



Teaching Arabic Language to Speakers of Other Languages (between Tradition and Innovation)

Dr. Thaer Yousef Oudeh

College of Education - Amiracan Universty in the Emirates (AUE) Dubai, UAE.

thaer.oudeh@aue.ae

Abstract. This study aims at revealing the reasons behind foreigners' interest in learning Arabic language. In fact, the search for modern creative means for teaching Arabic language prompts foreign students to readily accept them to enable us in the modern age world that is characterized by the availability and accessibility of information to rely on media technologies, digital technology, and multimedia. This study focuses on the significance of multiple intelligences theory in teaching Arabic language for several reasons to facilitate the process of language acquisition for students. Such theory points out that each student has unique multiple intelligences and different ways to learn. It entails that language learning and acquisition is associated with the learning methods that vary from one person to another. The current study seeks to observe the methods of teaching Arabic language for non-native speakers as well as the different types of teaching methods that differ among teachers, along with students' responses and motivations. The study raises the following questions: how the teaching methods employed for encouraging students enable them to be creative? How can the teacher enhance students' motivation to learn Arabic language? and how can the teacher employ multiple intelligences for teaching Arabic language for non-Arabic speakers? For this objective, descriptive and analytical research are used for describing the phenomenon and highlighting its reasons that led to its emergence, followed by analyzing and its effects and consequences. Finally, the study provides suggestions to accept and adapt language learning. Most important, such approach attempts to cover the general and private motives for learning Arabic among foreigners. It assumes that such motives might be integrative, religious motive, complementary, beneficial or functional motives.

Keywords: Arabic language, teaching, speakers of other languages, linguistic strategies

Introduction

Learning any language is a complex task, thus, it requires two variables; the first one is the student and his/her underlying intelligence, readiness, and motivation. The second one is the academic environment. Accordingly, it is essential to have the quality of presentation and the availability of allocated time for learning.

This research paper attempts to answer questions related to the reality of teaching Arabic language to foreigners, and how to take advantage from modern multiple techniques. The recognition of objectivity and impartiality entails using creative techniques for increasing motivation for Arabic language learners. It should be mentioned that motivation is a term that refers to the forces that move individuals in a specific direction, to do a specific action or to achieve a particular goal. In fact, there are many ways that we can stimulate foreign language learners to encourage passion for learning Arabic language.

In recent years, a number of theories that facilitate the acquisition of foreign languages in general and Arabic language in particular have emerged. One of which is the theory of multiple intelligences. However, a few activities concerning the theory of multiple intelligences are considered useful in



teaching Arabic language for several reasons in terms of supporting students who believe that Arabic language learning and acquisition are considered as a difficult task. To clarify, it is one of the best theories for teaching Arabic language for non-native speakers. It suggests that each student has unique multiple intelligences and different ways to learn. According to the theory of multiple intelligences, language learning and acquisition are associated with the learning methods followed by the learners themselves.

The descriptive and analytical research is based on induction and then deduction aims at describing the phenomenon and highlighting its reasons that led to its emergence, followed by analyzing and explaining its effects and consequences.

The current study seeks to observe the methods of teaching Arabic language for non-native speakers as well as the different types of teaching methods, along with students' different responses and motivations. More specifically, the present work seeks to answer the following queries:

- How do we encourage students to enjoy learning foreign language and to be creative?
- How do we enhance students' motivation to learn Arabic language?
- How can multiple intelligences be employed in teaching Arabic language for non-Arabic speakers?

The observers of teaching and learning Arabic language, particularly young people are astonished by the desire to learn it from all aspects, so what are the reasons behind their interest in learning Arabic in all countries in general and in Muslim countries in particular?

Accordingly, the search for modern creative techniques for teaching Arabic language prompts foreign students to readily accept them, which, in turn, helps us in the modern age world that is characterized by the availability and accessibility of information by relying on media technologies, digital technology, and multimedia.

Levels for teaching Arabic as a second language:

The language levels differ according to the language programs foundation, and these are the most famous division of levels according to the most famous and important three global frameworks, namely:

A- ACTFL: the linguistic levels are divided from beginning to end into five main levels, each of the first four levels is divided into three levels, namely: beginner, middle and higher, with the exception of the last one. The major levels are beginner, elementary, pre-intermediate, low-intermediate, upper-intermediate, advanced, and proficient.

