



The Problems Encountered by Students of the Faculty of Educational Sciences in the Skill of Speaking Classical Arabic from their Point of View

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Abstract

This study was aimed at identifying the problems encountered by the students at Tafila University in the use of classical Arabic language in their teaching from their point of view in the light of their qualifications. The study adopted the analytical descriptive approach, besides using the means, standard deviations, ranks and degrees to answer the study questions. The study population consisted of all 120 students in the class teacher and special education in the academic year 2018/2019. The sample of the study was randomly selected through the electronic distribution of questionnaires to all students through Google package, where the responded forms retrieved were 66. A questionnaire consisting of 26 items distributed over four sections: self-problems, social problems, linguistic problems, and problems related to teachers. Each section measured the problems facing the future teachers (General Diploma in Education students), which a five-point Likert scale to measure the problem among General Diploma students in Education. To validate the instrument, the researcher presented it to a group of specialized reviewers in the curricula and methods of teaching, Arabic language, measurement and evaluation of the 18 faculty members who made input before the final version was sent out to the respondents. The instrument stability coefficient was .872. The results revealed that there were no statistically significant differences at the level of significance ($\alpha \geq 0.05$) upon specialization in the first, second and fourth, except for the third section (lingual problems). Recommendations were offered.

Keywords: Problems, Students, Skill, Speaking, Classical Arabic, Tafila Technical University.

Reference to this paper should be made as follows:

Al-Hajaya, N. M. S. (2019). The Problems Encountered by Students of the Faculty of Educational Sciences in the Skill of Speaking Classical Arabic from their Point of View. *International Journal of Scientific Research in Education*, 12(1), 54-65. Retrieved [DATE] from <http://www.ijsre.com>.

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INTRODUCTION

Spoken Language is a means of communication that humans are only characterized with, and are distinct from other creatures. It is a divine gift to human beings, to communicate and

socialize their activities. It is the eternal memory of human kind which communicates knowledge, desires, needs and experiences among successive generations around the globe.

No doubt that the desire to use verbal language, proficiently and fluently, by learners is obtained through preparing the appropriate linguistic climate, and train them well by experienced teachers and instructors, who are required to help their students to speak clearly and fluently without stuttering or stopping (Abdul-Samad, 1993).

It is a rule of thumb that language acquisition requires practicing, which should take into account the foundation of modern language teaching trend, where scholars admit that the language is not information to be understood, but rather it is habits acquired and proved in the mind of the learner, through linguistic individual practice length (Yunus et al., 1987).

Teaching Arabic language is a deliberate communicative lingual process that is run by teachers in the classroom, where they provide students with direct experiences, in order to interact with students, alter their behavior, and correct their errors (Ussor, 2007). Therefore the teacher should use the classical Arabic language in teaching, especially those who teach Arabic language topic. The branches of the Arabic language must be taught in a clear style, and linguistic models should be provided to help students simulate and interact with them (Musa & Kassem, 2000).

Teachers should have good pronunciation, because proper pronunciation is one of the means to teach the Arabic language, and must adhere to it in all speaking statements, and spread a clear Arabic language atmosphere in their lessons, so as the students can acquire language skills and feel the beauty and rhythm of the language (Alrikabi, 1996).

Al-Filali (1997) and Mahmoud (2002) indicated that the use of the classical Arabic language in education leads to the facilitation of familiarity with many vocabularies and the knowledge of different terms and achievement of the functional aspects of the language. Educators were prompted to advocate the use of classical Arabic language in managing educational debates and discussions, due to its functional importance to the lives of students, and applying it in the process of teaching and learning students.

The use of vernacular dialects by Arabic language teachers, throughout their teaching helped the spread of the vernacular dialects in schools, and made classical contention inside the classroom, some of teachers began using dialects in teaching language grammar and morphology through the vernacular dialects (Al-Khalifa, 2005).

Asomaili (1998) indicated that quite a few of the Arabic language teachers do not use classical language in teaching, and they rely on dialects to communicate with their students. Al-Bishri (2008) pointed out that the use of classical Arabic language, by Arabic language teachers, in general education schools is poor and has not reached the desired level, let alone the teachers of other topics. .

