

THE PROBLEMS FACED BY THE LEARNERS OF ARABIC LANGUAGE AS NON-NATIVE SPEAKERS

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ABSTRACT

Today's learners have a plenty of chances in learning any new languages, however, there are some challenges when going into foreign languages. Nowadays more and more people are interested in learning Arabic language, and fascinated by Arabic world by the strategic importance of its people and the region they occupy. Moreover, there is a great deal of adherence of Arabic learners because of various goals such as cultural, religious, financial concerns. Also, Arabic as an evaluative language in academic settings is determined by a certain lexico-grammatical set, which, when directly translated into other languages. In this article the focus will be on the problems of non-native speaking learners of Arabic language and are illustrated several experienced challenges.

Keywords: *non-native learners, MSA, CA, colloquial spoken Arabic, Arab countries, challenges, speaking or listening competences, Arabic language teaching programs.*

АННОТАЦИЯ

Сегодняшние учащиеся имеют много шансов в изучении любых новых языков, однако при переходе на иностранные языки возникают некоторые проблемы. В настоящее время все больше и больше людей заинтересованы в изучении арабского языка и очарованы арабским миром из-за стратегической важности его людей и региона, который они занимают. Более того, существует большая приверженность изучающих арабский язык из-за различных целей, таких как культурные, религиозные и финансовые проблемы. Также арабский как оценочный язык в академических условиях определяется определенным лексико-грамматическим набором, который при прямом переводе на другие языки. В этой статье основное внимание будет уделено

проблемам изучающих арабский язык, не являющихся носителями языка, и проиллюстрированы несколько испытанных проблем.

***Ключевые слова:** учащиеся, не являющиеся носителями языка, MSA, CA, разговорный разговорный арабский язык, арабские страны, проблемы, навыки говорения или аудирования, программы обучения арабскому языку.*

INTRODUCTION

Arabic is unique and challenging language at the same time. It is spoken both by more 400 million native speakers with wide range of dialects around Arabic countries and more 500 million people across the world. In the Middle centuries it became official and scientific language of almost all Muslim countries. However, nowadays Arabic is not the only language at the top of today's international languages, it is trying to reprecipitate its old status. Modern Standard Arabic (MSA) is the official language in the Arabic countries that based on Classical Arabic. It has become one of the international languages primarily because of the universal nature of Islam. Arabic has successfully retained its classical and standard nature as embodied in the Qur'an, chiefly because of the nature of the language and the sustained attempts made by Muslims and Arabic grammarians to prevent it from being corrupted by different dialects and the effects of colonization¹. Classical Arabic represents the language spoken by the Arabs more than fourteen centuries ago, while Modern Standard Arabic is an evolving variety of Arabic with borrowings and innovations proving that Arabic reinvents itself to meet the changing needs of its speakers. At the regional level there are large numbers of Arab dialects as there are members of the Arab league.

METHODOLOGY

Although, there is daily contact with Arabic language between learners who live in Muslim countries such as in the praying and the recitation of Qur'an, they might find difficulties in some occasions. The first challenges will be with the pronunciation of Arabic letters because of its uniqueness. The pronunciation of Arabic letters are quite complicated and absolutely differ from other languages, even alternatives are not similar completely. There are one specific character at least in Arabic letter.

The next challenges which face non-native learners are Arabic grammar and lack of methods teaching it especially for non-native speakers. Even the teachers or lecturers who have more than two-decades of experience about their fields they also may have struggles in the teaching process of new languages because of individuality of learners. Also, students who have great ability for learning new language they will

¹ AL-ATTAS, SMN. 1985. Islam, secularization and the philosophy of the future. London: Mansell Publishing

come across misunderstanding in the first step. Despite the awareness of the importance of nurturing communicative skills in Arabic, more the teachers believe that learning and applying grammar rules and translating to and from Arabic are crucial. Therefore, most learners more focus on studying grammar rules and translate to and from Arabic and the lectures are held under grammar-based methods and little attention for other important skills such as speaking or listening competences that signify the learners' level.

The difference between the formal, standard Arabic and spoken Arabic and the duality of the language is the most severe problem. This is a problem that damages to originality of standard language and it can be see at grammar construction or usage of words and their lexicological meanings. All Arab countries, some within the same country share this problem. Also, it induces confusing of the new language learners. The colloquial spoken Arabic became separated from the formal one in terms of structure, pronunciation and grammar, although the latter is used correlate the former. Today's learner wants to know the meaning of the words he thinks colloquial despite the fact that he could find alternative synonyms of those words in Arabic. The learner is sometimes confused and chooses uncommon colloquial vague words resorts to foreign words in spite of Arabic, available ones. ²

CONCLUSION

In the 21st Century Arabic country have become the realm of business development and hotspot places around the world especially in the energy, construction, technology and real estate industries, which have given big economic boosts to many petroleum powerhouse countries like Saudi Arabia or UAE and Qatar that claim Arabic as an official language. The same thing goes for diplomatic, governmental and political careers that address and deal with policy in the Arab world. However, knowing Arabic is absolutely important language, there are very few sources for learning Arabic than other languages such as English or French to non-Arabic speaking communities, and if they exist they employ poor methods and use traditional techniques. Teachers with old skills, inappropriate selection of textbooks and syllabuses and scarcity of programs and activities which would attract the non-Arabic speaking learners all these end up in poor performance. Moreover, Arab media do not properly care about these problems by not dedicating special channels addressing these non-Arabic speaking communities, or at least produce Arabic language teaching projects like official or entertainment programs and serials

² Ismail Hassan: Teaching the Arabic Language: Problems in Languages or Speakers. The II International Conference «Methods Of Teaching Oriental Languages: Actual Problems And Trends». 2014. P. 4.

in MSA for its learners. As results of the undeniable factors Arabic learners might face large numbers of challenges in their studying experience.

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