

Teaching Grammar to Non-Native Speakers from the Learners’ Perspective: (A field study of Arabic language education institutions in Turkey)

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Abstract

Teaching grammar is one of the most fundamental challenges in Arabic language education programmes for non-native speakers, particularly in contexts where learners’ backgrounds vary, as is the case in educational institutions in Turkey. Given the growing interest in learning Arabic in Turkey for religious, cultural and academic reasons, it is necessary to examine the reality of grammar instruction in terms of curricula, teaching methods and the effectiveness of teachers, as well as the appropriateness of instructional content for learners. This study aims to analyse this situation through field research to identify the most significant strengths and challenges in grammar teaching in these institutions and propose effective development recommendations.

Keywords: Arabic language, grammar, learning, teaching, instructional content, non-native speakers.

Introduction:

In light of increasing cultural and social interaction in the modern era, learning foreign languages has become essential for effective communication. This includes Arabic, a language that occupies a special position among the world’s languages. Considered one of the most important languages in human history, Arabic has attracted the interest of scholars and learners for centuries due to its distinct advantages and characteristics, whether in terms of its sounds, vocabulary, structures or meanings. Furthermore, its religious and historical significance reinforces this attention, as attested by both native and non-native speakers.

For this reason, interest in the Arabic language and its culture has increased noticeably in recent years, particularly over the past two decades, for various and diverse reasons and to achieve multiple goals. Some of these goals are linked to academic and scientific research involving numerous researchers and scholars interested in Middle Eastern studies, history, civilisation, the Arabic language and its sciences and culture. Other motivations are related to diplomatic work, concerning a considerable number of professionals, experts, political figures and state institution personnel. Many of these individuals seek to learn Arabic in order to assume diplomatic positions in the Arab region or work in fields connected to cultural and social activities. Some are motivated by a desire to learn about Arab society, become acquainted with the diversity of its culture and appreciate the richness of its civilisation.

There are also objectives tied to the market and the economy for those interested in commerce or investment in the Arab world. Furthermore, there is a significant group of Muslims in both the East and West — Arabs and non-Arabs alike — who are interested in learning Arabic for

reasons relating to identity and belonging, as well as to understand the Holy Qur'an and the Prophetic Hadith.

This has all led to an increase in the number of people eager to learn Arabic. This, in turn, requires us to intensify our efforts to develop educational programmes and curricula that align with contemporary scientific developments and meet the needs of these learners despite their differing backgrounds, ages and objectives.

Teaching Arabic to non-native speakers presents a unique challenge that requires an in-depth knowledge of effective teaching methods, particularly with regard to grammar. Arabic grammar is one of the most complex and challenging aspects for non-native speakers, so it requires in-depth study to identify effective teaching methods.

Accordingly, our research, entitled 'The Reality of Teaching Grammar to Non-Native Speakers from the Learners' Perspective: A Field Study in Arabic Language Education Institutions in Turkey), aims to explore and analyse the mechanisms used to teach grammar to non-native speakers. This will be achieved by thoroughly examining the instructional approaches adopted and analysing the results obtained in this field. Specifically, we will focus on understanding the nature of the difficulties that non-native learners face when learning Arabic grammar and analysing the strategies that could help them to overcome these difficulties and achieve better learning outcomes.

In this endeavour, we address the following problem statement:

To what extent are the currently adopted approaches effective in teaching grammar to non-native speakers within curricula and Arabic language education institutions?

Teaching grammar is one of the most fundamental challenges in Arabic language education programmes for non-native speakers, particularly in contexts where learners have diverse backgrounds, as is the case in Turkish educational institutions. Given the growing interest in learning Arabic in Turkey for religious, cultural and academic reasons, it is necessary to examine the reality of grammar instruction in terms of curricula, teaching methods and the effectiveness of teachers, as well as the appropriateness of the content for learners.

This study aims to analyse this situation through field research to identify the most significant strengths and challenges in teaching grammar in these institutions and develop effective solutions.

2. Methodological procedures for the field study:

2.1 Data collection tools

2.1.1 Observation

Observation is the process of paying attention to and focusing on information, events or details in the surrounding environment. Observation may be unplanned (incidental), where attention is focused on specific topics without prior preparation, or planned (deliberate), where specific aspects are examined to obtain particular information.

Observation plays an important role in collecting information and understanding phenomena in everyday life and scientific research. It can be used in various contexts, including social research, psychology, education and business, to understand human behaviour and analyse natural and social phenomena¹.

¹- See: Hassan Chahata, Scientific and Educational Research: Between Theory and Practice, 1st edition, Dar Al-Arabiya Library for Books, Egypt, 2000.

2.1.2 Interviews

Interviews are interactive processes based on direct dialogue between two or more people. They aim to exchange information, understand opinions and achieve specific objectives. Interviews can occur in various contexts, such as work, research, recruitment, journalism and more.

It involves asking questions and listening to responses, as well as reciprocal interaction between those taking part. Interviews can be structured, with predetermined questions, or unstructured, allowing for free discussion. The main aim of an interview is to understand and analyse ideas, opinions and experiences in order to reach conclusions or gain a deeper understanding of the topic under study².

2.1.3 Questionnaire (survey)

A questionnaire is a research instrument used to systematically and methodically collect data from a specific sample of individuals or public groups. It aims to gather information and opinions regarding a given topic through a set of questions addressed to the study participants. Questionnaires can be written or electronic and may use various methods and techniques to ensure data is collected accurately and reliably.

Preparing a questionnaire involves determining the research objectives, formulating clear and understandable questions, selecting a representative sample, and preparing the means of distribution and implementation. After data collection, the results are statistically analysed to produce conclusions and recommendations that reflect the trends and opinions drawn from the studied sample³.

2.2 Sample of the study

The sample of a study is a specific group of individuals, elements or units selected from the population targeted by the study. It is considered to be representative of that population. In scientific research, a sample is used to estimate the characteristics or phenomena of a research population by studying a smaller portion of it, rather than the entire group — especially when the target population is large. Therefore, researchers must select a sample that accurately represents the population, enabling them to generalise the findings to the population under study.

The methods for selecting a study sample vary according to the type of research and the specific objectives. Common sampling methods include simple random sampling, multiple random sampling, stratified sampling, cluster sampling, purposive (deliberate) sampling, and others. The aim of selecting the sample is to achieve both representativeness and reliability in the extracted results so that researchers can generalise the findings obtained from the studied sample to the entire research population⁴.

For this study, the research population consists of non-native Arabic learners. As this population is very large and cannot be fully covered, a sample of sixty students (both male and female) was selected. These students were drawn from three institutions in Turkey:

²- See: Souhail Rizziq Diab, *Scientific Research Curricula*, 1st edition, Samir Mansour Printing and Publishing, 2015.

³- See: Rabhi Mostafa Aliyan, *Scientific Research: Its Foundations, Approaches, Methods and Procedures*, n.d., Bayt Al-Afkar International, 2001.

⁴- See: Safaa Mohamad Souleiman, *Data Collection Tools in Psychological and Educational Research*, 1st edition, World of Books, 2010.

- Başakşehir Academy of Arabic and Islamic Sciences
- Istanbul Language Education Academy
- Mardin Artuklu University

The individuals in the sample are distributed according to their nationalities as follows:

Table 1: Distribution of the sample by nationality

Nationality	Number of professors	percentage
Turkish	39	65%
Uzbek	11	18%
Russian	3	5%
Syrian	3	5%
Bangladeshi	2	3%
Swiss	1	2%
Egyptian	1	2%
Total	60	100%

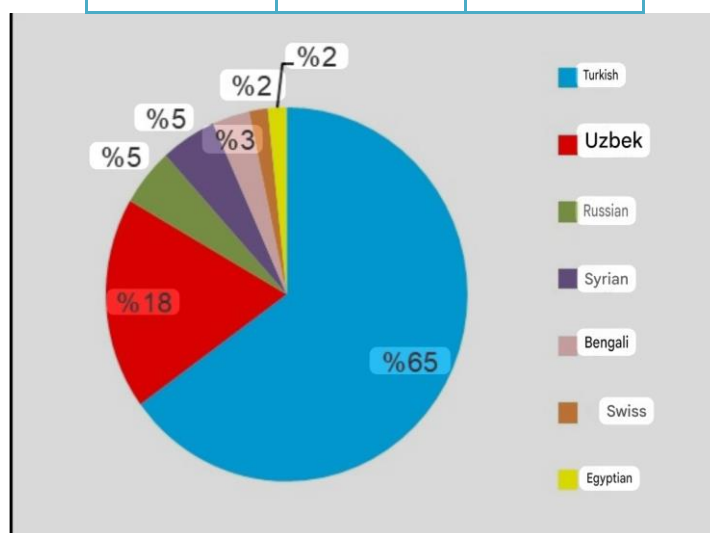


Figure 1: Pie chart showing the distribution of the sample by nationality

Based on Table 01 and Figure 01, we can see that Turkish is the most common nationality among the students, with 39 students representing 65% of the total. This is to be expected since these educational institutions are primarily designed for Turkish students, reflecting Turkish interest in learning Arabic for cultural and/or religious reasons.

The least represented nationalities are Bengali, Swiss and Egyptian, with one student each, corresponding to 2% for each nationality. Additionally, Syrian and Russian students account for 5% each.

Uzbek students make up 18%, which is a relatively significant proportion, representing medium representation. This can be explained by Uzbekistan's geographical proximity to Turkey and the fact that it is a Muslim country interested in the Arabic language.

Although the sample shows considerable variation and diversity in students' nationalities — something that is natural due to many factors and circumstances — this diversity creates a rich,

culturally varied learning environment. This can be leveraged to promote cultural understanding among students from different backgrounds. Therefore, Turkish educational institutions should continue to meet the significant local demand while strengthening their efforts to attract students of other nationalities. This would enhance cultural diversity and capitalise on international interest in learning Arabic.

