that provides online courses for learning Arabic. The app offers organized programs taught by qualified Arabic-speaking teachers. This software helps you enhance your Arabic reading, writing, and speaking abilities.

1.7.3. The Use of Social Media:

Kurniati (2022) defines social media in Arabic language learning as the use of social media platforms to promote Arabic language learning. Its goal is to broaden educational possibilities and make them more accessible to students all across the globe (Rani et al.,2023,p.5).

Rani et al.(2023) list some different types of social media that may be used in Arabic language learning include:

- a. YouTube, which is one of the most popular social media sites for learning Arabic. Students have access to a broad choice of Arabic language study videos created by specialists and native Arabic speakers.
- b. Instagram: Students may access Arabic language study tools via photographs, short videos, and tales. Instagram users may also form groups to facilitate collaborative learning and resource sharing.
- c. Facebook: Students may join Arabic language study groups and access materials including videos, articles, and quizzes. Students may also connect with tutors or native Arabic speakers via Facebook Messenger.
- d. Twitter: Students may access Arabic language study tools via tweets and photographs. Twitter users may also form groups to facilitate collaborative learning and resource sharing.
- e. TikTok: TikTok provides students with short instructional videos in Arabic created by specialists and native Arabic speakers.

Here are some of the social media networks that may be utilized for Arabic language study. The choice of social media is determined by the students' interests and learning objectives.

According to Rani et al.(2023),the use of social media in Arabic language learning offers benefits and problems, as seen below:

The benefits of adopting social media in Arabic language study include:

- a. Ease of Access: Because social media is simply and rapidly accessible, students may learn at any time and from any location.
- b. Diverse learning materials: Social media offers a variety of Arabic language learning tools, including videos, audio, photos, texts, and quizzes, enabling students to choose resources that meet their specific learning requirements.
- c. Interactive learning: Social media allows students to communicate with tutors, native Arabic speakers, and other students via features such as comments, chats, and discussion forums.
- d. Adaptable learning: Students may study Arabic at their own speed and timetable.
- e. Low cost: Many social media sites are free or inexpensive, making Arabic language study accessible to individuals from all walks of life. (Al-Jarf 2019; Khedher et al. 2015; Kurniati 2022).

However, The downsides are as follows:

- a. Unverified material: There is a lot of unverified information on social media that may be erroneous; therefore students must exercise caution when picking learning resources.
- b. Distractions from irrelevant material: Students are often distracted by irrelevant information on social media, reducing the efficacy of learning.
- c. Limited face-to-face connection: Direct interaction with instructors or native Arabic speakers on social media may be less common than in person.
- d. restricted technical support: Students may need technical help while utilizing social media for Arabic language study, but this support may be restricted.

- e. Potential for unproductive usage: Students may get distracted from their Arabic language study by engaging in unproductive or irrelevant social media use (Al-Jarf, 2019; Khedher et al., 2015; Kurniati, 2022).

Above were mentioned the pros and cons of utilizing social media for Arabic language study. It is, therefore, recommended that students should be vigilant and pick trustworthy and appropriate learning materials, as well as utilize social media responsibly.

1.7.4. Game-Based Learning.

Game-based Arabic language learning is a teaching approach that uses games to help students learn Arabic. These games are often meant to create an enjoyable and engaging learning experience, hence increasing students' motivation and engagement in the educational process, (Rani et al.,2023,p.6).

Some benefits of game-based Arabic language learning are mentioned by Rani et al. (2023) includes:

- a. Increased student motivation and interest in learning: Games offer a pleasant and dynamic learning experience, which may boost students' enthusiasm and interest in learning Arabic.
- b. Assisting students in learning through various approaches: Games can help students learn in a variety of ways, including tough gameplay, prizes, and peer interaction inside the game.
- c. Improving students' social skills: Games may assist kids develop social skills such as collaboration, bargaining, and healthy competitiveness.
- d. Providing rapid feedback: Games provide students instantaneous feedback, enabling them to examine their learning results and discover areas for growth. (Abdul Ghani et al., 2022; Azizt and Subiyanto, 2018; Hakim, 2017; Masrop et al., 2019).

However, Rani et al.(2023)also mentioned some significant disadvatnatges to game-based Arabic language learning, including:

- a. Risk of improper use: Poorly designed games may lead to inappropriate and ineffective learning experiences.

- b. Lack of flexibility: Games often contain predefined situations, which may limit the ability to tailor learning to unique student requirements.
- c. Not suited for all topics: Games may not be appropriate for all learning topics, particularly those that are abstract or complicated.
- d. Requires technical access: Games often require technological access, such as computers, game consoles, or cellphones, therefore students who do not have access to technology may be unable to benefit from game-based Arabic language learning. (Abdul Ghani et al., 2022; Azizt and Subiyanto, 2018; Hakim, 2017; Masrop et al., 2019).

To overcome these constraints, Arabic language instructors and institutions must choose games that are appropriate for the curriculum and student requirements, as well as providing advice and assistance while utilizing games for learning. Furthermore, instructors may incorporate games into other teaching approaches to gain better results.

1.7.5. Artificial Intelligence (AI) :

According to Mohideen, H.L.M. (2024), Artificial Intelligence personalizes learning experiences based on individual requirements and learning styles, increasing the speed and effectiveness of language acquisition. It provides fast feedback, allowing students to quickly fix errors and constantly improve their language abilities. As a result, AI fosters a helpful learning environment by allowing students to explore and make mistakes without fear of being judged. Furthermore, it redefines instructors' conventional roles, changing from conveying information to facilitating and guiding students. The potential for AI to transform the future of education demonstrates its growing importance as technology improves. Embracing AI in language learning is more than an option; it is a need, reflecting the changing landscape of education and the worldwide desire for accessible and effective language learning solutions.

Niemi, (2021) state that "the application of AI in education now is no longer a novel "know-how." A variety of application cases in scientific literature. According to educationalists' experience, the following areas of AI in education can be identified: assessment of student knowledge, updating students' knowledge, assessment of teacher activities, assistance to students in the educational process from a virtual assistant,

personalization and individualization of the educational process, adaptive learning (Taylor et al., 2021); (Almelhes, 2023). Software developers agree that "the benefits of AI in language learning are numerous and transformative. AI provides tailored learning experiences, quick feedback, and a safe environment for students to make errors (Gligorea et al., 2023; Kim et al., 2022). It changes the role of instructors and has the potential to transform the future of education. As technology advances, AI play an increasingly important role in language acquisition, making language learning more accessible and successful for learners all around the globe. "Embracing AI in language learning is not just a choice, but a necessity in the ever-changing world of education." (Mohideen, H.L.M.2024,p.763)

In this context, Mohideen, H.L.M. (2024) state that AI enhances the teaching of Arabic script, pronunciation, grammar, vocabulary, and cultural subtleties to pupils (Zou et al., 2023; Gharaibeh & Alhassan, 2023). This may be shown by the importance of AI in language acquisition and teaching. "In general, an intelligent tutoring system consists of three modules: domain knowledge, student model, and instruction module. In this setting, students may study at their own speed, and the student model can assist us in creating tailored knowledge-based education based on domain knowledge learning and teaching. The teaching model directs the process of learning and teaching. The student model saves the learner history and allows the system to react to student needs and change the teaching process. So, although using AI to teach Arabic to non-native speakers provides potential such as individualized learning and interactive practice, it also confronts limitations such as data quality and cultural sensitivities. Despite worries about efficacy and ethics, drawing on theoretical frameworks and successful case studies might help maximize AI's potential while addressing these difficulties and defining the future of Arabic education.

In this approach, there are several tools and apps provides by Mohideen, H.L.M. (2024) .(Al Darayseh, 2023) identifies the following major AI technologies for learning and teaching Arabic:

- a. CHATGPT: San Francisco-based OpenAI debuted it late last year, and it is already one of the most popular AI-powered writing tools in a variety of sectors. It may aid with your research and provide fresh ideas.
- b. Poe (Platform for Open Exploration) is an AI chatbot program that gives users access to a library of current multi-capacity AI models mostly focused on text, all of which support Arabic writing.
- c. Bing Chat: Microsoft's AI search engine supports Arabic searches, making it simpler for Arab students to get the information they need.
- d. ResearchRabbit is an intelligent platform that is often used to evaluate scientific articles related to your research topic. It saves time by scanning databases containing millions of research papers and journal articles published in a variety of subjects.
- e. Kateeb is one of the few platforms that use artificial intelligence to assist individuals write in Arabic. Based in Dubai, it can assist you with creating language that is backed by credible sources, hence increasing the credibility and trust results of your paper in search engines.

Many creative organizations produce improved artificial intelligence solutions to assist and improve learning for students of all ages, as well as give important and rapid solutions to simplify everyday chores, according to (Ruiz-Rojas et al., 2023); (Okonkwo & Ade-Ibijola, 2021): (Mohideen, H.L.M.2024,p.764).

- a. Seneca is a UK-based assignment and revision website that assures its pupils the greatest exam marks or their money back.
- b. Thinkster Maths is a digital mathematics learning platform that employs artificial intelligence and machine learning to depict a student's thought process and tailor information.
- c. Knewton's Alta: This adaptive higher education course is aimed to help students improve their study and learning skills while completing tasks.
- d. Gradoscope is a tool that evaluates papers and offers students with relevant feedback and insights, allowing teachers to track progress and identify learning gaps.

- e. VirtualSpeech: Virtual reality technology is used to focus on all of the fundamental soft skills, including as presenting, meeting, and interviewing.
- f. InnerVoice by treatment is an app that helps children with neurological difficulties link things and words and learn.

Mohideen, H.L.M. (2024) state that to properly use these tools for studying and teaching Arabic, one must understand their distinct qualities and capacities. For example, OpenAI's CHATGPT demonstrates that Invaluable for improving Arabic writing abilities. Learners and instructors may profit from new viewpoints and polished language compositions by taking use of its potential to produce ideas and improve research papers. Poe, another AI chatbot application, gives users access to a library of Arabic-focused AI models, allowing them to get specialized help for writing in Arabic while also aiding language practice and instruction. Bing Chat from Microsoft is a valuable resource for Arab students since it allows them to easily do searches in Arabic, increasing their access to relevant information and resources for language study and research. (Mohideen, H.L.M.,2024, p.764-765).

1.8. Conclusion

In conclusion, teaching the Arabic language offers a comprehensive overview of the multifaceted landscape of Arabic language instruction. Through a journey spanning historical evolution, linguistic analysis, and pedagogical innovation, educators and learners gain insights into effective strategies for language acquisition and cultural immersion. As technology continues to reshape the educational landscape, the integration of digital tools presents exciting opportunities to enhance language learning outcomes and foster global connectivity. By embracing the rich linguistic heritage and cultural diversity of the Arabic language, educators and learners alike contribute to a more interconnected and inclusive world, where communication transcends borders and bridges cultural devices.

Chapter 2

Research Design, Analysis and Suggestions

Chapter 2 Research Design, Analysis and Suggestions

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2.1. Introduction

In this chapter, we focus on the practical aspects of our research, particularly the processes involved in data collection procedures and data analysis. Throughout this part, our attention is directed towards the research objectives, the methods employed in data collection, and the various research instruments utilized for both analysis and interpretation. The initial section of this chapter delineates the methodology employed in conducting the current study, outlining the study's objectives, research design, sample population, and methods of data collection tailored to each demographic. Subsequently, we delve into the data analysis phase, where we detail, illustrate, and evaluate the findings obtained through diverse tools, culminating in an interpretation of these findings. Furthermore, we offer justifications for the chosen procedures. Finally, this chapter concludes with suggestions and recommendations aimed at fostering learners' autonomy and self-directed learning, thereby contributing to the enhancement of educational practices in the field

2.2. Situation Analysis

It's worth mentioning that the teaching of the Arabic language in Turkey has a long and ancient history. Turks directed their focus towards the Arabic language and emphasized learning it after adopting the Islamic religion. This interest intensified during the periods of the Seljuks and the Ottomans. Consequently, the Ottomans began teaching Arabic instead of Turkish in the schools they established. This led to the emergence of Turkish scholars who wrote numerous works in Arabic due to the significant emphasis on Arabic education, even during the decline of the Ottoman Empire. However, the decline of the Ottoman Empire had a notable impact on Arabic education, which was visibly affected. After the establishment of the Republic of Turkey in 1923, Arabic language education became limited to religious colleges such as theology faculties and traditional schools that existed during the Ottoman era, teaching the Quran, Islamic sciences, and Arabic. Later on, Arabic language and literature began to be taught in non-religious

higher education institutions such as faculties of arts and others, and they still exist to this day.

2.2.1. History of Istanbul University

Istanbul University is a public institution and one of the oldest, most prestigious, and largest universities in Turkey. Its history dates back to 1453 AD, following the conquest of Istanbul by the Ottoman army led by Sultan Mehmed the Conqueror. Sultan Mehmed the Conqueror recognized the importance of Istanbul, with its unique characteristics, as it bridges the continents of Asia and Europe, giving it economic strength and political significance. He strived to develop it scientifically and culturally to make it an educational and cultural center, befitting its significant geographic position.

The structural roots of Istanbul University trace back to the Zeyrek Church adjacent to Hagia Sophia, where educational activities began and later transformed into a mosque after the conquest of Istanbul. In 1846, Sultan Abdülmecid I decided to convert Istanbul University into a large educational institution named "Darülfünun," encompassing several fields. He insisted on having a grand building specifically for it, separate from Aya Sophia and Zeyrek. Furthermore, he decreed that anyone joining the ranks of the Ottoman state should be educated there. Istanbul University remains among the top ten Turkish universities, maintaining its prestigious rank and status across all scientific, practical, cultural, and social fields over the years.

2.2.2. Istanbul University Programmes

The Arabic Language Department at Istanbul University provides a comprehensive five-year academic program, including a preparatory year followed by four years of specialized study. This preparatory year acts as a prerequisite for admission to the Arabic Language Department, serving as a foundational period to ensure students possess the necessary language skills and academic readiness for subsequent coursework.

Upon successful completion of the preparatory year, students progress to the Department of Arabic Language and Literature, where they undertake an extensive four-year program. This program is meticulously designed to offer students a comprehensive

understanding of the Arabic language, covering phonetics, morphology, syntax, and semantics, alongside an exploration of the rich cultural and literary heritage associated with Arabic literature.

The curriculum is carefully crafted to address various aspects of language learning and proficiency, including modules aimed at refining students' linguistic competence, enhancing comprehension of grammatical structures, and honing translation skills. Emphasis is placed on cultivating fluency in both spoken and written Arabic, as well as developing proficiency in Turkish, the primary teaching language.

Throughout the program, students engage in diverse learning activities such as lectures, seminars, workshops, and practical exercises. They also have opportunities for independent study and research, allowing them to deepen their understanding of Arabic language and literature.

Approximately 30% of the teaching is conducted in the Arabic language, while the remaining 70% is in the Turkish language, ensuring a balanced bilingual approach to learning. This approach facilitates effective communication and ensures students develop strong language skills in both Arabic and Turkish.

According to the previous studies of Prof Saidi Nassima, In the Arabic Language Department at Istanbul University, the first year of study comprises compulsory modules aimed at providing students with a solid foundation in Arabic language and literature. However, as students progress into the second, third, and fourth years of the program, the curriculum becomes more flexible. During these years, students have the opportunity to choose elective modules in addition to compulsory ones, allowing them to tailor their academic experience to their interests and career goals.

The academic year is divided into semesters, with each semester consisting of a set number of courses and credits. Students attend multiple classes each week, with each session lasting 40 minutes. Over the course of the academic year, students accumulate the necessary credits to progress through the program and earn their degree.

2.1. The Study hours per Week and Day for different academic years at Istanbul University for the Arabic language Program

Academic Year	Hours per Day	Hours per Week
First Year	Around 3 hours per day	Around 11 hours
Second Year	Around 4.5 hours	Around 17 hours
Third Year	Around 6 hours	Around 18 hours
Fourth Year	Around 6 hours	Around 18 hours

In the 2023/2024 academic year, the Arabic Language Department at Istanbul University embraced a cohort of between 350 and 400 students, showcasing the university's commitment to providing quality education in Arabic language and literature to a diverse group of aspiring scholars and professionals.

For more details ,**Appendix (E)** and the link below [https://ebs.istanbul.edu.tr/home/dersprogram/?id=1088&birim=arap_dili_ve_edebiyati_1isans_programi_\(orgun_ogretim\)&yil=2023](https://ebs.istanbul.edu.tr/home/dersprogram/?id=1088&birim=arap_dili_ve_edebiyati_1isans_programi_(orgun_ogretim)&yil=2023) outlines the curriculum form of courses for all academic years , presenting the course names, their classification as whether they are obligatory (Z stands for Zorunlu in turkish language) or Elective (S stands for Seçmeli), as well as the allocated credit hours (Tc) and European Credit Transfer and Accumulation System (ECTS) for each course for the academic year 2023-2024.

