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

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ABSTRACT

"Arabic is easy to learn such as Hindi, French or Sanskrit. However, many people stigmatize it with Muslims. I've seen many Hindu students show interest in Arabic as well. If not for the stigma, it can garner more interest," said Hamza Mubarak, Arabic master at Al-Ameen School. He said that on average, it takes only three months to learn reading and writing Arabic and just one or two years to become fluent.

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 lexical-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

«Арабский язык легко выучить, например, хинди, французский или санскрит. Однако многие люди клеймят его мусульманами. Я видел, как многие студенты-индуисты также проявляли интерес к арабскому языку. Если бы не клеймо, это могло бы вызвать больший интерес», — сказал Хамза Мубарак, учитель арабского языка в школе Аль-Амин. Он сказал, что в среднем требуется всего три месяца, чтобы научиться читать и писать по-арабски, и всего один или два года, чтобы свободно говорить.

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 represent 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 colonization[1]. 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

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

Arabic letters is quite complicated and absolutely differ from other languages, even alternatives are not similar completely. There is 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 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 seen 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]

There is various dialects which learner always struggle. The dialect of each Arabic country is a mixture of the local language with Arabic languages or Arabic sounds. [3] The need to study dialects and the series of problems to be solved in it are not only for Arabic language specialists working in Arab countries or working in the field of translation. If we take into account that the samples of ancient oral works of the Arabic language are also in regional dialects, this topic is very important for source scholars, writers, those who work on samples of ancient works, and historians, and the need to solve their

[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.

[3] Kosenko, E. I. (2019). K voprosu o dialektah arabojazychnyh stran [On the Issue of Dialects of ArabicSpeaking Countries]. Pp. 21–23. Ufa, International academic bulletin. (In Russian)

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problems is very high. The people who study Arabic as a foreign language may not understand the regional dialect during their first visits to Arab countries, and the process of communication with the native population may not be observed at once. Even those who have been working in the field of translation for several years or who have been learning Arabic for many years in educational processes may not be free from such difficult situations. Taking into account the fact that educational institutions do not have samples of subjects related to dialects or lesson processes that include certain literature, even if there are sources, they are extremely scarce, and the degree of need for some methodical approaches, the Arabic language is considered a foreign language. As a language, it is possible to know that the problems faced by the learner are with the most actual dialects

CONCLUSION

Nowadays most of learners have a plenty of chances in learning any new languages, however, there are some challenges when going into foreign languages. These days 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 lexical-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.

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

Despite the status of Arabic as a global language and the high demand to learn it, the field of Arabic second language acquisition remains underinvestigated. Second language acquisition findings are crucial for informing and advancing the field of Arabic foreign language pedagogy including Arabic language teaching, testing, and syllabus design. *Arabic Second Language Learning and Effects of Input, Transfer, and Typology* provides data-driven empirical findings for a number of basic and high-frequency morphosyntactic structures with two novel typological language pairings, examining Arabic second language acquisition data from adult L1 Chinese and Russian speaking learners of Arabic as a foreign language. Alhaawary's study examines the different processes, hypotheses, and acquisition tendencies from the two learner groups, and documents the extent of the successes and challenges faced by such learners in their L2 Arabic grammatical development during the first three years of learning the language.

The last point is the lack of social media like interactive networks or internet-based applications produced by Arabic countries which help to learn and cramming the language as non-native Arabic learners from viewpoint of an individual and group learners.

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