# Difficulties face by foreign students in learning arbic language programs for non-native speakers (Evaluation Study).

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## Abstract

This study aimed to identify at the difficulties faced by foreign students in the programs learn Arabic to non-native speakers, to identify learning difficulties and social and psychological, through Mahmoah of research and studies on programs teaching Arabic to non-native speakers, and has used researcher descriptive analytical method , through analysis and classification (30) study and research, and have the researcher to the following results: difficulties related to writing and to identify the various versions of the letters, and the difficulty of learning some sounds like sounds ring (Hamza, distraction, eye, Elgin, ha, etc., and g system written starts from right to left and this system is not uncommon in other languages, convergence forms characters and similarity where there are a range of characters similar in the general framework and the difference between them process punctuation such as (c, h, x), and the different structure of Arabic sentence for the sentence structure in many of the world's languages, g focus on reading and writing, and the neglect of my skills to talk and listen, and books follow traditional methods to display and provide information, and the problem of coping with the Arab community in terms of customs and traditions, the learner will face difficulty in coping with customs and traditions of Arab problem to identify the civilization of Arab society, and the problem of cultural conflict and this one of the most problems because the learner is exposed to a new culture and this culture carries a new language. recommends researcher: the need to modernize teaching Arabic language and employment of modern technologies in it.

keyword: arbic langue programs for non-native speakers, foreign students, difficulties.

## Submitted

As Orbiter demand notes the large and growing to learn Arabic by speaking to other Muslims and non-Muslims, from Asia, Africa, America and Europe. Was accompanied this demand a number of businesses, can be monitored in the following: the interest of some regional organizations and institutions teaching Arabic to non-Arabic speakers, and inserted into programs and priorities, Kalmnzma Islamic Educational, Scientific and Cultural Organization (ISESCO), the Arab Organization for Education, Culture and Science (ALECSO), and Arab Bureau of Education to the Gulf states. The spread of language teaching centers for non-Arabic speakers in the world in response to strong demand. Establishment of institutes specializing in teaching Arabic to non-Arabic speakers in major universities Arab and Islamic worlds. The emergence of a number of sites in Ahabkp (Internet) displays educational programs for teaching Arabic to non-Arabic speakers, and the use of information technologies of modern Kaloaqras and electronic dictionaries educational, and writing books special educational teaching Arabic to non-Arabic speakers, and a number of scientific conferences and symposia to discuss topics teach Arabic for Speakers of Other Languages, from different angles. and the establishment of training courses and workshops for the preparation of language teachers for non-Arabic speakers adequate rehabilitation and rehabilitation. (Albouchekhi, 2012) ..

Despite the importance of this work and the efforts made in the framework, the studies that are meant evaluates the prevailing curriculum teaching Arabic to non-Arabic speakers barely gathered on inadequate, was confirmed by several studies that many of the programs for teaching Arabic to non-native speakers did not meet the needs of learners linguistic , and then dissatisfaction with this program for them, because it does not meet their linguistic needs, and is influential in the development of language skills that satisfy those needs. widely believed in the possibility of dissemination of the results of these studies on a large number of specialized centers in this type of education. How can the development of teaching Arabic to non-native speakers a development that meets the needs of learners on scientific grounds? (Albouchekhi, 2012).

Faith as supplemented by the enthusiasm associated with the education of the Arabic language and transfer the contents of the Arab-Islamic civilization across to learners from non-native speakers, motivation must be to establish a curriculum taught on the basis of knowledge, experience and expertise, and not be a barrier to prevent it.

## Problem of the study:

Learning a foreign language is not easy or easy, but with research and study possible access to a number of ways to teach the language in a short time and a reasonable effort, and I've put these methods into the experiment, and the results were sometimes very satisfactory. And vary the difficulty of learning a foreign language depending on age student and the environment in which they live during the learning of the language, and also vary the difficulty of learning a foreign language by nature of where Mchabhtha or different in sound or write the language learner original, and then make it easier for the Arab example learn Farsi or Urdu, and shove upon

learning European languages or Chinese language.

The differences or similarities between language and other sounds or in the nature of language structure or in patterns or in the form of writing. The students in the field of teaching Arabic to non-native speakers is the case and the problem that in all lectures Venhaol always that we recognize the problems faced by students of foreign when studying English or any other language, then try to explain these problems and then we put the proper treatment. The student when he starts to learn a foreign language, it of course does not mastered in the first phase, and therefore if we noticed language learner at this stage noticed strange because it speaks the language of Western does not is the target language learned not the original language to him, and called the language transition. To this language recipes including: it combines the properties of a language learner mother and some language features desired, but why collect some properties original language? Because it is trying to convey to the language of the target language, this in the first stage, and the process of vulnerability in the native language are affected in all aspects of language sounds pronounce them in their native language and trying to use structures known Petrakibh in his language, he was collecting some of the words on the tongue weights or otherwise is trying to circulate a base for himself. As noted Orbiter large and growing demand to learn the English language by speaking to other Muslims and non-Muslims from Asia, Africa and America and Europe, and the establishment of institutes specializing in teaching Arabic to non-Arabic speakers in major universities Arab and Islamic worlds. The emergence of a number of sites in Ahabkp (Internet) displays educational programs for teaching Arabic to non-Arabic speakers, and the use of information technologies of modern Kaloaqras and electronic dictionaries educational writing books special educational teaching Arabic to non-Arabic speakers, numbering more than percent, a number of scientific conferences and symposia to discuss topics Teaching English as a foreign language, from different angles. Training courses and workshops for the preparation of Arabic language teachers for Speakers of Other Languages and rehabilitation qualification enough, some interesting regional organizations and institutions teaching Arabic to non-Arabic speakers, and inserted into programs and priorities, and the proliferation of centers teaching Arabic to non-Arabic speakers in the world in response to strong demand for them, and despite the importance of this Business and the efforts made in the framework, which meant studies to rectify the prevailing language teaching curricula for non-Arabic speakers gathered on almost inadequate. Unmet needs of language learners, due to the lack of a link course content to the needs of these students, and then dissatisfaction with this program for them, because it does not meet their linguistic needs, and is influential in the development of language skills that satisfy those needs.

