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# The Reasons For The Weakness Of Dictation Skills Amongst Non-Arab Learners Of Arabic Language At Al- Imam Abdulrahman Bin Faisal University, Ksa

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## Abstract

Teaching language, any language, aims at providing students with four basic skills in listening, speaking, reading, and writing, and to develop these skills so that they reach a linguistic level which enables them to use this language properly. It was noticed that dictation errors are still widespread in students' writings of Arabic texts, and these errors may prevent them from being properly understood when they communicate with others either in speech or in writing, and this weakness may be an obstacle for them to continue studying in the university, and may even affect their future chances to get a job, especially jobs based on Arabic writing skills. So, the lessons of dictation must take its adequate attention within the context of teaching Arabic for non-Arab learners. Teachers must know the effective strategies of teaching diction in order to get the best use of the lesson. This paper aims to find out the reasons that lead to weakness in this important skill, dictation, among non-Arabic speakers at Al-Imam Abdulrahman bin Faisal University.

**Keywords:** Weakness of Dictation Skills, Non-Arab Learners, Arabic Language.

## I. INTRODUCTION

Teaching Arabic to non-Arabic speakers aims at providing students with basic skills in listening, speaking, reading, and writing, and to develop these skills so that they reach a linguistic level which enables them to use Arabic properly.

According to Ibrahim (n.d.), dictation is one of the most important skills of the Arabic language as it has a distinguished position between the branches of the language, and if grammatical and morphologic rules are means for correct writing in terms of expression, dictation is the means for it in terms of the written image (P:193).

According to Samak, 1998, dictation lessons have a significant impact on the lives of learners (P: 355). Dictation gives the learner useful educational qualities, as it makes him more careful and accurate observing, and raises his power of governance, patience, order, cleanliness, speed of criticism, control of hand movements, control of writing, speed of understanding.

It was noticed that dictation errors are still widespread in students' writings, and these errors may prevent them from being properly understood, and this weakness may be an obstacle for them to continue studying in the university, and may even affect their future chances to get a job, especially jobs based on Arabic writing skills (Ibrahim, D.T., P.: 193).

So, the lessons of dictation must take its adequate attention within the context of teaching Arabic for non-Arab learners. Teachers must know the effective strategies of teaching diction in order to get the best use of the lesson. Fadlallah believes that the purpose of dictation course is to preserve the writer's pen from mistakes that lead to misunderstanding, wrong judging the validity and integrity of written text. It is a good tool for the integrity of expression and understanding (Fadlallah, 1997, P: 9).

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This paper aims to find out the reasons that lead to weakness in this important skill, dictation, among non-Arabic speakers at Al-Imam Abdulrahman bin Faisal University.

### **1.1 Problem Statement:**

Vulnerability in dictation is an important educational problem due to its negative effects on teaching for non-Arabic speakers in particular and education in general. This vulnerability is one of essential elements for educational loss, that deprives the community and the whole world from qualified personnel needed to increase the skillful, educated human resources.

Through the researcher's experience, clear indicators for weakness in dictation skills were detected, and demonstrated in writings of the students, where no page without at least five errors.

This led the researcher to conduct an exploration study amongst (30) faculty teachers who are teaching the non-Arabic-speaking students at the University, to check the level of language skills amongst their students. It was agreed that there is an incapability of the non-Arabic-speaking students in dictation skills. The reasons of the phenomenon and the ways to handle are still controversial. The situation of the problem at Al-Imam Abdulrahman bin Faisal University was not studied. So, this paper is to fill this gap, to show reasons of the problem in this context and ways to face.

### **1.2 Research questions:**

The main research problem is:

- What are the reasons for the weakness in the dictation skills among non- Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University?

To answer this main question, the following sub-questions must be answered:

1. What is the role of the teacher in causing the weakness in dictation skills among non-Arabic speaking learners at the University from the students' perspective?
2. What is the role of the student that make him weak in the dictation skill from the teachers' perspective?
3. What is the role of the curriculum in making the weakness in the dictation from the students' perspective?
4. What is the role of the curriculum in making the weakness in the dictation skill from the teachers' perspective?
5. Are there statistically significant differences between the average responses of students about the role of the (teacher, curriculum) in this regard.?
6. Are there statistically significant differences between the average responses of teachers about the role of the (student, curriculum) in this regard?
7. Are there statistically significant differences between the average responses of students and teachers about the role of the curriculum in this regard.?

### **1.3 Research objectives:**

This research aims to find out the causes of weakness related to three elements (teacher-student- curriculum) in dictation skill, as follows:

-Identification of the teacher's role in weakness of dictation skill according to the students'perspective.

- Identification of the student's role in weakness of dictation skill according to the teachers' perspective.

- Identification of the curriculum's role in weakness of dictation skill according to the teachers' perspective.

- Identification of the curriculum's role in weakness of dictation skill according to the students' perspective.

#### **1.4 The importance of research:**

##### 1- Theoretical importance:

- Diagnosis of weaknesses in dictation among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University from teachers' and students' perspectives.
- Dragging attention to the seriousness of the problem of weakness in dictation skills, and the importance of looking for effective solutions to the problem.
- Identifying the solutions that will be proposed for the shortcomings of (teachers-students-curriculum) that have led to weakness in dictation skill.

##### 2- Applied importance:

- Developing the level of non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University in dictation skills.
- Offering proposals that can help teachers to treat dictation impairment among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University.
- Helping the decision makers to develop the curriculum and teachers, the methods of teaching Arabic to non-Arabic speakers in general and the skill of dictation in particular.

#### **1.4 Limitation of research:**

##### Objective limitations:

This research was limited to finding out the reasons for the weakness in the dictation skill among the non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University through the following roles:

1. The teacher's role in dictation weakness.
- 2- The student's role in dictation weakness.
- 3- The role of the curriculum in dictation weakness.

##### Geographic limitations:

The application of this research was limited to faculty members and students from non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University.

##### Time limitations:

The second semester of the academic year 1441/ 1442E.

#### **1.5 Research terminology:**

##### Weakness:

The researcher describes weakness as the failure of learners to obtain the grades that qualify them to succeed in different subjects.