The lingual weakness of Arabic language teachers at the basic stage, and lack of familiarity with classical Arabic language, spoken and written, is very negative and influential, since the students consider the teachers as their idol (Alsayed, 1989). Such weakness may be transmitted to their students, and causes the difficulty of speaking classical Arabic, in addition to that achievement may retard, because of poor cumulative knowledge provided by the teacher, who should help develop their knowledge and make them taste and simulate classical Arabic language (Salam, 1989).

The teacher in all disciplines is an idol in his behavior, so he/she should teach in classical Arabic, in various educational works, since it is necessary and important, and has positive impacts and benefits for him and his students (Abu Maghli, 1997). The teacher should not forget that he is a teacher of Arabic language, regardless of his branch, especially at the first stage of basic education, , so his language should be easy, and should not

depend on the vernacular, because the student at this stage acquires in mind the language of his teacher and imitate him, since language is taken by hearing and simulation (Khalil, 1986)

Therefore, there is a clear and urgent need to find out the reasons why teachers do not use the classical Arabic language. Soham (2001) asked about students who don't speak classical Arabic language, and found that due to some factors and reasons that lead to a decline in the use of the classical Arabic language and mastering it , and the reasons for the spread of vernacular dialects in all aspects of everyday life.

Among these factors there is the educational field, where it is shown clearly that everything that is going on in the educational institutions , including the speaking inside and outside the classroom, even the students who are prepared to be future teachers have not been trained or qualified to use the classical Arabic language in teaching,

This study will try to find out the reasons why the future female teachers do not use classical Arabic language in the teaching, therefore the preparation of future teachers must include programs dedicated to competencies of using the classical Arabic language in teaching.

Problem of the Study

Al-Khalifa (2005), Moussa (2003), Najjar (2003) and Sallam (1999) indicated the low level of speaking skills in the classical Arabic language by learners and teachers, who tend to use the vernacular level in a most conversations in the classrooms or their discussions. The lingual weakness and common mistakes are among the most important lingual issues, on which the studies of language researchers are concerned. The classical Arabic language education suffers from several problems, including the lack of commitment by the teachers of various subjects in the correct classical Arabic language in the classroom (Ta'ima, 1985). Abu Jamous (1992) focused on the need for speaking clear classical Arabic language by teachers, in various disciplines, within the classroom to increase the level of students.

Research Questions

The current study will try to answer the following research questions:

- What are the problems encountered by the students of the Faculty of Educational Sciences (students of classroom teacher, and special education) at Tafila Technical University in the skill of speaking classical Arabic language from their point of view?
- Do these problems differ by major (class teacher, special education)?

Importance of the Study

This study is one of the few studies that investigate the real problems facing teachers in the use of classical Arabic language in teaching. We can summarize this importance of the study in the following:

- The importance of using the classical Arabic language in teaching.
- This study deals with a subject that has not received sufficient attention by educational researchers in the problems of the vernacular competition in teaching.
- The current study attempts to identify the views of future teachers in the prevalence of vernacular teaching.

- The study will try to raise the awareness of teachers and educators, towards the negative effect of the prevalence of vernacular in teaching on the students in different stages of teaching.
- The results of this study can help educational officials to address the reasons of the vernacular prevalence phenomenon by teachers in the field of education.

Limitations of the Study

The limits of the study are represented by spatial, temporal and human limitations: This study was limited to the students of class teachers and special education who are studying at the Faculty of Education at Tafila Technical University during the academic year in 2018-19. The tool used to collect data was prepared by the researcher besides what he has learned from previous studies. Therefore, the results depend on their confidence, stability and capability to collect data. Terminology of study:

- ***Class teacher students***: Procedurally we mean those student at the stage of bachelor's degree majoring class teacher in Tafilah Technical University in the academic year 2018 / 2019.
- ***Students of Special Education***: Procedurally we mean those students who study for a bachelor's degree in special education at Tafilah Technical University in the academic year 2018/2019.
- ***Classical Arabic Language***: It is the standard Arabic language that is straight and free of mistakes and dialect speech, which the teacher should commit himself to speak with his students in the classroom.