And suffers Language Learners Arab foreign students a lot of psychological barriers and social, which prevents between him and the language learned, and this is due to the learner himself, and some of the linguistic background, cultural and social, is that this problem may vary from learner to another, depending on the different personalities and different social backgrounds. The purpose sought by this study is the process of inventory social and psychological problems that might be exposed to language learners, and find appropriate solutions

**Study questions:**

This study attempts to answer the following questions:

1 - What the educational difficulties faced by students studying in programs teaching Arabic to non-native speakers?

2 - What psychological and social problems facing students studying in programs teaching Arabic to non-native speakers?

3 - What recommendations, proposals and solutions that contribute to the solution of the difficulties and problems faced by students enrolled in programs teaching Arabic to non-native speakers?

**The importance of the study:**

The significance of the current study, which aims to identify learning difficulties and social problems and Alinvsseh facing students studying and enrolled in teaching Arabic to non-native speakers, while learning the language different from the mother tongue, and that shift between him and learned that language, The importance of the study in as follows:

1 - contribute to the study in the face of the problems of teaching Arabic to non-Arabic speakers, and identified by social linguistics and its role in language teaching ..

2 - find some of the solutions proposed to overcome these problems.

3 - to highlight the educational difficulties faced by students enrolled in English language programs for non-native speakers, and the ways to solve these problems.

**Objectives of the study:**

1 - inventory and classification of the educational difficulties faced by students studying in programs teaching Arabic to non-native speakers.

2 - Survey and identify psychological and social problems faced by students studying in programs teaching Arabic to non-native speakers.

3 - drawing the attention of researchers and scholars Arabs and foreigners about the difficulties faced by students studying in programs teaching Arabic to non-native speakers.

4 - enrich the studies on this topic.

5 - further research and studies on the difficulties faced by students enrolled in English language programs for non-native speakers in the Arab and Muslim world and the West, by professionals linguistic studies, especially the Arabic language to non-native speakers.

6 - holding seminars and conferences on programs teaching Arabic to non-native speakers, and ways to improve them and developed to serve the students.

7 - to provide a set of recommendations and proposals that contribute to the solution of the difficulties and problems faced by students enrolled in programs teaching Arabic to non-native speakers.

**Procedural definitions:**

**English language teaching programs for non-native speakers:** study programs designed to teach foreign students Arabic and Turku on the skill of  reading, writing, speaking and listening.

**Difficulties:** is a set of educational and social problems and psychological facing foreign students during the learning Arabic.

**A conceptual framework and previous studies:**

Influenced the Arabic language to many languages in Andalusia, Indonesia, Pakistan, Burma, Indochina, Afghanistan, Iran, stretched the Arab empire in the seventh century AD from the Indian Ocean in the east to the Atlantic Ocean in the west, and the Arabian Sea in the south, to Turkey and the Caucasus to the north. This Arabic that was the tone of a nomadic tribe, the Quraysh, in the eighth century became the language of science and culture of a sprawling empire. Have occupied the city of Toledo in Andalusia prominent place in the art of translation, it held something like "House of Wisdom" in Baghdad days Caliph Mamoun. It is worth mentioning that it was not in the world between the eighth and sixteenth centuries only two languages of science and philosophy are in the Arab East, and Latin in the West. Arabic is the language of prayer for Muslims in the world Arabs and non-Arabs, and the language of prayer for Christian Arabs in the Arab world. English has affected many languages in Andalusia, Indonesia, Pakistan, Burma, Indochina, Afghanistan and Iran. (Shehadeh, 2011).

Since the mid-twentieth century onwards almost every known university in the country all over the world studying Arabic language and literature and Islam. It must be pointed out that English became the official language of the Security Council in addition to English, French, Spanish, Russian and Chinese in 20.12.1982 and in the General Assembly of the United Nations since 01/01/1983. After accidents eleventh of September - September 2001 increased the demand for learning Arabic in America and became a concern to Muslims and Islam a hot topic in the media of written and broadcast (Shehadeh, 2011).

As and interprets experts reasons demand growing international learning Arabic by several factors (political, economic and ideological, military and religious), has begun attention West (U.S. and European) so since the fall of the Soviet Union and the adoption of NATO (NATO) Islam promised an alternative, then the subsequent creation September 11, 2001, and subsequent events invasion and occupation of Afghanistan and Iraq and then came the phase of economic globalization, which necessitated the need to take Arabic language at the level of Western countries as well as major countries in Asia, such as China, which overtook economically and flooded the Arab world and the Islamic and succeeded in acquiring more than 60 % of its investments, this success has been accompanied a large turnout of Chinese to learn Arabic and mastery Pfsahaha and different Aamitha. In the religious aspect has emerged Movement missionary crusade Bank, which has stepped then increased demand for learning language of the Koran after the Islamic awakening that began in the eighties; especially in the non-Arabic-speaking (such as Turkey, Iran, Indonesia, Malaysia ...), (Mahmoud, 2012),