2.3 Research Design and Procedure

The first thing the investigator needs to do is to decide on the research methodology that she will undertake as stated by Bouklikha (2016, p.126), that is to say the general theory or principle that directs researchers. Stated differently, it refers to the comprehensive methodology that addresses the subjects that require investigation, such as decisions and limits made during the research process. Burns and Grove (2003, p.195, Cited in Bouklikha 2016, p.126) define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the study.

That is why Polit et al (2001, p.167) cited in Boulikha (2016, p.126) define a research design as “the researcher’s overall for answering the research questions or testing the research hypothesis”.

2.3.1. Case Study

According to Nisbet and Watt (1984, p.72), "A case study is a specific instance that is frequently designed to illustrate a more general principle," as it is cited in Boulikha (2016, p.128), the case study is actually chosen to specify what is broad. A case study is therefore "concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred," according to Anderson (1993: 152) in Boulikha (2016, p128) .

The case study includes four categories

- **Explanatory case study** : it explains how and why certain phenomena occur by analyzing the data
- **Exploratory case study**: it explores the data superficially and is typically followed by more detailed study on the subject.
- **Descriptive case study**: The main aim of a descriptive case study is to describe the data as they occur.
- **Multiple case study**: It includes comparing and contrasting two or more cases to identify patterns.

The present study is a case study of Turkish Students in the Department of Arabic Literature at Istanbul University. The purpose of this study is gather informations about exploring the current pedagogical approaches used in teaching Arabic to Turkish students at the department of Arabic Literature at Istanbul University. Therefore, to achieve the objectives of this work and in order to collect both qualitative and quantitative data, the researcher used one research method composed of two questionnaires.

2.3.2. Sampling

A research study's quality is determined by the appropriateness of its sample approach in addition to its methodology. Therefore, Johnsons (1998, p.275) in Bouklikha (2016, p.132) stated that "Sampling' implies an acknowledgement that is not possible to investigate absolutely everything of interest at the same time, and therefore we have to choose a 'sample". Thus, the sample population of this study includes:

- **Turkish students:** refer to Preparatory year, 1st year, 2nd year, 3rd year, 4rd year in the department of Arabic Literature at Istanbul University.
- **Arabic Language Teachers:** refer to Arabic Language teachers at the department of Arabic Literature at Istanbul University in general.

2.3.2.1. Students' Profile

Students are a crucial source of information, offering valuable insights and prescreptives that enrich the academic discourse and drive meaningful progress. The target students' population in this study was the preparatory level, 1st year, 2nd year, 3rd year and 4rd year; specialized in Arabic Literature during the academic year 2023/2024 in the department of Arabic Literature at Istanbul University. The students were of the two genders of different ages (from 22 to 49 years old); with different levels of proficiency in Arabic language since their mother tongue is Turkish. The number of students who participated is 50 students, since they were the only ones who answered the online questionnaire because of the distance issue between the researcher and the sample population. The distribution and collection of the questionnaires was facilitated with the assistance of Prof. Omer Ishak Oglu who was designated by Istanbul University.

2.3.2.2. Teachers' Profile

The second group of informants is consisting of 13 Teachers with different qualification (Two Professors, one Associate Professor, one Assistant Professor, three Lucturers and six Research Assistants). 5 of them answered the questionnaire. They have different teaching experiences in the department of Arabic Literature at Istanbul

university three of them have between 5 and 10 years of teaching Arabic at Istanbul University, while the other two teachers have between 10 to 15 years of teaching Arabic at Istanbul University. Accordingly , they belong to different age groups since three of them are between 40- 46 and the two other ones between 48 - 50 years old . They are all language teachers who taught different Arabic modules in the department of Arabic Literature at Istanbul University.

2.3.3. Instrumentation

The first and most important stage in any study a researcher conducts is data analysis. However, the questionnaire is highly effective method for gathering valid data, as relying on a single source may be insufficient and potentially skew the researcher's perspective on the investigated situation. As Creswell (2014, p. 185) asserts, "The use of multiple data collection methods provides a fuller, more comprehensive understanding of the research problem."

In the current research, the Researcher utilized 2 questionnaires to gather information. The first one is a questionnaire conducted to Turkish Students (Preparatory year, 1st year, 2ndyear, 3rd year and 4rd year) in the Department of Arabic Literature at Istanbul University . while the other one is also a questionnaire addressed to Arabic language teachers at the department of Arabic Literature at Istanbul University. This approach ensures a more robust and nuanced understanding of the research questions and research hypotheses by incorporating diverse perspectives and addressing the multifaceted nature of the needs being examined.

2.3.3.1. Pilote Study

The term "pilot study" refers to a mini version of a full-scale study, as well as the specific pre-testing of a particular instrument such as a questionnaire or an interview. It is often used to test the design of the full-scale study which, then, can be adjusted. Pilot studies are a crucial element of a good study design as it is cited in Bouklikha (2016,p.146) .

In fact, the term "pilot study" is used in two different ways in Social Science research. It can refer to the so-called feasibility studies which are "small scale version done in preparation for the major study" (Polit et al., 2001p. 467) cited in Bouklikha (2016, p.46) . A pilot study can also be the pre-testing or 'trying out' of a particular research instrument (Baker, 1994: 182-3).

The questionnaire was designed following a piloting phase, initially conceived as an interview format but later adapted into a questionnaire due to geographical constraints. Recognizing the importance of accommodating the linguistic needs of the participants, the questionnaire was translated into Arabic to ensure clarity and understanding.

Furthermore, prior to finalizing the questionnaire and before distributing the questionnaire to the teachers , a pilot study was conducted by the researcher to assess its feasibility and effectiveness. This pilot study allowed for refining the questionnaire based on feedback and observations, ensuring its suitability for the target audience.

Subsequently, a meeting was organized via Zoom on May 5th,2024, at 7 :00PM Using this link : <https://istanbul-edu-tr.zoom.us/j/2746834996?pwd=THBrYTZOYVpkVW4wV29hNjk2b0RsZz09> with Prof. Omër Ishak Oglü to further refine the questionnaire. During this meeting, Prof. Oglü highlighted the teachers' limited proficiency in Arabic, particularly as they teach some modules in Turkish language . In light of these considerations, it was deemed preferable to translate the questionnaire into Arabic to facilitate comprehension.

Moreover, Prof. Omër Ishak Oglü recommended incorporating more multiple-choice questions into the questionnaire. This approach would simplify the response process and enhance clarity for teachers , ensuring that their insights could be effectively captured.

2.3.3.2. Students' Questionnaire

A questionnaire, as described by Saunders et al. (2019, p. 210), is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. It is a structured tool comprising questions, prompts, and response options, designed to systematically collect data on various topics. Questionnaires are administered in written or electronic formats and vary in complexity,

from simple multiple-choice questions to elaborate open-ended inquiries. Widely used across diverse fields of study, questionnaires enable researchers to explore specific research questions or hypotheses and obtain standardized data from large samples of participants efficiently. The design and construction of questionnaires require careful consideration of factors such as clarity, relevance, reliability, and validity to ensure the accuracy and comprehensiveness of the collected data.

Hence, in the current study, the researcher saw the questionnaire as an appropriate method to collect data, taking into consideration their large time and effort.

To make the current study more practical, aiming to evaluate the issue of “Exploring Pedagogical Approaches for Teaching Arabic as a Foreign Language”, the questionnaire was distributed to Turkish students in the department of Arabic Literature at Istanbul University. It was conducted during the second semester of the 2023-2024 academic year, utilizing an online format due to the geographical constraints of both the researcher (Algeria-Tlemcen) and the respondents (Turkey-Istanbul).

The questionnaire (see Appendix A) consists of twenty three (23) questions structured to collect both qualitative and quantitative data. The questions are a mix of close-ended (yes/no) questions and multiple-choice questions, with some open-ended questions to allow students to express themselves more elaborately.

The questionnaire is submitted to the students of Istanbul University Department of Arabic literature in the Arabic Language (see Appendix c) .it is divided into main parts. The initial questions of the questionnaire focus on demographic informations, including gender, age, year of study, previous study of Arabic, and self-percieved proficiency levels in the language providing insights into their background and knowledge. Following the demographic section, (from question 6 to 10) the questionnaire explores the motives behind the respondents' decision to learn Arabic. These motives may range from personal interest and academic requirements to career prospects, cultural interest, or religious reasons. Furthermore, it investigates whether respondents engage in online learning and the impact of online resources on their motivation and autonomy in the learning process, reflecting the increasing role of technology in education or if they utilize their mother tongue to learn the Arabic Language. Subsequent questions, (From question 11 to 16) delve into the effectiveness of various teaching methods for learning

Arabic. This section assesses the efficacy of methods such as face-to-face lectures, online lectures, group discussions, language laboratories, role-playing, and audio-visual aids. It also evaluates the use of modern technological devices in teaching and whether the current approaches meet the students' learning needs. Moreover, respondents are asked about their comfort levels with different language skills (listening, speaking, reading, and writing), shedding light on their preferences and strengths in language acquisition.

Thereafter, the questions 16 and 17 in the questionnaire address respondents' preferences from Arabic language teachers and explores regarding the methods they rely on to improve their proficiency levels in Arabic. By understanding how students prefer to receive feedback and the strategies they employ for language improvement, educators can tailor their teaching methods to better meet students' needs and enhance learning outcomes. Lastly, the questionnaire investigates the difficulties faced by respondents in learning Arabic and solicits suggestions for better language acquisition. By identifying challenges and gathering suggestions for improvement, educators can adapt their teaching approaches and support systems to address students' needs more effectively. The questionnaire concludes with an open-ended question inviting respondents to share any additional thoughts or experiences regarding learning Arabic at Istanbul University. This section allows for the expression of diverse perspectives and provides valuable qualitative insights into students' experiences and perceptions.

2.3.3.3. Teachers' Questionnaire

To enhance the practicality of the current study on "Exploring Pedagogical Approaches for Teaching Arabic as a Foreign Language," a questionnaire was submitted to a group of five Arabic language teachers from the Department of Arabic Literature at Istanbul University. The questionnaire was translated into Arabic to facilitate comprehension and encourage participation. These questionnaire aims to gather insights from Arabic language teachers at Istanbul University regarding their teaching methods, challenges, and innovations in teaching Arabic to Turkish students. Submitted during the second semester of the 2023-2024 academic year, the questionnaire was sent online via Google Forms to accommodate the geographical constraints faced by both the researcher,

based in Algeria (Tlemcen), and the respondents, located in Turkey (Istanbul). This approach ensured the collection of comprehensive data from experienced educators actively engaged in teaching Arabic to foreign language learners in the department of Arabic literature at Istanbul University, offering valuable insights for the study.

The questionnaire was designed following a piloting phase, initially conceived as an interview format but later adapted into a questionnaire due to geographical constraints. The decision to transition from interviews to questionnaires was influenced by the need to overcome these constraints and ensure broader participation from Arabic language teachers at Istanbul University.

The researcher established the questionnaire (see Appendix B) as a tool of collecting quantitative and qualitative data from teachers. It was composed of nineteen (19) questions for Arabic language teachers balanced between a combination of multiple choice, open-ended and close-ended questions. It starts by collecting demographic informations including gender, age, modules taught, teaching experience, and the levels of Arabic language classes primarily taught. Following this, teachers are asked about their pedagogical approaches, including the methods they use and which approaches they find most effective in teaching Arabic. They are also asked how these approaches impact students' language acquisition and proficiency levels, as well as how they adapt their teaching methods to meet students' needs. Furthermore, the questionnaire addresses assessment methods used by teachers and their integration of technology into teaching, including specific tools and resources utilized. It also investigates the role of technology and the impact of Artificial Intelligence on Arabic language education. Cultural considerations in teaching Arabic are also addressed, including how teachers incorporate cultural elements into their teaching and the challenges faced in teaching Arabic in the context of globalization. The questionnaire concludes with an open-ended question inviting teachers to share any additional insights or comments regarding their experience teaching Arabic to Turkish students. This allows for the inclusion of unique perspectives and experiences that may not have been covered in the structured questions.

2.4. Data Analysis

2.4.1. Students' Questionnaire

As previously explained, the researcher used the questionnaire as an appropriate method to gather insightful data from Turkish students, comprising 23 questions of varied formats. Despite being distributed to many students, 50 participants responded. Nevertheless, the collected data were analyzed employing graphical representations and tables with percentages related to each question in order to illustrate the effectiveness of current pedagogical approaches and the students' perspectives on learning Arabic as a foreign language.

- **Question 01: Gender**

The first question aims to determine the gender demographics of the respondents. This information is crucial for analyzing any gender-based differences in response and ensuring comprehensive data interpretation.

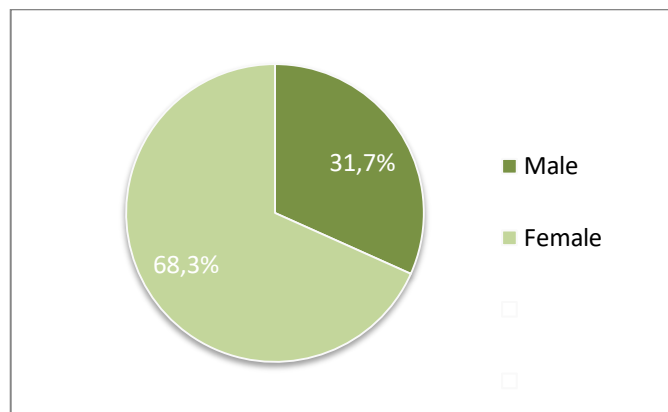


Figure2.1: Students' Gender

The figure shows that 31, 7% of the population is male, while 68, 3% is female. This notable imbalance indicates a majority female population.

- **Question 02: Age**

The aim of the second question is to gather information about the age of the participants, aiding in understanding the demographic profile of the respondents.

- **Question 03: Year of study**

The aim of this question is to determine the participants' current academic year of study, aiding in understanding their educational progression.

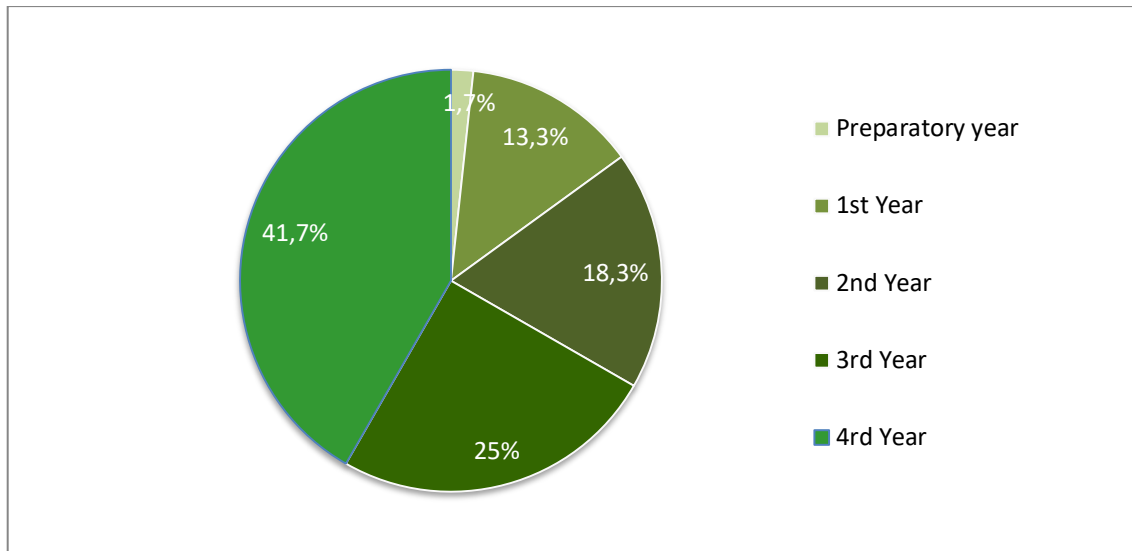


Figure 2.2: Year of study

This figure reveals that the students participation in the questionnaire is distributed as follows: 1,7% from the preparatory year,13,3% from the 1st year, 18,3% from the 2nd , 25% from the 3rd year and 41,7% from the 4rd year. It's shows that the majority of the participants are from the 4th year. The representation of the 4th year students may influence the overall results, reflecting more on their, experiences and opinions

- **Question 04: Previous Arabic instruction**

The aim of the fourth question is to determine wheter the participants have previous experienced studying Arabic and, if so, to gather information on the duration of their study. Their answers are displayed in the figure below:

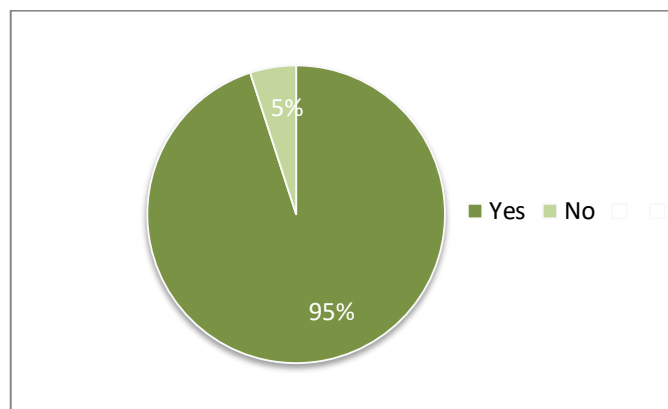


Figure 2. 3: Arabic Language Education: Insights from Istanbul University

The graphic shows that out of 60 responses to the question "Have you studied Arabic before?", 95% (57) answered "Yes", and 5%(3) answered "No". This indicates that a majority of the respondents have prior experience with the Arabic language.