The following table presents the distribution of the sample by age:

Table 02: Pie chart showing the distribution of the sample by age

Age	Number of students	percentage
- From 15 to 20 years	6	10%
- 20 to 25 years	31	%51
- 25 to 30 years	19	32%
- 30 years and above	4	%7
Total	60	%100

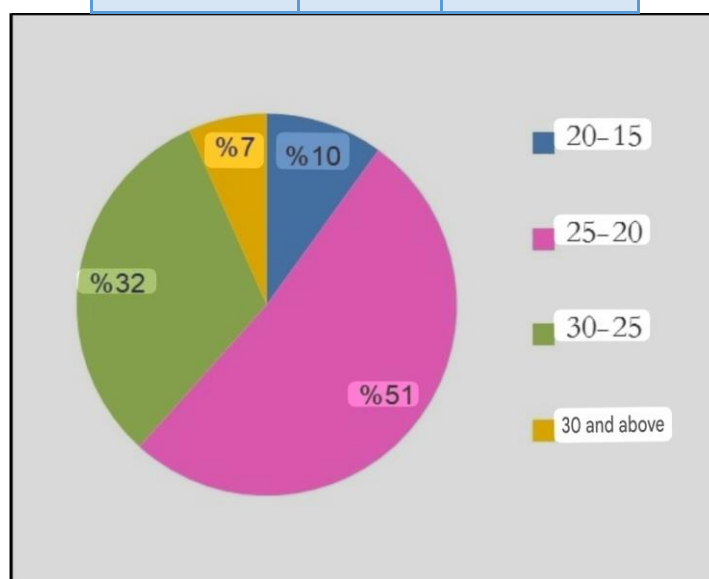


Figure 02: Pie chart showing the age distribution of the sample.

Data from Table 01 and Figure 01 indicate that the dominant age group among students is 20 to 25 years, accounting for 51% of the total student population. Most students in this age range are typically university students or recent graduates looking to develop their language skills at the start of their careers.

The 25–30 age group represents 19 students, or 32%. These students are in more advanced stages of their university studies or at the beginning of their professional lives and are interested in improving their Arabic language skills for professional or academic purposes.

The data suggest that Arabic language education institutions in Turkey primarily attract young learners aged 20–30, who together constitute 93% of the sample.

The least represented age group is 15–20 years, accounting for 10%. These learners may be in the final years of high school or just starting their university studies.

Additionally, there is a group aged 30 and over, representing 7%. This age group often includes professionals or individuals who wish to learn Arabic for personal reasons.

The following table shows the distribution of the sample according to their level of Arabic proficiency:

Table 03: Pie chart showing the distribution of the sample by Arabic proficiency level.

Level	Number of students	percentage
Beginner	3	%5
Intermediate	39	65%
Advanced	18	%30
Total	60	%100

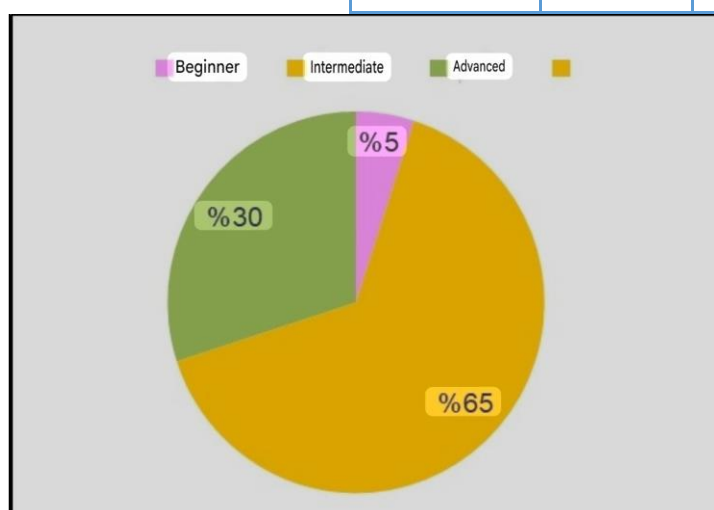


Figure 03: Pie chart showing the distribution of the sample by Arabic proficiency level.

From Tables 03 and 03, we can see that the intermediate level accounts for the largest number of students: 39 students, representing 65% of the total. This suggests that most students have a basic command of Arabic: they have moved beyond the beginner stage, but have not yet reached an advanced level.

The beginner level represents the fewest students, with only three students, corresponding to 5% of the total. This may indicate that beginner learners either progress quickly to the intermediate level or that only a small number of new learners begin studying Arabic at these institutions.

The advanced level comprises 18 students, or 30%. This suggests that a significant proportion of students have achieved a high level of proficiency in Arabic. It also reflects the efforts of these institutions to develop learners' skills to an advanced level.

Therefore, the data indicates that the majority of non-native Arabic students in these institutions are at intermediate or advanced levels. In other words, the majority have already covered a considerable portion of their learning journey, particularly with regard to Arabic grammar, which is beneficial for our study as it enables us to learn from their experiences and identify the problems they encountered.

2.4 Spatial and temporal scope of the field study**2.4.1 Spatial scope**

Istanbul Language Academy (İstanbul Dil Akademisi):⁵

The Istanbul Language Academy began its activities in the Fatih district of Istanbul in May 2009 under the supervision of Professor Dr. Ahmad Ağır Akçe. The academy's language learning centre, referred to as "AKDEM", stands out in particular due to its close affiliation with the Ministry of National Education. It is considered the largest language education centre in Turkey, offering instruction in Turkish for foreigners and Arabic, with the most teachers and learners.

The academy provides reinforcement lessons within its building for bachelor's programmes that last four years and are affiliated with the Islamic University of Europe, which provides educational services in the Netherlands. The centre offers this service to those wishing to study for a bachelor's degree in Arabic, and it also organises and administers students' examinations through a distance-learning system.

In addition to teaching Turkish to foreigners, the institution organizes teaching courses aimed at strengthening the skills of foreign learners and preparing them to pass university entrance examinations in Turkey. It also provides instructional programs supported in both Turkish and Arabic to strengthen academic subjects for Arab students studying in state schools

The academy provides Arabic language education services to around 2,000 students at over thirty locations across Istanbul.

The Istanbul Language Academy also played a pioneering role in establishing the Academic Association for Scientific and Linguistic Research, with the aim of contributing to Arabic language education within the wider community and carrying out civic activities in the field of language. To this end, it organises international Arabic language competitions, hosts seminars to advance Arabic language teaching, offers training for Arabic language teachers, delivers specialised lectures on Arabic language teaching curricula and publishes an international peer-reviewed journal on Arabic language teaching methodologies. The academy also provides consultation services to public institutions in the field of language education and supports Arabic language teaching in school curricula in collaboration with the Academic Language Association.

AKDEM is characterised by language instruction that follows the "intermediate silent teaching" approach. Instruction is delivered using the communicative approach, supported by technological tools that focus on the learner. AKDEM Istanbul aims to equip students with the four core language skills through an enjoyable teaching style incorporating language activities and events inside and outside the institution.

Arabic interactive teaching materials and instructional practices are used from the very first lesson, delivered by a teaching staff composed of Arab or Turkish teachers who are fluent in Arabic.

Arabic Language Education Programme

The Arabic Language Education Programme consists of ten levels, with 70 teaching hours allocated to each one, making a total of 700 hours of training. Each level focuses on the

⁵ - See: Istanbul Language Academy website: <https://www.akdemistanbul.com.tr/>.

following five areas: Arabic conversation, Arabic listening comprehension, reading comprehension of Arabic texts, Arabic dictation and Arabic grammar.

Students who wish to learn Arabic must take a level-determination test, which is provided free of charge by the institution. Their level is determined based on their performance in a written and oral exam.

The academy also offers free lessons in reading and writing Arabic. These consist of 20 lessons for beginners who do not know the Arabic alphabet. In general Arabic language instruction, the characteristics of learner groups from different age categories are taken into account through differentiated lessons. Additionally, the Publishing Unit located in the Centre's building diversifies educational resources.

Başakşehir Academy of Arabic and Islamic Sciences⁶

The Başakşehir Academy is one of the educational institutions of the “İlham” Foundation. Established in 2015, it was the first Turkish higher education institution to teach all its specialisations in Arabic.

It is a private, research-based educational authority with administrative and legal status, enjoying administrative and financial independence. The academy is dedicated to teaching various sciences from an Islamic perspective and places special emphasis on Arabic and Islamic studies. These fields are studied in a specialised manner from the standpoints of both heritage and contemporary scholarship, and the academy seeks to integrate them alongside other sciences and forms of knowledge in development programmes.

Values of the Institution

Affiliation and pride in Islamic identity

The academy is firmly rooted in Islamic values and principles, while encouraging dialogue with other cultures through its global outlook.

- A healthy learning environment: The academy is committed to providing a student-centred learning environment. This environment is characterised by modernity, encouraging critical thinking and intellectual independence, and promoting mastery in dealing with advanced technologies.
- Quality: The academy adheres to high standards of quality and continuous improvement in teaching, research and services.
- Creativity: The academy fosters creativity and innovation in teaching, learning and research, and recognises and rewards efforts aimed at achieving academic excellence.

Colleges and institutes affiliated with the academy

Currently, the Başakşehir Academy of Arabic and Islamic Sciences consists of three colleges: the College of Sharia, the College of Arts and Humanities, and the College of Education and Social Sciences. These are supported by a number of departments with diverse specialisations, as well as an institute dedicated to teaching Arabic to non-native speakers.

Arabic Language Education Programme

The programme consists of three levels: Beginner, Intermediate, and Advanced. Each level includes two books, so there are six books in total. In addition, each book is accompanied by a workbook containing training exercises. After completing the three levels, there are also two specialised professional books for subject specialists. This is preceded by a foundational book

⁶ See: The Başakşehir Academy for Arabic and Islamic Sciences website: bia-edu.com

covering Arabic sounds, its letters, and related topics, including simple vocabulary and basic sentence structures.

The programme also includes an audio disc for the series and a supporting interactive educational website.

Each of the six books is divided into six units, each of which constitutes an independent building block. Every unit focuses on the four language skills — reading, writing, listening and speaking — together with their related components, such as grammar, expression, spelling/dictation and handwriting. The topics vary according to the need to consolidate these skills in learners and according to the specific sub-level targeted, while maintaining overall educational coherence.

Each unit comprises a number of lessons, ranging from four to five, depending on the number of reading activities within the unit, since reading skill is considered the most important foundation on which the pacing and structure of the lesson are based.

The workbook is designed to complement the student's book. The student's book uses exercises extensively to deliver the targeted skill effectively to the learner. By contrast, the exercises in the workbook are intended to assess what the student has learned from the student book. The workbook therefore provides formative feedback, guiding the instructor to areas where reinforcement is needed for material covered in each unit.

The programme is distributed across its first three levels as follows, totalling 914 teaching hours:

Figure (04): Distribution of the Arabic Language Programme by Level and Teaching Time at the Başakşehir Academy in Turkey



Mardin Artuklu University⁷

⁷ - See: The Mardin Artuklu University website: <https://www.artuklu.edu.tr/ar>

Mardin Artuklu University was established in 2007 in the city of Mardin. It is approximately a 25-minute journey from the city centre by public transport.

Although considered a modern university, it is unique in Turkey for offering a nursing specialisation in Arabic. The university has also attained an advanced position among both local and international universities.