And occupies Arabic now the third site in the languages of the world in terms of the number of countries recognized by the official language, and sixth in terms of the number of speakers, and eighth in terms of the variable income in the economic factor, a seesaw in terms of status in the four factors include: (cultural and lingual , and economic, and military). In the publication's overall cultural factor, occupies globally ranked 22 and 42 in scientific publishing private, one six official languages in the largest international forum (United Nations), and dominate the part of the Arab media, and has a presence in the educational system, and the presence of less administrative system and organizational structure. Thus it is one of the languages eleven most widespread in the world, it is also of eight of these languages eleven, which is almost share the planet with each other, and keep all of them to the same base geographic established: (Mandarin in Central Asia, and Spanish and Portuguese in South America, English in North America, and Arab North Africa and the Near East, and the Indian and Bengali in most Indian subcontinent, and Russian in eastern Europe), it is also among the six languages that are known speakers by increasing demographically more than others, which is in the order: ( Spanish, Portuguese, Arabic, Hindi and Swahili and Malay). And confirmed the statistics and figures that the Arabic language in the field use the network Web (Internet) occupies the seventh position among the most ten languages used by 60%, and classified search engines (Google, Micro Soft) Arabic language in the early languages ten that require attention and priority; were expressed ( Steve Ballmer), CEO of Google believed that English language will become increasingly great importance on the Internet in the next ten years (2010 - 2020 AD). As for the growing global

in order to learn English, has risen in an unprecedented way between American universities and European, and bodies and political and economic institutions and various scientific Asian countries such as China, India and Russia and the continent of Africa and South America; only census of Assembly Language in modern America has increased the number of language learners Arab there by 126% while the proportion of 10% Darcy Spanish and French only 2%. Between 2009 and 2010, and in this regard, says David Edwards (Executive Director of the National Council for Languages and International Studies): Learning the Japanese language will make you find a job, (Mahmoud, 2012).

There are various motives Alossellh or by scholars and enrolled in teaching Arabic to non-native speakers: It motivated by them to learn a second language, including achieving certain targets may be physical or get a job or a certificate or the desire to spend time enjoying the tourism. And integrative motivations or integrationist: are motivated them to learn a second language is the desire to live in a society and language integration with them, (Sugar, 2011). And knowledge of "the secret beauty of this language in terms of sound and speech, and the study of philosophy and the history of religions, and spiritual music which is formed by listening to the sound and composing and singing, work in the diplomatic corps and foreign ministries, international organizations, the work this job requires precision and full understanding of the language due to Hsasahmoqa, the need become urgent as it is in the report on the growth of foreign languages in the United States was finally pointed out that "the Iraq war" has doubled the number of students who wish to study Arabic language is no longer American universities today are able to absorb the vast amount of students who want to enroll in rode Education and Drashallgh Arab. "Many of the students Americans today are studying Arabic for curiosity and learn the secret of this trust also confirms that Michael adds," listening to the language Arabhwaltoml in exits alphabet. Zeinab Astrpada Arabic teacher and taught at the University of Indiana reported that there are many of the reasons that many students to study Arabic, "especially for students who work the political, economic and media also and related disciplines theoretical and humanity in general" and noted that many of the students studying Arabic for "appropriate business in the CIA Oalambages federal or get opportunities functional to work in the Middle East through a big business there. ".

And. The current U.S. administration has allocated amounted to $ 114 million for the study of Arabic language and education, and called on President Bush to a 50% increase from the number of CIA officers adept in such "mission critical in understanding Allgharabh" This support comes with a program called "Security National national "who needs to" 40 thousand people fluent in Arabic. " And is considered by many observers that the people who can read, write and speak Arabic today are "essential defensive weapons in the war on terrorism (Arab voice, 2010).
And multiple motivations to study Arabic. Decades ago, says Professor Charles Genkan, turnout Geneva students to study this language lies in "love viewing the Arab civilization and the Islamic religion first place." Now the issue events Arab and Islamic region to the concerns of the international media for some time, became plays a significant role in encouraging, especially with the correlation learn Arabic motivated professional or cultural or links social. Vatalibh Leila summarizes these motives, saying there were "personal reasons and other dating to love the discovery of Arabic literature and Arab culture, in addition to the fact that the Arab world at the forefront in the international events, this has an effect on the choices of students. "". believes Professor Charles Genkan "that many of the graduates of the Arabic Language Institute find their way to the interests of the federal such as the Ministry of Foreign Affairs and the wire diplomatic and international organizations. "(Sherif, 2004).

Revealed Dr. Ahmed Abdullah Farhadi professor of linguistics and director of the Arabic Language Program Department for the Study of Islam and the Middle East at the University of New York that the proportion of English language learners in U.S. universities has increased: 127% during the period between the years 2000/2006. Which enabled Arabic for the first time in the history of education in the United States that are classified within ten languages most educated. Abdullah added Farhadi in his lecture delivered by the status of the UAE Strategic Studies and Research under the title "the Arabic language in the face of challenges" that if Arabic was suffering Avola at home, the star continues its brightness in America, according to confirmed data turnout intensive learning universities by Phone, so that the number of English language learners these universities, 92% in the period from 1988 to 2002, then continued to rise significantly Darcyha after events eleventh of September 2001; rising to 127% in the period between 2000/2006, bringing the number of English language learners to 24 thousand students, in addition to an increasing number of research centers that teach Arabic language and culture of the Middle East and North Africa. (Alvathi, 2010). The Farhadi these figures returned to the Arabic language recover and evolution; changed the lot of its status, after remained sitting for a quarter-century ago outside the list of languages ten most studied at U.S. universities. Attributed Farhadi motivated the increasing demand for learning and studying Arabic at U.S. universities and Western political conditions that occurred far the events of September 2001, which led many to learn Arabic to see her family and

religion, as well as the motives Academy, and other professional, including employment opportunities in the Gulf countries and in the U.S. intelligence community, which is now require mastery of language skills English. (Alvathi, 2010)

. And out of concern for the global appetite for learning Arabic students and Aldarisn of non-native speakers have had a lot of Arab countries to open centers and institutes for teaching Arabic to non-native speakers and put specific targets for ways and methods of teaching Arabic and these centers.