Among the 57 respondents who answered "Yes," many began studying Arabic at an early age. Notably, 20 responses mentioned starting from childhood, using phrases like "since childhood" or "since I was young". Additionally, 8 respondents specified beginning in elementary school with "from elementary school" or similar terms. Another significant group, comprising 6 responses, indicated studying Arabic for a long duration, about ten years, such as "ten years ago", "since 10 years ago" or "for more than 30 years". Similarly, 5 participants stated they began studying around seven years ago, using phrases like "since 7 years ago". Several responses (4) highlighted high school as the starting point, although some noted the instruction was not comprehensive, as in "in high school but it was superficial teaching". Others provided more precise timeframes, ranging from six to twenty-five years ago, showcasing a varied duration of study. Unique responses included studying for a short period like "one month in a language club", specific periods like "since 2018", or studying in different settings or countries, such as "I lived in an Arab country" and "two years in Quran school". Notably, one respondent claimed over thirty years of study, highlighting a deep and enduring connection to the language. Overall, the majority of respondents have had extensive and early exposure to the Arabic language, with 57 indicating varied but predominantly long-term engagement.

- **Question 05: Students' proficiency level in Arabic**

The aim of this question is to understand how participants rate their proficiency levels in Arabic, providing insight into their language abilities.

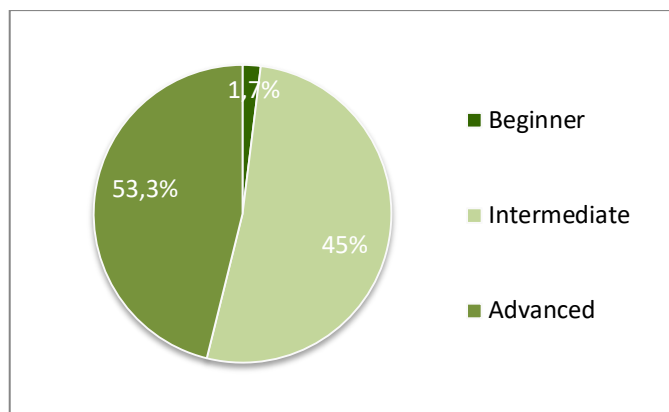


Figure 2.4: Proficiency Level of Turkish Students in Arabic Language

The figure displays responses from 60 participants regarding their proficiency level in Arabic language. Among them, 1.7% identified as beginners, comprising only one response. Intermediate proficiency was reported by 45% of participants, totaling 27 responses. The majority, constituting 53.3% of respondents, classified themselves as advanced, with 32 responses. This breakdown indicates a predominantly advanced proficiency level among the participants, followed by intermediate, with beginners forming the smallest group. The distribution underscores the varied skill levels among the participants.

- **Question 06: Students' motives to learn Arabic**

The aim of this question is to understand the motives behind participants' desire to learn Arabic by providing options such as interest in the language, academic requirements, career prospects, personal interest in Arabic culture, and the desire to learn the Quran.

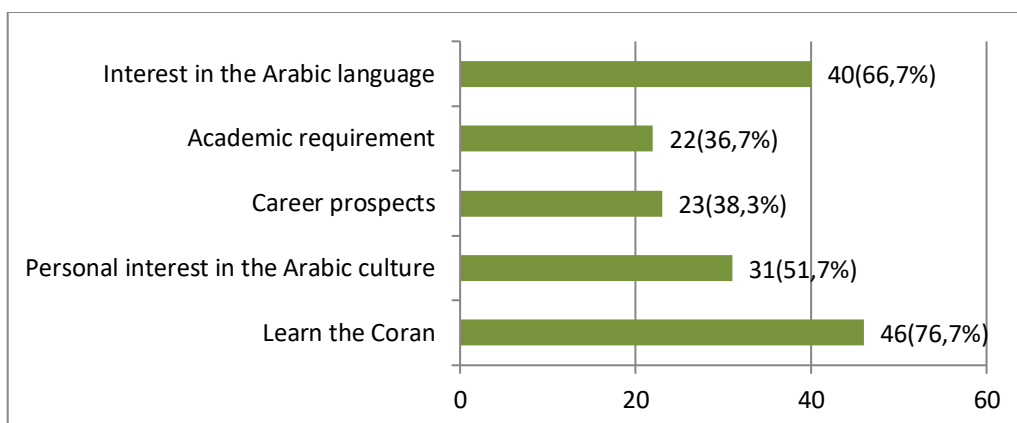


Figure 2.5: Turkish Students' Motivations for Learning Arabic

This figure reveals that among 60 respondents, the most prevalent motivation for learning Arabic, cited by 46 respondents (76.6%), is the desire to learn the Quran, indicating a deep spiritual impetus behind mastering the language. Additionally, a significant majority, representing 40 of respondents (66.7%), express a strong interest in Arabic language sciences, indicating a fascination with its linguistic intricacies. Furthermore, more than half of the respondents, totaling 31 (51.7%), express a personal interest in Arab culture, reflecting a desire to engage with its customs and traditions. Additionally, approximately 23 respondents (38.3%) identify job opportunities as a motivating factor, underlining the practical advantages associated with Arabic language skills in the workforce. Moreover, around 22 respondents (36.7%) cite academic requirements, highlighting the role of Arabic proficiency in meeting educational mandates. These diverse motivations underscore the multifaceted significance of Arabic language acquisition, spanning academic, professional, personal, and spiritual domains.

- **Question 07: Students' Arabic Learning online**

The aim of the seventh question is to understand if participants utilize online resources for learning Arabic.

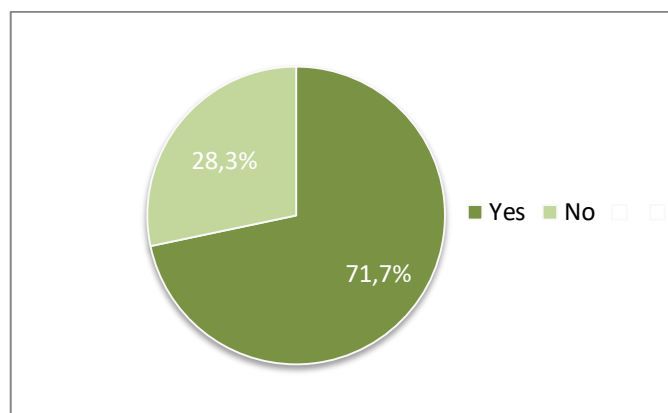


Figure 2.6: Online Arabic Learning Preferences Among Turkish Students

The figure below shows that among 60 respondents, regarding their Arabic language learning method. It reveals that 71.7% (43) of respondents answered " Yes , stating they learn Arabic online. This reflects a significant preference for digital platforms in language acquisition. In contrast, 28.3% (17) respondents answered by "No. Indicating they do not utilize online methods for learning Arabic. This distribution underscores a prevalent preference for online platforms among the majority of participants, while a significant minority opt for alternative learning methods.

- **Question 08: The impact of online learning on students’ motivation**

The aim of this follow-up question in to understand the impact of online learning on participants’ motivation to learn Arabic .

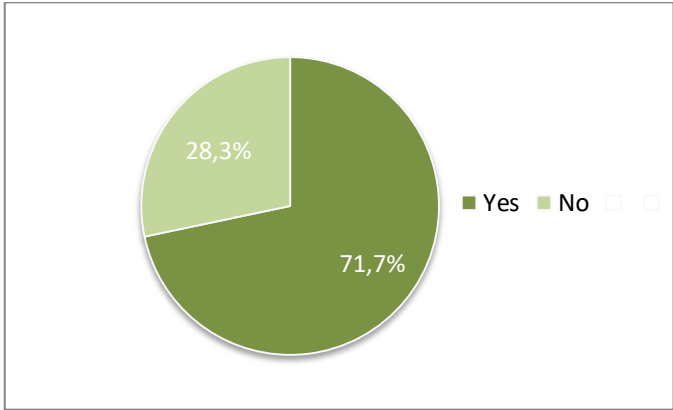


Figure 2.7: Online Arabic Learning: A Motivational Perspective for Turkish Students

The figure presents responses from 60 participants regarding whether online learning encourages them to learn Arabic. It reveals that a significant majority, accounting for 71.7% of respondents, answered "Yes," indicating that online learning motivates them to engage with Arabic language acquisition. Conversely, 28.3% of respondents, totaling 17 individuals, answered "No," indicating that online learning does not encourage them to learn Arabic. This highlights a portion of participants who may

have alternative preferences or barriers to utilizing online resources for language learning. Overall, the figure underscores the potential efficacy of online education in fostering motivation for Arabic language acquisition, while also acknowledging the diversity of participant attitudes and needs.

- **Question 09: The impact of online leaning on students' autonomy**

This question seeks to understand if participants' perceive online learning as a factor that enhances their autonomy in task performance.

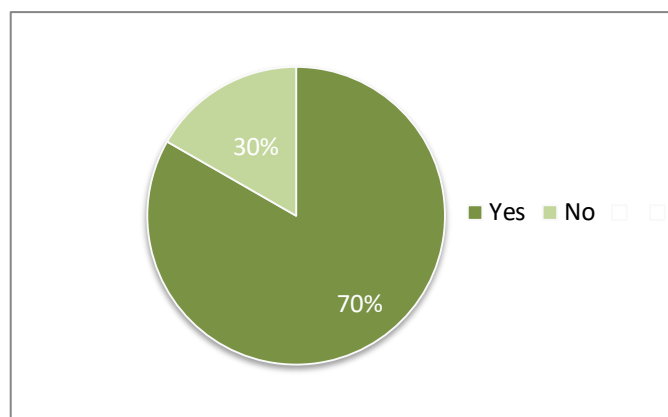


Figure2.8: Empowering Autonomy: Online Learning Impact on Task Performance

This figure demonstrates that there is a notable preference for online learning in fostering independence in Arabic language acquisition. With 70% of participants, totaling 42 respondents, indicating "Yes," it suggests that online learning encourages autonomy in learning Arabic. This majority underscores the perceived effectiveness of digital platforms in fostering self-directed language learning among learners. Conversely, 30% of respondents, comprising 18 respondents, answered "No," indicating that online learning does not promote independence in Arabic language learning for them. This minority reflects a differing perception or experience regarding the autonomy facilitated by online education. Overall, the figure highlights the potential of online learning to empower individuals in their Arabic language learning journey, while also recognizing variations in perceptions among participants.

- **Question 10: The use of the mother tongue in Arabic learning**

This question aims to determine whether participants utilize their mother tongue Tongue (Turkish Language) in the process of learning the Arabic language.

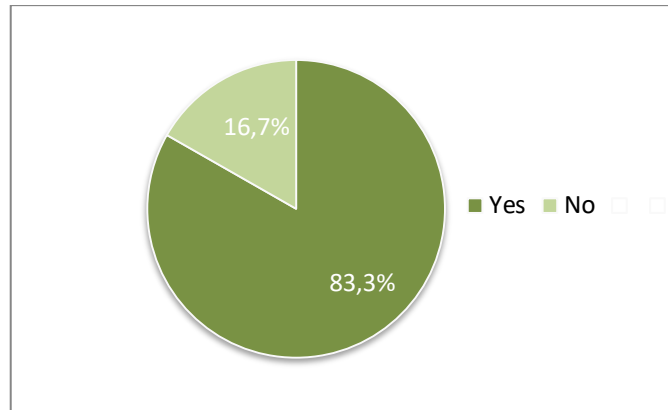


Figure 2.9: Use of Mother Tongue in Arabic Learning

The figure indicates that among 60 participants, 50 respondents (83.3%) answered "Yes" which means that they utilize their native language (Turkish language) for learning Arabic , while 10 respondents(16.7%) answered "No", reported not using their native language for this purpose . This suggests that a majority of respondents find it beneficial to use their native language in learning Arabic, possibly for comprehension and contextual understanding.

- **Question 11: Students' preferred teaching methods**

This question aims to understand which teaching methods participants consider most effective for learning Arabic, offering options such as face-to-face lectures, online lectures, group discussions, language laboratories, role-playing, audio-visual aids, and an option for other methods.

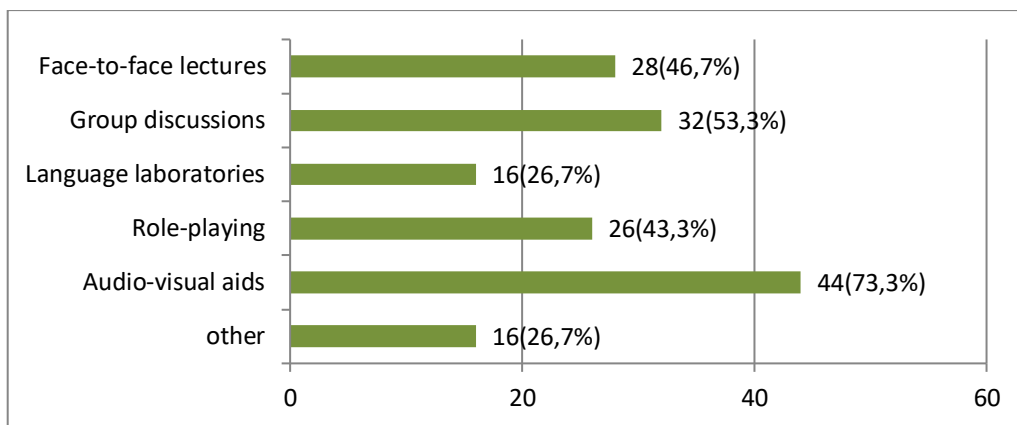


Figure 2.10: Effective Arabic Teaching Methods

The figure reveals that audiovisual aids were the most favored choice among the 60 respondents, with 44 participants selecting this method, constituting 73.3% of the total. Following closely behind were group discussions, which were favored by 32 respondents, representing 53.3% of the total. Face-to-face lectures emerged as the third most favored choice, with 28 respondents selecting it, accounting for 46.7%. Role-playing garnered support from 26 respondents, constituting 43.3% of the total. Language laboratories were chosen by 16 respondents, representing 26.7% of the total. Finally, 16 respondents, constituting 26.7%, expressed preference for other unspecified methods. These findings emphasize the popularity of interactive and multimedia-based approaches in Arabic language instruction, while also highlighting the importance of catering to diverse learning preferences.

- **Question 12: Teachers' use of modern technological devices in their teaching**

The aim of this question is to understand whether participants' teachers incorporate modern technological devices into their Arabic language teaching practices.

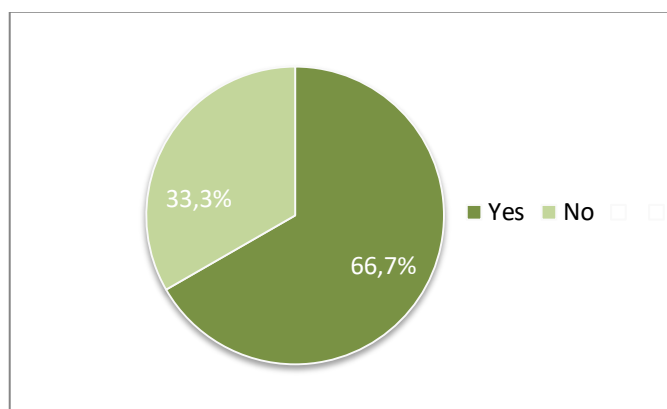


Figure 2.11: Integration of Technology in Arabic Teaching

This figure reveals that out of the 60 respondents, a significant majority, 40 respondents (66.7%), indicated that their teachers use modern technological devices in teaching the Arabic language. In contrast, 20 respondents (33.3%) stated that their teachers do not use such technologies.