Dictation: "It is an accurate measure by which students can stand in writing, and it is also a dimension of writing training" (Fadlallah, 1997, P: 9).

The researcher describes the dictation as: drawing words and sentences correctly in accordance with the customary dictation rules.

#### **1.6 The theoretical framework of the research:**

The theoretical framework for this research includes two axis's:

- The concept of dictation and the current situation of performing dictation lessons in our schools.
- Reasons of the weakness in dictation amongst students.

### **1.6.1 Axis 1: The concept of dictation and how it is performed in classes:**

Dictation means: "Writing words correctly in spelling with punctuation in writing" (Shehata, 1993, P: 226). Ibrahim (2009) defines dictation as "writing a text dictated by the teacher to students in order to determine their linguistic ability, their knowledge of the rules of language formations, and their understanding of the differences between some letters in their pronunciation." P: 147

Dictation education in the field of teaching Arabic to non-Arab speakers is a branch that has not given the great attention it deserves. Fadlallah (1997, P: 9) mentioned that "Dictation did not have the proper place in the curriculum, despite the importance of teaching it for Arabic language, and for other subjects, despite its usefulness to the student in his scientific and practical life."

Yunus (2000, P: 479) believes that the dictation lesson is a technical lesson that must follow certain steps,

As a result of the shortcomings in the reality of dictation education in the field of teaching Arabic for non-Arabic speakers, dictation difficulties often face students, including writing hazahs of all kinds, writing Alf Maqsurah, words that have deleted or added to some letters and the inability to distinguish between open and tied T, etc.

### **1.6.2 Axis 2: Reasons for weakness in dictation:**

1- Reasons related to the nature of Arabic writing: The Arabic writing system has characteristics that make the chances of error in writing are common. Just to mention some according to Jafar A (1425 H, P: 315): "Many Arabic letters are similar, the different characters in the drawing of same letter in the word, and the placement of characters (Harakat) on letters." These characteristics also include the placement of dots on some letters not others.

2- Reasons related to the learner: Yunus (2000, P: 476) believes that these reasons are hesitation, non-discrimination of converging sounds, poor senses, low intelligence, poor visual observation, inability to remember, and motor inconsistency.

3- Administrative reasons: According to Shehata (1993, P: 330), these are represented by the multiple burdens of teachers, the high density of classrooms, the small number of teachers, the lack of incentives for qualified teachers, the automated transfer of learners, the poor language preparation of some teachers, and so forth.

4. Reasons related to teaching methods: According to Jafar A (1425, P: 314), these factors includes that the teaching of dictation is based on a test method which is testing the learner in difficult and lengthy words and away from the written dictionary of the learner, that the dictation lesson is not related to Arabic language branches and subjects, and that the treatment of learners' dictation errors is limited to what is in the dictation booklets.

## **II. PREVIOUS STUDIES**

Algarah Study (2013): The study aimed to answer to the following question: What dictation mistakes do students in the Department of Arabic language in the Faculty of Education, University of Karbala do? The most notable result was the lack of training given to the students to write words in previous levels before the university.

Tamimi Study (2014) aimed to find out the causes of dictation weakness among students of the Faculty of Management and Economics at Baghdad University and the methods of treating them from the point of view of teachers and students. It was concluded that, teachers do not know the learning objectives, lack of experience teaching, students neglect to prepare the duties assigned to them, students' lack of willingness to attend Arabic language classes, lack of capabilities to apply modern teaching methods.

Rahim Study (2017): aimed to find out the reasons behind the poor level of middle school students in dictation from the point of view of Arabic language teachers. The results showed that there are number of reasons that lead to a poor level of students in dictation including: the teacher's lack of interest in dictation lesson, the lack of interest of the student in understanding dictation rules, the education system that put only one class for dictation lessons per week and etc.

Qaja Study (2019): The study aimed to identify the forms of dictation errors common in the writing of primary school students, and to underly the causes of dictation errors. The research concluded a set of results including: no adequate training in basic skills, poor language training of teachers, low level of intelligence in some students, poor vision, lack of motivation, frequent students' absence, and others.

Al Hamrani Study (2020): aimed to find out "the causes of dictation errors in the primary level from the point of view of Arabic language teachers The research came up with a set of results, the most important of which was: the lack of willingness of Arabic language teachers to teach this subject, the lack of consideration given to the teaching methods that take into account the individual differences between pupils, the belief of a large number of teachers that dictation is a test and not a teaching, the lack of correlation between dictation and the branches of the Arabic language when teaching it, the lack of reliance of teachers on a unified standard in correction and writing questions

### **III. RESEARCH METHODOLOGY**

#### **3.1 Research approach:**

Based on the research problem and objectives, the descriptive approach was used in this study, as it looked at the phenomenon as it actually exists in reality and is concerned to precise description, qualitative or quantitative expression. The qualitative expression describes the phenomenon and shows its characteristics, while the quantitative expression gives us a digital description of the value of the phenomenon, or its size. This approach is not only collecting data and tabulate it, but also it goes further because it contains some interpretation of these data. So, based on the nature of the research problem, its questions and objectives, two types of descriptive approach have been applied as follows:

1- Descriptive Survey approach: to find out the reasons for the weakness in the dictation skill amongst the students from the point of view of students and teachers.

2- Comparative descriptive approach: to reveal the differences between the average responses of the sample of the research participants towards the causes of weakness in the dictation skill amongst the non-Arabic speaking learners, according to variables (nationality, specialization, level of study) for students, and by the scientific rank of teachers.

#### **3.2 Research community:**

The research community is as follows:

All non- Arab speaking learners studying Arabic language at Al-Imam Abdul Rahman Bin Faisal University that are estimated as 40 students according to the official statistics for the second semester of 1441/1442 H.

All faculty members teaching Arabic language for non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University, that are estimated as 18 teachers according to the statistics available at the university official during the second semester of 1441/1442 H.

### 3.3 Search sample:

1- There was a preliminary study included sample of (9) students, (7) teachers that were randomly selected from the research community with the aim of ascertaining the validity and reliability of the research tool.

2- After ensuring that the validity and reliability of the research tool, and due to the limited search community and easy access to all its participants, the research has been applied to the entire community. The number of questionnaires completed and valid for statistical analysis was (29) students, and (10) for faculty members.