LITERATURE REVIEW

AlOmari (2009) aimed at identifying the effect of using the classical Arabic language on the immediate and delayed achievement of the three first grades at Dammam area schools in Saudi Arabia. The study sample consisted of 50 students from the 3rd grade divided into experimental and control groups.

The experimental group studied topics in math and Arabic language using the classical Arabic language. The results revealed statistically significant differences in the immediate and delayed tests in favor of the experimental group. Albishry (2008) aimed at determining the reality of the use of classical Arabic language by Arabic language teachers, during teaching sessions, through identifying the extent of their use in the classroom and by revealing the extent of the difference between them in the use of classical Arabic language, depending on the different qualifications and experience.

To achieve the objectives of the study, the researcher selected a random sample of the performance evaluation cards of 324 teachers of Arabic language in Riyadh, and then scored the grades of using the classical language in each card. The study found that the use of classical Arabic language by teachers in public schools was weak and didn't reach the required level, while the secondary school Arabic language teachers were the most frequently users of classical Arabic language in teaching, followed by teachers of intermediate and primary stages .

The study also revealed that there were significant differences in the use of classical language in favor of the highly qualified and experienced teachers, while there were no differences attributed to the school stage. Hamdan and Mohammed (2007) aimed at determining the impact of language contests in developing the skill of speaking classical

language, and orientation towards it by the students of the fourth year Arabic Language Division, Faculty of Education, Sultan Qaboos University.

The study sample consisted of all fourth Arabic Division of (48) students. The researchers prepared an instrument to measure monitoring errors and the trend towards speaking classical language. The study found that there was efficiency of language contests in the development of speaking skills in classical Arabic, and that there was weakness by the Teachers in verbal language performance, The study found a correlation between language proficiency and attitudes towards skills.

Juhani (2003) aimed at detecting the impact of a program based on integrated approach in the treatment of language duality of students' verbal expressions. The sample consisted of 68 students among the students of the intermediate 3rd grade in Tabuk region. The sample, which was selected on purpose, was divided into control and experimental groups, where each group consisted of a class branch. The study results showed that there were statistically significant differences in favor of experimental group, due to the effect of the integrated program.

Jaballah (2001) conducted a study aimed at identifying the effect of the use of representative activity in the development of some verbal expression skills among the 1st intermediate grade students in the Sultanate of Oman. The study sample consisted of 50 students from Ali bin Abi Talib School in Sohar.

The study used a list and a test of verbal expression skills. The results showed that there was an active role of the representative activity in the development of verbal expression skills, and the high level of students in verbal expression.

Alghoson (1418h) aimed at identifying and evaluating the performance of the Fourth Division students, Department of Arabic Language, Faculty of Education for Girls during the practical education. To achieve the objectives of the study, the researcher used a note card to evaluate performance of teachers. The study concluded that there are teaching skills for using classical Arabic language any student didn't have. The most prominent skills are classical Arabic speaking skills.

Alqudhah (1997) conducted a study aimed at identifying problems that prevent students from using classical Arabic in Jordan. The sample consisted of (521) secondary students, and (200) teachers. The results showed that the ability of students to use the classical Arabic language in Jordan was weak, while the size of the phenomenon of proficiency of using classical language among students was one-third, and that the most important reasons for the weakness of the students in the language is in the family, the student and the teacher.

Yakla (1997) study aimed at detecting the causes of the vernacular spread among students of middle school. The study was based on that there is a special curriculum accompanies the basic curriculum of the Arabic language at this stage. It is an approach related to verbal aspects and there was (5%) used classical language in classroom, while the majority (65%) confused classical and dialect language, while the rest (30%) relied on the use of classical Arabic language in the teaching of classical Arabic language. The study indicated that only (2%) of students speak classical and clear slang-free language.