- **Question 13: Students' appreciation of the current teaching approaches used by their teachers**

This question seeks to understand whether participants believe that the teaching methods currently employed by their Arabic teachers adequately address their learning needs.

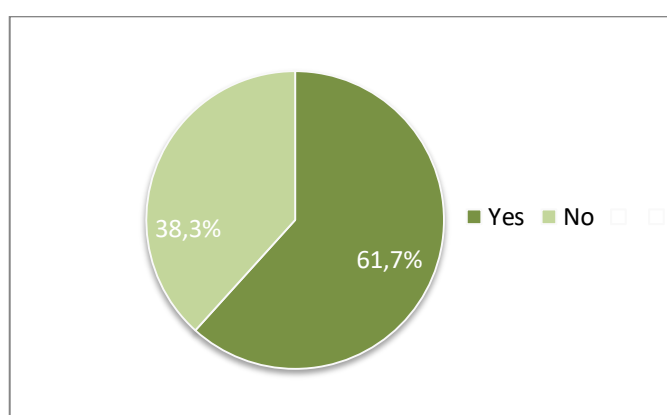


Figure 2.12: Satisfaction with Teaching Approaches

This figure indicates that among the 60 respondents, a majority (37 respondents) , 61.7%, stated that the teaching methods provided by their teachers meet their learning needs. In contrast, 38.3% of the respondents, comprising 23 respondents, expressed that these methods do not meet their needs. These results suggest that there is a balance between students satisfied with the current teaching methods and those who feel there is room for improvement to better address their specific learning needs.

- **Question 14: The impact of the approaches adopted by Arabic teachers on students' language proficiency level**

This question aims to understand participants' views on whether the teaching methods employed by their Arabic teachers effectively contribute to increasing their language proficiency levels.

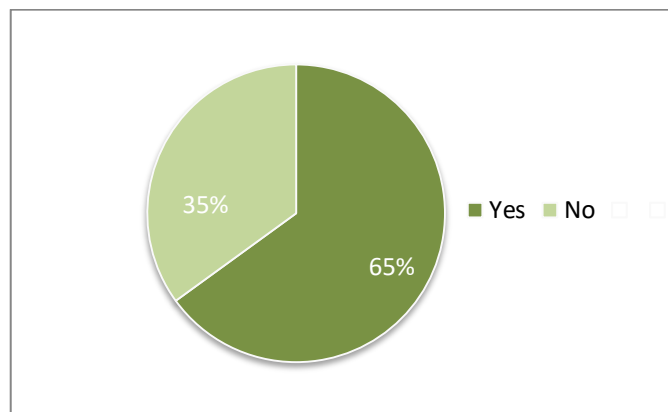


Figure 2.13: Effectiveness of Teaching Approaches

The analysis of this figure indicates that among the 60 respondents, 65%, or 39 individuals, stated that the methods adopted by their Arabic language teachers have contributed to improving their proficiency level in the language. In contrast, 35%, representing 21 respondents, expressed the opposite, believing that these methods have not enhanced their level of linguistic competence. These results highlight a predominantly positive perception regarding the effectiveness of teaching methods in Arabic language instruction

- **Question 15: Students' opinions about the approaches and strategies used by their teachers to acquire the language and use it fluently and accurately**

The aim of this question is to evaluate participants' perspectives on whether the approaches and strategies used in teaching Arabic effectively facilitate language acquisition and enable them to use the language fluently and accurately.

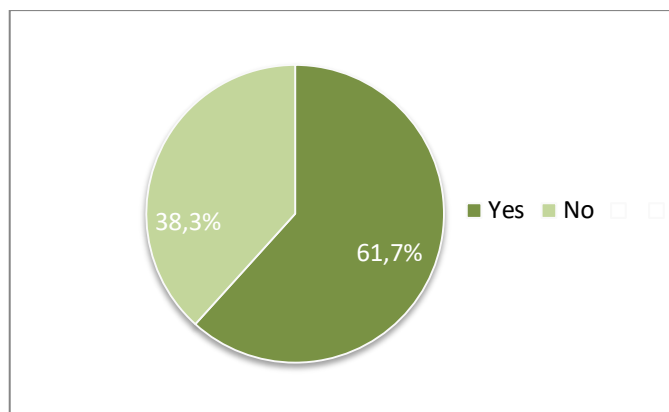


Figure 2.14: Teaching Approaches and Language Acquisition

This figure indicates that among the 60 respondents, 61.7%, or 37 individuals, believe that the methods and strategies employed in teaching Arabic help them acquire and use the language fluently and accurately. Conversely, 38.3%, representing 23 respondents, feel that these methods and strategies do not facilitate their acquisition and proficient use of the language. These results reflect a mixed perception among respondents regarding the effectiveness of teaching methods and strategies in facilitating language acquisition and proficiency in Arabic.

Question 16: Students’ preferred language skills

This question aims to understand participants’ comfort levels across different language skills, including listening, speaking, reading and writing.

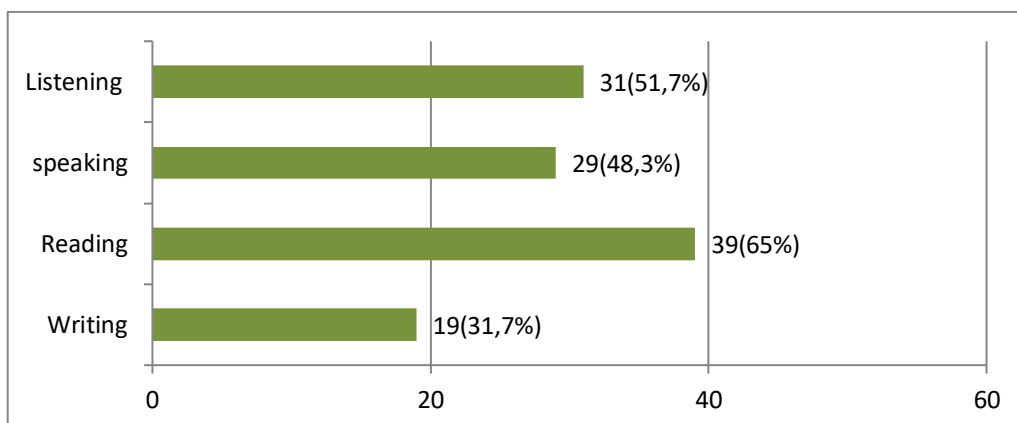


Figure 2.15: Language Skills Comfort Level: Student Preferences

The figure below illustrates respondents' comfort levels with different language skills in Arabic. It highlights that reading emerged as the most comfortable skill, with 39 respondents (65%) indicating proficiency. Following closely behind, 31 respondents (51.7%) felt comfortable with listening comprehension, while 29 respondents (48.3%) expressed proficiency in speaking Arabic. Conversely, writing was identified as the least comfortable skill, with only 19 respondents (31.7%) feeling proficient. These findings underscore the varied strengths and weaknesses among Arabic language learners, with reading being the most comfortable skill and writing posing the greatest challenge for many respondents.

- **Question 17: Students' preferred methods of receiving feedback**

This question seeks to understand participants' preferred methods of receiving feedback from their Arabic language teachers, providing options such as written comments, verbal feedback, and allowing for additional methods to be specified if desired.

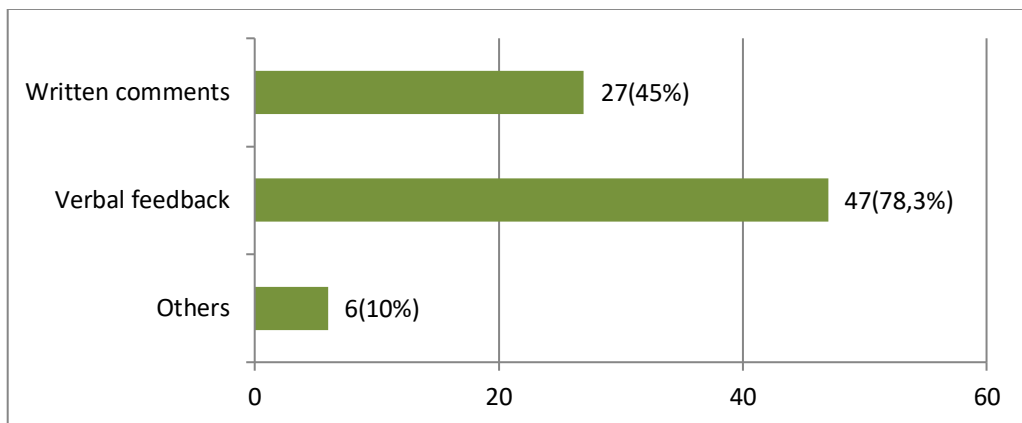


Figure 2.16: Feedback Preferences

The figure illustrates respondents' preferences regarding the method of feedback they prefer from their Arabic language teachers. Verbal feedback emerged as the most popular choice, with 47 respondents (78.3%) expressing a preference for this method. Following closely behind was the option of receiving feedback through written comments, selected by 27 respondents (45%). Conversely, other unspecified methods garnered the least preference, with only 6 respondents (10%) opting for them. These

results emphasize the significance of direct verbal communication in delivering feedback effectively in Arabic language instruction.

- **Question 18: Students' strategies to improve their proficiency level in Arabic**

This question aims to determine the methods participants depend on to enhance their proficiency in Arabic, providing options such as intensive courses, the use of artificial intelligence, language learning applications, communicating with Arabic native speakers, and allowing for additional methods to be specified if desired.

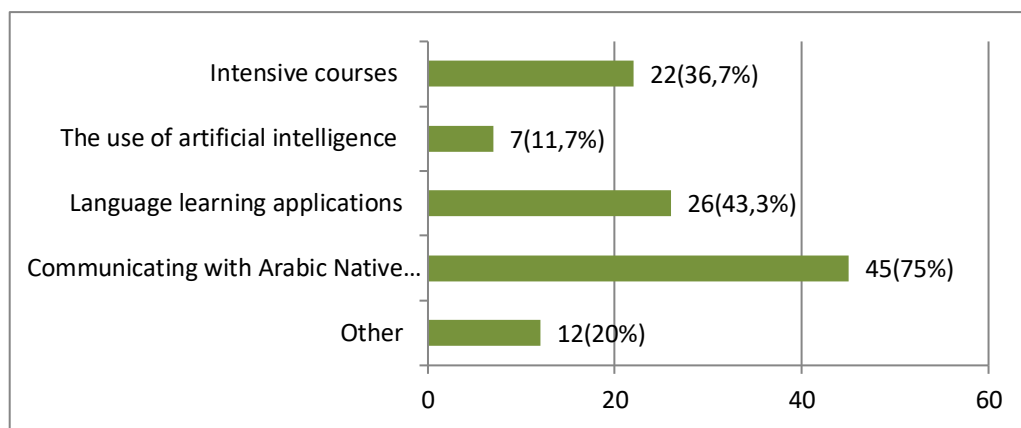


Figure 2.17: Improving Arabic Proficiency

This figure shows the varying strategies relied upon by respondents to improve their proficiency level in Arabic. Foremost among these strategies the most favored method is communicating with Arabic native speakers, with a significant majority of 45 individuals (75%) indicating its effectiveness. Following closely behind, language learning applications were favored by 26 respondents (43.3%), highlighting their popularity as a convenient and accessible tool for language acquisition. Intensive courses were also a notable choice, with 22 respondents (36.7%) relying on them to enhance their proficiency level. Meanwhile, other unspecified methods were selected by 12 respondents (20%). Furthermore, the use of artificial intelligence placed the lowest, with only 7 respondents (11.7%) relying on this approach. These results emphasize the preference for interactive and practical methods, such as communication with native speakers and language

learning applications, in the quest to improve proficiency in Arabic, while traditional methods like intensive courses and artificial intelligence appear to be less favored.

- **Question 19: The difficulties faced in Learning Arabic**

This question aims to understand the challenges that participants encounter while learning Arabic, providing them to describe their difficulties in their own words.

Among the responses provided to the question about difficulties in learning Arabic highlighted several recurring themes. A notable number of 15 respondents mentioned difficulties in communication, including conversation and pronunciation. Specifically, conversation was mentioned 6 times, and pronunciation and articulation were mentioned 4 times. However, several respondents (4) highlighted the challenge of finding people who speak Fus-ha, as most people converse in dialects. Fear of making mistakes, limited vocabulary, and difficulties in memorizing words were also significant concerns, mentioned 4 times. Some learners expressed frustration with non-Arabic-speaking teachers and the inadequacy of teaching methods, including a lack of emphasis on grammar rules and insufficient practical lessons (mentioned 4 times). Similarly, Non-Arabic native speaker teachers were mentioned 3 times as a challenge. Furthermore, There were mentions of challenges related to vocabulary acquisition and retention, with 2 responses pointing out the difficulty in finding unfamiliar words in dictionaries and understanding old Arabic texts. Additionally, time constraints were noted 2 times as a hindrance. Besides, few respondents pointed to the insufficient use of Arabic as the language of instruction in academic settings. Despite these challenges, 3 respondents stated that they do not face any difficulties. These nuanced insights provide a deeper understanding of the multifaceted challenges learners face when studying Arabic.

- **Question 20: Challenging modules in learning Arabic**

This open-ended question aims to identify specific modules of learning Arabic at their department that participants find challenging, allowing them to explain the reasons behind their difficulties

Based on the 60 responses, learners of Arabic encounter various challenges across different modules when studying Arabic. The most commonly cited difficulty is with conversation, mentioned by 13 respondents, who struggle with speaking and finding opportunities for practice. Grammar poses another significant challenge, with 13 respondents finding it hard to understand and apply grammatical rules effectively. Additionally, pronunciation and word choice present issues for 4 learners, who find it challenging to articulate words correctly and select appropriate vocabulary. Translation is also a notable hurdle for 4 respondents, especially when translating between their native languages and Arabic. Writing skills, particularly in the early stages, prove to be problematic for 4 learners, while understanding classical texts presents difficulties for 2 respondents. One learner finds philosophy particularly challenging and unappealing, and another mentions specific issues with linguistics and etymology. These responses underscore the diverse areas where learners face obstacles in mastering the Arabic language.

- **Question 21: Students' strategies to overcome learning difficulties**

This question seeks to explore the methods participants employ to overcome the challenges encountered in learning Arabic, providing them with an opportunity to share their personal strategies and approaches.

In addressing the challenges of language learning, respondents employ diverse strategies tailored to their preferences and circumstances. Some emphasize the importance of intensive education, dedicating additional time and effort to mastering the language through structured programs or courses. Others opt for self-directed learning, utilizing online resources and materials to enhance their skills at their own pace. Active engagement with listening materials, such as podcasts or audiobooks, and regular practice in speaking with native speakers or language partners are also common approaches mentioned by respondents. Moreover, participation in language exchange programs or conversation groups provides valuable opportunities for immersive learning experiences and cultural exchange. Additionally, consistent review, reading, and perseverance are emphasized as essential habits for progress in language acquisition. Overall, a

combination of dedication, practice, and exposure to authentic language use proves instrumental in overcoming language learning challenges.

Here are some examples of the strategies suggested by respondents :

- I exert more effort.
- Intensive learning.
- Self-training.
- Study more.
- With listening.
- I try to translate a lot and commit to translation lessons.
- I develop myself as much as possible from the internet.
- Practice by reading
- I try to read Arabic daily and watch formal videos.
- I interact with it as if it's not a problem or obstacle.
- I try to study outside of online class times.
- I collaborate with my peers.
- Training.

- **Question 22: Students' suggestions for a better Arabic language acquisition**

This question aims to gather participants' input on how to enhance Arabic language acquisition, inviting their suggestions and recommendations for improving the learning process.

Based on the insights shared by respondents, enhancing Arabic language proficiency involves diverse strategies. These include actively communicating with Arabic speakers, focusing on conversation practice, implementing structured reading and writing exercises with feedback, indulging in Arabic literature, films, and poetry, relying on self-study and continuous practice, participating in free courses, and engaging with proficient Arabic speakers for guidance. Additionally, suggestions involve creating immersive environments by surrounding oneself with Arabic language materials, joining language exchange groups, and seeking out trained instructors who can provide personalized guidance. By embracing a multifaceted approach and consistently practicing these methods, individuals can make significant strides in mastering the Arabic language.