**Table (1): The nationalities of the students participated in this research**

Nationality	Number	%
Benin	2	6.9
Chad	2	6.9
Nigeria	1	3.4
Senegal	2	6.9
Togo	3	10.3
Ghana	1	3.4
Sierra Leone	1	3.4
Afghan	3	10.3
Philippines	3	10.3
Burkina	2	6.9
Somalia	2	6.9
Tanzania	1	3.4
Niger	2	6.9
Indonesia	4	13.8
Total	29	100

Because there is (only one student) in some nationalities, and the ease of conducting statistical analysis, the students were classified according to nationality into two categories (African-Asian) as follows:

**Table (2): Distribution of student sample by nationality after integration**

Nationality	Number	%
African	19	56.5
Asian	10	43.5
Total	29	100

The number of students in the research sample of African nationality was 19 students (56.5%), and Asian nationality was 10 students (43.5%).

**Table (3): Distribution of students' sample by specialization**

Specialization	Number	%
Qur'anic studies	6	20.69
Shari'a	23	79.31
Total	29	100

The number of students of the research sample at Qur'anic studies was 6 students (20.69%), and at the specialization of Shari'a was 23 students (79.31%).

**Table (4): Distribution of students' sample by school level**

School level	Number	%
Second	2	6.9
Third	2	6.9
Fourth	5	17.2
Fifth	3	10.3
Sixth	10	34.5
Seventh	2	6.9
Eighth	5	17.2
Total	29	100

The number of students at different levels ranged from (2) students in the second, third and seventh levels, to (10) students in the sixth level.

**Table (5): Distribution of teachers' sample by scientific rank**

Scientific rank	Number	%
lecturer	2	20
Assistant	5	50
Associate	3	30
Total	10	100

The number of teachers at the research sample according to the scientific rank was 2 lecturers (20%), 5 assistant professors (50%), and 3 associate professors (30%).

### 3.4 Search tools:

The researcher used two questionnaires as tools for the current research. After setting the goals of the search tools to find out the reasons for the weakness in dictation skills among non-Arabic speaking learners studying Arabic language at Al-Imam Abdulrahman bin Faisal University from the point of view of students and teachers, search has been carried out through the online databases, education journals, periodicals. In the light of all of the above, the two questionnaires were drafted and distributed along the axes of research.

Validity and reliability of the research tools: The authenticity of the search tools was confirmed in two ways (the authenticity of the arbitrators - the authenticity of internal consistency) through the application on preliminary sample. The following results were obtained:

- The validity testing by reviewers: The research tools were presented to a group of competent and experienced arbitrators from faculty members specializing in linguistics, curricula and teaching methods, and a letter was addressed to the arbitrators explaining the problem and objectives of the research and its questions. The number of reviewers is 11.
- Reliability of internal consistency: The reliability of internal consistency was confirmed by calculating Pearson's correlation factor between the score of each paragraph and the overall score of the axis to which the paragraph belonged, through the application to the aforementioned exploration on a preliminary sample. The following results were obtained:

**Table 6: Reliability of internal consistency at the students' questionnaire**

Axis 1: The role of the				Axis 2: The role of the			
Paragr	Correl	Paragr	Correl	Parag	Correl	Parag	Correl
1	0.71	8	0.72	1	0.76	6	0.73
2	0.78	9	0.75	2	0.78	7	0.71
3	0.76	10	0.78	3	0.72	8	0.77
4	0.77	11	0.77	4	0.71	9	0.78

5	0.71	12	0.73	5	0.75		
6	0.74	13	0.77				
7	0.76						

Correlation values ranged from (0.71) to (0.78), and all correlation values are positive, and statistically highly significant at the level (0.05) indicating the reliability internal consistency, between the degree of each paragraph and the degree of the axis to which it belongs.

**Table 7: Reliability of internal consistency at the teachers' questionnaire**

Axis 1: The role of the				Axis 2: The role of the curriculum			
Paragr	Correlat	Paragr	Correlat	Parag	Correlat	Parag	Correlat
1	0.79	7	0.77	1	0.76	6	0.78
2	0.78	8	0.79	2	0.77	7	0.76
3	0.77	9	0.79	3	0.79	8	0.79
4	0.76	10	0.76	4	0.76	9	0.77
5	0.79	11	0.77	5	0.77		
6	0.78						
7	0.76						

correlation values ranged from (0.76) to (0.79), and all correlation values are positive, and statistically highly significant at the level (0.05) and indicate the reliability of internal consistency, between the degree of each paragraph and the degree of the axis to which it belongs.

### 3.5 Stability of research tools

The stability of the research tools was confirmed through application of Cronbach Alpha as mentioned before by using a preliminary exploration study. The following results were obtained.

**Table (8): Cronbach Alpha for the stability of the students' questionnaire**

Axis		Cronbach Alpha
The	The role of the teachers	0.93
Second	The role of the	0.91

Value of Cronbach Alpha was (0.93) for the first axis and (0.91) for the second axis which are high and indicate that students' questionnaire is achieving a high stability.

**Table (9): Cronbach Alpha for the stability of the teachers' questionnaire**

Axis		Cronbach
The	The role of the students	0.93
Second	The role of the curriculum	0.92

Value of Cronbach Alpha was (0.93) for the first axis and (0.92) for the second axis which are high and indicate that teachers' questionnaire is achieving a high stability.

### 3.6 Analysis of the research tools:

A five-grade scale was used to correct research sample responses on research tool paragraphs, so that grade (1) was given to respond (strongly disagree), grade (2) to respond (disagree), grade (3) to respond (to some extent), grade (4) to respond (agree), and grade (5) to respond (strongly agree). According to the five-grade scale, the following criteria were used to judge the value of the average response to each paragraph.