The university aims to become a leading global institution in the fields of science, culture, art and technology. This will be achieved by committing to local and international values and building bridges between countries and universities in the Middle East.

Currently, the university comprises eight colleges, as well as several institutes, research centres, and applied centres. One of these is the College of Arts and Humanities, comprising several departments, the most notable of which is the Department of Arabic Language and Literature. Teaching activities in the Arabic Language Department at Mardin University's College of Arts and Humanities began in the 2014–15 academic year, with an intake of forty students.

The department was established in response to growing commercial ties with Arab countries in recent years and increasing interest in the Arabic language in Turkey. Furthermore, Mardin is one of the Turkish cities where the Arabic dialect is spoken. Mardin Artuklu University therefore provides an opportunity to learn Arabic in a natural environment, with specialist instructors who are experienced in teaching Arabic to non-native speakers. The department also has its own library and language laboratory. Furthermore, the department's commitment to developing advanced and diverse methods and technologies for teaching Arabic makes it a popular choice among many Turkish students.

The Department of Arabic Language and Its Literature is a four-year programme. The primary objective of this programme is to achieve a high level of proficiency in Arabic. Upon completion of the programme, students are awarded a Bachelor's degree and the title of "Philologist".

The Bachelor's programme in Arabic Language and Literature aims to teach Arabic through Arabic literature and the history of Arab culture, preparing students to become well-versed in the history, culture and literary achievements of the Arab world. The programme also enables students to follow literary, political, social and economic developments from written and audio sources, equipping them with the ability to express their ideas fluently in writing and speech.

Activities organised by the Arabic Language Department (Mardin Artuklu University)

The Arabic Language Department at Mardin Artuklu University organises various activities aimed at teaching language skills and cultural elements related to Arabic. These activities enable language learning in a natural environment. These activities include:

- Arabic-language films and TV series shown in the language laboratory on specific days of the week under faculty supervision.
- Calligraphy courses.
- Cultural trips/excursions.
- Sessions on culture and civilisation.
- Book-reading sessions (e.g. readings from al-Jāhiz and similar works), supervised by department faculty members.
- Poetry evenings.
- Theatrical productions/plays.
- Summer courses in the Arabic language.

Time frame (field study):

The field study is organised into consecutive and interconnected stages, with each stage paving the way for the next. To present the time frame of our field study clearly, we have divided it into two stages:

1) Exploratory stage: This stage began after we completed a short internship provided by the university. During this phase, we conducted a scholarly exploratory tour of institutes teaching Arabic to non-native speakers in Turkey. This stage enabled us to use research tools such as observation and interviews, which helped shape our understanding of the study topic and informed our practical approach.

It also involved reviewing the questionnaire in detail ('subjecting it to scrutiny'), receiving feedback from reviewers/experts and revising it to improve its final form. We also ensured the validity and soundness of the questionnaire. This stage continued until 4 May 2023.

2) Applied stage: The applied stage began on 7 May 2023 when we started distributing the electronic questionnaire to the sample group. It continued until the analysis and interpretation of the results was complete. This stage lasted approximately three months.

2.5 Statistical methods used in the field study

In our study, we used three statistical methods to process the obtained data, in accordance with the requirements of each stage of the study. The table below illustrates these methods:

Table (04): Statistical methods used to process the obtained data

What the study stage requires	Statistical method used:
- Calculating convergent validity and reliability through test-retest (re-administering the questionnaire).	Pearson correlation coefficient
- Calculating the extent to which sample members agree or disagree with each question in the questionnaire, and ranking them by their level of agreement and experience.	Percentage
- Verifying the general characteristics of the sample members.	- Arithmetic mean

Presentation, analysis, interpretation and discussion of the field study results

After receiving the responses from the field study sample, we carried out a series of procedures based on these responses. It should be noted, however, that the results were analysed in an automated manner because the questionnaire was administered electronically. This platform facilitated access to the sample members and the exchange of data with them.

Our role therefore focused on organising, analysing, interpreting and discussing the data, in order to transform the statistical output into a precise, scholarly linguistic rendering that can be clearly understood and comprehended. This was done to facilitate understanding of the results and enable objective discussion based on clear statistical foundations.

We will present the results relating to the respondents' answers and their level of agreement with each question in the questionnaire in tables corresponding to each dimension of the questionnaire. This will be followed by a graphical representation of the content using relative-percentage circular charts. We will then analyse, interpret and discuss the findings based on these tables and charts in order to understand the extent to which respondents agreed with the questions within each questionnaire dimension.

2.3 Analysis of the Learner Questionnaire

2.3.1 Presentation of the Results of Dimension One, with Analysis, Interpretation and Discussion: Teacher and Learner

(Reserved for presenting and analysing the results of this first dimension.)

What are your reasons for learning Arabic?

Table 05:

Responses	Number of answers	percentage
Learning about the Islamic religion	52	38%
Interest in Arab culture	39	29%
Work	23	17%
Communicating with Arab friends	9	6 %
Hobby: learning languages	5	4%
Travelling	4	3%
Expanding your knowledge of your mother tongue	4	3%

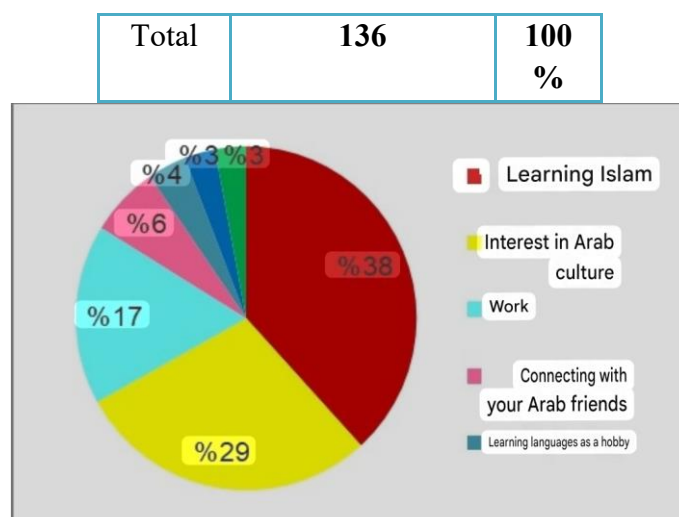


Figure (05):

From analysing the data in Table 05 and Figure 05, we can see that the most frequently cited reason for learning Arabic is to study the Islamic religion, with 38% of respondents citing this as their reason. This reflects a strong interest in using Arabic to understand Islam and engage with religious texts.

Interest in Arabic culture comes in second place, with a percentage of 29%. This suggests that foreign learners are motivated to understand Arab culture and history, and may also indicate a desire for cultural communication with Arab societies.

Some learners cite work as a reason, accounting for 17%. This may be due to economic relations with Arab countries, particularly those in the Gulf.

Additionally, 6% of learners report that communicating with their Arab friends is a reason for learning Arabic, suggesting that personal relationships can motivate language learning.

Learning Arabic as a hobby is mentioned by 4% of learners, indicating the presence of a group who enjoy learning languages, including Arabic.

The lowest percentage, at 3%, is for travel, meaning that some individuals want to learn Arabic for travel purposes and to communicate with Arabic-speaking communities.

Additionally, a small percentage (3%) includes Arab students who learn Arabic to expand and deepen their knowledge of their native language. This may be due to them growing up in a foreign country, which may have distanced them from regular use of the language.

2. Do you currently enjoy learning Arabic?

Table 06

Do you think...?	Number of answers	percentage
Yes	56	93%
No	2	3.5%
SORT OF	2	3.5%
Total	60	100%

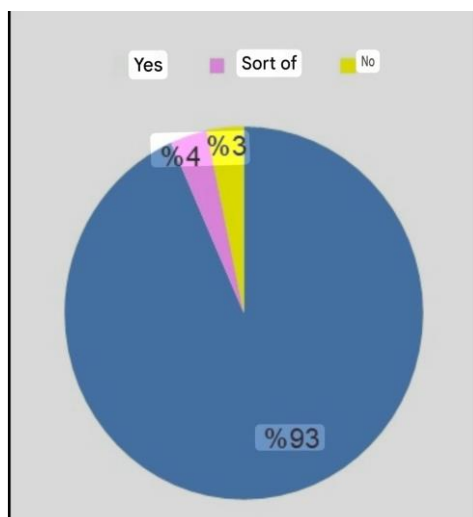


Figure (06)

The data shown in Table 06 and Figure 06 indicate that 93% of non-native Arabic learners currently enjoy learning Arabic. Only 3.5% enjoy learning it partially, while a very small proportion of learners — 3.5% — do not enjoy learning it at all.

This suggests that these educational institutions in Turkey provide an effective learning environment that encourages enjoyment of the learning process. Consequently, lessons are more effective and learners interact more positively with the learning material. Dynamic teaching methods and inspiring instructors may also be key factors behind this outcome.

Furthermore, students' enjoyment of learning Arabic suggests that the current educational programmes meet their needs and take their personal and educational interests into account.

3. Is this the first educational institution you have attended to learn Arabic?

Table (07)

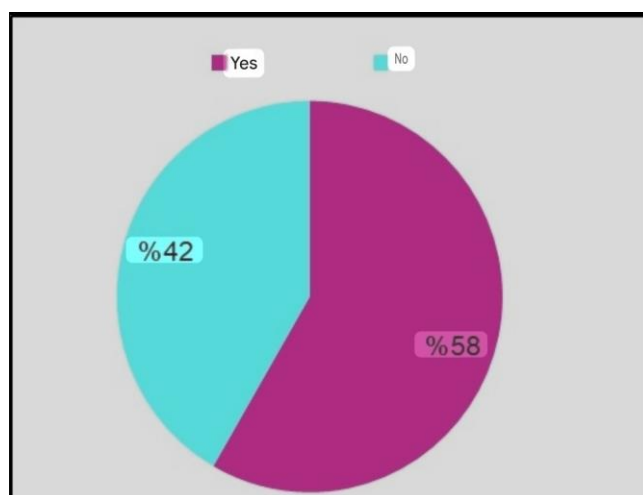


Figure (07)

Do you think...?	Number of answers	percentage
Yes	35	58%
No	25	42%
Total	60	100%

Table (07) and Figure (07) show that 58% of non-Arabic-speaking learners confirmed that this is the first educational institution they have attended to learn Arabic. In contrast, 42% of learners have prior experience of learning Arabic at other educational institutions.

Learners' choice of institution highlights the importance of providing motivating and engaging instructional programmes that meet their needs and offer stimulating and beneficial learning

experiences. Moreover, learners' previous experience of learning Arabic may influence how they acquire knowledge and how they respond to the learning process.