B- CEFR: the levels are divided into six, each of which belongs to a major level, namely the beginner level that includes the first and the second levels. Intermediate level that includes third and fourth levels, and the advanced level that includes fifth and sixth levels.

C- ILR: they are divided into five sections, each section is divided into two levels: (0-1) (2/2 +) (3/3 +) (4/4 +) (5/5+), and these levels might either be increased or decreased.

According to the levels' distribution among Arab centers and universities, some of them fall into three main levels, namely: beginner / intermediate / advanced. Others divide them into five, six, seven, eight, or twelve linguistic levels. (Dr. Khaled Hussein Abu Amsha: Report on the First International Conference on Teaching Arabic for Speakers of Other Languages).

First: the grounds for learning Arabic language for speakers of other languages:



- **Integrative motives:** are the motives that we find among those who want to fully immerse into the society in all its aspects, and it is often due to immigration to the country of language and living there or getting married in a foreign country. In this regard, marriage is one of the main reasons of full integration into the language community. Possibly, the people who born in a foreign country acquire its language, thus, their language learning was motivated by full integration with the people of the language, and there is no evidence of their motives to learn the language. For example, our children who have integrated into European society with its different kindergartens, schools and universities, and the motivation behind our children's learning of the foreign language are considered undoubtedly integrationist. It is regarded as the most powerful motivation in language learning.

- **Religion motives:** occupy the second rank regarding the power of influence; Islamic religion is very powerful in learning Arabic language because it is the language of the holy Quran. It is typically common that Arabic teacher asks the students of other languages, a question about their motives towards learning Arabic language, and the answer will be for understanding the holy Quran.

- **Complementary motives:** implies the active participation in the lives of the society that speaks the second language. However, the participation does not entail the full integration. Otherwise, these motives emerge among people who live in the foreign country who fulfill their needs in the target language, such as those immigrants who leave their country to live in another country; for various reasons, they speak the second language for fulfilling their needs, but they cannot involve in scientific discussion in that language. To illustrate, they learn the language related to purchase, hotel, restaurant, shopping and other communication situations. Accordingly, such motives are considered as complementary motives.

- **Beneficial or functional motives:** are the weakest motives in terms of the power of influence. A person who performs a job in an Arab country for a limited period and place learns the language in order to reach his/her goal. Thus, his/her learning and performance is weak, and the merchant who learns the language for trading, s/he learns the customers' language, thus, upon completion s/he will forget this language. These motives are usually temporary, end by the end of their purposes. Among the beneficial motives for some students, is their desire to success in the Arabic language course as a general university requirement, and this motivation is connected with a specific time, place, and goal. If the goal is achieved, the motive will diminish. Accordingly, such a motive is very weak, and there are some students who have such a goal that they hardly succeed, and after studying a whole class of Arabic with all its skills, learning Arabic language will become a beautiful memory and sometimes a painful memory after passing this requirement. Knowing the students' motivations will benefit those in charge of teaching languages in developing the appropriate curriculum for them, and drawing appropriate methods that suit their goals, and shorten their ways of risks vulnerability. As such, we have to determine the students' motives first.

Second: the goals of learning Arabic language for speakers of other languages:

1- Primary goals that are classified as follows:

For the student to practice the Arabic language in the manner in which its people practice it. In light of the four language skills, this entails that teaching Arabic to non-native speakers targets the following:

- Improving the student's ability to learn Arabic language upon hearing it.
- Improving the student's ability to pronounce the language accurately and speaking with Arab speakers by conveying the meaning properly.



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- Improving the student's ability to read Arabic writings precisely.
 - Improving the student's fluency in writing Arabic language.

A- To enable the students to know the characteristics of Arabic language in terms of its phonemes, vocabulary items, structure, and concepts.

B- To acknowledge the student with Arabic culture and to be familiar with the characteristics of Arabic human, environment, and the society s/he deals with.

Based on the foregoing, teaching Arabic language for speakers of other languages targets the proficiency of using Arabic language, its features, and culture.