- Response range = highest score - lowest score = 5-1 = 4
- Class length = response range / number of response categories = 4/5 = 0.80

**Table (10): The judge criteria for the values of averages**

Average	Response
From 1 to Less than 1.81	Strongly disagree
From 1.81 to less than 2.61	Disagree
From 2.61 to less than 3.41	Somehow
From 3.41 to less than 4.21	Agree
From 4.21 to 5	Strongly agree

### 3.7 Statistical methods:

To answer research questions, the following statistical methods were used:

- 1- Frequency and percentage was used to describe the research sample for the preliminary data, and for the responses of the research sample to the paragraphs of the questionnaire.
- 2- Average was used to calculate the value given by the members of the research sample for each paragraph or set of paragraphs (axis).
- 3- Standard deviation, to see how far responses are scattered from the average.
- 4- Mann-Whitney U test to compare averages of research sample responses by variable (nationality - specialization)
- 5- Kruskal-WallisTest to compare averages of the research sample responses by variable (academic level- scientific rank).

## IV. RESULTS AND DISCUSSION

In the current part, research questions are answered, and results were obtained concerning knowledge of the reasons for the weakness in dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal University, from the point of view of students and teachers. To reveal the differences between the responses' average of the members of the research sample regarding the causes of the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal University, according to variables (nationality- specialization - academic level) for students, and by the scientific rank of teachers. Then discussion and interpretation of these results to show the extent to which they agree or differ with previous studies, as follows:

**Question 1:** What is the role of the teacher in the weakness of the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the students' perspective?

Frequencies (F), percentages (%), averages, standard deviations and arrangements were used to get the following results:

**Table (11): Frequencies (F), percentages (%), arithmetic averages and standard deviations for the role of the teachers in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the students' perspective.**

No .	F	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree	Average	SD	Grade		
	%										
8	Low level of interest in the treatment of learning difficulties among Arabic language learners speaking otherwise										1
	F	18	7	3	1	0	4.45	0.87	Strongly agree.		
	%	62.07	24.14	10.34	3.45	0.00					
13	Neglect to identify common dictation errors in students										2
	F	16	7	1	4	1	4.14	1.22	Agree		
	%	55.17	24.14	3.45	13.79	3.45					
1	The heavy burden on the professor affects his performance to explain dictation lessons.										3
	F	13	6	4	5	1	3.86	1.27	Agree		
	%	44.83	20.69	13.79	17.24	3.45					
9	Lack of recognition and work to meet students' needs										4
	F	11	8	4	5	1	3.79	1.23	Agree		
	%	37.93	27.59	13.79	17.24	3.45					
3	Poor nutrition in student books										5
	F	11	7	4	6	1	3.72	1.27	Agree		
	%	37.93	24.14	13.79	20.69	3.45					
12	The professor used spell testing only from calendar methods										6
	F	7	12	2	8	0	3.62	1.14	Agree		
	%	24.14	41.38	6.90	27.59	0.00					
2	Professor's negative comments about dictation errors for students are disheartening										7
	F	13	3	4	7	2	3.61	1.44	Agree		
	%	44.83	10.34	13.79	24.14	6.90					
4	Poor professor's competence in explaining dictation lessons										8
	F	11	6	2	8	2	3.55	1.42	Agree		
	%	37.93	20.69	6.90	27.59	6.90					
10	The professor's use of inappropriate strategies in writing education										9
	F	10	7	3	6	3	3.52	1.43	Agree		
	%	34.48	24.14	10.34	20.69	10.34					
5	Professor's neglect of individual differences between students										10
	F	9	5	4	7	4	3.28	1.48	Neutral		
	%	31.03	17.24	13.79	24.14	13.79					
6	Lack of opportunity for students to discuss and inquire										11
	F	8	6	1	10	4	3.15	1.50	Neutral		
	%	27.59	20.69	3.45	34.48	13.79					
11	Professor's loss to promote students' correct answers										12
	F	9	5	2	7	6	3.14	1.59	Neutral		
	%	31.03	17.24	6.90	24.14	20.69					
7	The professor rejected the opinions and suggestions of the students										13
	a	5	8	2	8	6	2.93	1.46	Neutral		
	%	17.24	27.59	6.90	27.59	20.69					
Overall average: 3.60								0.87	Agree	-	

The results at table (11) indicate that there is agreement from the students that the teacher has a role in the weakness of the dictation skills of students. The average of teachers ranged from (2.93- 4.45) and these averages fall into the response categories strongly agree (1 paragraph), agree (8 paragraphs) and somehow agree (4 paragraphs).

The top three paragraphs were as follows:

Paragraph (8): Low level of interest in the treatment of learning difficulties among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University, with responses as; strongly agree (62.07%), agree (24.14%), agree to some extent (10.34%), disagree (3.45%), with average (4.45) for the response (agree).

Paragraph (13): Neglecting to identify common dictation errors among students, with a response strongly agree (55.17%), agree (24.14%), agree to some extent (3.45%), disagree (13.79%), strongly disagree (3.45%) with an average (4.14) for the response (agree).

Paragraph (1): The heavy burden on the teachers affects his performance to explain dictation lessons, with response strongly agree (44.83%), agree (20.69%), agree to some extent (13.79%), disagree (17.24%), strongly disagree at all (3.45%) with an average (3.86) for the response (agree).

The fewest three paragraphs were as follows:

Paragraph (6), Lack of opportunity for students to discuss and inquire, with response strongly agree (27.59%), agree (20.69%), agree to some extent (3.45%), disagree (34.48%), strongly disagree (13.79%), with an average (3.15) for the response (agree to some extent).

Paragraph (11), loss of teachers' promotion to the correct answers from the students, with a response strongly agree (31.03%), agree (17.24%), agree to some extent (6.90%), disagree (24.14%), strongly disagree (20.69%). With an average (3.14) for the response (agree to some extent).

Paragraph (7), The teacher rejection to the opinions and proposals of the students, in response strongly agree (17.24%), agree (27.59%), agree to some extent (6.90%), disagree (27.59%), strongly disagree (20.69%). With an average (2.93) for the response of (agree to some extent).

### **Discussion of the first question:**

The results of the first question showed: the presence of a degree of agreement (high, and an average of 3.60) among students that the teacher has a role in the poor dictation skill of non-Arabic speaking learners at Al-Imam Abderrahman Bin Faisal University. The researcher concludes that the reason for this result is the teachers' concept that learning dictation skill is so difficult for non-Arabic speakers specially when comparing the non-Arabic speakers with the Arabic speakers whom dictation skill is weak also. So, the teachers may submit to the reality and assumed that the presence of dictation errors among non-Arabic speakers is normal, natural and not important, and it is more important to teach them conversational skills, which from the teachers' point of view may be much more important than dictation skills. This can also be due to the administrative and teaching burden on the teacher, the small number of faculty members specializing in teaching Arabic to non-Arabic speakers or in applied linguistics, the lack of incentives for qualified faculty members, and there is a weakness in the linguistic preparation of some faculty members.