Here are some suggestions for a better Arabic language acquisition done by respondents :

- Watching movies and memorizing poetry.
 - The importance of proficient teachers.
 - Establishing regular reading and listening routines.
 - Immersing oneself in Arabic during education.
 - Forming friendships with Arabs and spending time with them.
 - Creating exchange groups between Turks and Arabs.
 - Encouraging teachers to use Arabic in class.
 - Prohibiting Turkish during class discussions.
 - Sending students to Arab countries for short periods.
 - Benefiting from Arabic teachers and friends.
 - Watching Arabic TV shows, news, and programs.
 - Visiting Arab countries for studies.
 - Ensuring that lessons are conducted in Arabic.
 - Communicating with proficient Arabic speakers.
 - Developing smart Arabic language applications.
- **Question 23: Students' further remarks regarding their experience in learning Arabic at Istanbul University**

This concluding question aims to give participants an opportunity to share any additional thoughts or experiences they have regarding their Arabic language learning experience at Istanbul University, providing them with an possibility to offer any last comments or reflections.

The responses reflect a mixed experience in learning Arabic at Istanbul University, with some students expressing satisfaction and others identifying areas for improvement. Many appreciated the opportunity to study Arabic and highlighted the importance of practical application, immersion, and interaction with native speakers. Several responses mention a desire to travel to Arab countries with their teachers as part of their Arabic language learning experience. Suggestions for enhancement included more intensive courses, increased use of Arabic in teaching, and the presence of proficient Arabic-

speaking teachers. Some students also emphasized the value of extracurricular activities, such as cultural excursions and real-world language practice. Overall, the responses provide valuable insights into the strengths and weaknesses of the Arabic language program at Istanbul University, indicating a desire for more immersive and effective learning experiences.

Here are some responses of the respondents:

- Excellent experience
- I want to visit Arab countries with the teachers.
- I found reciting the Quran helpful in learning Arabic.
- Especially translation and conversation classes should be taught by Arabic teachers.
- Arabic language should be taught by native speakers, especially in subjects like grammar, and all subjects. If not, the teacher should be proficient in Arabic language both in pronunciation and in ability to speak fluently and with a proper Arabic accent. The teacher should be knowledgeable, experienced, and have wide information about the language.
- Spending leisure time with our teachers is the best thing for me.
- Student awareness in learning is more needed than others, as the feeling of love for learning and teaching, and enjoying them, are influential factors in themselves. Yes, let's do what we enjoy and delight in when learning.
- The lessons should be entirely in Arabic from start to finish.
- I don't prefer Turkish or foreign professors because the native speaker is more capable of explaining his language.

2.4.2. Teachers' Questionnaire

As previously stated, the researcher employed a structured questionnaire aimed at gathering insights from Arabic language teachers at Istanbul University Department of Arabic Literature. Although initially distributed to 13 teachers, only 5 responded to the questionnaire, which consisted of 19 questions encompassing a variety of formats including multiple choice, open-ended, and closed-ended questions. The aim of the

questionnaire is to understand the pedagogical approaches utilized by teachers in teaching Arabic to Turkish students, exploring their methods, strategies, and challenges encountered. Furthermore, it also aims to assess the effectiveness of these approaches and investigate any adaptations or innovations in response to the specific needs of Turkish students. Through analysis, the collected data will provide a comprehensive understanding of Arabic language teaching practices at Istanbul University, employing graphical representations and tables with percentages related to each question .

- **Question 01: Gender**

The aim of this question is to gather demographic information about the gender of the respondents, which can be useful for analyzing responses based on gender differences or ensuring inclusivity in the research.

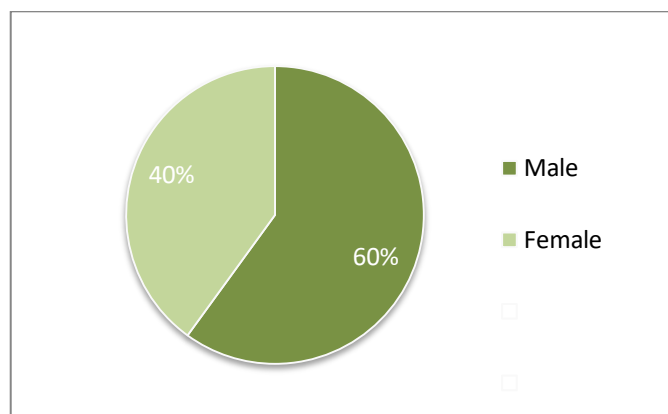


Figure 2.18: Teachers' Gender

The figure of teacher gender distribution reveals that out of the five teachers whom they contributed in the questionnaire are male with the percentages of 60% (3 teachers), whereas females had a percentage of 40% (2 teachers)

- **Question 02: Age**

The aim of this question is to collect demographic information about the age of the respondents, which can provide insights into how experiences or perspectives vary across different age groups among Arabic language teachers at Istanbul University.

Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
41	42	46	48	50

Table 2.1: Teachers' Age

This table illustrate the varying ages of teachers who took part in the questionnaire.

- **Question 03: Modules Taught**

The aim of this question is to identify the specific modules or topics taught by the respondents, providing context for analyzing their pedagogical approaches and experiences in teaching Arabic as a foreign language at Istanbul University.

Modules Taught by teachers:

Teacher 1: Texts from Modern Literature and Arabic Grammar History

Teacher 2: Arabic Grammar, Modern Texts , Conversation for Arabic Learners from Non-Native Speakers and Journalism and Media

Teacher 3: Conversation

Teacher 4 and 5: They teach the preparatory class

These are the modules taught by Arabic language teachers at Istanbul university Department of Arabic Litearture.

- **Question 04: Teachers experience in teaching Arabic as a foreign language**

The aim of this question is to gather data on the years of experience teaching Arabic as a foreign language among respondents, offering insights into their level of expertise in the field of Arabic language instruction at Istanbul University.

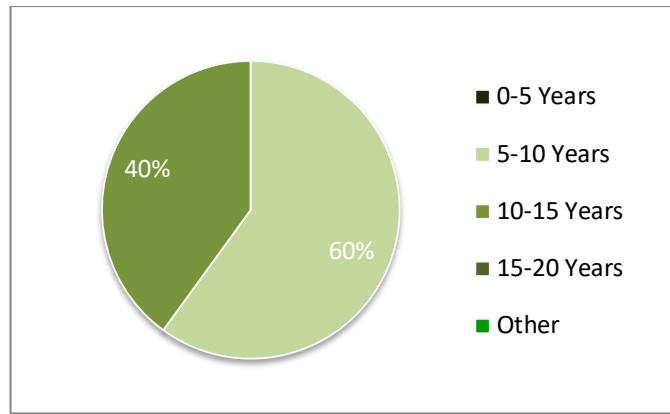


Figure 2.19: Teachers' year of experience

The graphic illustrates the distribution of respondents based on the number of years they have spent teaching Arabic as a foreign language in the Department of Arabic Language and Literature. Interestingly, 40% of the respondents indicated that they have taught Arabic for 5 to 10 years, while a slightly higher percentage, constituting 60% of the total, reported teaching for 10 to 15 years. Notably, there were no respondents who fell into the categories of teaching for less than 5 years or more than 15 years. This suggests a relatively balanced distribution among the respondents in terms of their teaching experience, with a significant portion having accumulated over a decade of teaching experience in Arabic language instruction.

- **Question 05: The levels of Arabic language classes taught**

The aim of this question is to determine which levels of Arabic language classes the respondents primarily teach,

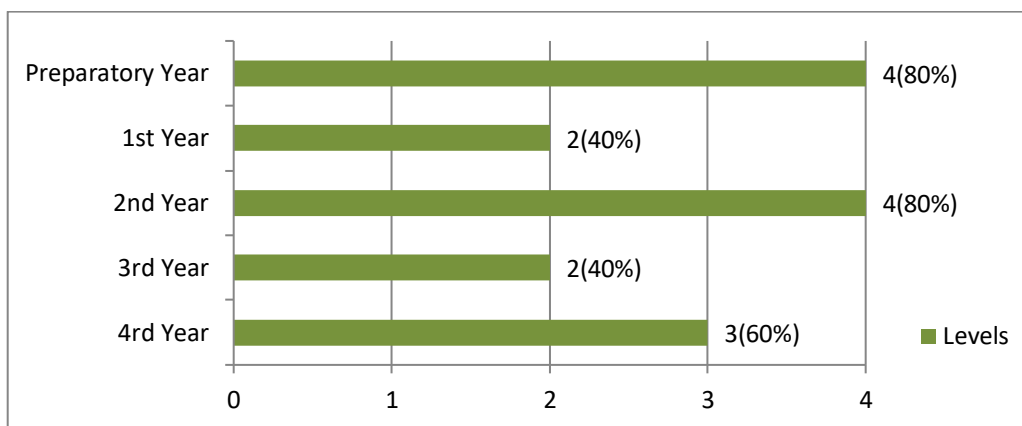


Figure 2.20: levels of Arabic language classes

This figure reveals the distribution of teachers across the various levels of Arabic language classes follows a structured progression, starting from the preparatory year and extending to the 4th year. Among the 5 teachers surveyed, the majority, represented by 4 out of 5 teachers, are primarily involved in teaching at the preparatory year level. This indicates a strong focus on laying the foundational skills necessary for Arabic language learning. Moving forward, there is a noticeable presence at the 2nd year level, with 4 out of 5 teachers teaching courses at this stage, suggesting a continuation of language development beyond the preparatory year. The 1st year level is represented by 2 out of 5 teachers, indicating a smaller but still significant involvement in teaching beginner-level Arabic courses. Subsequently, there is a slight decrease in representation at the 3rd year level, with 2 out of 5 teachers teaching at this stage, followed by a similar representation at the 4th year level, also with 2 out of 5 teachers. Overall, this distribution reflects a structured progression in Arabic language education, ensuring that students advance from foundational to more advanced levels of proficiency throughout their academic journey.

- **Question 06: The teaching approaches and strategies used in teaching Arabic as a foreign language**

This question aims to explore the various teaching approaches and strategies employed by Arabic language teachers in teaching Arabic as a foreign language to Turkish students at Istanbul University, including interactive methods, games, systematic reading and writing instruction, and the use of diverse educational materials such as Arabic films and songs.

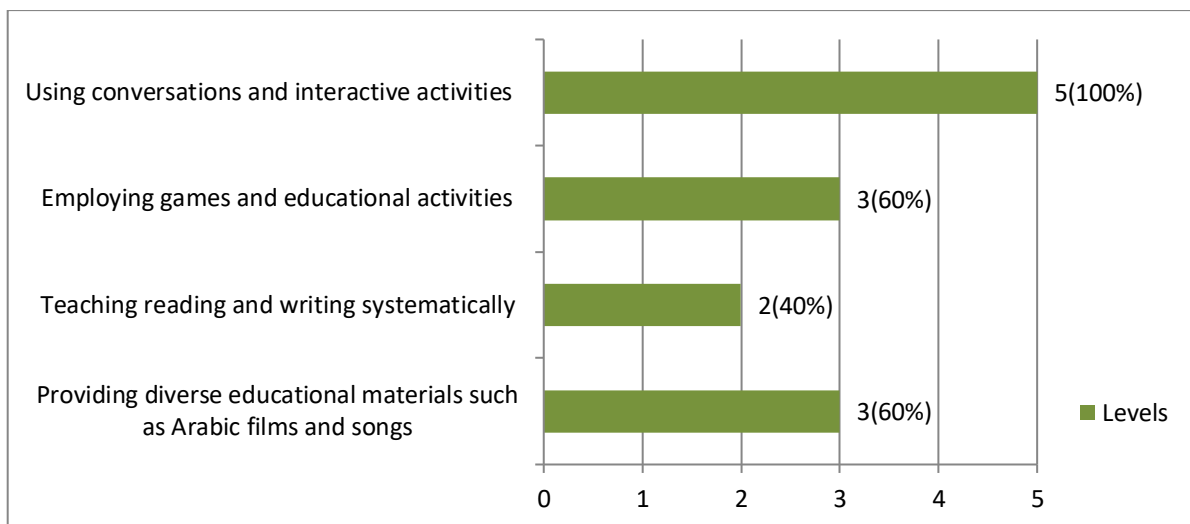


Figure 2.21: Teaching approaches and strategies

The figure illustrates various teaching approaches and strategies utilized by Arabic language teachers in teaching Arabic as a foreign language. Among the strategies mentioned, the most commonly employed approach, indicated by 5 out of 5 teachers, is using conversations and interactive activities. This highlights the emphasis on fostering communication skills and active participation among students. Additionally, employing games and educational activities is mentioned by 3 out of 5 teachers, indicating a recognition of the value of incorporating interactive and enjoyable elements into the learning process to enhance engagement and retention. Teaching reading and writing systematically is cited by 2 out of 5 teachers, suggesting a focus on developing foundational literacy skills alongside oral proficiency. Moreover, providing diverse educational materials such as Arabic films and songs is acknowledged by 3 out of 5 teachers, reflecting a commitment to exposing students to authentic cultural content to deepen their understanding of the language and culture. Overall, the figure demonstrates a comprehensive approach to teaching Arabic that integrates various pedagogical strategies to cater to different learning styles and objectives.

- **Question 07: Teachers' preferred pedagogical approaches**

This question aims to ascertain the preferred pedagogical approaches identified by Arabic language teachers as more effective in teaching their specific module.

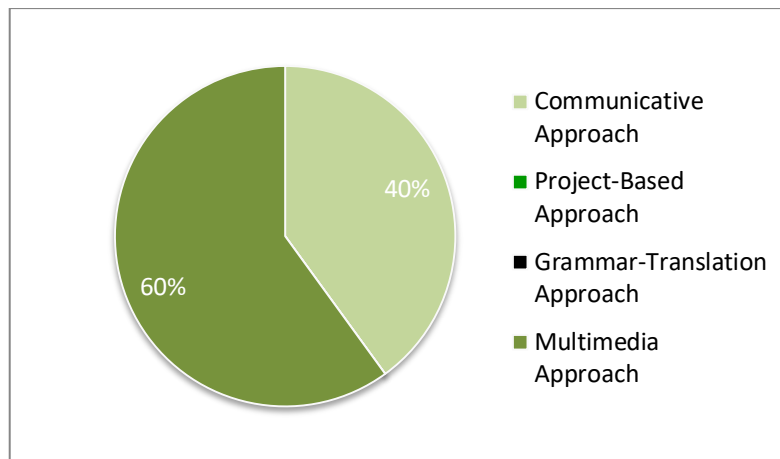


Figure 2.22: Effective Pedagogical Approaches

The graphic illustrates the preferred teaching methodologies chosen by Arabic language teachers for their instructional units. Among the options provided, the Multimedia Approach emerges as the most favored, selected by 3 teachers (60%). This approach emphasizes the use of various instructional resources and tools to engage learners effectively. In contrast, 2 teachers (40%) opt for the Communicative Approach, highlighting a focus on enhancing students' communication skills and real-life language use. Notably, none of the teachers selected the Project-Based Approach or the Grammar-Translation Approach, suggesting a preference for more interactive and communicative teaching methods over traditional or project-based approaches.

- **Question08: The impact of these approaches on students' language acquisition and proficiency level**

This question seeks to understand the perceived impact of various teaching approaches on students' language acquisition and proficiency levels.

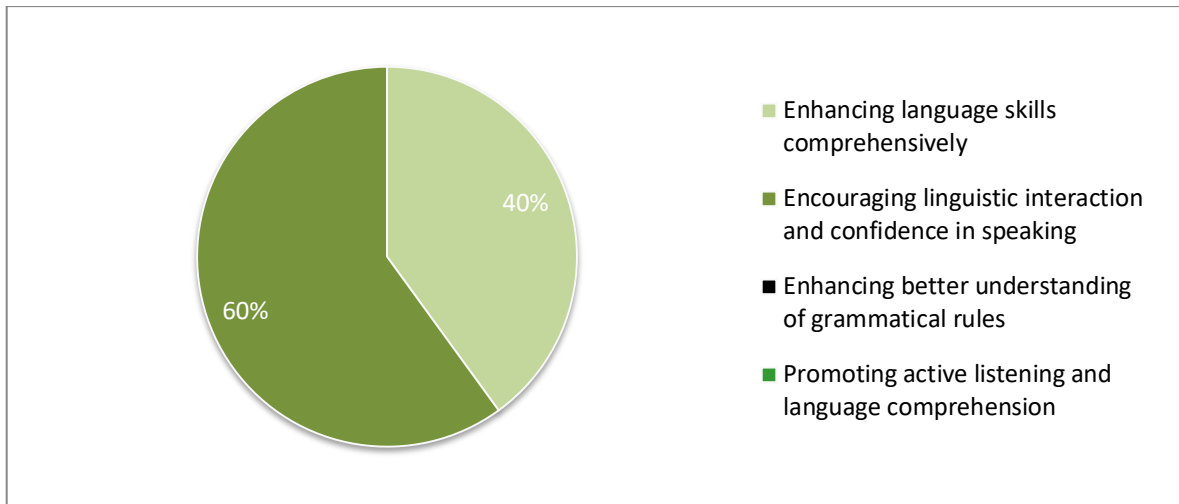


Figure2.23: The Impact of Teaching Approaches on Students' Language Acquisition and proficiency Level

This figure shows that among the teaching approaches mentioned, "Encouraging linguistic interaction and confidence in speaking" stands out as the most impactful, as it was chosen by the majority of teachers (3 teachers- 60%). This approach emphasizes the importance of oral communication and building students' confidence in using Arabic conversationally, which is essential for real-life communication. Additionally, 2 teachers (40%) noted the significance of "Enhancing language skills comprehensively," indicating a holistic approach that addresses various language aspects, including speaking, listening, reading, and writing, to promote overall language proficiency.