2- Subsidiary Goals:

The educators have sought to facilitate the achievement of teaching Arabic language for non-native speakers by setting subsidiary goals that are hoped to be achieved through skills education. As indicated below:

A- Listening skill goals:

Such goals focus on identifying the Arabic sounds and distinguishing the significant differences between them. Understanding what is heard from Arabic conversations with a natural rhythm within the limits of the vocabulary items that have been learned. As a result, achieving the following objectives:

- 1- Identifying the essential information.
- 2- Identifying the main ideas.
- 3- Differentiating between the primary ideas and the secondary ideas.
- 4- Acknowledging and differentiating between long vowels and short vowels.
- 5- Acknowledging the stress, nunation, and their pronunciation.
- 6- Realizing the relations between phonetic and written symbols.
- 7- Distinguishing between the facts and opinions according to the regular conversation context.
- 8- Continue speaking and realizing the embedded relations among its aspects.
- 9- Differentiating among near synonym words in terms of their pronunciation and shape.
- 10- Realizing the points of similarities and differences between Arabic phonology and the phonology of the first language speaker.
- 11- Listening and understanding Arabic language without hindering the rules of structuring the meaning.
- 12- Recognizing the contradictions of the speech.
- 13- Recognizing the changes of the meaning, resulting from modifying or changing the structure of the word.
- 14- Adapting with the nature of speech rhythm by capturing the ideas of fast speakers and slow speakers.
- 15- Capturing the points of similarities and differences among opinions.
- 16- Imagining the events that occur to the speaker in his/her speaking.
- 17- Deducing the findings.
- 18- Differentiating between the certainty voice and aggressive expressions.
- 19- Understating the meaning of the new words according to their occurrence in the context.
- 20- Grasping the speaker's intention by observing his/her voice and intonation.

A-The goals of speaking skill:

- 1- Pronouncing the Arabic phonemes correctly.
- 2- Differentiating between homophones.



- 3- Differentiating in the pronunciation of short and long vowels.
- 4- Performing tone effects and intonation among Arabic speakers.
- 5- Pronouncing assimilation sounds correctly.
- 6- Expressing ideas by using appropriate syntactic structures.
- 7- Using appropriate expressions for different situations.
- 8-Using courtesy and greeting expressions appropriately in the light of Arabic culture.
- 9- Using the appropriate structure for Arabic words upon speaking.
- 10- Expressing ideas by using medium text neither long nor short.
- 11- Speaking coherently for a period of time boost self-confidence and the ability to deal with others.
- 12- Using symbols, signals, and non-verbal movements expressively for communicating ideas.
- 13- Using pauses when speaking, particularly in emphasizing an important issue or repeating the formulation of some words.
- 14- Responding to the issues by using automated response.
- 15- Focusing on conveying the meaning rather than linguistic form.
- 16- Changing the subject efficiently if necessary.
- 17- Telling personal experiences in an attractive and appropriate manner.
- 18- Giving a fully-fledged short speech.
- 19- Discussing a specific matter and inferring the findings among the participants' opinions.
- 20- Making a phone conversation with one of the Arabic speakers.

B- The goals of reading skill:

- 1- Reading the text from the right to left smoothly.
- 2- Knowing new words that denote a specific meaning (synonyms).
- 3- Knowing several meanings for one word (polysomy).
- 4- Analyzing the reading text into paragraphs to reveal the relations between them.
- 5- Identifying the ideas of the text and memorizing them upon reading.
- 6- Eliciting the general meaning of the reading text.
- 7- Differentiating between primary and secondary ideas.
- 8- Realizing the changes of the meaning in the light of changes in structures.
- 9- Choosing specifics that either support or refute ideas.



- 10- Grasping the implicit meaning.
- 11- Adapting speed reading according to its particular goals.
- 12- Focusing on meaning upon quick reading.
- 13- Using dictionaries, glossaries, and Arabic encyclopedia.
- 14- Differentiating between facts and opinions in the reading text.
- 15- Reading the text from the last line to the first line.
- 16- Revealing points of similarities among presented facts.
- 17- Conveying meaning within the right speed by loud reading.
- 18- Summarizing the ideas of the text adequately.
- 19- The accurate pronunciation by taking into consideration diacritic marks when loud reading.
- 20- Using the introduction, index, table of contents, chapters, the headlines, references, tables, figures, appendices, and dictionaries that are existed at the end of the books.