**Question 2:** What is the role of the student in the weakness of the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the teachers' perspective?

To answer the second question, frequencies (F), percentages (%) and averages, standard deviations were used to study the responses of the research sample of the teachers at Al-Imam Abdulrahman bin Faisal University, as well as the calculation of the general average and general standard deviation, which represent the overall degree of the first axis in the teachers' questionnaire (the role of the students in the weakness of the dictation skills. The following results were obtained.

**Table (12): Frequencies (F), percentages (%), arithmetic averages and standard deviations for the role of the students in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the teachers' perspective.**

No .	F	Strongl y agree	Agre e	Agree to some exten t	Disagre e	Strongly disagre e	Averag e	SD	Grade
	%								
8	Students don't make much effort to understand dictation rules.								
	F	9	1	0	0	0	4.90	0.4 4	Strongl y agree.
	%	90.00	10.00	0.00	0.00	0.00			
2	The level of students in the hearing focus of dictation texts is low								
	F	8	2	0	0	0	4.80	0.4 2	Strongl y agree.
	%	80.00	20.00	0.00	0.00	0.00			
3	Students quickly forget about dictation rules								
	F	6	3	1	0	0	4.40	0.8 4	Strongl y agree.
	%	60.00	30.00	10.00	0.00	0.00			
5	Students' attention to the professor's explanation in the dictation skill lecture is weak.								
	F	6	2	2	0	0	4.40	0.9 6	Strongl y agree.
	%	60.00	20.00	20.00	0.00	0.00			
11	Students' focus is on dictation when writing on the word word, not on its image.								
	F	5	4	1	0	0	4.30	0.4 7	Strongl y agree.
	%	50.00	40.00	10.00	0.00	0.00			
7	Difficulty in inferring dictation rules								
	F	3	7	0	0	0	4.30	0.4 8	Strongl y agree.
	%	30.00	70.00	0.00	0.00	0.00			
1	Students believe it's hard to understand dictation rules								
	F	3	7	0	0	0	4.30	0.4 8	Strongl y agree.
	%	30.00	70.00	0.00	0.00	0.00			
10	Students' interest in grammar topics at the expense								
	F	3	5	2			4.10	0.7 3	Agree
	%	30.00	50.00	20.00	0.00	0.00			
10	The professor's use of inappropriate strategies in writing education of dictation topics								
	F	10	7	3	6	3	3.52	1.4 3	Agree
	%	34.48	24.14	10.34	20.69	10.34			
6	Difficulty applying to dictation lessons								
	F	3	6	0	0	1	4	1.1 5	Agree
	%	30.00	60.00	0.00	0.00	10.00			

No .	F	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree	Average	SD	Grade	
	%									
4	Students' poor interest in performing their dictation duties									1 1
	F	5	1	3	1	0	3.90	1.37	Agree	
	%	50.00	10.00	30.00	10.00	0.00				
9	Students view dictation rules as unhelpful to them									1 2
	F	0	1	6	1	2	2.60	1.35	Neutral	
	%	0.00	10.00	60.00	10.00	20.00				
Overall average: 4.18								0.67	Agree	-

The results at table (12) indicate that there is an agreement from the teachers that the students have a role in the weakness of the dictation skill among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University, where the general arithmetic average of the responses of teachers (4.18) and average 2.6 – 4.9 which falls in the responses of strongly agree (7 paragraphs), agree (3 paragraphs) and some extent agree (1 paragraph). The top three paragraphs were as follows:

Paragraph (8) "Students do not make much effort in understanding dictation rules" with a response as strongly agree (90%), agree (10%) with average (4.90) for the response (strongly agree).

Paragraph (2) "The level of students in the hearing concentration of dictation texts is weak" with a response as strongly agree (80%), agree (20%), with average (4.80) for the response (strongly agree).

Paragraph (5) "Students' attention to explanation by the teachers during the dictation skill lecture is weak" with a response strongly agree (60%), agree (20%), somehow agree (20%), with average (4.40) for the response (strongly agree). The fewest three paragraphs were as follows:

Paragraph (6) "Difficulty applying to dictation lessons" with a response as strongly agree (30%), agree (60%), strongly disagree (10%), with average (4) for the response (agree).

Paragraph (4) "Students' poor interest in performing their dictation duties" with a response strongly agree (50%), agree (10%), somehow agree (30%), disagree (10%), with average (3.90) for the response (agree).

Paragraph (9) "Students' attitude toward the dictation rules as not useful to them" with the response agree (10%), somehow agree (60%), disagree (10%), strongly disagree (20%). With an average (2.60) for the response (somehow agree).

### Discussion of the second question:

The results of the second question showed a high degree for the agree response (4.18) from the teachers' perspective that the student has a role in the weakness of the dictation skill among the non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University. The researcher believes that the reason for this result may be due to the fact that many students do not exert sufficient effort and time to learn dictation rules, and that they consider that allocating some minutes to study dictation rules may be enough, while reaching the mastery of these rules, takes long hours of training and many related exercises. This result may be also because the students depend on memorizing the shape of the word without understanding the dictation rule that require the word to be written in such shape. So having any minor change in the place of the word in the sentence, the

student loses the ability to write it correctly. The result can be also because of the boring factor that accompany the teaching of dictation skills and contributes to increased inattention among many students, while dictation skills must be taught in an interesting and interactive learning environment between students and teachers.

**Question 3:** What is the role of the curriculum in the weakness of the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the students' perspective?

Frequencies (F), percentages (%) and averages with standard deviations were used to study the responses of the research sample as well as the calculation of the general arithmetic average and general standard deviation, which represents the overall degree of the second axis in the student questionnaire, the following results were obtained:

**Table (13):** Frequencies (F), percentages (%), arithmetic averages and standard deviations for the role of the curriculum in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the students' perspective.