As and suffering Language Learners Arab foreign students a lot of psychological barriers and social, which prevents between him and the language learned, and this is due to the learner himself, and some of the linguistic background, cultural and social, is that this problem may vary from learner to another, depending on the different personalities and different social backgrounds. (Sugar, 2011). And when he feels learner fear and anxiety in the community of language leads to minimize the chances of the use of language and especially in communities that are difficult to connect to the people of the language in the attitudes regular and thus do not find learner foreign chance to express his feelings, and say what touring is in itself, leading to poor language proficiency of the learner, and thus finds himself unable to communicate with people in this language, and if repeated these positions, whether in the classroom or in the general environment, it is in this case consists psychological barrier and socially to the learner, on the contrary, if hair learner in the security and stability it will become a lover of people and language will receive income linguistically leading to linguistic inadequacy becomes learned the language faster and better. (Sugar, 2011).

The development of language teaching English as a foreign language depends on taking advantage of what's grandfather in the field of teaching foreign languages, and the establishment of the Platform takes the theoretical and experimental results achieved. It is so understanding stages traveled by the learner in language acquisition, and build on it in the planning process for teaching Arabic to non-Arabic speakers (Albouchekhi, 2012). Except that the issue of teaching Arabic to non Natiqin them had inside problems large; and that the lack of a strategic plan united not circuit such programs and directing and benefit and in this framework should put organizers of the unified command plan for centers and bodies of teaching Arabic to non-native speakers upgrading and development of Arabic (Mahmoud, 2012).

That face the problems and difficulties faced by students and students in programs teaching Arabic to non-speaking out, requires integration and cooperation between all institutions, colleges and universities Arab Halasalamah and foreign, to examine these difficulties and identify them, and find appropriate solutions, so came the study adornments to identify the part of these difficulties and the problems and try to make some recommendations, proposals and visions and ideas to find solutions to these problems, so as to lift programs teaching Arabic to non-native speakers.

**Previous studies:**

Study Khoury (1961), titled: a guide for the teacher of English with an analysis of the basic problems faced by American high school students to learn Arabic, the researcher used the descriptive analytical method. The study sample consisted of (49) learners who are learning English, but the results of the study, the researcher Vkdastkhals difficulties facing the teaching of Arabic and were as follows: difficulties related to writing and to identify the various versions of the letters. System Alaajam, there is a difficulty for students for the letters that have the same number of points, such as: Alaba and Noon, na and the Omega. Problem Figure Vocalization, where he spoke about the difficult 46 students among 49 students) where they find it difficult to develop appropriate movement on the characters, and the Arabic writing regular ignore, there is no student can distinguish between books, and books. And the difficulty of distinguishing between short movements and long movements, and such in the Arabic language comes after described, unlike what happens in English. For example, in Arabic we say "Born wise", found in English (A wise boy), as well as match the adjective in Arabic described in the type and number and definition and indefinite Unlike English, where do not follow such described not in kind nor number, for example: A wise boy-two wise boys. And did Being does not exist in English, for example, find in English The little boy is here (be here), but Arabic The boy little here (the little boy here). Triple root system in the Arab Root system, every word or act out of three, and it derived the names and conditions and attributes, for example: Books (root: k, v, b) is derived from the Office, Library, writer, writing, writing ..... .... Etc.).

Study Hanna (1964): The problems of American university students to learn Arabic, study diagnosed for read errors, and the method of teaching try to remedy them, use descriptive analytical method. The study sample consisted: 12 learners at the novice level of English at the University of Utah Utah. Results of the study: The researcher believes that there are difficulties due to the nature of the Arabic language itself: the Arabic script is written from right to left unlike English. Nature of the Arabic characters, as they differ in shape according to its position in the word, in the first or the middle or the other, continuous or discrete, which makes it difficult to identify them. And the difficulty of distinguishing between movements long and short movements. And shape problem: In the paperwork and newspapers are writing free form, but some of the books and the Koran. And

Arabic language feature richness of language, frequent اشتقاقاتها, every word out of three, as well as most of the acts origin Tri, including derives a large number of names and adjectives, adverbs. Arabic by singular and plural, but English has no Muthanna.

Study Kara (1971): English-speaking problems when learning English. Use descriptive analytical method. The study sample: consisted of 58 students of English at the University of Utah in different levels, the results of the study: one of the most important difficulties faced by students when learning English, special difficulties the nature of language itself, and difficulties arising from the teaching methods, textbooks and teacher. The following statement: difficulties arising from the nature of the English language itself, including: difficulties in writing, and to identify the different forms of the letters. And difficulties to distinguish between characters similar. Difficulties in distinguishing between movements and long movements short. And difficulties arising from the nature of the rules of language,. And problems caused by traditional teaching methods (teacher book teaching materials): Most teachers Arab is equipped with means educational or psychological own teaching languages, mostly working in the field due to being one of the speakers and has versatility.

Ruslan study (1985): a program to teach Arabic to Malay students: Study Problem: The main problem in this study is to propose a program to teach Arabic to Malay students and demonstrate the effectiveness of the reality tested. And has necessitated the preparation of this study program antipodal between Arab and Malay to identify the difficulties faced by Malawian student when he learned Arabic through direct contact with these students. The researcher used the descriptive analytical method to identify the difficulties students to learn Arabic, while the experimental method used in the application of the proposed program. The study sample: search tool is applied to 500 students from South-East Asia who is studying at Al-Azhar University, Ain Shams and the Arab Republic of Egypt. Results of the study: the results of the study researcher section into three sections as follows: audio difficulties: One of the most important voices Malawian students have difficulty in pronunciation: Hamza, Al Ain, ha, Za, Shin, pollinator, distraction, antibiotic, the Seine, Althae.