C- The goals of writing skill:

- 1- Rendering the words on board or book accurately.
- 2- Acknowledging the method of writing alphabetical words in its various shapes and situations.
- 3- Getting used to write from right to left easily.
- 4- Writing the Arabic words by using block or cursive letters and differentiating the shapes of letters.
- 5- Writing clearly without any ambiguity.
- 6- Distinguishing between the words that are pronounced but not written or vice versa.
- 7- Taking into account the primary spelling rules in writing.
- 8- Taking into consideration the organization and the structure of writing by adding an aesthetic aspect.
- 9- Considering the characteristics of Arabic writings such as: extension, nunation, and stress.
- 10- Considering punctuation marks when writing.
- 11- Summarizing the reading text by writing in an appropriate and adequate manner.
- 12- Translating the ideas in paragraphs by using the appropriate synonyms and structures.
- 13- Writing quickly and neatly.
- 14- Describing a landscape precisely, accurately, and in a reading manner.
- 15- Writing a job application.
- 16- Writing a brief report about a specific problem or issue.
- 17- Filling the required data for governmental forms.
- 18- Considering the proportionality between letters in terms of their length, width, and the harmony of words whether their positions or dimensions (Dr. Rashde Ahmad Tamiah: teaching Arabic Language for Non-native Speakers: its methods and approaches).



The subsidiary goals for teaching Arabic language for speakers of other languages are divided into: linguistic, cultural, and communication goals as follows:

A- Linguistic goals:

- 1- Reading the holy Quran and Hadith.
- 2- Reading the printed Arabic language in books and Arabic newspapers.
- 3- Realizing the beauty of Arabic language and its eloquent in terms of its literary heritage.
- 4- Studying and specializing in one of the Arabic language sciences.
- 5- Reaching the linguistic level that enables students to enroll in the university studies.
- 6- Acknowledging information and knowledge of Arabic language.
- 7- Speaking in Arabic language with friends.
- 8- Listening to Arabic broadcasts programs.

B- Communication goals:

- 1- Listening to Arabic speakers thoroughly.
- 2- Speaking in Arabic language in various life situations and interacting with Arab speakers and their culture.
- 3- Speaking in Arabic language for spreading Islamic religion.
- 4- Writing Arabic language with correct spelling and expressing ideas in a proper language.

C- Cultural Goals:

- 1- Understanding Islamic religion, its pillars, creeds, worships, and legislations.
- 2- Understanding the interpretation of the holy Quran.
- 3- Understanding Hadiths and biography of the prophet Mohammad peace be upon him (PBUH).
- 4- Understanding and being familiar with Islamic history.
- 5- Obtaining a body of information and knowledge of Arabic culture.
- 6- Obtaining a body of information and knowledge about cultures and Arabic countries (Dr. Rashde Ahmad Tamiah: teaching Arabic Language for Non-native Speakers: its methods and approaches).

Third: interlanguage fossilization in teaching Arabic for speakers of other languages:

1-Defining interlanguage fossilization:

The term fossilization is associated with the acquisition of second languages. It is the cessation of linguistic development in the language acquisition. Therefore, the student's language does not belong either to his/her first language or to the second language whether internally, partially or periodically, at the four language levels, namely: phonemic, morphological, syntactical, semantic, or some of them, without keeping or preserving the amount of exposure of the second language whether the students' interaction with the second language, or his/her motivation in learning it.

It is also defined as the process by which linguistic errors become as behaviors that cannot be easily corrected. Among its definitions is that it increases the difficulty in acquiring a second or foreign language to the point where the teacher feels that the student is not capable of learning anything new, or it is hardly possible to notice his acquisition of some morphological structures, or vocabulary. It can be said that fossilization is a kind of stagnation of the second language acquisition. It means that some linguistic structures or constructs have been acquired partially, incompletely, or incorrectly. Linguistic fossilization is closely related to the staging language, but it is a connection that suggests stopping the growth of the linguistic systems of the target language, and it might be considered as a feature of it. (Dr. Mahmoud Ismail Sinni: Linguistic Convergence and Error Analysis).

2- When does the interlanguage fossilization occur?