- **Question 09: The teachers' strategies to adapt teaching methods to students' needs**

The aim of this question is to understand the strategies employed by Arabic language teachers to adapt their teaching methods to meet the individualized needs of students at Istanbul University.

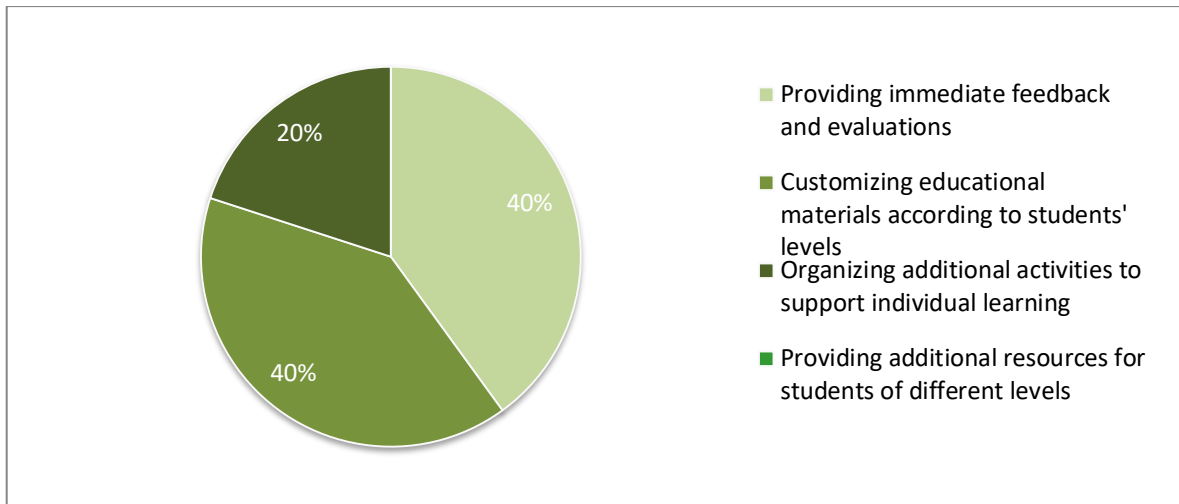


Figure2.24: Strategies for Adapting Teaching Methods to Diverse Student Needs

The figure illustrates the strategies employed by Arabic language instructors to adapt their teaching methods to meet the needs of students. Among the responses provided, two strategies are equally favored, each selected by 2 teachers (40%). The first strategy involves providing immediate feedback and evaluations, indicating a commitment to offering timely guidance and assessment to students, which can aid in their understanding and improvement. The second strategy is customizing educational materials according to students' levels, demonstrating an acknowledgment of the diverse proficiency levels within the classroom and a tailored approach to cater to individual learning needs. Additionally, 1 teacher (20%) mentioned organizing additional activities to support individual learning, underscoring the importance of supplementary resources and personalized assistance to address specific student requirements. Overall, the responses reflect a student-centered approach to teaching, with an emphasis on responsiveness to individual needs and fostering a supportive learning environment.

- **Question 10: Examples of successful teaching strategies used by the teachers**

The aim of this open-ended question is to prompt respondents to share specific examples of successful teaching strategies they have used in teaching Arabic as a foreign language to Turkish students at Istanbul University.

Teachers provided some examples of a successful teaching strategy they have used:

- Using auditory and visual aids in lessons.

- Conducting diverse activities in conversation lessons, such as plays and role-playing.
- Dividing students into groups and assigning tasks (writing or speaking) within the class as a competition between groups.
- Using vocabulary and sentences learned by students in a role-play, with repetition of the same sentence in each lesson.

- **Question 11: Assessment of students' progress in Arabic**

The aim of this question is to explore the various methods used by Arabic language teachers to assess the progress of their students in their module, including written and oral exams, listening comprehension, assignments, projects, class participation, and any other assessment techniques employed at Istanbul University.

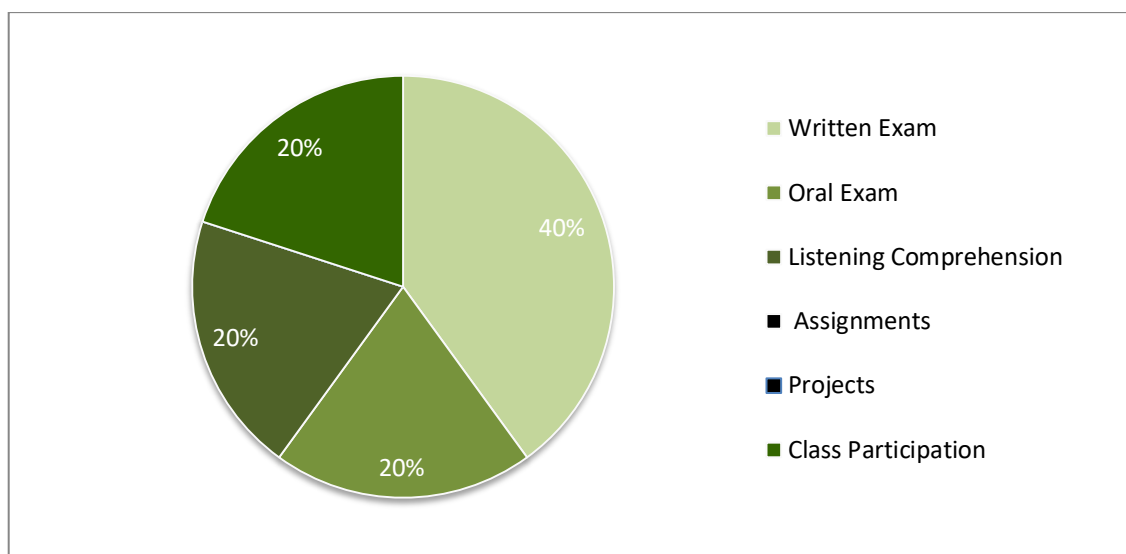


Figure2.25: Methods for Assessing Student Progress in Arabic Language Modules

The figure presents various methods used by Arabic language instructors to assess the progress of their students in their modules. Written exams emerged as the most prevalent assessment tool, chosen by 2 teachers (40%), reflecting a traditional approach

to evaluating students' understanding and proficiency. Oral exams and listening comprehension assessments were mentioned by one teacher, highlighting the importance of assessing speaking and listening skills alongside written abilities. Additionally, another teacher emphasized the use of assignments, projects, and class participation as assessment methods, indicating a more holistic approach to evaluating students' language acquisition and engagement. This variety of assessment methods suggests a comprehensive approach to evaluating students' progress in Arabic language learning, encompassing various language skills and learning activities.

- **Question 12: The way technology is integrated in teaching Arabic**

This question aims to inquire about the integration of technology into teaching methods within the Department of Arabic Language Literature at Istanbul University, exploring how Arabic language teachers utilize technological tools and resources to enhance the learning experience and support pedagogical approaches.

Teachers provided some examples of how they integrate technology into their teaching methods:

- Using the internet and films.
- Through presentations and language learning apps.
- Using a shared file that all students can write in (using Google Docs) and creating a dedicated document for each class in Google Classroom.
- Using the electronic version of textbooks in teaching.

- **Question 13: Examples of specific technological resources used to enhance the learning proficiency level of students**

The aim of this question is to gather specific examples of technological tools or resources utilized by Arabic language teachers to enhance the learning proficiency level of their students at Istanbul University.

Teachers shared some examples of the technological tools they use to enhance their students' proficiency levels:

- The use of the computer.
- Tools like Google Classroom.
- Google Docs.
- Sending assignments (such as audio recordings) via email or even WhatsApp.

• **Question 14: The way technological devices and online resources support pedagogical approaches in teaching**

The aim of this multiple-choice question is to inquire about the various ways in which technological devices and online resources support the pedagogical approaches of Arabic language teachers in teaching at Istanbul University.

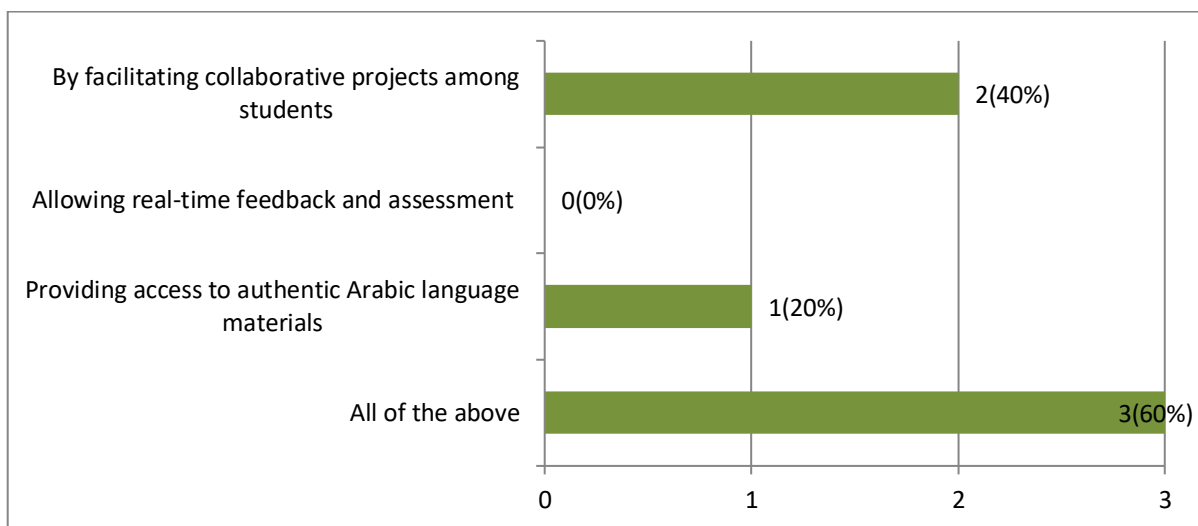


Figure2.26: Integration of Technological Devices and Online Resources in Pedagogical Approaches

The figure illustrates the various ways in which technological devices and online resources support pedagogical approaches in teaching Arabic as a foreign language. Among the listed benefits, facilitating collaborative projects among students emerged as the most prevalent advantage, cited by 2 teachers(40%). This indicates the importance of technology in fostering teamwork and interactive learning environments. Additionally, providing access to authentic Arabic language materials, mentioned by one teacher (20%), underscoring the significance of technology in offering diverse and culturally

relevant resources for language learning. Moreover, the majority of teachers (3 teachers,60%) recognized that technological devices and online resources offer a combination of these benefits, indicating their multifaceted role in supporting pedagogy in Arabic language instruction

- **Question 15: The way in which technology supports effective teaching of Arabic as a foreign language**

Enabling personalized and adaptive learning experiences

Bridging cultural gaps and promoting global understanding

Enhancing language practice and engagement

The aim of this multiple-choice question is to inquire about the various ways in which technological devices and online resources support the pedagogical approaches of Arabic language teachers in teaching at Istanbul University.

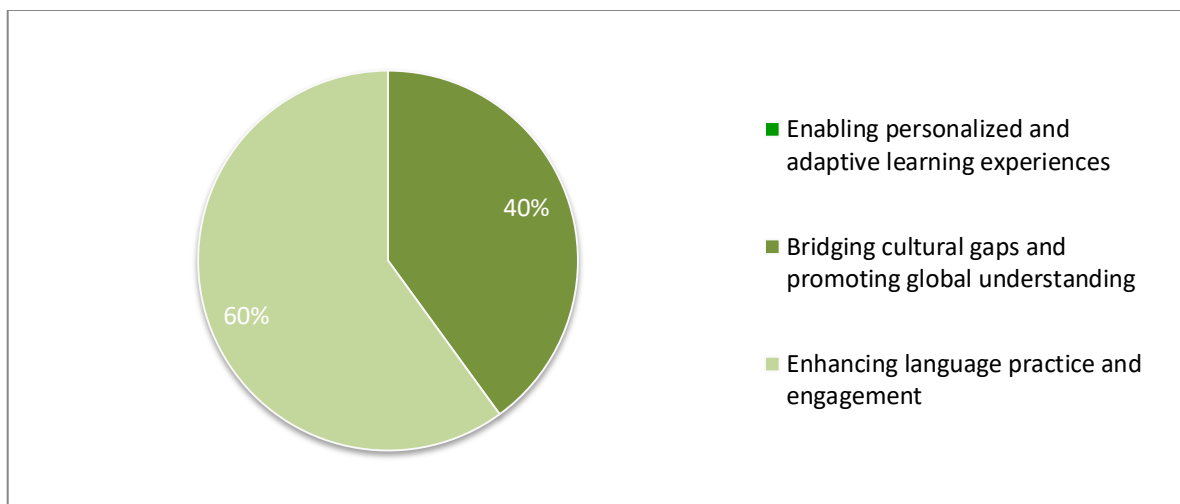


Figure2.27: The Role of Technology in Teaching Arabic as a Foreign Language Effectively

The figure illustrates the role of technology in teaching Arabic as a foreign language. The majority of teachers, constituting 3 teachers (60%), believe that

technology plays a significant role in enhancing language practice and engagement. This indicates that technological tools and platforms are perceived as effective means to facilitate interactive learning experiences and encourage students to engage with the language. Additionally, 2 teachers (40%) recognize technology's potential in bridging cultural gaps and promoting global understanding, highlighting its capacity to expose students to diverse cultural perspectives and foster intercultural communication skills

- **Question 16: The impact of Artificial Intelligence on the future of Arabic language education in The department of Arabic Language Literature at Istanbul University**

The aim of this question is to investigate the perceived impact of artificial intelligence on the future of Arabic language education within the Department of Arabic Language Literature at Istanbul University.

Teachers shared their insights on how artificial intelligence might impact the future of Arabic language education in the Department of Arabic Language and Literature at Istanbul University:

- Currently, there are no tangible results.
- Artificial intelligence has a significant impact through its conversational tools and virtual language practice.
- Its impact will be minimal.
- Students may find language partners through AI, thus improving more quickly.

- **Question 17: The way culture was integrated into the teaching of Arabic to Turkish students**

This question seeks to understand how Arabic language teachers incorporate cultural elements into their teaching of Arabic to Turkish students at Istanbul University.

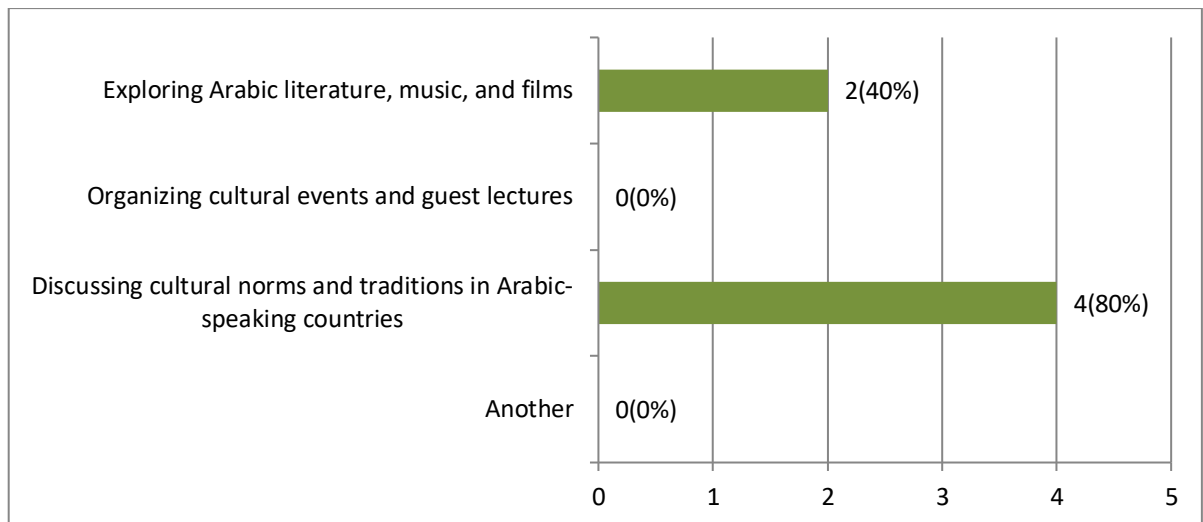


Figure 2.28: Integrating Culture: Arabic Teaching Strategies for Turkish Students

The figure illustrates various methods employed by Arabic language instructors to integrate culture into their teaching for Turkish students. Among these approaches, discussing cultural norms and traditions in Arabic-speaking countries is the most commonly utilized strategy, selected by 4 out of 5 teachers. This method enables students to gain insights into the cultural context.. Additionally, exploring Arabic literature, music, and films is mentioned by 2 teachers, providing students with exposure to authentic cultural artifacts and promoting cultural appreciation. These strategies collectively contribute to creating a rich and immersive learning environment that extends beyond language proficiency to encompass cultural competence and appreciation.