New learners need support and guidance from teachers and trainers to help them adapt to the new learning environment and achieve their Arabic language learning objectives.

4. What language skill is most difficult for you?

Table (08)

Skills	Number of answers	percentage
Listening and comprehension	10	%17
Speaking	34	%56
Reading	10	%17
Writing	6	10%
Total	60	100%

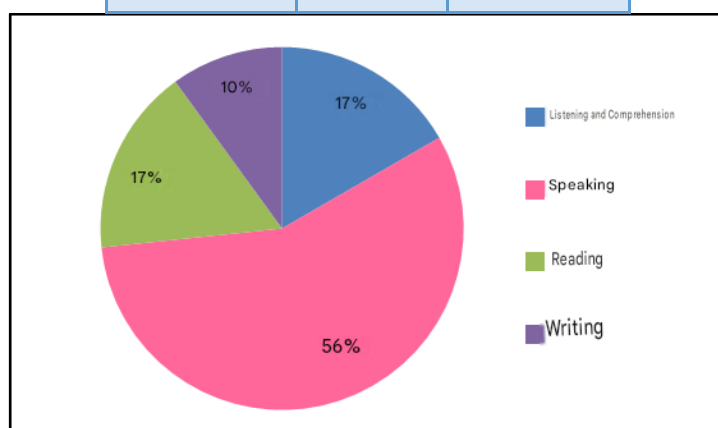


Figure (08)

Table 08 and Figure 08 show that 56% of non-Arabic-speaking learners find speaking Arabic difficult. Meanwhile, 17% experience difficulties with listening and comprehension and reading, and 10% with writing.

This suggests that speaking is the most challenging skill for most learners. This may be due to factors such as a lack of self-confidence when speaking in the new language, or difficulty forming sentences and expressing ideas. Furthermore, intensive training and practical exercises that include guided conversations and continuous feedback and correction from teachers can reduce the difficulty of speaking.

Although fewer learners reported difficulties in listening, reading and writing, providing ongoing support and continuous practice in these areas can improve their linguistic comprehension and ability to express themselves.

It is important to identify the difficult language skills for learners in order to direct teaching and learning efforts effectively. Therefore, instruction should focus on training learners to develop these skills through appropriate language activities and exercises.

5. Do you use an intermediary language to communicate with the teacher?

Table (09)

Language used	Number of answers	percentage
49%	29	Modern Standard Arabic only
Turkish	17	28%
Arabic dialect (colloquial)	14	23%
English	0	0%
Total	60	100%

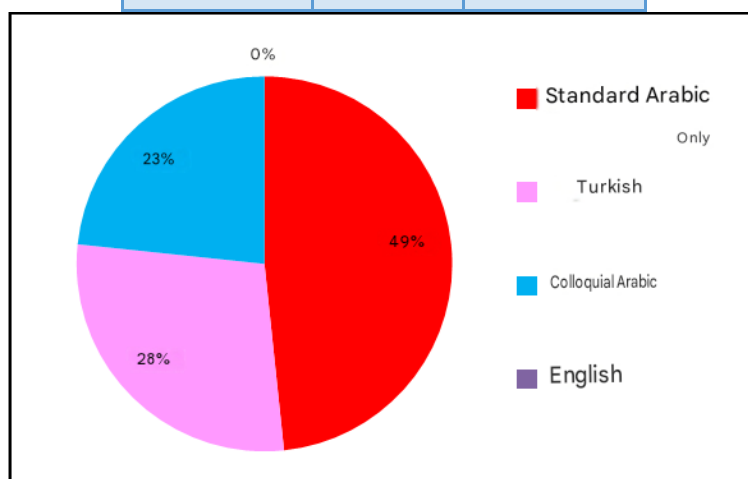


Figure (09)

Table 09 and Figure 09 show that the above graph indicates that 49% of non-Arabic-speaking learners use Modern Standard Arabic only as an intermediary language to communicate with the teacher. In contrast, 28% use Turkish, and 23% use Arabic colloquial dialects.

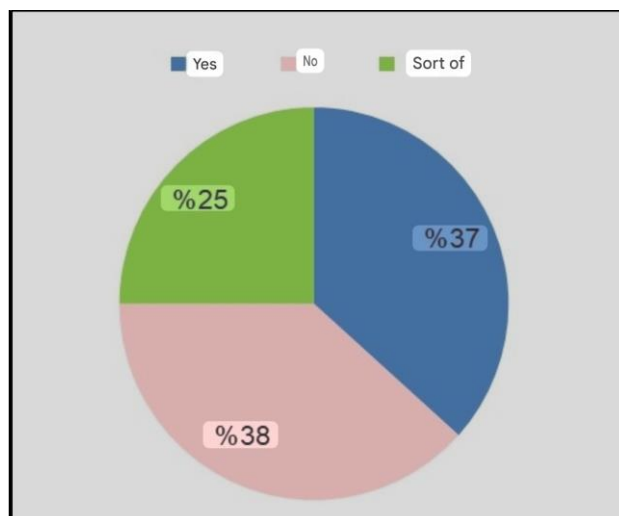
Therefore, it appears that Modern Standard Arabic is the most widely used intermediary language for communicating with the teacher. This reflects learners' commitment to practising the language in the classroom and making an effort to learn it, which is a positive indicator.

The moderate percentages for other intermediary languages, such as Turkish and Arabic colloquial dialects, are also evident. This can be attributed to learners' cultural backgrounds, as most of them are from Turkey and some speak Arabic dialects due to contact with Arabs from countries such as Syria and Iraq.

Notably, English is not used as an intermediary language for communication. This may be because there are no learners who speak English in the educational environment, or it may be because learners are not proficient enough in English to use it effectively as an intermediary language.

6. In your opinion, does your mother tongue affect your understanding and learning of Arabic grammatical rules?

Table (10)



Do you...?	Number of answers	percentage
Yes	22	37%
No	23	38%
SORT OF	15	25%
Total	60	100%

Figure (10).

Table 10 and Figure 10 show that 37% of students believe their mother tongue affects their understanding of Arabic grammar rules. This can be explained by the fact that:

Some grammar rules in the mother tongue may overlap with Arabic grammar rules, making it difficult to grasp the new rules.

- There are fundamental differences in the structure of the mother tongue and Arabic, making learning grammar more challenging.

Meanwhile, 38% of students indicate that their mother tongue does not affect their learning of Arabic grammar rules. This may be explained by several factors:

- The ability to distinguish between languages: some students may be able to separate the grammar of their mother tongue from that of Arabic, facilitating the learning of new rules.

Previous learning experience: These students may have prior experience of learning other languages, enabling them to deal with Arabic grammar rules more effectively.

In addition, 25% of students believe that their mother tongue affects their learning of Arabic grammar to some extent. This suggests a partial effect, which may be explained by:

- Partial similarity in rules: There may be some similarities between the mother tongue and Arabic that support learning to a certain degree, but significant differences remain challenging.

- Gradual adaptation: Students in this category may be in a transitional stage, where their mother tongue still influences them, but they are gradually adapting to Arabic grammar rules.

Therefore, the data suggest that the impact of a learner's mother tongue on their ability to grasp Arabic grammar can vary, depending on factors such as linguistic interference and the differences between the grammatical systems of the two languages. This interference can sometimes have a positive effect, helping learners to understand certain Arabic grammatical rules more quickly. In other cases, it may be negative, hindering comprehension or leading to incorrect usage and complicating the learning process.

It is therefore essential to conduct ongoing assessments to determine the impact of the mother tongue on each student and provide supplementary lessons based on these results. Teachers

should also be trained to handle interference between the mother tongue and Arabic and develop strategies to reduce negative interference and enhance positive transfer.

7. How do you find your level in Arabic grammar?

Table (11)

Overall level	Number of answers	percentage
Good	23	39%
Average	24	40%
Weak	8	13%
Very POOR	5	8%
Total	60	100%

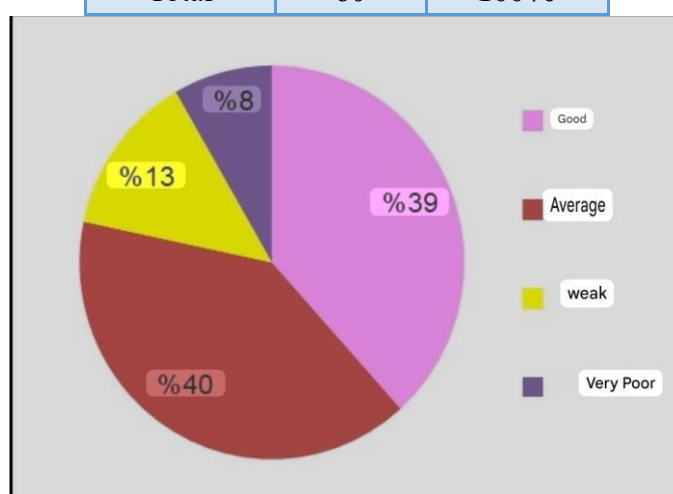


Figure (11)

Table 11 and Figure 11 present the self-assessment of Arabic grammar proficiency among non-Arabic-speaking learners. In this regard, the highest percentage (40%) of learners describe their level in grammar as average. This suggests that, while many learners have acquired a basic understanding, they still face challenges in fully assimilating grammatical rules.

Meanwhile, the 39% who rated their level as “good” indicates that a substantial proportion of learners feel confident in their grammatical abilities. This may reflect the effectiveness of certain teaching approaches or the learners’ own efforts to improve their grammar skills.

Those who consider their level to be ‘weak’ or ‘very weak’ represent a combined proportion of 21% (13% weak and 8% very weak). This reflects the presence of a group of learners who experience significant difficulty in understanding and mastering grammatical rules, calling for targeted educational interventions to support them.

The relatively high percentages of learners in the ‘good’ and ‘average’ categories combined (79%) may indicate the effectiveness of the teaching methods used. However, these methods could be improved further to reduce the proportion of learners in the weaker categories. Therefore, the high percentages of learners at the weak and very weak levels warrant an investigation into the possible reasons behind their difficulty in learning grammar. These reasons may include the inherent complexity of Arabic grammatical rules for non-native speakers; the need to enhance or diversify current teaching methods to better meet learners’ needs; or insufficient instructional time to cover all learners’ grammar requirements.

This requires teachers to adopt varied teaching strategies that address learners' different levels. Such strategies may include:

Paying attention to individual differences: providing additional time and support for learners who find grammar challenging.

Practical training: increasing exercises and practical applications that enable learners to practise grammatical rules in different contexts.