No.	F	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree	Average	SD	Grade	
	%									
7	Dictation topics include a lot of parts									
	F	14	9	2	4	0	4.14	1.06	Agree.	1
	%	48.28	31.03	6.90	13.79	0.00				
9	Lack of link between new and previous topics in dictation topics									
	F	12	8	2	5	2	3.79	1.34	Agree.	2
	%	41.38	27.59	6.90	17.24	6.90				
1	The information on the dictation topics is not a thing									
	F	10	5	9	4	1	3.66	1.20	Agree.	3
	%	34.48	17.24	31.03	13.79	3.45				
5	The way topics are presented in dictation skill provides an opportunity to think and conclude lowly									
	F	11	5	7	3	3	3.62	1.37	Agree.	4
	%	37.93	17.24	24.14	10.34	10.34				
4	Dictation topics provided are higher than the level of learners									
	F	6	12	3	7	1	3.52	1.18	Agree.	5
	%	20.69	41.38	10.34	24.14	3.45				
2	Too many dictation topics have burdened students.									
	F	10	5	2	11	1	3.41	1.40	Agree.	6
	%	34.48	17.24	6.90	37.93	3.45				
8	The content of dictation topics is not commensurate with students' inclinations and interests									
	F	6	10	4	8	1	3.41	1.21	Agree.	7
	%	20.69	34.48	13.79	27.59	3.45				
3	Dictation topics are free of illustrations and illustrations									
	F	9	5	5	7	3	3.34	1.42	Agree to some extent	8
	%	31.03	17.24	17.24	24.14	10.34				

No.	F	Strongly agree	Agree	Agree to some extent	Disagree	Strongly disagree	Average	SD	Grade	
	%									
6	Dictation training is not enough									
	F	8	5	4	11	1	3.28	1.33	Agree to some extent	9
	%	27.59	17.24	13.79	37.93	3.45				
Overall average: 3.57								0.91	Agree	-

The results at table (13) indicate that there is approval from students that the curriculum has a role in the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University, where the overall arithmetic average of students' responses (3.57). The top three paragraphs were as follows:

Paragraph (7) "Dictation topics contain a lot of parts" with a response as strongly agree (48.28%), agree (31.03%), agree to some extent (6.90%), disagree (13.79%), with average (4.14) and a response (agree).

Paragraph (9) "Lack of linking new topics with previous topics in dictation topics" with a response strongly agree (41.38%), agree (27.59%), agree to some extent (6.90%), disagree (17.24%), strongly disagree (6.90%). With an average (3.79) and a response (agree).

Paragraph (1) "Information on dictation topics is not certain" with a response as strongly agree (34.48%), agree (17.24%), agree to some extent (31.03%), disagree (13.79%), strongly disagree (3.45%). With an average (3.66) and a response (agree). The fewest three paragraphs were as follows:

Paragraph (8) "The content of dictation topics is not commensurate with students' inclinations and interests" in a response strongly agree (20.69%), agree (34.48%), agree to some extent (13.79%), disagree (27.59%), strongly disagree (3.45%). With an average (3.41) and a response (agree).

Paragraph (3) "Dictation topics are free of illustrations and illustrations" with a response strongly agree (31.03%), agree (17.24%), agree to some extent (17.24%), disagree (24.14%), strongly disagree (10.34%). With an average (3.34) as a response (agree to some extent).

Paragraph (6) "Dictation training is not enough" with a response strongly agree (27.59%), agree (17.24%), agree to some extent (13.79%), disagree (37.93%), strongly disagree (3.45%). With an average (3.28) for the response (agree to some extent).

### Discussion of the third question:

The results of the third question showed that there is a degree of high agreement with an average (3.57) among students that the curriculum has a role in the poor dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal University. The researcher believes that the reason for this result may be due to the fact that the level of the curriculum and the way of presentation of the dictation rules is not simplified, non-sequential, and complex, causing a lot of distraction among students. While focusing on the understanding element of the dictation rule, it gives the student the opportunity to derive, link and deduce, and thus have a lower chance of failing into dictation. This is because the curriculum does not enhance the opportunity for teamwork between the students, through the brainstorming processes required by some dictation issues in order to reach the dictation rule that was the reason for writing the word in that way, which makes every student take responsibility for own learning which is not preferred.

**Question 4:** What is the role of the curriculum in the weakness of the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the teachers' perspective?

To answer the fourth question, frequencies (F), percentages (%) and averages with standard deviations were used to study the responses of the research sample of non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University, as well as the calculation of the general arithmetic average and general standard deviation, which represents the overall degree of the second axis in the student questionnaire (the role of the curriculum in weakness in the dictation skill of non-Arabic speaking learners at Al-Imam Abdulrahman Bin Faisal University), and the following results were obtained:

**Table (14):** Frequencies (F), percentages (%), arithmetic averages and standard deviations for the role of the curriculum in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman Bin Faisal University from the teachers' perspective.

	F	Strongly agree.	Agree	Agree to some extent	disagree	Strongly disagree	Average	SD	Grade	Order
6	Dictation training is not enough									
	F	7	1	2	0	0	4.50	0.70	Strongly agree.	1
%	70.00	10.00	20.00	0.00	0.00					
4	Dictation topics provided are higher than the level of learners									
	F	6	3	1	0	0	4.50	0.85	Strongly agree.	2
%	60.00	30.00	10.00	0.00	0.00					
9	Lack of link between new and previous topics in dictation topics									
	F	3	7	0	0	0	4.30	0.48	Strongly agree.	3
%	30.00	70.00	0.00	0.00	0.00					
7	Dictation topics include a lot of parts									
	F	3	6	1	0	0	4.20	0.63	Agree	4
%	30.00	60.00	10.00	0.00	0.00					
1	Information on dictation topics is not naughty									
	F	3	5	1	0	1	3.90	1.19	Agree	5
%	30.00	50.00	10.00	0.00	10.00					
5	The way topics are presented in dictation skill provides an opportunity to think and conclude lowly									
	F	3	4	2	0	1	3.80	1.22	Agree	6
%	30.00	40.00	20.00	0.00	10.00					
8	The content of dictation topics is not commensurate with students' inclinations and interests									
	F	3	2	1	4		3.40	1.35	Agree to some extent	7
%	30.00	20.00	10.00	40.00	0.00					
3	Dictation topics are free of illustrations and illustrations									
	F	3	1	0	6	0	3.10	1.44	Agree to some extent	8
%	30.00	10.00	0.00	60.00	0.00					
2	Too many dictation topics have burdened students.									