Comment on Previous Studies

The previous studies focused on the negative impact of the slang on the classical Arabic language and the style of speaking by students, besides the negative impact of using the dialect in teaching. These studies provided a useful theoretical framework in the field of classical and dialect Arabic language. But these studies did not take into account the reasons that urge teachers to speak in slang language, so this study focused on the reasons that lead to

the use of colloquial by teachers and students where the study seeks to conclude realistic results in the educational field.

METHOD AND PROCEDURES

This study aimed to identify the problems encountered by the students at Tafila University in the use of classical Arabic language in their teaching from their point of view in the light of their qualifications.

Methodology of the Study and Statistical Processing

The current study adopted the analytical descriptive approach, besides using the means, standard deviations, ranks and degrees to answer the study questions. The degree was determined by using the following criterion on the mean of problems encountered by students when speaking classical Arabic language:

Low grade:	1 - 2.33
Medium grade:	2.34 - 3.67
High grade:	3.68 - 5

Study Population and Sample

The study population consisted of all 120 students in the class teacher and special education in the academic year 2018/2019. The sample of the study was randomly selected through the electronic distribution of the questionnaire to all students through Google package, where the responded forms retrieved were 66.

Instrument of the Study

After reviewing the educational literature, the studies related to the subject of this study, and presenting an open question to a sample of the students, about the most important problems facing them in the use of the classical Arabic language in teaching, the researcher prepared a measuring tool.

A questionnaire consisting of 26 items distributed over four sections: self-problems, social problems, linguistic problems, and problems related to teachers. Each section measured the problems facing the future teachers (General Diploma in Education students) where the researcher applied, five degrees scale of Likert 1-5), to measure the problem among General Diploma students in Education, while the researcher asked respondents to mark (×) under the degree to which represent his interaction with the problem. The questionnaire was presented in its initial form to a group of students to add any problems that could be overlooked by the researcher, and to delete the problems that they do not face in teaching.

Instrument Validation

For the purpose of verifying the validity of the tool and the included sections, the researcher presented it to a group of specialized reviewers in the curricula and methods of teaching, Arabic language, measurement and evaluation of the 18 faculty members, and asked them to express their views on the validity of the scale and the distribution of its sections, drafting, as

well as the deletion and addition to the scale, and whether it was able to measure what it was designed to do.

Instrument Stability

To ensure that the stability of instrument, it was distributed over 15 students from outside the sample, on two intervals separated by two weeks. The stability was ensured through calculating the stability coefficient for each section. The total stability coefficient was .872. Such value was accepted for the purposes of the study.

RESULTS

The study aimed at identifying the problems faced by students of the general diploma in education at Tafila University in the skill of speaking classical Arabic from their point of view.

Research Question One: What are the problems faced by the students of the general diploma in education at the University of Tafila in the skill of speaking classical Arabic from their point of view?

In order to answer this question, the students' responses were processed statistically according to the instrument form, where arithmetic means and standard deviations were calculated as shown in Table 1.

Table 1: Statistical means and standard deviations by section

Sections	Mean	Standard Deviation	Rank	Degree
2 nd : Social problems	3.9697	0.52697	1	High grade
3 rd : Lingual Problems	3.2348	0.93506	2	Medium grade
1 st : Self-Problems	3.0724	1.01732	3	Medium grade
4 th : Teachers related problems	2.9333	1.00848	4	Medium grade
Total	3.2902	0.59067	----	Medium grade

Table 1 shows that the second section obtained the first rank, and grade was high, with a mean of, 3.9697 and standard deviation of 0.52697. The second rank was obtained by the third section with medium degree, while it obtained a mean of 3.2348 and standard deviation of 93506.

The first section obtained the third rank with a medium degree, while it obtained a mean of 3.0724 and standard deviation of 1.01732. The fourth section obtained the fourth rank and medium degree, with a mean of 2.9333 and standard deviation of 0.59067.

This clearly indicates that social problems have been the main reason for preventing students from speaking the classical Arabic language, and their bias towards the vernacular, because the social environment was a major factor of the widespread dialect between the learners and teachers, which is no longer denied or forbidden.