Encouragement and motivation: encouraging learners to participate actively and motivating them to improve through rewards and recognition.

Providing additional learning resources, such as books, websites and apps, that explain grammatical rules in simpler, more accessible ways.

Continuous assessment identifies students' weaknesses on an ongoing basis so that they can be addressed.

At the same time, teachers should strengthen learners' strengths, especially those who perform well in grammar. Achieving a balance between individual support and whole-class instruction can improve everyone's level and lead to better Arabic grammar learning outcomes.

8. Do you find it difficult to learn Arabic grammar rules?

Table (12)

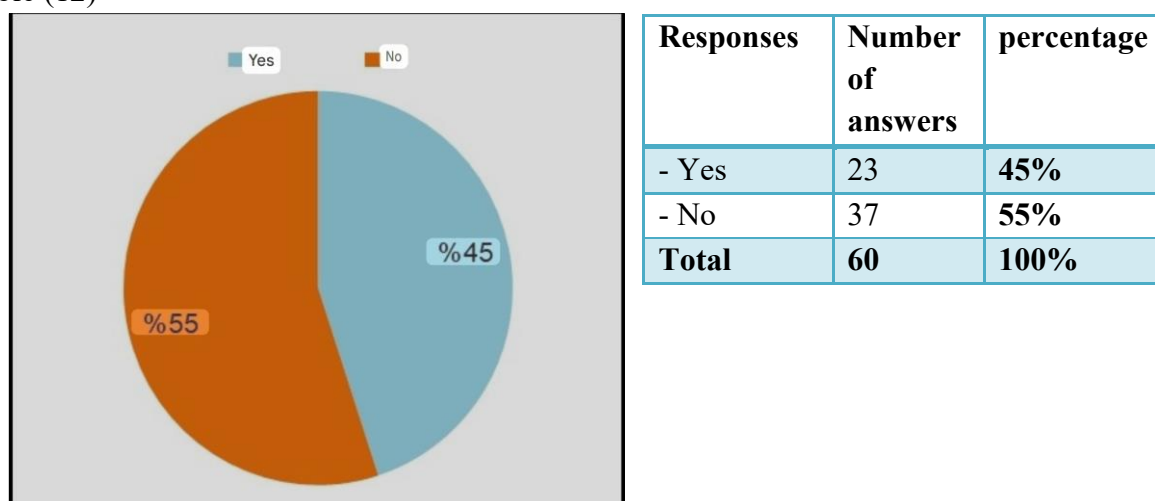


Figure (12).

Table 12 and Figure 12 show that more than half of learners (55%) do not find Arabic grammar rules difficult to learn. This suggests that the teaching methods used by most teachers in these educational institutions are effective. It may also suggest that these learners have similar linguistic backgrounds, facilitating learning. Furthermore, strong motivation — such as a desire to learn Arabic for religious or professional reasons — may help learners to overcome difficulties.

In contrast, 45% of learners find Arabic grammar rules difficult, which is a relatively high proportion. This suggests that non-Arabic speakers face specific challenges when learning Arabic grammar. Arabic grammar rules may be more complex and multifaceted than those of other languages. Additionally, differences in the linguistic structure of learners' mother tongues may pose an obstacle to learning Arabic grammatical rules. Furthermore, an absence of effective teaching resources that explain grammar in a simple, easy-to-understand manner may contribute to these difficulties. Alternatively, learners may not have sufficient opportunities to practise and apply what they have learnt.

Therefore, the data suggest that learners' experiences of Arabic grammar are similar to a certain degree: approximately half of them find it difficult, while the other half do not. This highlights the need to enhance the Arabic grammar learning experience for non-native speakers by:

- developing instructional materials that explain grammatical rules in a simplified, systematic way and include illustrative examples and applied exercises.
- providing training courses for teachers that focus on the most effective methods for teaching grammar according to learners' different levels.
- increasing opportunities for practical application of grammatical rules through interactive activities and varied exercises.
- designing educational programmes that take into account individual differences, such as variations in linguistic background and level of language proficiency.
- offering additional support to learners who are experiencing difficulties, such as one-to-one support sessions or study groups.

Motivate learners to use self-learning resources, such as language applications and online materials, to strengthen their understanding of grammar.

9. If the answer is 'yes', what are the reasons in your opinion?

Table (13)

Responses	Number of answers	percentage
The nature of Arabic grammatical rules	13	29%
- The abundance and complexity of Arabic grammatical rules	6	14%
- The way the rules are presented in the course	10	23%
- The professor's method of explanation	5	11%
- Lack of practice and application	10	23%

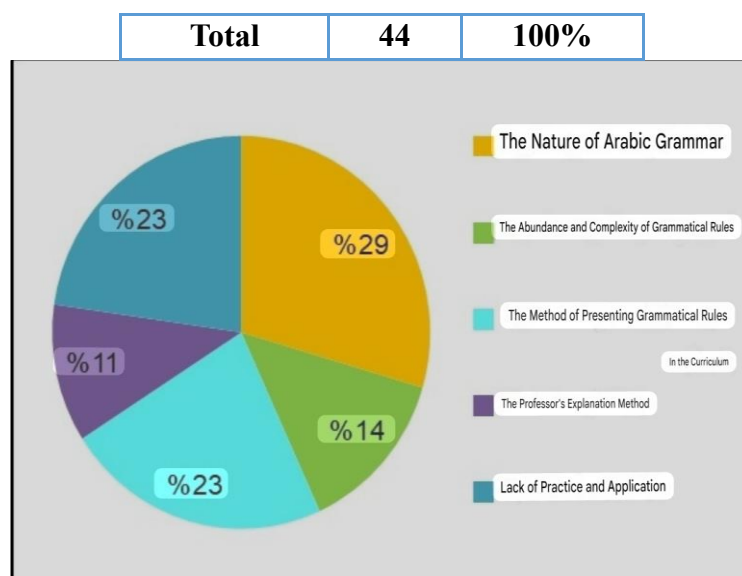


Figure (13)

Based on the analysis of the data in Table 13 and Figure 13, we observe that 29% of learners indicate that the specific nature of Arabic grammar rules is the reason they find them difficult to learn. The complexity and detail of Arabic grammar may make it harder for non-native speakers to understand. This calls for innovative teaching methods based on gradual simplification and repetition.

Furthermore, 14% of learners believe that the abundance and interconnectedness of grammatical rules makes them difficult to learn. The large number and complexity of these rules may overwhelm learners. Strategies such as content segmentation and reinforcement of gradual understanding may help to alleviate this burden.

In contrast, 23% of learners think that the way Arabic grammar rules are presented in the curriculum makes them more difficult to understand and learn. If current syllabuses are not fit for purpose or remain traditional, they should be updated in line with the latest teaching approaches and educational technology. The curriculum should be flexible enough to adapt to learners' differing needs.

While 11% of learners believe that their understanding of grammar is negatively affected by the way teachers explain things, this highlights the importance of training teachers to use interactive and effective teaching strategies, provide practical examples and create a supportive learning environment — steps that can greatly enhance learners' understanding.

In addition, 23% of learners confirm that a lack of practice in applying grammar rules hinders the learning process. Providing more opportunities for daily language practice in different contexts can improve understanding and practical application of grammatical rules. These opportunities may include language activities, homework assignments and language projects, all of which are effective tools for developing these skills.

Therefore, the data suggest that the nature of Arabic grammar, how it is presented and a lack of practice are the greatest challenges for non-native learners. Addressing these challenges requires improving curricula and teaching methods, as well as increasing opportunities for practical language use. These efforts should be integrated across curricula, teachers and modern technologies to improve outcomes in Arabic grammar learning.

10. What is your opinion of the teacher's method of explanation?

Table 14

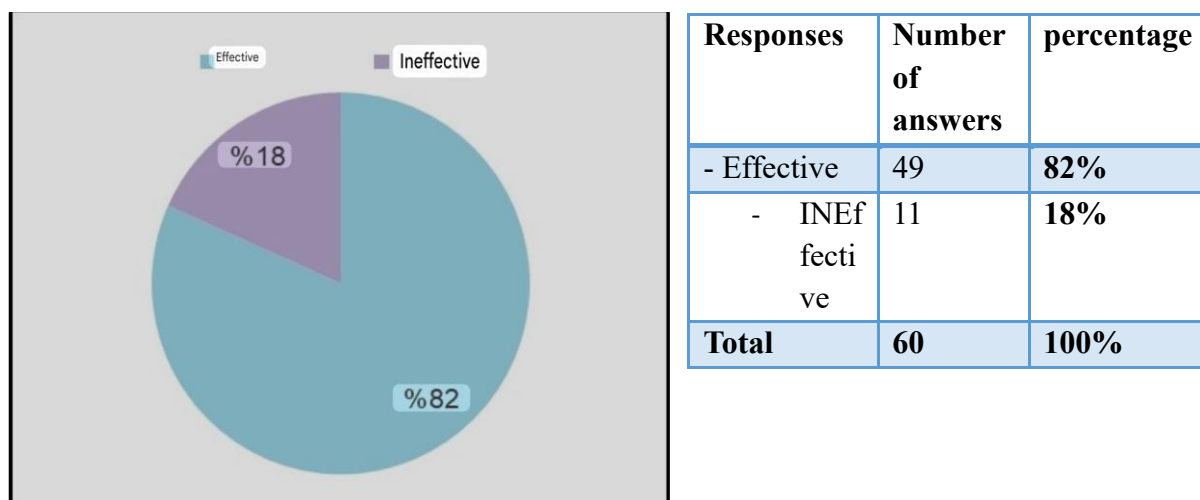


Figure 14.

Based on the data from Table 14 and Figure 14, we find that 82% of students — that is, the majority — consider the teacher's method of explaining Arabic grammar to be effective. Meanwhile, 18% view the explanation as ineffective.

The high proportion of learners who rate the teacher's explanation as effective (82%) suggests that most learners feel that the explanation helps them to understand grammatical rules. This reflects the teacher's competence in conveying information clearly and effectively, indicating that they are able to present the material in a way that facilitates students' comprehension.

However, despite the positive nature of the 82% figure, the presence of 18% of participants who consider the explanation ineffective indicates that there is still room for improvement. It is therefore useful to investigate why some learners find the explanation ineffective. This may be due to the teaching method itself, the explanation not meeting students' individual needs, or a lack of appropriate educational resources.

To ensure explanations are effective for all learners, a variety of teaching approaches may be necessary. Teachers may employ different techniques, such as visual demonstrations, group discussions, collaborative work and multimedia tools, to accommodate different learning styles. Additionally, periodic evaluations of teaching methods should be conducted to ensure that teachers receive constructive feedback from students to improve their performance.