	F	Strongly agree.	Agree	Agree to some extent	disagree	Strongly disagree	Average	SD	Grade	Order
	F	3	0	2	4	1	3	1.49	Agree to some extent	8
	%	30.00	0.00	20.00	40.00	10.00				
Overall average: 3.86								0.81	Agree	

The results of table (14) indicate that there is approval from the teachers that the curriculum has a role in the weakness in the dictation skill among the non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University, where the general average of student responses 3.86 with average for the paragraphs ranging from (3-4.50) and where averages fall into the response categories; strongly agree in 3 paragraph), agree in 3 paragraphs, somehow agree in 3 paragraphs.

The top three paragraphs were as follows: Paragraph (6) "Dictation training is not enough" with a response strongly agree (70%), agree (10%), somehow agree (20%), with an average (4.50) for the response (strongly agree).

Paragraph (4) "Dictation topics provided are higher than the level of learners" with a response strongly (60%), agree (30%), somehow agree (10%), with an average (4.50) for the response (strongly agree).

Paragraph (9) "Lack of link between new and previous topics in dictation topics" with a response strongly agree (30%), agree (70%), with an average (4.30) for the response (strongly agree).

The fewest three paragraphs were as follows: Paragraph (8) "The content of dictation topics is not commensurate with students' inclinations and interests" with a response strongly agree (30%), agree (20%), somehow agree (10%), disagree (40%), with average (3.40) for the (somehow agree).

Paragraph (3) "Dictation topics are free of illustrations" with response strongly agree (30%), agree (10%), disagree (60%), with average (3.10) for the response (somehow agree).

Paragraph (2) "The number of dictation topics burdened students" with a response strongly agree (30%), somehow agree (20%), disagree (40%), strongly disagree (10%). with an average (3) for the response (somehow agree).

#### **Discussion the fourth question:**

The results of the fourth question showed that there is a high degree of approval with an average 3.86 among teachers that the curriculum has a role in the poor dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal University, and the researcher believes that the reason for this result may be due to the fact that the curriculum does not provide sufficient and varied training on dictation topics, and also the absence of the curriculum from multiple educational activities, enriching activities, photographs and drawings, and presentations, which help to draw students' attention to The curriculum does not help link new knowledge to previous knowledge, thus making the learning process cumulative with serial, classified, and ideas-rich ideas. Besides, the curriculum does not concentrate on the high thinking skills and does not give the students a chance to search for information through cognitive activities based on asking questions and searching for convincing answers, or through graphics and images that open up new horizons of thinking among students. The reason for this result may also be that faculty

members do not see the curriculum as encouraging a combination of the theoretical and skill aspects, and therefore does not contribute to creating a classroom environment conducive to thinking, imagination, competition, and reinforcement, which also does not offer a variety of methods of feedback, or of various assessment methods, which contribute to Achieving the desired educational goals.

**Question 5:** Are there statistically significant differences between the average responses of students about the role of the (teacher, curriculum) in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University due to variables (nationality, specialization- level of study)?

**First: Comparison by nationality:** To compare the average responses of students about the role of (professor- curriculum) for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university by nationality variable. Mann–Whitney U test was used, and the results were as follows:

**Table (15): Mann–Whitney U test results to compare the average student responses by nationality**

Axis	Nationality	Number	Median	U value	Z value	Significance Statistics
<b>First: Professor's Role</b>	African	19	12.03	38.50	2.60	0.01
	Asian	10	20.65			
<b>Second: The role of the curriculum</b>	African	19	14.53	86.00	.41	0.68
	Asian	10	15.90			

With regard to the first axis "the role of the professor in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university", the results at table (15) indicates that the value (U) reached (38.5) Its statistical significance was revealed by the value of (Z) which amounted to (2.60) and indicates statistically significant differences between the average responses of students about the role of the professor in the causes of weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university is attributable to the variable of nationality, and differences in favor of students of Asian nationality.

With regard to the second axis "The role of the curriculum in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university", the results of table (15) indicates that the value (U) reached (86) and its statistical significance was revealed through The value (Z) which amounted to (0.41) indicates that there are no statistically significant differences between the average responses of students about the role of the curriculum in the causes of weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university is attributable to the variable of nationality.

**Second: Comparison by specialty:**To compare the average responses of students about the role of (professor- curriculum) in the causes of weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university by variable "specialization", the Mann–Whitney U test was used, and the results were as follows:

**Table (16): Mann-Whitney U test results to compare the average student responses specialty**

Axis	Specialization	Number	Medium Level	The value of	Value G	Significance Statistics
<b>First: Professor's Role</b>	Qur'anic studies	6	18.50	48.00	1.13	0.26
	Law	23	14.09			
<b>Second: The role of the curriculum</b>	Qur'anic studies	6	18.67	47.00	1.12	0.24
	Law	23	14.04			

With regard to the first axis "The role of the professor in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, the results of table (16) indicate that the value (U) reached (48) and its significance was revealed Statistics through the value of (Z) which amounted to (1.13) and indicates that there are no statistically significant differences between the average responses of students about the role of the professor in the causes of weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university is attributable to the variable of specialization.

With regard to the second axis, "The role of the curriculum in the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, the results of table (16) indicate that the value (U) reached (48) and its significance was revealed Statistics through the value of (Z) which amounted to (0.12) and indicates that there are no statistically significant differences between the average responses of students about the role of the curriculum in the causes of weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university attributed to the variable of specialization.