Difficulties writing: It is the most important: movements short, deleting points (Alaajam), increase words, the commitment fee Mus sometimes, writing Hamza, punctuation. And difficulties in linguistic structures: It is the most important non-discrimination between the masculine and feminine, plural, non-discrimination between the abstract and more , not knowing the types of derivatives, the inability to use the dictionary.

Study Arabic Language Institute in Mecca (1984): linguistic errors editorial Advanced level students in the Arabic Language Institute: The study used descriptive analytical method. And study sample: the number of students 71 students who test the advanced level department teaching Arabic Language Institute English, results Study: The study every phenomenon of the interpretation of phenomena and returned to: errors due to the intervention of linguistic or transfer of expertise because of the well-established linguistic habits of the mother tongue, and that can not be eliminated. It is known that each language alphabet and different symbols in each alphabet difference may be significant and may be a bit, in the language (Yoruba), for example, make Althae and altered and Zai and antibiotic and Za and Shin Sena, say in then: cm, and in that: Salk, and Zaid: Syed Sadiq: Sadiq, and unjust: Salem, and so on.

They also make ha Alha eye and distraction connecting, and make Elgin Jimma Qahria, and they say in Morocco fitter, and this confirms transport of a native speaker.

There languages, but most languages students, does not differentiate between masculine and feminine, and Tant act with the name feminine, nor with consciences, nor the names of reference, nor Almousolat, and these languages (Turkish, Indonesian, Persian, Filipino, Yoruba, Bengali). that language development for students in language acquisition at this stage is still below the required, and this requires a re-consideration of the strategy in place to teach English, and books written in the types of exercises and styles.

Study Alasala (1986): common mistakes to speak to the students of Arabic speakers of other languages: Follow the researcher descriptive analytical method. The study sample: Twenty-nine Drasa in both the third and fourth random sample, where each language represented increasingly Btalpin, with only thirteen languages, and choose a random number of students within each language. The results of the study: The researcher arrived that there were errors in the sounds and structures and vocabulary. The errors in the vote, has arranged in tables by exits from the throat to the lips, and then follow tables analyze adequately linking it between errors and languages students, and felt that the reasons that lie behind these errors: transportation for the native language, the environment, the teacher, overlapping Arabic itself, over-correction.

The researcher attributed the errors in the compositions: the absence of the phenomenon expressed in the majority of language learners. The Arabic language itself systems where there is no full controls for reminders and feminine. Duplication of the Arabic language. And overlapping Arabic language itself. And the teacher does not take into account the proper pronunciation. As for errors in vocabulary, were classified into four types are: substitution, deletion, increase, pronunciation. Replacement more common errors, and errors followed deletion, Valentq, extras. He attributed the causes: the causes of social, cultural, linguistic duality.

Study Salahuddin Hassanein, Hamad Nile and Ahmed Al-Mirghani (1986): common mistakes among students in the Institute and analyzed, Arabic Teaching Institute, University of Imam Muhammad bin Saud University in Riyadh. The study used the descriptive analytical method. The study sample: consisted of 250 students. Study

Results: Having concluded this study suggests that students' errors in pronunciation consonants concentrated as follows: audio oral Alosinana: (P) pronunciation (P), and the reason for this is due to the lack of sound oral Alosinana in the language of the students who have sinned in it, has Ntqoh ( P) because Alaba is the explosive equivalent of fulfillment. Following votes dental: (y) replaced by Zai, (d) replaced by na, Althae replaced by the Seine, Seine replaced by Shin or antibiotic. Vote dental and periodontal: (r) to pronounce (aa) and i pronounce Dhada. Character throat: GS, Hamza, G.. Gene replaces students up. Grammatical errors: The researchers studied students' errors in the compositions in the light of three buildings: the conformity. Violation. Rank. It was found that 97% of the students' errors were concentrated in character and described in terms of the definition and indefinite articles, as it appeared that 29% of students have sinned in the matching between the debutante and news, while erred 3% of them in the match between capacity and described in terms of the corresponding in number. The study also reported the percentages of students' errors in each of the corresponding sex, and added genitive, discrimination case and circumstance, also found that of the common mistakes when students the following: definition of science. Make infringer necessary. Portage intransitive verb. Reference conscience. Misspellings: researchers Most spelling errors that were repeated when students, has focused mostly in writing hamzah medium.

Study Ramonet (1987),: a statistical study of the errors in the writings of American students in the Arabic language, and the study sample: selected 115 scholars who passed the test Arabic Proficiency Test represent this sample a great variety in terms of programs received by the students, and the background and years of experience. Some of these may have been ways audio and oral, and others were subjected to methods of rules and translation, and some (89 scholars were subjected to tone Colloquial Arabic (through visits to Arab countries parents of Arab origin). And this sample diversity where the number of years of experience, and ranged between two to six years . representing intermediate and advanced levels.