Furthermore, consideration should be given to the overall learning environment and the extent to which it supports the learning process. A comfortable and encouraging environment can enhance the effectiveness of explanations and make students more receptive to the subject matter.

11. Does your teacher take learners' cultural background into account when explaining the lesson?

Table (15)

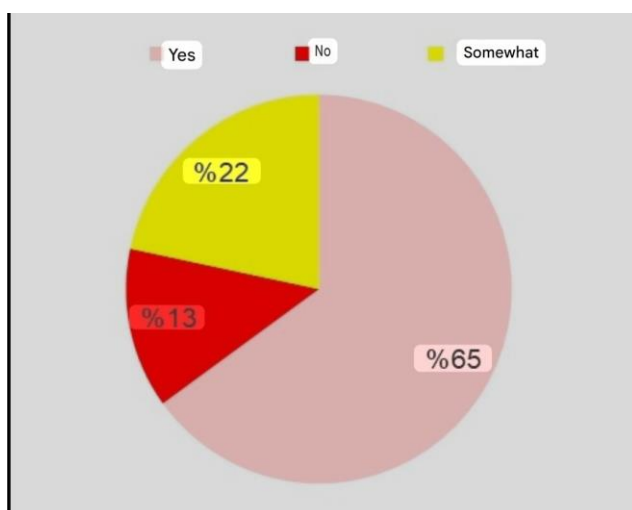


Figure (15).

Based on Table 15 and Figure 15, we can see that the majority of students (65%) believe that their teachers take their cultural backgrounds into account when explaining lessons. This suggests that teachers adapt their teaching methods to accommodate cultural diversity among students. It also reflects teachers' awareness of the importance of cultural context in facilitating learning and supporting learners' understanding of grammatical rules. These efforts may include using a variety of cultural examples, avoiding cultural assumptions and drawing on students' cultural experiences to enhance comprehension.

Following this, 22% of students report that their teacher considers cultural backgrounds to some extent, indicating that efforts are being made but may not be sufficient or fully effective. This aspect could be improved by strengthening teachers' cultural skills and knowledge, and by encouraging ongoing interaction with students to better understand their needs.

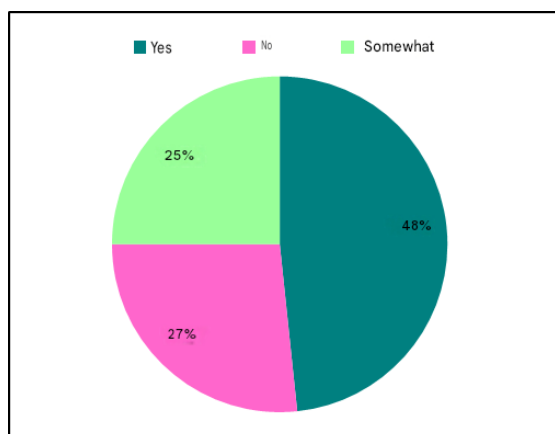
Meanwhile, 13% of learners believe that teachers do not consider their cultural backgrounds. This suggests that some teachers may require further training to recognise the significance of cultural background in language teaching, such as attending workshops on cultural sensitivity and integrating different cultures into instruction.

Taking learners' cultural backgrounds into account is essential in language teaching because culture influences how students understand and use language. Understanding different cultural contexts helps to avoid misunderstandings and enhances students' ability to apply what they learn in real-life situations.

12. Does your teacher take individual differences among learners into account?

Table (16)

Responses	Number of answers	percentage
- Yes	29	48%
- No	16	27%



Somewhat	15	%25
Total	60	100%

Figure (16).

Based on Table 16 and Figure 16, we can see that 29 out of 60 learners — equivalent to 48% of students — believe that their teachers take individual differences into account. This is a positive indicator as it can enhance the learning experience. By attending to these differences, teachers can provide more tailored instruction to meet the needs of each learner, thereby improving their educational experience. Learners who feel that their teachers consider their individual needs tend to be more motivated and involved in the learning process.

However, 16 out of 60 learners (27%) indicate that their teachers do not consider individual differences. This may lead to frustration among these learners as they feel their specific needs are not being met. It may also result in substantial variation in learners' performance, with some improving and others declining.

Additionally, 15 out of 60 learners — equivalent to 25% — report that their teachers take individual differences into account to some extent. This suggests that efforts are being made to improve consideration of individual differences, but these efforts have not yet reached the required level.

Therefore, the data indicate that approximately half of the learners feel that their teachers take individual differences into account, whereas about a quarter believe that this occurs to some extent. The remaining learners, however, feel that these differences are not considered. For this reason, teachers should receive continuous training on how to take individual differences among learners into account using a variety of instructional strategies and applying personalised teaching techniques.

13. Does your teacher set grammar homework?

Table 17

Responses	Number of answers	percentage
- Yes	23	38%
- No	10	17%
Sometimes	17	28%
Rarely	10	17%
Total	60	100%

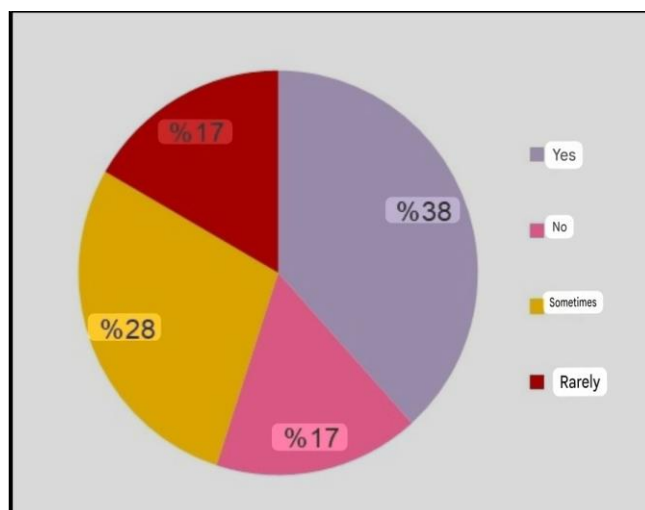


Figure 17

Based on the analysis of the data in Table (17) and Figure (17), we find that (38%) of the students indicate that their teacher assigns them homework in grammar. Homework can strengthen learning by giving students an opportunity to practice grammatical skills independently. It can also help develop learners' sense of responsibility and self-discipline, and reinforce the grammatical concepts that were taught in class.

Then, we find that (28%) of the learners indicate that their teacher assigns homework sometimes. This flexibility in assigning homework may reflect an approach that adapts to students' needs and circumstances. It can help achieve a balance between classroom activities and independent work.

The combined percentage of students who do not receive homework at all or rarely receive it is 34%. This may suggest that the teacher prefers to focus on in-class activities.

However, not setting homework can result in missing a valuable opportunity to apply grammatical concepts in practice. While it may help to reduce academic pressure on students, it can have a negative impact on the development of independent study skills. It also reduces opportunities for students to practise being autonomous when learning grammar rules. Therefore, homework should be integrated with classroom activities so that it reinforces what has been taught in class and gives students a chance to practise independently. Homework could include interactive and engaging activities, such as educational games or small projects requiring students to apply grammatical rules in practice.

The data show variation in the way students are assigned grammar homework: 66% receive homework regularly, whereas 34% receive little or none. This variation reflects differences in teachers' teaching strategies and may have different effects on students' learning. To improve the effectiveness of homework, it should be well integrated with classroom activities and accompanied by appropriate support for students. It should also include a variety of tasks to ensure students remain motivated and learn effectively.

14. Does your teacher encourage you to participate and speak in Arabic?

Table 18

Responses	Number of answers	percentage

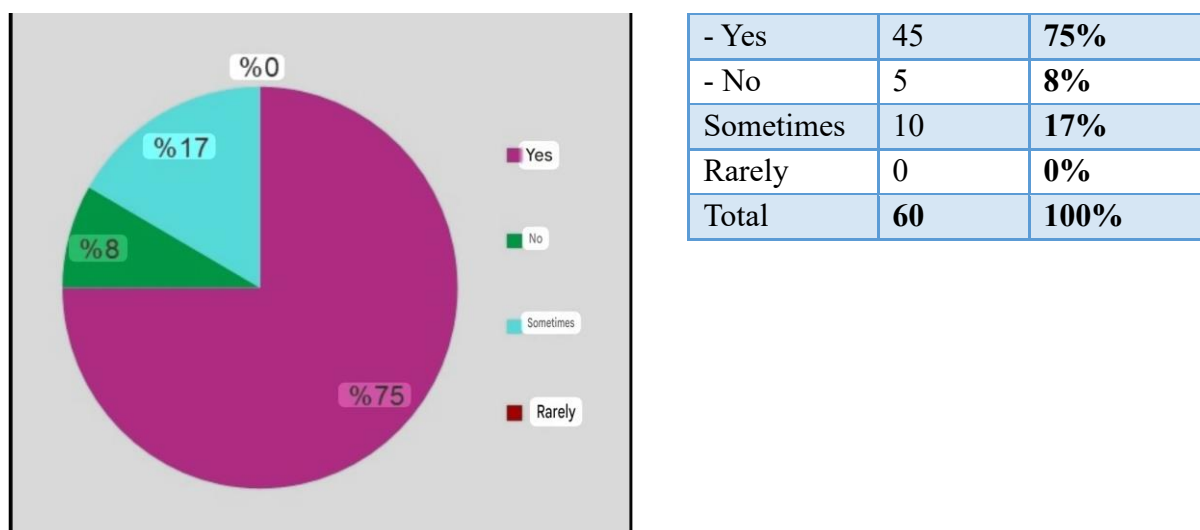


Figure 18

Based on the data in Table (18) and Figure (18), we find that the majority of students (75%) indicate that their teacher regularly encourages them to participate and speak Arabic. This enhances students' confidence in using Arabic and speaking it, helping them overcome fear of making mistakes. Continuous participation strengthens students' communication skills, making them more proficient in using Arabic in different situations. Moreover, such encouragement contributes to creating a supportive and motivating learning environment in which students feel safe to experiment with the language and learn effectively.

Meanwhile, only 8% of learners indicate that their teacher does not encourage them to participate and speak Arabic. This may discourage students from participating, which has a negative effect on the development of their language skills. Students who do not receive encouragement may feel isolated and reluctant to participate, thereby hindering their progress. Additionally, 17% of learners report that their teacher sometimes encourages them to participate and speak Arabic. This suggests the need for a more consistent approach to encouraging students, so that all learners benefit equally. Intermittent encouragement may result in differences in students' progress: some may benefit during periods of encouragement, while others may struggle.