- **Question 18: The challenges faced by teachers in teaching the Arabic language in the context of globalization**

The aim of this question is to identify the challenges faced by Arabic language teachers at Istanbul University in teaching the Arabic language within the context of globalization.

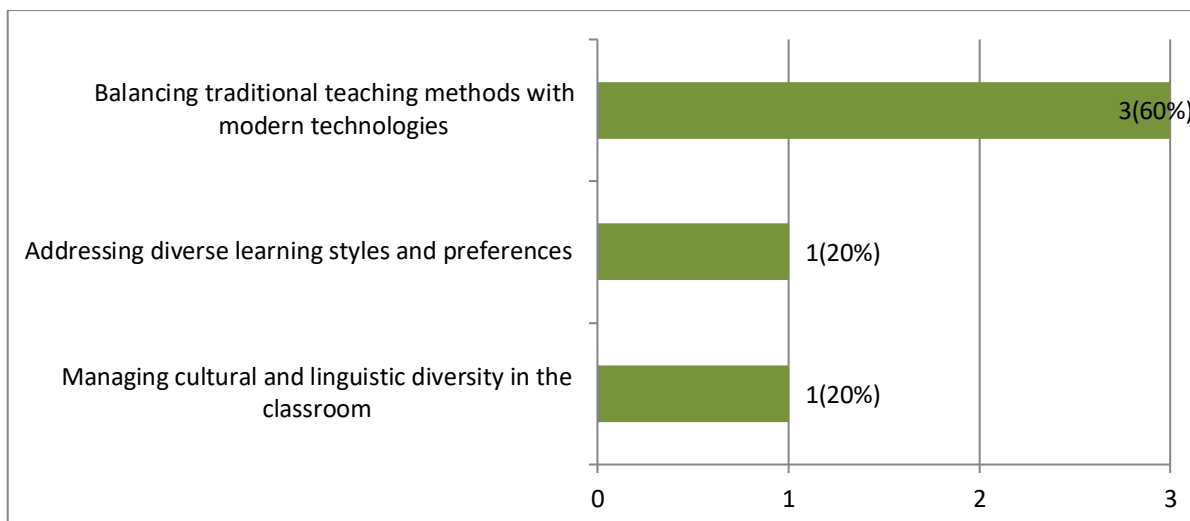


Figure 2.29: Challenges in Teaching Arabic in a Globalized Context

The figure highlights the challenges faced by Arabic language instructors in the context of globalization. The most commonly cited challenge, mentioned by 3 out of 5 teachers (60%), is balancing traditional teaching methods with modern technologies. This reflects the need to integrate digital tools and online resources into language instruction. Additionally, addressing diverse learning styles and preferences is identified as a challenge by one teacher (20%), indicating the importance of accommodating the individual needs and preferences of students. Another challenge mentioned by one teacher (20%) is managing cultural and linguistic diversity in the classroom. Overall, these challenges underscore the need for instructors to adapt their teaching methods and approaches to effectively meet the needs of students in a globalized world.

- **Question 19: Teachers' additional remarks regarding their experience in teaching Arabic to Turkish students**

The aim of this final question is to conclude the questionnaire by inviting and giving an opportunity to Arabic language teachers at Istanbul University to share any additional insights, experiences, or reflections regarding their teaching of Arabic to Turkish students. It allows respondents to express any further thoughts, challenges, successes, or suggestions that may not have been addressed in previous questions.

Two teachers have provided additional insights they would like to share regarding their experiences in teaching Arabic language which are as follows:

- Increasing the number of hours for some courses in college, such as the writing course. In my opinion, one and a half hours per week are not sufficient for this skill.
- Teaching Arabic to Turks differs significantly from teaching Arabic to non-Arabic speakers of other nationalities due to the common culture between Turks and Arabs, as well as the presence of common words between Arabic and Turkish.

2.5. Research Gaps and Limitations

In conducting this study entitled “Exploring Pedagogical Approaches for Teaching Arabic as a Foreign Language : Case of Turkish Students in the Department of Arabic Literature at Istanbul University” , several research gaps and limitations were identified and addressed to ensure the validity and reliability of the findings and to understand the constraints faced during the research

One of the primary limitations of this study is the language proficiency of some students and teachers. Additionally, the students and teachers involved in this study prefer Arabic as their primary language of study and instruction. This language barrier posed a significant challenge in collecting data and necessitated modification in the research to facilitate understanding and accurate data collection.

To overcome the language barrier, the researcher piloted the study. The interview with teachers was transformed into a structured questionnaire comprising multiple-choice questions. This adaptation aimed to simplify the process for participants, making it easier for them to provide meaningful responses. Hence, the transformation of interviews into questionnaire was a necessary adjustment to accommodate these limitations. This adaptation also means that the data collected may lack the richness of information that an interviews can provide.

The geographical distance between the researcher, based in Algeria (Tlemcen) and the respondents, based in Turkey (Istanbul), posed significant challenges as it was impossible for the researcher to travel to Istanbul University to conduct the study. Data collection had to be conducted online. Questionnaires for both teachers and students were distributed via Google Forms. This method introduced potential limitations related to the accuracy of the data collected.

The support from Istanbul University, particularly through Prof. Omër Ishak Oglu, was invaluable in overcoming some of the challenges. Prof. Omër Ishak Oglu's role in administering the distribution of questionnaires and bridging the gap between the researcher and participants helped facilitate the data collection process and ensuring that both students and teachers participated. This collaboration was crucial in ensuring that the study could be conducted despite the geographical and language barriers.

Conducting the study online introduced several methodological limitations. Online data collection can lead to issues such as self-selection bias, where only those who are comfortable with technology or have a particular interest in the study may choose to participate. This can skew the data and affect the representativeness of the sample. Additionally, the lack of face-to-face interaction limits the ability to build rapport with participants, which can influence the honesty and depth of their responses.

Despite the research gaps and limitations, the study on "Exploring Pedagogical Approaches for Teaching Arabic as a Foreign Language : Case of Turkish Students in the Department of Arabic Literature at Istanbul University" was conducted with careful consideration of these challenges. Through innovative strategies such as transforming interviews into questionnaires and leveraging online platforms for data collection, the researcher navigated language barriers and geographical constraints to gather valuable insights. By addressing these limitations proactively, the study contributes valuable knowledge to the field of Arabic language education and highlights the importance of adaptability and creativity in research methodology.

2.6. Interpretation and Discussion of the Main Results

The results obtained from data collection will be interpreted and discussed in the present part of the work.

As far as students' questionnaire is concerned, the analysis of the survey data on Arabic language learning at Istanbul University yields valuable insights into the experiences and perceptions of students. It is evident from the distribution of respondents across academic years that fourth-year students constitute the majority, suggesting that their perspectives heavily influence the overall findings. Moreover, the prevalence of prior experience with Arabic among respondents indicates a significant interest and engagement with the language, particularly from an early age. This finding underscores the deep cultural and religious connections that drive many students to pursue Arabic language education. Additionally, the majority of participants rate themselves as advanced in Arabic proficiency, indicating a high level of dedication and commitment to mastering the language. The popularity of online learning platforms among respondents reflects the increasing role of digital resources in language education and highlights the importance of flexibility and accessibility in learning environments. Furthermore, the preference for interactive and multimedia-based teaching methods underscores the importance of innovative pedagogical approaches in engaging students and enhancing learning outcomes. While many students express satisfaction with current teaching methods, there are also areas identified for improvement, particularly in addressing challenges such as communication difficulties and the need for more practical application opportunities. Overall, the survey provides valuable insights into the motivations, experiences, and needs of Arabic language learners at Istanbul University, laying the foundation for informed improvements in Arabic language education.

As for the teachers' questionnaire results, they shed light on the multifaceted approach taken by Arabic language instructors in teaching Turkish students at Istanbul University. It's evident that teachers prioritize interactive and communicative methods, as indicated by the emphasis on conversation and the use of diverse educational materials. This approach not only fosters language proficiency but also cultivates cultural understanding and appreciation. The integration of technology, though still evolving, is

seen as a valuable tool in enhancing learning experiences and providing access to authentic language materials. Despite challenges such as balancing traditional methods with modern technologies, teachers demonstrate adaptability and innovation in their pedagogical practices. Moreover, the recognition of the role of culture in language learning underscores the holistic approach taken by instructors, aiming to equip students with not only language skills but also cultural competence. Overall, the survey highlights the dynamic and student-centered nature of Arabic language education at Istanbul University, reflecting a commitment to preparing students for success in a globalized world.

According to this synthesis of results obtained from the two instruments of research,(Students' questionnaire and Teachers' questionnaire). it can be confidently concluded that the initial hypotheses have been substantiated . the first hypotheses, which posited that Communicative, grammar translation and task-based approaches may be used as teaching methods and strategies in Arabic language classes at Istanbul University is well confirmed and has been strongly supported by the findings. Thus, the second hypotheses, suggesting a correlation between these teaching approaches and strategies with students' language acquisition and proficiency levels. has also been validated. The high proficiency levels reported by the majority of students, coupled with their preference for interactive and multimedia-based teaching methods, underscore the effectiveness of these approaches in enhancing language skills. Concerning the third hypothesis , which proposed that teachers who integrate technology to support their teaching strategies in Arabic language classes at Istanbul University may significantly impact students' language acquisition, proficiency, and autonomy. They may involve higher student engagement in Arabic language classes too has been confirmed. The popularity of online learning platforms among students and the teachers' recognition of technology as a valuable tool in enhancing learning experiences provide robust evidence for this hypothesis. Overall, the findings from both questionnaires have provided substantial evidence confirming all the initial hypotheses, offering valuable insights into the teaching and learning dynamics of Arabic language education at Istanbul University.

2.7. Recommendations and Suggestions

From the findings obtained from the current study , the researcher comes up with some practical suggestions and recommendations, in order to improve Arabic language education at Istanbul University. Here are some recommendations :

- **Diversifying Teaching Approaches:** It is recommended that instructors at Istanbul University diversify their teaching approaches by incorporating a mix of communicative, grammar translation, and task-based methods to cater to different learning styles and preferences.
- **Providing Ongoing Professional Development:** It is recommended that the university offers ongoing professional development opportunities for Arabic language teachers to stay updated with the latest pedagogical trends, technological advancements, and cultural nuances in language teaching.
- **Strengthening Language Proficiency Assessment :** It is recommended that the university strengthens language proficiency assessment methods by incorporating a combination of written exams, oral exams, listening comprehension tests, assignments, projects, and class participation assessments to provide a comprehensive evaluation of students' language skills.
- **Fostering Student Engagement:** It is recommended that instructors actively engage students by creating interactive and participatory learning environments, integrating technology, multimedia resources, and real-life cultural experiences into their teaching.
- **Promoting Cross-Cultural Understanding:** It is recommended that Istanbul University promotes cross-cultural understanding by organizing cultural exchange programs, guest lectures, and collaborative projects with Arabic-speaking institutions to expose students to diverse perspectives and experiences.

However, to enhance Arabic language education at istanbul university, the following suggestions are proposed :

- **Encouraging Peer Learning:** It is suggested that instructors encourage peer learning and collaboration among students by incorporating group activities,

discussions, and collaborative projects into the curriculum to foster a supportive learning community. **Offer Language Support Services:** It is suggested that the university offers language support services, such as tutoring sessions, conversation clubs, and language labs, to provide additional assistance and practice opportunities for students at different proficiency levels.

- **Integrating Authentic Materials:** It is suggested that instructors integrate authentic materials, such as newspapers, articles, podcasts, and videos, into their teaching to expose students to real-world language use and cultural contexts.
- **Implementing Continuous Feedback Mechanisms:** It is suggested that instructors implement continuous feedback mechanisms, such as mid-term evaluations, student surveys, and feedback sessions, to gather insights into students' learning experiences and make timely adjustments to their teaching approaches.
- **Establishing a Community of Practice:** It is suggested that Istanbul University establishes a community of practice for Arabic language educators, where teachers can share best practices, resources, and experiences to foster collaboration and professional growth. Additionally, creating online platforms for language learning, such as mobile apps or web-based platforms, can provide students with convenient access to supplementary materials, interactive exercises, and opportunities for language practice outside of the classroom. These platforms can be designed to cater specifically to the needs of non-native Arabic speakers, offering personalized learning experiences and adaptive feedback mechanisms to enhance language acquisition and proficiency.

2.3. Conclusion

In conclusion, this chapter has focused on the practical side of our research, explaining how we collected and analyzed data. We described the methods we used, like surveys and interviews, and how we interpreted the information we gathered. By doing this, we've laid a strong foundation for understanding our study. Additionally, we've suggested ways to help learners become more independent in their learning, which we

hope will improve education. As we continue our research, we'll keep using these methods to make sure our findings are reliable, and we'll use what we learn to make a positive impact on education.

General Conclusion

The increasing interest in Arabic language education among non-native speakers has highlighted the necessity for specialized teaching methods tailored to meet the unique needs of these learners. This requirement is especially prominent in the context of teaching Arabic as a Foreign Language (AFL) to Turkish students at Istanbul University. Within this institution, the Department of Arabic Literature has become a central hub for such educational efforts. The research titled "Exploring Pedagogical Approaches in Teaching Arabic as a Foreign Language: Case of Turkish Students in the Department of Arabic Literature at Istanbul University" aims to examine the teaching methods and strategies used in AFL classes and their effects on students' language acquisition and proficiency.

Within the esteemed Department of Arabic Literature at Istanbul University, the pursuit of excellence in teaching Arabic as a foreign language is propelled by a transformative pedagogical ethos centered on autonomy and self-directed learning. Recognizing the imperative to bridge the gap between academic knowledge and real-world proficiency, educators within the department are pioneering innovative approaches that empower students to take ownership of their language learning journey. Through fostering a collaborative learning environment and embracing practical, real-world language experiences, students are imbued with the agency and skills necessary to navigate the complexities of language acquisition with confidence and proficiency, contributing to a dynamic and empowering educational experience that transcends traditional paradigms.

Thus, in order to obtain answers throughout the current research, the researcher directed a questionnaire to Turkish students in the department of Arabic literature at Istanbul University to which 60 students answered. The researcher also addressed another questionnaire to 5 Arabic language teachers. Furthermore, the whole study was presented in the form of two chapters. In the first chapter, the researcher dealt with the extensive overview of the historical progression of teaching Arabic, detailing different approaches to Arabic language instruction and highlighting the distinctive features of the Arabic language. It further explored the obstacles encountered in teaching Arabic as a foreign

language, while also examining the utilization of technology in enhancing Arabic language instruction. Then, the second chapter focused on the practical part of the research, detailing the methodology , procedure, sample population , and the tools used for data collection .The researcher proposed, then, suggestions and recommendations in order to improve Arabic language education at Istanbul University.

The findings of the present research have answered the research questions and confirmed the validity of all the researcher's hypotheses to provide invaluable insights into the intricate dynamics of teaching and learning within the realm of Arabic language education at Istanbul University.

Bibliography

APPENDICES

APPENDIX A

Turkish Students' Questionnaire

The aim of this questionnaire is to collect data on the current pedagogical approaches used in teaching Arabic to Turkish students at the department of Arabic Literature at Istanbul University, as well as to understand the students' preferences, challenges, and perceptions regarding these approaches. It will likely cover topics such as teaching methods and strategies, materials used, effectiveness of the instruction, student motivation and autonomy and difficulties encountered in learning Arabic as a foreign language. Your answers are confidential and used only for scientific research purposes.