Studies conducted on this subject did not specify a particular level for its occurrence, but from the intermediate level onwards, linguistic fossilization can be observed among some students. Some

researchers have attributed linguistic fossilization to the age of students and the critical period in acquiring a second or foreign language, but the ability of others belonging to the same category questioned this statement. Also, language fossilization may occur in a learning environment or even in the target language environment. It is possible to observe some immigrants who spent their lives in a new country without being able to acquire the target language except for some simple expressions that barely enable them to communicate about their daily needs.

3- The types of interlanguage fossilization

There are various types of interlanguage fossilization, namely:

- **Internal interlanguage fossilization:** involves the four linguistic levels with all its peculiarities.
- **Partial interlanguage fossilization:** involves a pattern, a linguistic level, or some of its peculiarities.
- **Periodical interlanguage fossilization:** means the fossilization for a pattern of linguistic structures and goes beyond that, such as pronouncing Heth/ح as He/هاء/ or Ayin/عين as Hamza/همزة

4- Instances of interlanguage fossilization:

It represents the fossilization in the language structures in its various levels, it might occur at the following levels:

- **Phonemic:** as mixing Hamza, Ayin, Heth, and He letters...etc.
- **Morphologic:** placing the second weight (verb) on the fifth weight (noun) or vice versa, such as the word change as a (noun) become change as a (verb) or the word shape as a (noun) become shape as a (verb).... etc.
- **Syntactic:** it entails masculine-feminine contrast or verbs and subjects definite and indefinite.
- **Semantic:** using the words in different contexts that does not convey its denotative meaning such as using (liar) in an imprecise context.

5-The reasons behind the interlanguage fossilization:

According to the linguistics, there are various reasons behind it such as:

- Inaccurate rendering of the first language systems to the target language.
- Overgeneralization.
- Using inappropriate teaching practices and techniques.

6- Methods for overcoming interlanguage fossilization:

- Teaching linguistic patterns and structures.
- Focusing on both structure and meaning.
- Enhancing corrective feedback.
- Community integration.

Fourth: the impact of idiomatic expressions in teaching Arabic language for speakers of other languages:

Teachers face major problems while teaching Arabic language for non-native speakers such as the structure of Arabic sentence, its peculiar pattern, and the arrangement of its vocabulary items. For instance, the student might say (I want read, rather than I want to read). Besides, s/he might say (a person's weakness is money, rather than a person weak point is money). All in all, such mistakes might confront a foreign student and drive the teachers to pinpoint the sentence fragment. As a consequence, the teachers observe that the composition and construction of the Arabic sentence constitute this challenge. In addition, they observe the apparent weakness among students in understanding and employing idiomatic expressions because their meaning cannot be elicited from

its constituents. To clarify, their denotative meaning differs from their connotative meaning. Thus, the student becomes unable to grasp their embedded meanings.

As such, the student confronts a dilemma in conveying the Arabic idiomatic expression *على احر من الجمر* / *alla ahr mn aljamr*, which literally means to the warmest of coals. It is noteworthy that such expression means 'on pins and needles'. Also, *اعطاه الضوء الأخضر* / *atath al-daw al-akhadr*, which literally means to give him the green light. However, the connotative meaning of such expression is to give him the nod. Besides, the idiomatic expression *وضعه على الرف* / *wadah ala alraf*, which literally means to put something on the shelf, while the embedded meaning is to set something aside.

The student will be completely confused due to the embedded meaning of the idiomatic expressions. As a result, there we be a deficiency in connecting sentences to each other and an inaccuracy in the use of expressive methods even among outstanding students. Hence, authors should be interested in teaching the idiomatic expressions. A quick look at most of the books written, it can be observed that they did not take into account this aspect or pay attention to it, for any book that came up with an expression: *طوى صفحة الماضي*, started a new life, *دار في حلقة مفرغة*, his/her attempts were in vain, and so forth. Most important, the idiomatic expressions are difficult to comprehend. (Dr. Abdo Al-Rajhi: Teaching Arabic to foreigners and his contribution to the development of Standard Arabic research).

What are the idiomatic expressions? Why do they hinder the process of understanding reading and listening texts? What are their types? What are their functions?

1- Idiomatic Expressions

It is a phrase or a group of words established by usage as having a meaning not deducible from those of the individual words. The formation of the idiomatic expression is based on a group of words linked by semantic and structural factors that create a new semantic unit. To clarify, the expression: 'he gave him the nod' and 'as one man'. Each of them reflects the embedded meaning. Thus, the foreign student cannot grasp their intended meaning from their words. However, these expressions denote a particular meaning. To illustrate, the first idiom stands for the critical period, while the second idiom stands for solidarity.