Therefore, the data indicate that most non-Arabic-speaking learners feel consistently encouraged by their teachers to participate and speak Arabic, which strengthens their confidence and develops their communication skills. However, a small proportion of students do not feel sufficiently encouraged, requiring additional attention from teachers to ensure a motivating and supportive learning environment for all. This can be achieved by providing continuous encouragement to help learners overcome psychological barriers, diversifying interactive activities, and providing positive feedback that takes into account individual differences among students.

15. Does the grammar you learn help you understand what you read?

Table (19)

Responses	Number of answers	percentage

- Yes	52	86%
- No	3	8%
Somewhat	5	17%
Total	60	100%

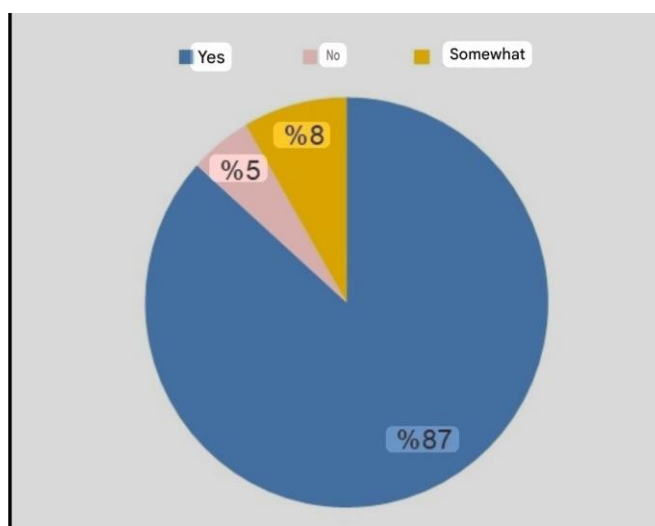


Figure (19).

Based on the analysis of the data in Table (19) and Figure (19), we find that the vast majority of learners (86%) believe that the grammar rules they learn help them understand what they read. This reflects the importance of grammar in improving reading comprehension skills. Learning grammar helps students understand texts better, enabling them to analyze and interpret texts with greater accuracy. A strong understanding of grammar also enhances students' confidence when reading and comprehending complex texts. In addition, the ability to understand texts correctly contributes to achieving better academic results.

Meanwhile, 14% of learners find that grammar rules help them understand texts to some extent. This suggests that some students may struggle to apply certain rules while finding others easier. This may be due to differences in comprehension levels resulting from individual differences among learners, or from the way grammar is taught.

A very small percentage of learners (5%) find that the grammar rules they learn do not help them to understand what they read. Some students may struggle to apply the grammatical rules they have learnt to the texts they read. Furthermore, Arabic grammar rules may be considered too complex by some learners, making reading comprehension challenging. They may therefore need additional training and support to help them understand and apply grammar rules correctly, such as supplementary tutoring or support sessions.

The data therefore indicate that most non-Arabic-speaking learners believe that the grammar they learn helps them to understand what they read. This highlights the significant importance of learning grammar in improving reading and comprehension skills. However, a small proportion of students struggle to apply grammar rules. This highlights the need for additional support and training, more practical exercises, continuous feedback and diverse teaching methods.

2.2.2 Presentation, analysis, interpretation and discussion of the results of the second axis of the questionnaire: course content and assessment methods

1. Do you rely on the course provided by your educational institution for learning grammar, or do you also use other educational books? Mention them.

Table 20

Responses	Number of answers	percentage
the course syllabus only	48	80%
The internet	6	10%
Explaining al-Mughni in Arabic grammar by al-Milani	1	2%
- Al-Tuhfat al-Saniyya in the explanation of Al-Ajrumiyya	2	3%
How to Master Arabic Grammar by al-Iskandar	1	2%
- Books in the mother tongue	2	3%
Total:	60	100%

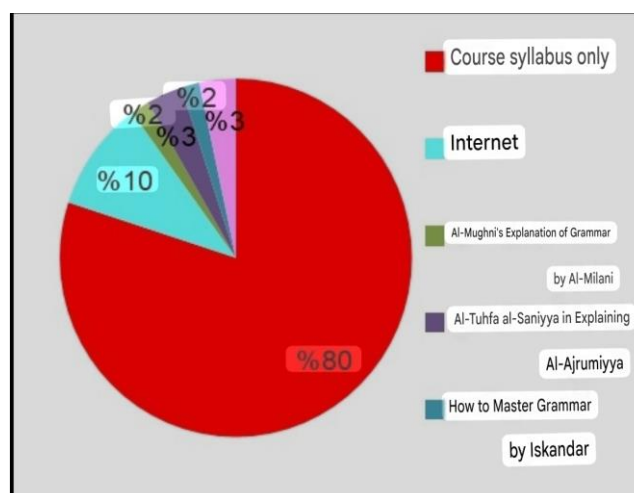


Figure 20

Based on the data in Table (20) and Figure (20), we find that (80%) of students rely fully on the course provided by the educational institution. This reflects the extent to which educational institutions and their curricula influence students' learning. Relying on a unified curriculum helps guide students in a centralized manner and provides them with a consistent framework for learning. Moreover, educational institutions can easily assess students' progress because all students follow the same curriculum. However, this may limit students' ability to explore a variety of learning resources and acquire broader knowledge, since complete reliance on a single course may not provide sufficient flexibility to meet students' individual needs. Meanwhile, we find that (10%) of students use the Internet as an additional source for learning grammar. The Internet provides a wide range of educational resources that may help students understand grammar in different and varied ways. However, some online sources may be unreliable or inaccurate, which could distract students and lead to confusion.

The remaining sources are used very rarely: 3% of students use the book *Al-Tuhfat al-Saniyya fi Sharh al-Ajrumiyya*, and 3% rely on written educational materials in their native language. Additionally, 2% of learners use the book *Sharh al-Mughni fi al-Nahw* by al-Milani, while 2% use *Kayfa Tutqin al-Nahw* by Askandar.

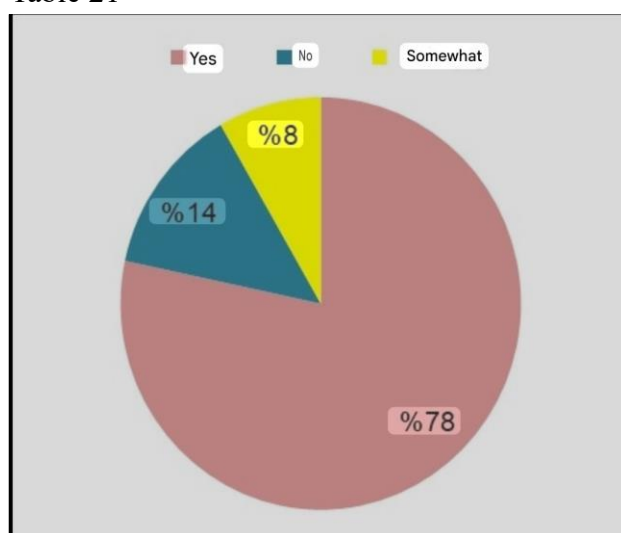
The use of these books suggests that some students wish to deepen their knowledge by consulting traditional, reliable sources. These books may offer more detailed and specialised

explanations to help students to understand grammatical rules more deeply. However, the fact that they are complex and require an advanced level of language understanding may explain why they are not used more widely, particularly by learners who are not native Arabic speakers. This could change if students used books written in their native language, as such materials could clarify and simplify grammar rules.

Therefore, the data show that most learners rely on the educational institution's curriculum, highlighting its importance in guiding their learning. Nevertheless, a small proportion of students use other resources, such as the internet and specialised educational books. Promoting diversity in learning resources should be encouraged in order to enhance students' understanding and better meet their individual needs. Encouraging students to read different grammar books may help them to gain varied explanations and new perspectives on grammar rules.

2. Are the grammar lessons in the curriculum suitable for learners' levels?

Table 21



Responses	Number of answers	percentage
- Yes	47	78%
- No	8	14%
Somewhat	5	8%
Total	60	100%

Figure 21

Based on the analysis of the data in Table 21 and Figure 21, we find that the majority of students (78%) believe that the grammar lessons in the curriculum are suitable for their level of learning. This high percentage indicates that the vast majority of learners find these grammar lessons appropriate for their level of understanding and ability. It also reflects the quality of the curriculum design and its suitability to learners' needs. Additionally, it demonstrates the effectiveness of teachers in delivering grammar lessons using methods that cater to different learning levels.

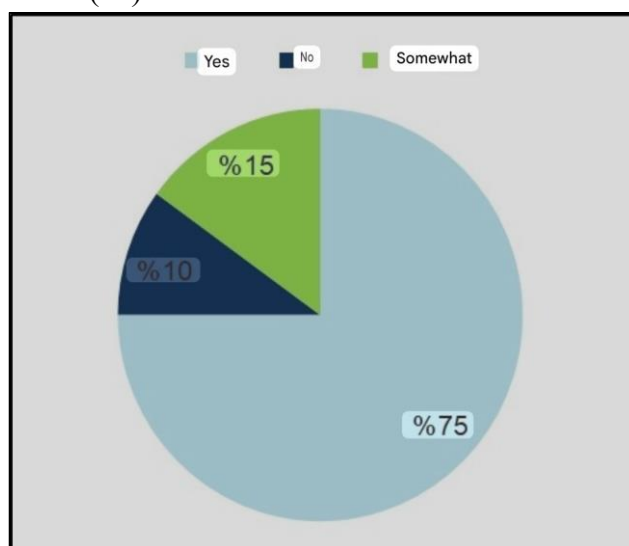
Meanwhile, 14% of students think that the grammar lessons are not suitable for their level. This suggests that there is variation in learners' comprehension levels. These students may require additional support or slight adjustments to the teaching methods to improve their understanding.

In contrast, 8% of students believe that the grammar lessons are suitable to some extent for their level. Although this percentage is small, it suggests that some learners find grammar lessons challenging. This may be due to differences in their language abilities or prior educational backgrounds. This group may require additional support or targeted teaching strategies to meet their needs.

Therefore, the data suggest that the vast majority of non-Arabic-speaking learners find the grammar lessons in the curriculum appropriate for their level, reflecting the quality of the curriculum materials. However, a small proportion of learners face difficulties and require additional support, necessitating customised educational interventions and varied strategies to improve their learning experience.

3. Does the curriculum follow methodological sequencing and logical progression when presenting grammatical rules?

Table (22)



Responses	Number of answers	percentage
- Yes	45	75%
- No	6	10%
Somewhat	9	15%
Total	60	100%

figure (22).