This means that teachers were the least impediment to speaking colloquial rather than classical Arabic language. The following is a breakdown of each of the study instrument sections:

The first section, self-problems obtained the third rank in the problems that forbid the study sample from speaking classical Arabic language. The arithmetic means and the standard deviations of the section are shown in Table 2.

Table 2: Arithmetic means and standard deviations of the first section

Items	Item content	Mean	SD	Rank	Degree
1	I lack the interest to speak classical Arabic language	3.5	1.280	1	Medium grade
7	I hesitate to speak to avoid mistakes	3.50	1.362	2	Medium grade
5	I have little motivation to speak classical language	3.38	1.379	3	Medium grade
9	I fear the sarcasm when speaking classical language	3.11	1.405	4	Medium grade
2	I have no desire to speak classical Arabic language	3.02	1.524	5	Medium grade
4	I feel embarrassed when speaking classical Arabic language	2.94	1.445	6	Medium grade
3	I feel shy when speaking classical Arabic	2.80	1.491	7	Medium grade
6	I feel anxious when speaking classical Arabic	2.79	1.504	8	Medium grade
8	I feel unconfident when trying to speak classical Arabic	2.62	1.465	9	Medium grade

Table 2 shows that all the items in the section were medium. Item 1, I lack the interest to speak classical Arabic language, and Item 7, I hesitate to speak to avoid mistakes, were the biggest problems that prevented speaking classical Arabic with means of 3.50 and standard deviations of 1.280 and 1.362, respectively. Both items obtained the 1st and 2nd ranks. Item 8, I feel a lack of confidence when I try to speak classical Arabic, was less influential in the section with 9th rank, where mean was 2.62 and standard deviation was 1.465, taking into account that the items of this section obtained the third order in terms of problems, but the fear and lack of interest was the reason for classical Arabic to communicate with others. Ease of use of slang, and the absence of embarrassment when using it.

The absence of motivation and the lack of incentives and encouragement to speak classical Arabic were factors that contributed to such reasons, instead of the environment and the social milieu, which were absolutely not pleased with the classical Arabic language Arab. The second section, social problems: This section obtained the first rank. As mentioned above. Table 3 shows the arithmetic means and the standard deviations of the section items.

Table 3: The arithmetic Means and the standard deviations of the second section

Items	Item Content	Mean	S.D	Rank	Degree
10	Lack of speakers in classical Arabic language in the house	4.21	0.713	1	High grade
14	Lack of training programs conducted with community to enhance speaking classical Arabic	4.15	0.685	2	High grade
11	Lack of speakers in classical Arabic language in the community	4.11	0.844	3	High grade
15	Lack of training programs in the university to enhance speaking classical Arabic	4.11	0.659	4	High grade
12	Speakers of classical Arabic are criticized by others	3.76	1.151	5	High grade
13	Dealing with public doesn't avail opportunity to speak classical Arabic with people	3.48	1.218	6	Medium grade

Table (3) shows that item 10: Lack of speakers in classical Arabic language in the house got the highest mean of 4.21 and standard deviation of 0.713. The item 13: Dealing with public doesn't avail opportunity to speak classical Arabic with people who obtained the least arithmetic mean of 3.48 and standard deviation of 1.218.

We also note from the previous table that the first four items were the highest among all items of the instrument, taking into account that the items of this section obtained the first order in terms of problems. The unspeaking in classical Arabic can be attributed to the social milieu which does not help speaking classical Arabic. This is related to the lack of speakers in classical Arabic in the house or street, the lack of courses interested in the classical Arabic, and criticizing speaker and the slangs are all directly related to the reluctance to speak classical Arabic

The Third Section, Lingual problems: This section obtained the second order in terms of problems faced by diploma students in speaking classical Arabic. Table 4 shows the arithmetic means and standard deviations of the items.