**Third: Comparison by school level:** To compare the average responses of students about the role of (professor- curriculum) as reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university according to the variable level of study, the Kruskal Wallis test was used and the results were as follows:

**Table (17): Kruskal Wallis test results to compare average student responses by school level**

Axis	School level	Number	Median	$\chi^2$	Degrees of Freedom	Statistical Significance
<b>The first: Professor's role</b>	Second	2	16.00	11.06	6.00	0.09
	Third	2	22.50			
	Fourth	5	15.50			
	Fifth	3	18.17			
	Sixth	10	9.70			
	Seventh	2	8.25			
	Eighth	5	22.50			
<b>Second: The role of the curriculum</b>	Second	2	22.25	6.96	6.00	0.32
	Third	2	18.25			
	Fourth	5	16.60			
	Fifth	3	8.00			
	Sixth	10	13.00			
	Seventh	2	9.25			

	Eighth	5	19.70			
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With regard to the first axis, "The role of the professor in the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, the results of table (17) indicate that the value of ( $\chi^2$ ) was (11.06) and indicates that there are no statistically significant differences between the average responses of students about the role of the professor in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university attributable to the variable 'level of study'"

With regard to the second axis, the role of the curriculum in the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, the results of table (17) indicate that the value of ( $\chi^2$ ) amounted to (6.96) and indicates that there are no statistically significant differences between the average responses of students about the role of the curriculum in the causes of weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university attributed to the variable "level of study".

**Discussion of question 5:** The results of question 5 showed:

- There are statistically significant differences between the average responses of students about the role of (professor) in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university due to the variable (nationality), and differences in favor of students of Asian nationality, and the researcher may see that the reason for this result is students of Asian nationality have more difficulties in understanding the professor than students of African nationality, and that they may need new professors, or that the current professors seek to switch their teaching methods with students of Asian nationality.
- There are no statistically significant differences between the average responses of students about the role of (curriculum) in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university due to a variable (nationality).
- There are no statistically significant differences between the average responses of students about the role of (Professor or Curriculum) in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university due to variables (specialization, level of study).

**Question 6:** Are there statistically significant differences between the average responses of teachers about the role of the (student, curriculum) in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University due to due to the scientific rank of the teacher?

To compare the average responses of teachers about the role of (student- curriculum) for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university by scientific rank, the Kruskal Wallis test was used, and the results were as follows:

**Table (18): Kruskal Wallis test results to compare average responses from the teachers according to the scientific ranking**

Axis	Scientific rank	Number		$\chi^2$	Degrees of Freedom	Statistical Significance
			Median			
<b>The first:</b>	lecturer	2	3.50	1.13	2.00	0.57

Axis	Scientific rank	Number	Median	$\chi^2$	Degrees of Freedom	Statistical Significance
Student role	Assistant	5	6.00	1.16	2.00	0.56
	Associate	3	6.00			
Second: The role of the	lecturer	2	3.50			
	Assistant	5	6.00			
	Associate	3	6.00			

With regard to the first axis " the student's role in the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, the results of table (18) indicate that the value of ( $\chi^2$ ) amounted to (1.13) and indicates that there are no statistically significant differences between the average responses of faculty members about the role of the student in the reasons for the weakness in the skill of dictation among Arabic language learners speaking otherwise at the University of E.M. AbdulRah From Bin Faisal due to the scientific rank.

With regard to the second axis" the role of the curriculum in the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, the results of table (18) indicate that the value of ( $\chi^2$ ) amounted to (1.16) and indicates that there are no statistically significant differences between the average responses of faculty members about the role of the curriculum in the reasons for weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university is attributable to the scientific rank.

**Discussion of question 6:** The results of question 6 showed that there are no statistically significant differences between the average responses of faculty members about the role of (student - curriculum) in the reasons for the poor dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university due to scientific rank of the faculty member.

**Question 7:** Are there statistically significant differences between the average responses of students and teachers about the role of the (curriculum) in the reasons for the weakness in the dictation skill among non-Arabic speaking learners at Al-Imam Abdulrahman bin Faisal University?

To compare the average responses of students and teachers about the role of the curriculum in the weakness in dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university, Mann-Whitney U test was used, and the results were as follows:

**Table (19): Mann-Whitney U test results to compare average responses by students and teachers about the role of the curriculum in the weakness in dictation skill**

Comparison	Nature of work	Number	Median	U value	Z value	Significance Statistics
The role of the curriculum	students	29	18.84	111.50	1.08	0.28
	teachers	10	23.35			

The results of table (19) indicate that the value (U) reached (111.5) and its statistical significance was revealed by the value (Z) which amounted to (1.08) and indicates that

there are no statistically significant differences between the average responses of students and teachers about the role of the curriculum in the reasons for the weakness in the skill of dictation among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university.

**Discussion of question 7:** The results of question 7 showed that there are no statistically significant differences between the average responses of both (students and teachers) about the role of (the curriculum) in the weakness of the dictation skill among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university. This can be understood because the curriculum in hand of students is same that with the teachers and this also means that the students are dealing with the curriculum with the same concept identified by teachers, so there were no statistical differences.

## **V. RECOMMENDATIONS**

- Teachers should consider the reasons that lead to poor dictation among non-Arabic as the students' perspective and discuss it with them. These include low level of interest in the treatment of learning difficulties among non-Arabic speaking learners, neglect of identifying common dictation errors among students, the heavy burden on the teachers that affects their performance during dictation lessons, not recognizing the students' needs or correcting it, poor feedback in the students' notebook, using dictation as testing not as teaching, negative teacher's comments about dictation errors for students, poor teachers' competence in explaining dictation lessons, and using inappropriate strategies in teaching dictation skills.

- Urging, directing and training students who non-Arabic speaking, to overcome the reasons that lead to their poor dictation, as the teachers' perspective. These include; students do not make much effort in understanding dictation rules, the level of students in the hearing focus of dictation texts is weak, students forget the rules of dictation quickly, poor attention of students to the teacher during the session of dictation skill, the concentration of students during dictation is mainly for the pronunciation not the image of words, the difficulty of inferring dictation rules, students' belief in the difficulty of understanding dictation rules, students' interest in grammar topics at the expense of dictation topics, the difficulty of application of dictation lessons, the poor interest of students in performing their dictation assignments.

### **Propositions:**

- Conducting a study applied to other universities in the Kingdom of Saudi.
- Conducting an analytical study of dictation errors among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university.
- Analysis of the content of the Arabic dictation Curriculum taught to among non-Arabic speaking learners at Al-Imam Abdul Rahman bin Faisal university.
- Make meetings and training courses for students to improve their dictation skills.

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