2- Foreign student's comprehension of the language:

Idiomatic expressions seem to represent a stumbling block for second language student because of their reliance on the method of translating verbally, and the translation of these expressions is not only confined on the literal meaning of the word, but rather goes beyond it into the general meaning and includes a metaphorical aspect.

The learner often encounters these expressions, especially in the media, news, and original read texts. They constitute a problem for learners as their meaning cannot be rendered by using literal translation, although these expressions are not peculiar to a specific language. However, they are found in all languages and some of them are borrowed from other languages. For instance, Arabic language borrowed an idiomatic expression from other languages such as the idiom 'there is nothing new under the sun', 'the ice is melted between them', and 'the hotline'.

3- The typology of idiomatic expressions:

Idiomatic expressions do not follow a particular pattern, but rather take various patterns and shapes.

- **Descriptive idiomatic expression:** such as white hands, a long history, good sport, the open market, and broadlines.

- **Additional idiomatic expression:** such as empty-handed, beyond belief, powerless, the whole point, and the cornerstone.
- **Nominal idiomatic expression:** getting out of difficult situations, playing both sides of the coin, and his nose in the sky.
- **Verbal idiomatic expression:** put the points on the plot, set something aside, raise the white flag, open a new page, and give someone the nod, they are examples of verbal idiomatic expression.
- **Phrasal idiomatic expression:** from now on, on the basis of equality, and from A to Z, they constitute examples of phrasal idiomatic expressions.

4- The benefits of employing idiomatic expressions

- They make the body language as a whole rather than separate pieces.
- They contribute in language characteristics and understanding its structures.
- They improve the cognitive understanding and also facilitate the communication among languages.
- They give the student cultural background of the other language regarding the use of expressions and how to express situations by using these expressions.
- They reduce structural errors in sentence structure because these idioms represent a linguistic form in which the change does not occur. (Dr. Mahmoud Ismail Sinyi: The Use of Idiomatic Expressions in Teaching Arabic to Speakers of Other Languages).

Fifth: employing linguistic intelligences in teaching Arabic language for speakers of other languages.

A variety of theories recently facilitate the acquisition of foreign languages, particularly Arabic language. For instance, multiple intelligences theory that is considered useful in teaching Arabic language for speakers of other languages aims at motivating students who hold beliefs that Arabic language acquisition is difficult. The central idea of this theory is that every language is acquired according to the student's multiple intelligences. Learning and acquiring a language are connected with the learning methods and styles that differ from one person to another. etc. (The origin of this theory goes back to Dr. Howard Gardner, Professor of Education at Harvard University in 1981, Dr. Ali Madkour, Dr. Iman Howaidi: Teaching Arabic language to non-native speakers: Theory and Practice).

This theory has proven its effectiveness in teaching and learning foreign languages. As a matter of fact, it has been called "human intelligences" because it emphasizes the existence of many relatively independent mental abilities in each individual. As such, it provides teachers with eight methods of learning and teaching methods. It is clearly obvious that vocabulary-based education does not achieve the outcomes that the student and the teacher both aspire to. The more the language teacher employs other methods in the process of learning the Arabic language, the more effective learning becomes. The real question is how can we employ the theory of multiple intelligences into classes for teaching Arabic language to non-native speakers to achieve more linguistic and communicative competence in the Arabic language? particularly since the teacher's responsibility is to fulfill the linguistic needs of the learners through the differences between the learners themselves, which require a diversification of teaching activities for the sake of achieving the desired goal.

1- Linguistic intelligence: learners who are linguistically intelligent learn the language by the explanations and use of language with its vocabulary and structures, since they enjoy both receiving and producing it, and they love vocabulary games and listening to stories. It can be used in all classes, focusing on language acquisition through vocabulary such as:



- The explanations of Arabic language teacher.
- Printed and audio reports.
- Various readings.
- Filling the gaps exercises.