Table 4: Arithmetic means and standard deviations of the third section

Items	Item content	Mean	SD	Rank	Degree
16	Lack of knowledge of classical Arabic vocabularies	3.82	1.252	1	High grade
19	I feel weakness in Arabic grammar	3.47	1.395	2	Medium grade
17	I am weak in formulating classical Arabic statements	3,38	1.225	3	Medium grade
18	I am weak in spelling classical Arabic	3.30	1.457	4	Medium grade
21	I am weak in concepts and terms of classical Arabic language	3.08	1.373	5	Medium grade
20	I face difficulty in understanding who speaks in classical Arabic	2.36	1.320	6	Medium grade

Table 4 shows that item16: Lack of knowledge of classical Arabic vocabularies, obtained the highest mean of 3.82 with standard deviation of 1.252. Item 20: I face difficulty in comprehending who speaks in classical Arabic, obtained the least mean of 2.36 and standard deviation of 1.320, which is the lowest mean in the entire study instrument. This explains that students have difficulty in understanding the vocabulary clearly, while the lack of classical vocabularies was an obstacle to speak classical Arabic.

We note, from the previous table, that the feeling of weakness in Arabic grammar and formulation of sentences also got a high mean, which can be attributed to the lack of classical Arabic language practice and lack of interest in classical Arabic language spoken by society and the university community as reasons for the low linguistic output of vocabulary.

The fourth a section, Teachers Related Problems: This section has the last order in terms of problems faced by diploma students in speaking classical Arabic. Table 5 shows the arithmetic means and the standard deviations of the section

Table 5: The arithmetic mean and the standard deviations of the fourth section

Items	Item content	Mean	SD	Rank	Degree
24	Teachers speak classical Arabic that match the students level	3.15	1.280	1	Medium grade
	Teachers listen to conversation in classical Arabic so as to detect the student spelling problems	3.11	1.362	2	Medium grade
	Teachers let students speak in classical Arabic	2.88	1.379	3	Medium grade
	Teachers use classical Arabic during conversation with students	2.83	1.405	4	Medium grade
26	Teachers encourage students to speak classical Arabic	2.70	1.301	5	Medium grade

Table 5 shows that item 24: the teachers speak classical Arabic language that fit the level of students obtained a high arithmetic mean, of 3.15 and standard deviation of 1.280. Item 26:

Teachers encourage teachers students to speak classical Arabic obtained arithmetic mean of 2.70 and standard deviation of 1.301.

If we compared both items with previous items: Teachers let students speak in classical Arabic and Teachers use classical Arabic during conversation with students we note that both items obtained low means which indicates that teachers didn't speak in slang language but they did not encourage students to speak in classical language nor they let them speak classical language.

This comparison can be attributed to the lack of interest in classical language included teachers and community, where there lack regulations in university that control using classical Arabic in the campus.

Research Question Two: Do these problems differ according to specialization (Scientific or humanities)?

To answer this question, the means, standard deviations, and independent sample tests for the sections and the total score were extracted with two variables of specialization, as shown in Table 6.

Table 6: means and standard deviations and t-test

Sections	Special Education		Class Teacher		T-test value	Sig. level
	Mean	SD	Mean	SD		
1st	2.9547	1.02544	3.1538	0.55402	0.779	0.439
2nd	4.0988	0.46515	3.8803	0.88085	-1.679-	0.098
3rd	2.9506	0.95387	3.4316	1.03002	2.108	0.039
4th	3.2074	0.92733	2.7436	0.61542	-1.872	0.066
Total	3.2664	0.56365	3.3067	0.61542	0.271	0.787

Table 6 shows that there were no statistically significant differences at the level of significance ($\alpha \geq 0.05$) upon specialization in the first, second and fourth, except for the third section: lingual problems, where the value of "t" was "2.108" with statistical significance of 0.039 in favor of the humanities faculties. This value can be attributed to that humanities faculties have lingual courses more than scientific faculties, therefore, the language problems among the graduates of scientific faculties were larger than that in the graduates of humanities faculties.

Recommendations

- Educate teachers about the importance of interest in the classical Arabic language
- Training students to speak classical Arabic fluently.
- Conduct further research related to skills of speaking classical Arabic by the would be teachers students in specific and student in general.
- Conduct similar studies to identify the level of possession of the skills by students in other Arabic language

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