Study Results: morphological errors: errors in this category have been caused by: the contrast between the consonants:, such as the use of votes static light instead of heavy For example: na allowance Tae, says: "Tip" instead of "good." Dal instead daad, says: "Meredh" instead of "sick." Seine instead antibiotic, says: "Mysore" instead of "Egypt". . Characters frictional pharyngeal such exits characters: use Alha allowance eye "Bhaddad" instead of "Baghdad. Use distraction instead ha" and treaty "instead of" one. "And the use of Hamza allowance eye" Sinah "instead of" industry ". Surprisingly, some may reverse the order of characters static: Use daad instead of signifier "Avrad" instead of "individuals." And using Tae instead na "Tarich" instead of "history." And non-discrimination between the long and short sounds and confused: "Eattrb" instead of "Yathrib". "Sahib" instead of "owner". "Fendouk" instead of "hotel". System Alaajam cause confusion and uncertainty in the development of dots, either by deletion or addition or mixing between characters that have the same number of points, for example, Spain become Ospapia. Substitution in positions characters, for example: attributed becomes, difficult becomes, as well as error in hamzah position, for example: an impressive feat villages become become second Qronaalnoa: lexical errors: include: Function: breathe (smell) Zahar smell. Name: We visited the tomb of Saladin (buried Saladin). Type: The month of the future (next) slang exposure affect the writing (by people who walked, people who have gone) mixing between the character and the case. Third type: structural errors: the lack of conformity of character described in terms of the number, type, and definition, and indefinite articles. The actor does not approve of the act in type and number. Error in prepositions (delete, add, wrong choice of prepositions) error in the use of the definite article, stylistic errors: the unnecessary separation between subject and verb (was the capital of the Islamic world, which stretches from ...... to ...... , Baghdad) to translate a word with another (regularly go my fine). punctuation is appropriate.

Rushdie Tu'aima study (1982): audio problems when studying in programs teaching Arabic to non-native speakers in the Sultanate of Oman, the researcher used the descriptive analytical method. The study sample: dish test audio performance at 125 learners who are learning English as a second language. The results of the study. Sounds that are commonly among scholars error in pronunciation of twelve votes are: na / ha / Alha / Seine / Shin / daad / Tae / Za / pollinator / CAF / distraction, and due to the great diversity of linguistic background when learners. If learners have difficulty in pronunciation of sounds past the abstract, the voices that find it difficult to pronounce the words, eight votes, is: Althae / ha / Seine / daad / Tae / Za / eye / pollinator / and exports in some cases. The error in pronunciation movements explained and demonstrated in the pronunciation of sounds and silences

Huwaida study, 1988: common linguistic errors in the writings of scholars in the English language teaching programs for Speakers of Other Languages: .. The results of the study: the prevalence of certain errors in each of the grammar, spelling and drainage. For some, it has been shown that most of the students' errors fall under four main sections: definition and indefinite articles, masculine and feminine, and prepositions, and express. In terms of the prevalence of errors in this detective grammatical, it has been shown that the expression comes in the forefront. The percentage of errors in which 64%, while the Study of prepositions comes in the most recent, as the percentage of errors in which 13%. For dictate, it has been shown that most of the students' errors fall under six sub-sections: shortening vowels, lengthening vowels, delete characters, increasing characters, replace

characters, and error in hamzah position. It turns out that more these detectives common in errors is to replace the characters, as percentage of which 11%, while we find that deleting characters and error in hamzah position of less these detectives common in errors, as percentage of 7% each. In terms of the exchange, it has been shown that most of the students' errors fall under three sections are: confusion between two versions of a single origin, and derive a formula is used, and the neglect J. ratios. The neglect J. descent from the most common morphological detective in errors, as the ratio is 8%. This in terms of prevalence of errors.

Conducted Kholi (1988), a study on the dualism of language and This study examined the quality of bilingualism in the world, and countries monolingual and bilateral and multi-language, and how to live between linguistic minorities, and how the emergence of bilingualism in the world. And was studying the problems related to the person who owns bilingualism, and the search for issues that are related to this issue of stress and anxiety, alienation, and suffers from a conflict of loyalty and cultural conflict? And encounters problems in education and connectivity issues? And how to face these problems? And how to overcome them or reduce the severity? . abdarahman (2004), entitled: (problems of language in education Arabic language and the quality of education in Malaysia). Speak this article highlighted the problems faced by programs teaching Arabic to students Malaysians These problems include: problems and constraints educational and these problems related to orbit the process of teaching and learning , including teacher and learner, and the textbook. Problems and constraints of language. The problems of language is one of Aerqil list before teaching English in Malaysia and the apostasies different system language between the two languages. + Problems and constraints Ajtmaihkadd explained writer several constraints social prevent the success of teaching Arabic in Malaysia, says: "The factors secondary or side surrounded the students and the school environment may help in the development of language skills among teachers and students together, and have the desired language acquisition the most successful and most influential If this environment available and play their effective role in achieving the objectives of learning English, and can be mentioned some social phenomena constitute incentives to teach this language in Malaysia educated successful and effective weak pro motives for teaching and learning curriculum.

**Method and procedures:**
The type of study and its methodology:
Is this study of descriptive studies, which seeks a researcher from which to monitor the results of studies and research on the difficulties faced by students studying in programs teaching Arabic to Veer speakers, including display of the outcome of this topic studies, through analysis and monitoring, and access to literature study and previous studies. Was used descriptive analytical method.

**The study sample:** The sample consisted of (30) in search and study, study sample was selected in the manner accessible (available), which took place in the hands of a researcher from the Court of published studies.

**Study tool:** the researcher on the survey instrument studies and analysis, and included a card analysis the following elements:. Objective of the study, study approach , The study sample , study tool, Study results, Recommendations of the study.