2- Visual intelligence:

The student who enjoys visual intelligence learns through his/her interest in shape, space, and color, and acquires language in a deeper way if it is related and presented in the light of shapes, drawings, pictures, colors, maps and tables. It can be employed through visual and other means in language learning and acquisition as in the examples below:

- The use of pictures and drawings for encouraging students to speak out in Arabic.
- Traffic signals.
- Mental maps.
- Games.

3- Kinesthetic Intelligence

It entails learning through movement. Accordingly, language acquisition can be enhanced by responding to requests and commands that require a kinesthetic response in order to show understanding and response. As illustrated in the following examples:

- Printing.
- Motor games.
- Treasure hunt.
- Drawing and painting.
- Competitions.

4- Human communication intelligence

The interpersonal skills are important in language learning as they relate to the ability to communicate effectively with others, and areas of its application are classified as follows:

- Pair work.
- Group work.
- Competitions and contests.
- Role-playing.
- Peer teaching.

5- Logical-Mathematical Intelligence

Since logical and mathematical thinking can be very useful when acquiring the grammar of a language: its grammar, its morphology, and its use. Derivation and weights are areas that provide fertile ground for employing this intelligence, and from the areas of its application:

- Classification and discrimination activities.
- Error detection and correction.
- Spelling.
- Clustering vocabulary items.

6- Self-Knowledge Intelligence

This intelligence reveals the skills that a person has and can use them in acquiring a new skill or language, and one of the areas of its application: writing diaries.



7- Musical-Rhythmic Intelligence

This intelligence is connected with listening carefully. The areas of its application are categorized as follows:

- Various types of listening.
- Poetry and prosody.
- Singing.

8- Naturalist Intelligence

As naturalist intelligence is related to understanding the world around us in terms of its method in using and learning language, thus, its application areas include:

- Trips and discoveries.
- Field visits (Abd Al-Hakim Al-Abd: Arabic for Foreigners: Axes, Lessons and a Bibliography).

Sixth: techniques for motivating non-Arabic speaking students

There are several strategies for motivating students to learn Arabic language that can be boiled down as follows:

- **Acknowledging students with the embedded goals behind learning Arabic language:**

It occurs by indicating the importance of the Arabic language in understanding the holy Qur'an, and its importance in reading the Islamic heritage from its Arabic sources, as well as by demonstrating the importance of Arabic in obtaining who masters it an important job. To illustrate, many institutions in foreign countries are now asking for employees who are fluent in the Arabic language, and these institutions have expanded to include security, medical, military, educational, communication, and other institutions.

- **Presenting the language in a context:**

The dead language is one that is no longer the native language of any community and it presents the student with truncated sentences. The aim of these sentences is to train the student on a specific basis, for example to train on the beginner and predicate. The following example is presented: The class is beautiful. For example, the student does not feel the value of the means or the end, thus, what is the meaning of a beautiful class? Why do we say that?

All these questions have no answer in the student's mind. Therefore, they are stored in his/her subconscious that the subject and predicate are not important, and this feeling drives him/her to abandon learning. Our duty towards teaching this language is to present it in attractive contexts in order to stimulate the student's motivation to learn Arabic.

- **Presenting the beneficial content for the student:**

Unfortunately, the contents of most Arabic language teaching books are almost devoid of valuable content for the foreign student. Owing to this reason -we- the teachers insist on our stance, believing in the content of our curricula. We have to reconsider our curricula, and our books should depend on the communicative approach. Therefore, the student feels the value of what s/he learns, and s/he will not feel the value of it until s/he is prepared with the text that meet his/her needs, such as: communications, transportation, food and drink lessons ... etc.

The benefit that the student acquires from these subjects is very important, especially for those foreigners who live in the Arab countries, noting the difference if these curricula are designed for students who do not live in Arab countries, where a curriculum is designed for them that includes valuable topics i.e. presenting a topic revolves around the manner in which Prophet (PBUH) used to eat, rather than presenting a topic whose title revolves around the restaurant. Also, the miracle of the prophet Mohammad in the Battle of the Trench when he called people to eat the shish that Jaber prepared, and wanted to honor the Prophet (PBUH). As illustrated above, such subject covers the food topic, which is considered valuable for a foreign student who does not live among Arabs.