1. Gender:

Male Female

2. Age: ____

3. Year of Study:

Preparatory year

1st year

2nd year

3rd year

4th year

4. Have you studied Arabic before? Yes No

If yes, how long? _____

Learning Approaches

5. How would you rate your proficiency level in Arabic?

Beginner Intermediate Advanced

6. What are your motives to learn Arabic? (Select the appropriate answers)

- Interest in the Arabic language
- Academic requirement
- Career prospects
- Personal interest in the Arabic culture
- Learn the Coran

7. Do you learn Arabic online?

Yes No

8. If yes, does online learning motivate you to learn Arabic?

Yes No

9. Does online learning encourage your autonomy in performing your tasks?

Yes No

10. Do you use your mother tongue in your learning of the Arabic language?

Yes No

Teaching Approaches

11. Which teaching methods do you find most effective in learning Arabic? (Select up to three)

- Face-to-face lectures
- Online lectures
- Group discussions
- Language laboratories
- Role-playing
- Audio-visual aids
- Other (please specify): _____

12. Do your teachers use modern technological devices in their teaching?

Yes No

13. Do you think the current teaching approaches used by your teachers of Arabic satisfy your learning needs?

Yes No

14. Do you think that the approaches adopted by your Arabic teachers raise your language proficiency level?

Yes No

15. Do those approaches and strategies in teaching Arabic help you to acquire the language and use it fluently and accurately?

Yes No

16. In which language skill do you find yourself more comfortable?

- Listening

- Speaking

- Reading

- Writing []

Feedback and Suggestions

17. How do you prefer to receive feedback from your Arabic language teachers?

- [] Written comments
- [] Verbal feedback
- [] Peer evaluation
- [] Others (please specify): _____

18. In order to improve your proficiency level in Arabic, what do you rely on?

- [] Intensive courses
- [] The use of artificial intelligence
- [] Language learning applications
- [] Communicating with Arabic Native Speakers
- [] Other

Challenges and Suggestions

19. What are the difficulties faced in Learning Arabic?

.....
.....

20. Which module do you find difficult? And why ?

.....
.....

21. How do you address these challenges in your learning?

.....
.....

22. What do you suggest for a better Arabic language acquisition?

.....
.....

23. Is there anything else you would like to share about your experience learning Arabic at Istanbul University?

Thank you for participating in this survey!

Your feedback is valuable for our scientific research study

APPENDIX B

Arabic Teachers' Questionnaire

The aim of this questionnaire is to gain insights from Arabic language teachers in the Department of Arabic Literature at Istanbul University regarding their pedagogical approaches in teaching Arabic to Turkish students. The interview seeks to understand the methods, strategies, and challenges faced by teachers in teaching Arabic as a foreign language, as well as their perspectives on the effectiveness of these approaches. Additionally, the interview aims to explore any adaptations or innovations in teaching practices in response to the specific needs of Turkish students.

1. Gender: Male Female

2. Age:

3. Modules Taught:

4. -How long have you been teaching Arabic as a foreign language?

0-5 year

5-10 year

10-15 year

15/20 year

other

5. What levels of Arabic language classes do you primarily teach?

Preparatory year

1st year

2nd year

3rd year

4th year

Pedagogical Approaches

6- What teaching approaches and strategies do you use in teaching Arabic as a foreign language?

Using conversations and interactive activities

Employing games and educational activities

Teaching reading and writing systematically

Providing diverse educational materials such as Arabic films and songs.

7- What pedagogical approaches do you find more effective in teaching your module?

Communicative Approach

Project-Based Approach

Grammar-Translation Approach

Multimedia Approach

8- How do these approaches used impact your students' language acquisition and proficiency level?

Enhancing language skills comprehensively

Encouraging linguistic interaction and confidence in speaking

Enhancing better understanding of grammatical rules

Promoting active listening and language comprehension

9- How do you adapt your teaching methods to meet the needs of students?

Providing immediate feedback and evaluations

Customizing educational materials according to students' levels

Organizing additional activities to support individual learning

Providing additional resources for students of different levels.

10- Can you provide an example of a successful teaching strategy you have used?

Assessment and Feedback

11- How do you assess the progress of your students in Arabic in your module ?

Written Exam

Oral Exam

Listening Comprehension

Assignments

Projects

Class Participation

Other

Technology and Arabic Language Teaching

12- How do you integrate technology in teaching your module at the Department of Arabic language Literature?

13- Could you provide examples of specific technological tools or resources you use to enhance the learning proficiency level of your students?

14- How do technological devices and online resources support your pedagogical approaches in teaching?

By facilitating collaborative projects among students

Allowing real-time feedback and assessment

Providing access to authentic Arabic language materials

All of the above

15- In your opinion, what is the role of technology for an effective teaching of Arabic as a foreign language?

- Enabling personalized and adaptive learning experiences

Bridging cultural gaps and promoting global understanding

Enhancing language practice and engagement

16- How does Artificial Intelligence impact the future of Arabic language education in The department of Arabic Language Literature at Istanbul University?

Cultural Considerations

17- How have you incorporated Culture into your teaching of Arabic to Turkish students?

Exploring Arabic literature, music, and films

Organizing cultural events and guest lectures

Discussing cultural norms and traditions in Arabic-speaking countries

Another

18- What are the challenges you faced in teaching the Arabic language in the context of globalization?

Balancing traditional teaching methods with modern technologies

Addressing diverse learning styles and preferences

Managing cultural and linguistic diversity in the classroom

19- Is there anything else you would like to add regarding your experience teaching Arabic to Turkish students?

Thank you for sharing your insights

APPENDIX C

APPENDIX D

APPENDIX E



T.R.
İSTANBUL UNIVERSITY
FACULTY OF LETTERS



CURRICULUM FORM OF COURSES

Number : 302.10.00

Date : 6/3/2024

Department : ARABIC LANGUAGE AND LITERATURE, UNDERGRADUATE PROGRAM, (FORMAL EDUCATION)

Academic Year : 2023 - 2024

1 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	Z	F	L	TC	ECTS	GROUP
ARABIC MORPHOLOGY I	ARDE1004	Compulsory	2	0	0	2	3	0
ARABIC SYNTAX I	ARDE1005	Compulsory	2	0	0	2	4	0
ATATURK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION FOR FOREIGN STUDENTS I	ODAT0001	Compulsory	2	0	0	2	2	0
ATATURK'S PRINCIPLES AND THE HISTORY OF THE REVOLUTION I	ODAT0001	Compulsory	2	0	0	2	2	0
CONVERSATION IN ARABIC I	ARDE1001	Compulsory	2	0	0	2	4	0
FINE ARTS I	ODGS0001	Compulsory	1	0	0	1	1	0
LANGUAGE PRACTICE IN ARABIC I	ARDE1008	Compulsory	2	0	0	2	4	0
TRANSLATION (TURKISH-ARABIC) I	ARDE1006	Compulsory	2	0	0	2	4	0
TRANSLATION I (ARABIC-TURKISH)	ARDE1007	Compulsory	2	0	0	2	3	0
TURKISH LANGUAGE FOR FOREIGN STUDENTS I	ODTD0001	Compulsory	2	0	0	2	2	0
TURKISH LANGUAGE I	ODTD0001	Compulsory	2	0	0	2	2	0
WRITING IN ARABIC I	ARDE1009	Compulsory	2	0	0	2	3	0
TOTAL						23	34	

2 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	Z	F	L	TC	ECTS	GROUP
ARABIC MORPHOLOGY II	ARDE1010	Compulsory	2	0	0	2	3	0
ARABIC SYNTAX II	ARDE1011	Compulsory	2	0	0	2	4	0
ATATURK'S PRINCIPLES AND HISTORY OF THE TURKISH REVOLUTION II	ODAT0002	Compulsory	2	0	0	2	2	0
ATATURK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION FOR FOREIGN STUDENTS II	ODAT0001	Compulsory	2	0	0	2	2	0
CONVERSATION IN ARABIC II	ARDE1002	Compulsory	2	0	0	2	4	0
FINE ARTS II	ODGS0002	Compulsory	1	0	0	1	1	0
LANGUAGE PRACTICE IN ARABIC II	ARDE1014	Compulsory	2	0	0	2	4	0
TRANSLATION (ARABIC-TURKISH) II	ARDE1013	Compulsory	2	0	0	2	3	0
TRANSLATION (TURKISH-ARABIC) II	ARDE1012	Compulsory	2	0	0	2	4	0
TURKISH LANGUAGE FOR FOREIGN STUDENTS II	ODTD0001	Compulsory	2	0	0	2	2	0
TURKISH LANGUAGE II	ODTD0002	Compulsory	2	0	0	2	2	0
WRITING IN ARABIC II	ARDE1015	Compulsory	2	0	0	2	3	0
TOTAL						23	34	

3 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	Z	F	L	TC	ECTS	GROUP
ARABIC GRAMMAR I	ARDE2018	Compulsory	2	0	0	2	3	0
ARABIC I	ODED0001	Elective	2	0	0	2	5	0
ARABIC LITERARY GENRES I	ARDE2003	Compulsory	2	0	0	2	3	0
ARABIC LITERATURE I	ARDE2001	Compulsory	2	0	0	2	4	0
CONVERSATION IN ARABIC III	ARDE2003	Compulsory	2	0	0	2	4	0
CULTURAL ACTIVITIES I	KEP0001	Elective	2	0	0	2	4	0
OTTOMAN TURKISH PRINTED TEXTS I	ARDE2060	Elective	2	0	0	2	4	0
PREPOSITIONS IN ARABIC I	ARDE2051	Elective	2	0	0	2	4	0
TRANSLATION (TURKISH-ARABIC) III	ARDE2019	Compulsory	2	0	0	2	4	0
WRITING IN ARABIC III	ARDE2017	Compulsory	2	0	0	2	4	0
TOTAL						20	39	

4 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	Z	F	L	TC	ECTS	GROUP
ARABIC GRAMMAR II	ARDE2024	Compulsory	2	0	0	2	3	0
ARABIC II	ODED0002	Elective	2	0	0	2	5	0
ARABIC LITERARY GENRES II	ARDE2004	Compulsory	2	0	0	2	3	0
ARABIC LITERATURE II	ARDE2002	Compulsory	2	0	0	2	4	0
CONVERSATION IN ARABIC IV	ARDE2022	Compulsory	2	0	0	2	4	0

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CULTURAL ACTIVITIES II	KEP0002	Elective	2	0	0	2	4	0
OTTOMAN TURKISH PRINTED TEXTS II	ARDE2061	Elective	2	0	0	2	4	0
PREPOSITIONS IN ARABIC II	ARDE2058	Elective	2	0	0	2	4	0
TRANSLATION (TURKISH-ARABIC) IV	ARDE2025	Compulsory	2	0	0	2	4	0
WRITING IN ARABIC IV	ARDE2023	Compulsory	2	0	0	2	4	0
						TOTAL	20	39

5 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	T	P	L	TC	KCTS	GROUP
ANALYSIS OF CLASSICAL ARABIC TEXTS III	ARDE3067	Elective	2	0	0	2	4	0
ARABIC III	OED0003	Elective	2	0	0	2	5	0
ARABIC LITERATURE III	ARDE3001	Elective	2	0	0	2	4	0
CLASSICAL POETRY I	ARDE3068	Elective	2	0	0	2	4	0
CLASSICAL PERIOD OF ARABIC LITERATURE I	ARDE3032	Compulsory	2	0	0	2	4	0
CONVERSATION IN ARABIC V	ARDE3030	Compulsory	2	0	0	2	4	0
CULTURAL ACTIVITIES III	KEP0003	Elective	2	0	0	2	4	0
LITERARY CONCEPTS I	ARDE4242	Elective	2	0	0	2	4	0
MEDIA LANGUAGE IN ARABIC I	ARDE3031	Compulsory	2	0	0	2	4	0
MODERN ARABIC TEXTS I	ARDE3029	Compulsory	2	0	0	2	3	0
OTTOMAN TURKISH HANDWRITING TEXTS AND DOCUMENTS I	ARDE3060	Elective	2	0	0	2	4	0
SCIENTIFIC TEXT PRODUCTION	ALDE2020	Compulsory	2	0	0	2	3	0
TEXTS IN ARABIC GRAMMAR I	ARDE3027	Compulsory	2	0	0	2	3	0
TRANSLATION (TURKISH-ARABIC) V	ARDE3028	Compulsory	2	0	0	2	4	0
						TOTAL	28	54

6 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	T	P	L	TC	KCTS	GROUP
ANALYSIS OF CLASSICAL ARABIC TEXTS IV	ARDE3073	Elective	2	0	0	2	4	0
ARABIC IV	OED0004	Elective	2	0	0	2	5	0
ARABIC LITERATURE IV	ARDE3002	Elective	2	0	0	2	4	0
CLASSICAL POETRY II	ARDE3074	Elective	2	0	0	2	4	0
CLASSICAL PERIOD OF ARABIC LITERATURE II	ARDE3038	Compulsory	2	0	0	2	4	0
CONVERSATION IN ARABIC VI	ARDE3036	Compulsory	2	0	0	2	4	0
CULTURAL ACTIVITIES IV	ARDE 3071	Elective	2	0	0	2	4	0
LITERARY CONCEPTS II	ARDE4243	Elective	2	0	0	2	4	0
MEDIA LANGUAGE IN ARABIC II	ARDE3037	Compulsory	2	0	0	2	4	0
MODERN ARABIC TEXTS II	ARDE3035	Compulsory	2	0	0	2	3	0
OTTOMAN TURKISH HANDWRITING TEXTS AND DOCUMENTS II	ARDE3061	Elective	2	0	0	2	4	0
TEXTS IN ARABIC GRAMMAR II	ARDE3033	Compulsory	2	0	0	2	3	0
TRANSLATION (TURKISH-ARABIC) VI	ARDE3034	Compulsory	2	0	0	2	4	0
VOLUNTEER STUDIES	TARH1000	Elective	1	2	0	2	4	0
						TOTAL	28	55

7 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	T	P	L	TC	KCTS	GROUP
ADVANCED ARABIC TEXTS I	ARDE4043	Compulsory	2	0	0	2	3	0
BUSINESS ARABIC I	ARDE4001	Elective	2	0	0	2	4	0
CONTEMPORARY ARABIC DIALECTS I	ARDE4003	Elective	2	0	0	2	4	0
CONTEMPORARY ARABIC LITERATURE I	ARDE4246	Compulsory	2	0	0	2	4	0
CONTEMPORARY POETRY I	ARDE4079	Elective	2	0	0	2	4	0
GRAMMAR PRACTICES IN ARABIC I	ARDE4044	Compulsory	2	0	0	2	4	0
LITERARY GENRES IN MODERN ARABIC LITERATURE I	ARDE4005	Compulsory	2	0	0	2	4	0
MEDIA LANGUAGE IN ARABIC III	ARDE4080	Elective	2	0	0	2	4	0
MEDICAL ARABIC I	ARDE4228	Elective	2	0	0	2	4	0
MODERN ARABIC TEXTS III	ARDE4041	Compulsory	2	0	0	2	3	0
ORAL SKILLS IN ARABIC VII	ARDE4040	Compulsory	2	0	0	2	4	0
						TOTAL	22	42

8 . SEMESTER

COURSE NAME	COURSE CODE	COURSE TYPE	T	P	L	TC	KCTS	GROUP
ADVANCED ARABIC TEXTS II	ARDE4049	Compulsory	2	0	0	2	3	0
BUSINESS ARABIC II	ARDE4002	Elective	2	0	0	2	4	0
CONTEMPORARY ARABIC DIALECTS II	ARDE4004	Elective	2	0	0	2	4	0
CONTEMPORARY ARABIC LITERATURE II	ARDE4247	Compulsory	2	0	0	2	4	0
CONTEMPORARY POETRY II	ARDE4083	Elective	2	0	0	2	4	0
GRAMMAR PRACTICES IN ARABIC II	ARDE4050	Compulsory	2	0	0	2	4	0
LITERARY GENRES IN MODERN ARABIC LITERATURE II	ARDE4006	Compulsory	2	0	0	2	4	0
MEDIA LANGUAGE IN ARABIC IV	ARDE4084	Elective	2	0	0	2	4	0
MEDICAL ARABIC II	ARDE4229	Elective	2	0	0	2	4	0
MODERN ARABIC TEXTS IV	ARDE4047	Compulsory	2	0	0	2	3	0
ORAL SKILLS IN ARABIC VIII	ARDE4046	Compulsory	2	0	0	2	4	0
SOCIAL AND CULTURAL STRUCTURE OF TODAY'S ARAB WORLD II	ARDE4241	Elective	2	0	0	2	4	0
						TOTAL	24	46

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