**Study Procedures:**
To achieve the objectives of the study researcher followed the following:
1_ collect the largest possible number of studies and research on the difficulties faced by students studying in programs teaching Arabic to non-native speakers,
2 - assessment, analysis and monitoring and classification studies.
3_ know the most important and highlighted the difficulties of monitoring the results of previous studies pertaining Bhada matter.
4 - to formulate a set of recommendations

**Results of the study:**
First: **Results of the first question, "What learning difficulties faced by students studying in programs teaching Arabic to non-native speakers?** Show the researcher through analysis and evaluation, monitoring and classification studies and research, monitoring difficulties faced by teaching Arabic to non-native speakers as follows: difficulties related to writing and identify on the various versions of the letters a lot more difficult facing students for letters that have the same number of points, such as: Alaba and Nun, and Alta and the Omega. problem format, and are difficult where difficulty is in motion the appropriate characters, difficult to distinguish between movements and short movements long. root system trio in Arabic Root system, every word or act her out of three, and it derived the names and conditions and qualities, the nature of Arabic letters, as they vary in form according to their location in the word, in the first or middle or the other, connected or separate, leading to difficulty identifying them. difficult to distinguish between movements and long movements short., Arabic feature richness of language, frequent. Arabic by singular and plural, difficulty learning certain sounds such as voices ring (Hamza, distraction, eye, Elgin, ha, Alha) because these sounds come out of exits are not used in the mother tongue applicable Kalosoat (antibiotic, daad, Tae, Za). and there are some problems that would face the English-speaking and during Long movements Ntgahm (waw,, Z).

The most prominent clerical issues that may constitute an obstacle in the process of teaching English as a second

language can be summarized as follows: writing system starts from right to left and this system is not uncommon in other languages, most of the languages that use the Latin alphabet, the clerical regime starts from left to Right. And difficulty here lies not in the process of writing or line from right to left because this can be overcome in a few days, but the difficulty lies in the reading process in terms of speed and move from one line to another line with the ability to understand and retain the general idea of the text. Photos single letter and diversity forms depending on its location from the floor and connected to what came before and what follows from characters or separation it, leading to the belief that the characters Arab does not consist of (28) or (29) character, but up to (48) character. Example character (Meem) appear in the first word in the form of (m) and in the middle (m) and in the last of the form (m) or (m), as well as the character (eye), and increasing forms of these characters with the font type, and so leading to confuse the learner in reading and writing. Convergence forms characters and where there is a similarity of similar characters in the general framework and the difference between them drip process of such (c, h, x). . Problems writing Hamza, multiple forms in the first floor and the middle and end where you write back to A, and once on F, and once on the J, and once on the line depending on the movement or the movement of what came before it, as well as exception which is an obstacle to their children the same language . Problems writing cabin millennium and difficult to differentiate between them and the Omega, as well as the difficulty of differentiating between na tethered na open. Confusing spelling rules and Quranic drawing. Grammatical problems: They include: differences in the structure of the English sentence for the sentence structure in many languages of the world and of the difference images Arabic sentences free of acts or acts of Being assistance. Rank freedom in Arabic sentence elements of any freedom of Presentation and delay of such news on the debutante and effect on the actor and sometimes to act. Different ranks and positions in what is in the Arab language learners. Express or tag, Valaarab feature of the Arabic language does not know of any language of the world. System is the number of more Chaba systems in the Arabic language. Matching patterns, Valmtabqh a feature of English and is due between many of the elements of compositions. Masculine and feminine, and is a general problem in all languages. Definition and indefinite articles and is one of the most difficult problems in the teaching of foreign languages. Some phrases in English written in a way not familiar many of the educated in their mother tongues, as written in the form of a single word, despite being a complete sentence.

Morphological problems: frequent exchange doors and multiple themes and complexity of their issues and accountability for every door conjugate has a set of rules and each base and ramifications of each of subsidiarity number of controls and provisions.

Overlap between the doors of the exchange, as it is normal as a result of similar relationship between El Alamein. Lack of regularities in some cases morphological, any lack of sustained morphological rules set by Alsrfen, but deviated from the norm may be more than the horizon. Confusion between the hearing and the measurement in some sections of the exchange. There are morphological issues not familiar Mtalmoha in their mother languages and especially (derivation, and morphological balance, and individuals, and Deuteronomy, and the combination, and to differentiate between sources and acts). Acoustic impact of the difficulties experienced by some students in understanding some of the issues morphological and because the vote is a morphological material. The relationship between meaning and the building, many of the English language learners for Speakers of Other Languages depend on the shape offers them the concepts of banking and ignore the moral aspect that is more important than form. Most of the material and morphological topics in the books of teaching Arabic to non-Arabic speakers, were not selected according to scientific criteria, psychological, and educational. Notes that the material exchange in language teaching programs for non-Arabic speakers provide learners through traditional teaching methods used in the teaching of native speakers.

Semantic and lexical problems: one of the most important problems lexical and semantic suffered by English language learners from non-native speakers include: frequent words of the English language, which makes it difficult for learners to control important for her students spent time to learn or reached the level of knowledge. Multiplicity of meaning Arabic words and diversity implications and transmission of the word true meaning to the metaphorical sense, causing difficulty in understanding the meaning of the text readable and show this problem if the material selection linguistic and presented to the learner on the basis of non-scientific most common and important and gradient and other criteria that must be taken into consideration in the preparation of the curriculum. Link Arabic words drainage and subject to the rules the disposal of form or structure and balance morphological and distribution and is difficult to learner, many educated people who are not used to type in their own languages believe that learning the word in the target language does not exceed saved and understand its meaning and to this resort to put words in the lists and save their meanings isolated from their context. English language learners face problems in understanding some of the words and their uses and make mistakes as a result of universal rule that they learned in the structure of the word and its connotations and be wrong because of the method of teaching or poorly organized approach when offering words in the lists are separated from their natural contexts or dry rules do not take into account where communicative and functional aspects, or because of