- **Caring for students and encouraging them to continue learning Arabic language:**

The teacher should pierce the depths of the students by asking them about their hopes and goals and optimizing their goals and encouraging them to achieve their goals by giving examples of non-Arab researchers who specialized and expertized in Arabic language, such as Al-Bukhari, Sibawayh, Abu Al-Hassan Al-Nadwi, and many others. If we encourage students to learn the language, this does not mean that we must overestimate them and giving them higher values than they deserve, since encouraging students and grading them are irrelevant, thus, the student must have some fear, and this fear is what is called fear motivation, which induces students to improve their performance.

- **Getting students to participate positively:**

The old teaching methods, the student's attitude was negative was negative i.e., the s/he is a recipient and listener of the teacher. However, the student's attitudes in the modern teaching methods are positive i.e., s/he has an active participation in learning. In other words, s/he learn by working, writing, designing, analyzing.

- **Diversifying activities:**

Activities mean: putting the student in a stimulating linguistic situation, and stimulating him to practice the language, including seasonal activities presented in the classroom, such as: the student talks about his city with pictures, and s/he talks about a landmark, or a place from places. Including extracurricular activities, such as: going with students to a place, getting to know it and talking about it in the second language after preparing the necessary information for it beforehand, in which names are associated with their designations and this is an important method of language learning. It is also possible to create an Arab environment from scratch by setting conditions and terms for it, and there are several experiments carried out by activists in Turkey, Malaysia, Indonesia and other countries, thus, the artificial environment had a wondrous effect on learning the target language. Of course, such activities stimulate students' motivation towards learning the Arabic language. (Abdullah Idris, Mowafak Al-Qusairi: Educational Technology and Innovative Capability)

- **Reinforcing:**

It is a statement, action, or report by the teacher for introducing the student to the extent of progress s/he has made or the extent of his success in learning the language, and this is called positive reinforcement, or to pinpoint the student's mistakes in order to make him/her feel dissatisfied with the forms of his/her performance. This is called negative reinforcement.

- **Overcoming boredom:**

Recreation is a necessity because the soul is bored with monotony and repetition. Accordingly, there is a need to change from time to time in the teaching methods and styles. Such change could be a beautiful twist, a funny story, sports game, or something else, depending on the situation in which



the students are, thus, the teacher who does not put a smile on students' faces, which the student's subconscious rejects, and thus bored him/her, and there is no response to learning. Within this context, it is recommended that every teacher who practices language education to foreigners read a book about jokes and funny stories to narrate to students according to their context.

- **Human relations in the classroom**

Dealing with old student is different from dealing with the young sensitive because dealing with the old is sensitive. Therefore, teachers should maintain a friendly atmosphere between them and the students. In fact, learning among adults is an emotional, intellectual, and behavioral feeling, it is impossible for the student to benefit from the teacher s/he does not like because the older students begin the process of learning from their feelings. Thus, their thinking reflects their behavior, i.e. the student's linguistic behavior cannot change until s/he changes his/her mode of thinking. It can be noticed that changing the feeling is a critical issue for the elder. Therefore, the teacher should be friendly with students in order to stimulate students' motivation

- **Teacher's Enthusiasm:**

It plays an important role in students' motivation. The enthusiasm is contagious. To clarify, if the teacher is not excited, the students will be not excited as well. The teacher's enthusiasm stems from self-confidence, students, and the pleasure of teaching. Some teachers enter the classroom without passion and enthusiasm; thus, they will negatively affect the students' psyche and their motivation in learning. As for that teacher who enters with passion and enthusiasm, s/he will positively affect the students' psyche and their motivation in learning. (Mahmoud Kamel Alnaqah: Arabic Teaching Programs for Muslims' Speakers of Other Languages in Light of Their Motives).

Conclusion

Teaching Arabic for non-Arabic speakers represent a religious, national. and social duty that highlights our Arabic language as a rich and r global language, and brings people from different cultures close to each other, who are looking forward to discover this humanitarian culture. As a matter of fact, there are many who misuse Arabic language due to their inability to grasp its embedded linguistic abilities. As a consequence, it reduces the intensity of the hostility on the part of the West to the Arab nation, that hostility resulting from distortion of the Arab image and ignorance of its truth, and can keep pace with modern teaching methods, communication, and technologies. To the best of the researcher's knowledge, our role to make efforts to facilitate its education and spreading it all over the earth, thus, restoring its status, highlighting our identity, and spreading our culture.

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