the influence of the mother tongue in learning languages speaking also writes Romanization not differentiate between words Alaagamah and names have long looking for the meaning of the word indicates a person In some languages, such as English marked by a large flags with the letter top floor. Omission educated cultural aspects and connotations secondary to some of the words do not realize some of them that the meaning lexical not enough to demonstrate the meaning of the word is not explained in Alsaig who received the difficult search in Arabic dictionaries for the meaning of the word that is difficult for the learner to understand because it requires that determines material word and root and this is difficult, especially in the early stages of learning.) problems caused by traditional teaching methods (teacher book teaching materials): Most teachers Arab is equipped with means educational or psychological own teaching languages, mostly working in the field due to being one of the speakers and has fluency. Most teachers do not know how to correct errors. Focus on reading and writing, and the neglect of my talking and listening skills, or have a secondary role. Books follow traditional ways to display and provide information, and training is characterized by stability, and based on rules, and use language argument. ) As for the language laboratory: the whole scholars not suitable tapes Tapes for listening, Vacharaút is prepared as it should, and there are no stops between the texts that are used to facilitate the repatriation, and sometimes the sound is not clear, and the speed is appropriate (and this can be a teacher's treatment). As for Vocabulary: Vocabulary is training Arab as separate words, and usually served with its equivalent translation in English.

**Second: Results related to the second question: What psychological and social problems facing students studying in programs teaching Arabic to non-native speakers?** And we mean social problems are those problems or difficulties faced by the learner in the new linguistic environment and the civilization to which it belongs educated language. For example, a foreign student if he wanted to learn Arabic, it will travel to Arab countries desire to learn in this case it will face multiple problems, including the following: the problem of coping with the Arab community in terms of language, they need him to learn English properly so that it can merge with the community and to live with them,

Problem coping with the Arab community in terms of customs and traditions, the learner will face difficulty in coping with the customs and traditions of Arab problem to identify the civilization of Arab society, so must recognize the learner to landmarks Arab civilization even in line with the nature of language educated, and it helps to understand the the prevailing thought in the language because the language is the point of communication between them. And social problems also methods or techniques that address by members of the same society each other, as different by sex interlocutors and age, the problem of integration with the sons of the second language and fear of backlash, when misses the learner in the word certain they made fun of him, and this leads Of course to confuse the learner, and of the social problems that have faced the use of certain phrases and terms in the non-context, so he has to learn the positions of actual those terms, and problems also different trends educated and multiculturalism within the classroom, the problem of communication with the community which coexists with him and that the result of ignorance in the second, leading to social isolation and lack of income's language learner. problem coping with the people of language in terms of customs and traditions that impose on him because he became a member of the community linguist last. problem alienation and this is accompanied by social exclusion that leads to anxiety and fear of a second language community. problem of cultural conflict and this one of the most problems because of the learner is exposed to a new culture and this culture carries a new language. Psychological problems: psychological problems stem from the diversity of linguistic and cultural backgrounds, and what is due to the psychological nature of the learner, and that these problems vary from one person to another. And can be classified these problems within the field and one is individual differences is linguistic and this area will be divided into the following: motivation towards learning: motivation or incentive is of great importance to the success of the learner or failure in the educational process for the second language, and these motives lead us to talk about a number of topics, namely: the need to communicate in the second goal the foundation, which aims to learner here is the process of communication and the use of language to eliminate its requirements, but this need varies from one person to another depending on the nature person and his environment and culture, attitudes towards society Second Language: classified trends about second language usually positive, and negative, and neutral, and it is known that the positive trend towards a society second language and their culture drives the learner to the desire to communicate with native speakers and the desire to integrate with them, and this increases the income linguistic and thus able learner control language skills, and the negative trend and this prevents the learner from mixing Bnatqan language and as a result earning less linguistic and language classified enough.

III: **Results for the third question: What recommendations, proposals and solutions that contribute to the solution of the difficulties and problems faced by students enrolled in programs teaching Arabic to non-native speakers?** Through review of the recommendations issued by the research and studies have been monitoring the following recommendations: the wider dissemination of the Arabic language, and support all efforts in that both the Arab world or Islamic countries or., And promote confidence in Arabic and cherished, development pride students belonging Arab culture. Review written Arabic language teaching, especially in intermediate and advanced levels with a high level of reading and running themes teach Arabic culture looms

large. The aim of this review to ensure objectivity is provided by these other books, and freedom from stereotypes consisting advance about the cultures of other peoples .. , And that of the goals of second language curriculum development of social customs that help the learner to overcome the psychological barrier of the direction of the community, and motivate learners to speak spontaneously, and not to stand on what they commit errors, begin at the stage of reading: reading audio material to understand,

**Fourth: In the light of the findings, the researcher recommends the following:**

1 - Departure from precise needs of students in English language learning and design appropriate programs to satisfy those needs, and not to deal with them as if they were one audience with common characteristics. In this, as we know a practical application of the principle of taking into account the necessary individual differences between students, what works for them may not be suitable for those.

2 - the need to modernize the methods of teaching Arabic language and employing modern techniques. Promotes development of audio-visual aids and becomes her site in our programs, and to develop programs to teach Arabic via satellite.

3 - thinking in the establishment of a satellite channel for the dissemination of the Arabic language and Arab-Islamic culture, and bear the costs of Arab and Islamic organizations.

4 - Arab design education programs for distance learning and monitoring of material resources necessary for a number of these programs are distributed to a number of areas in the light of the scientific study of communities interested in teaching English.

5 - distribution centers for teaching English to speakers of other geographically to cover large areas allow for the largest sector of the students to enroll. As well as the moderation in demand Tuition fees in these centers to allow for different segments of the society to attend these centers.

. 6 - Paying attention in ways that focus on teaching learner and take into account individual differences among learners

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