The data presented in Table 22 and Figure 22 indicate that 75% of students believe that the course respects the methodological sequence and logical progression when presenting grammatical rules. This high proportion suggests that the vast majority of learners find that the course is designed in a way that takes the methodological sequence and logical progression of grammar into account. This, in turn, supports a gradual and coherent understanding of the content. It also implies that the curriculum is well organised and logical, making it easier for learners to follow lessons systematically.

Then, 10% of learners believe that the course does not respect the methodological sequence and logical progression. Although this percentage is small, it suggests that there are some design-related issues affecting certain learners. These issues may be due to differences in educational backgrounds or personal expectations. These learners may require alternative or supplementary instructional materials to help them understand the methodological sequence more effectively.

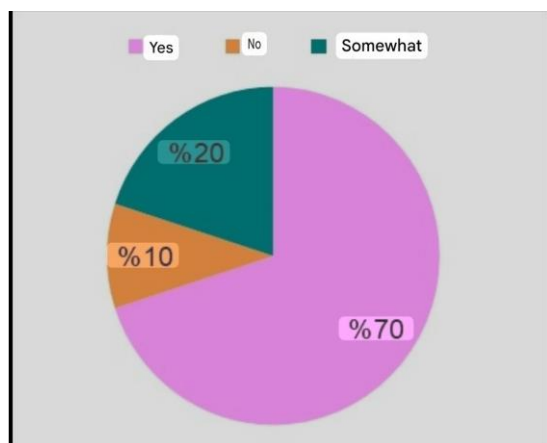
The remaining learners (15%) believe that the course respects the methodological sequence and logical progression to some extent. This indicates variation in the extent to which learners perceive and understand this progression. Such variation may result from differences in teaching methods or learning strategies. This group may benefit from additional support or improvements in the presentation of grammatical rules.

Therefore, the data suggest that the overwhelming majority of non-Arabic-speaking learners view the course as respecting the methodological sequence and logical progression in presenting grammatical rules, which enhances their gradual understanding of the content. However, a small percentage of learners report challenges in this regard. The course therefore

requires periodic review to ensure that it continues to respect the methodological sequence and logical progression, taking into account learners' feedback in order to maximise its benefits.

4. Does the course content present grammatical rules in an engaging and attractive manner?

Table 23



Responses	Number of answers	percentage
- Yes	42	70%
- No	6	10%
Somewhat	12	20%
Total	60	100%

Figure 23

Analysis of the data in Table 23 and Figure 23 reveals that 70% of learners believe the grammatical content of the course is presented in an engaging and attractive manner. This high percentage indicates the course's ability to capture students' attention and encourage engagement with grammatical topics.

Meanwhile, 10% of learners think that the content is not engaging. This suggests that certain factors may reduce their interest in instructional grammar materials.

Additionally, a moderate proportion of learners (20%) believe that the content is engaging to a limited extent. This percentage reflects variations in students' evaluations of the attractiveness of grammar materials, potentially due to differences in personal interests and teaching methods. Therefore, the data indicate that the vast majority of learners find the course content on grammatical rules engaging and attractive. This reflects the quality of the instructional design and the teacher's ability to engage students. However, efforts should continue to improve the attractiveness of the grammar materials to meet the needs and preferences of all students.

5. Is the allocated lesson time sufficient to cover the planned grammar lesson?

Table 24

Responses	Number of answers	percentage
- Yes	34	57%
- No	12	20%
Somewhat	14	23%
Total	60	100%

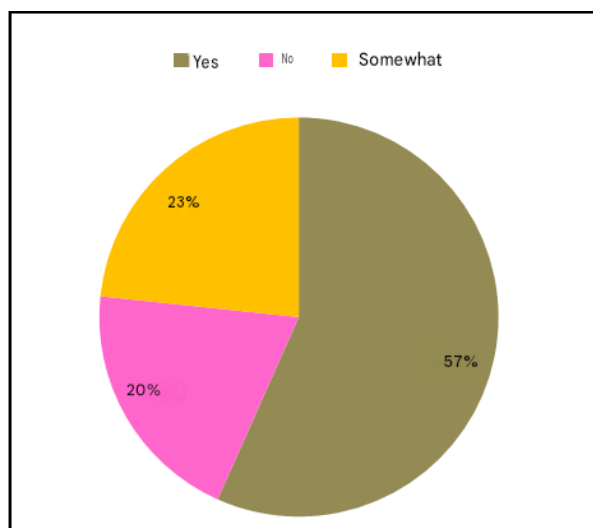


Figure 24

Based on the analysis of the data in Table 24 and Figure 24, it was found that more than half of the students (57%) believed that the time allotted for the lesson was sufficient to cover the planned grammar content. This high proportion of students who consider the schedule adequate suggests that the lesson duration is sufficient for presenting grammatical concepts comprehensively.

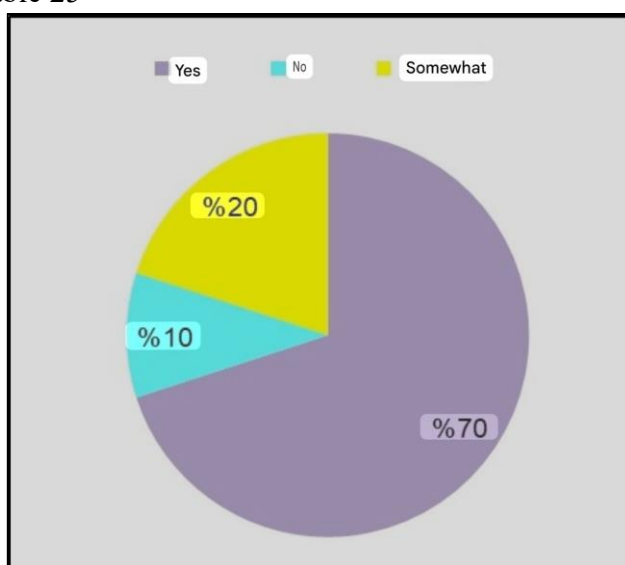
Meanwhile, 20% of learners think that the allotted time is insufficient. This suggests that a significant proportion of students perceive time constraints as affecting the quality of the lesson.

In contrast, 23% of learners believe that the allotted time is sufficient to some extent, reflecting variation in students' evaluations of their personal needs.

Therefore, the data show that the majority of non-Arabic-speaking learners consider the allotted lesson time sufficient for explaining the grammar. However, it is still necessary to verify the adequacy of this time allocation to ensure it aligns with learners' needs, thereby guaranteeing the quality of instruction and ensuring a comprehensive understanding of grammatical concepts.

6. Does the course strike a balance between theoretical and practical components?

Table 25



Responses	Number of answers	percentage
- Yes	42	70%
- No	6	10%
Somewhat	12	20%
Total	60	100%

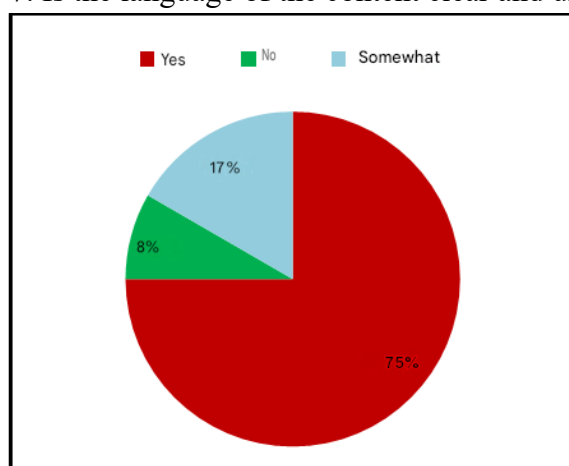
Figure 25

Analysis of Table 25 and Figure 25

Based on the analysis of the data in Table 25 and Figure 25, we find that the majority of students (70%) believe that the course syllabus strikes a balance between the theoretical and practical aspects. This is a positive indicator, strengthening students' understanding of theoretical concepts and their practical application. Meanwhile, 20% of students believe that the course syllabus balances the two aspects to some extent, suggesting that certain improvements could be made to achieve full balance. Only 10% of students think that the course syllabus does not sufficiently balance the two aspects.

Thus, while the data indicate that the overwhelming majority of participants view the course syllabus as balancing the theoretical and practical components, periodic evaluation and adjustments are still needed to maintain this balance and enhance the learning experience.

7. Is the language of the content clear and understandable?



Responses	Number of answers	percentage
- Yes	45	75%
- No	5	8%
Somewhat	10	17%
Total	60	100%

As can be seen from Table 25 and the graphical representation, the majority of students (75%) believe that the language used in the course content is clear and understandable. This improves their understanding of the lessons and instructional materials.

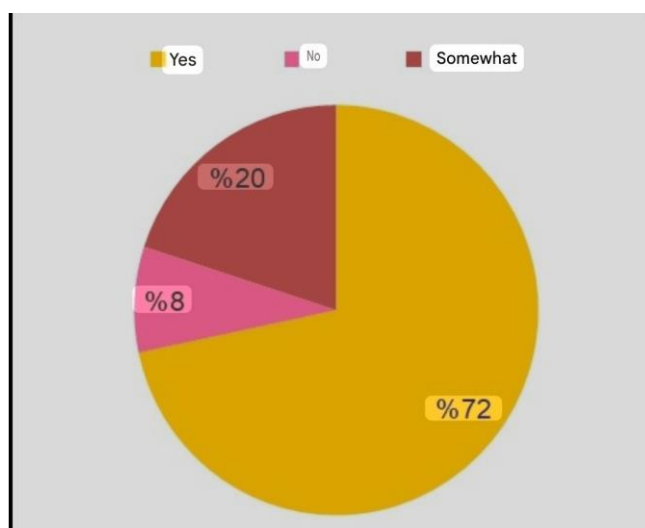
Meanwhile, 17% of students believe that the language used is clear to some extent, suggesting that improvements could be made to achieve greater clarity. Additionally, a small proportion (8%) of students believe that the language used in the course content is unclear or difficult to understand. This suggests that these learners may experience confusion or difficulty comprehending the language materials presented to them.

Therefore, while the data show that most participants perceive the course content language as clear and understandable, efforts to improve clarity should continue to ensure that all students can better understand and absorb the instructional materials.

8. Is the course content related to learners' real-life experiences and needs?

Table 26

Responses	Number of answers	percentage
- Yes	43	72%
- No	5	8%



Somewhat	12	20%
Total	60	100%

Figure 26

By analysing the data in Table 26 and its graphical representation, we can see that the majority of learners (72%) believe that the course content is relevant to their real-life context and needs. This enhances learning effectiveness and increases students' responsiveness and engagement with instructional materials.

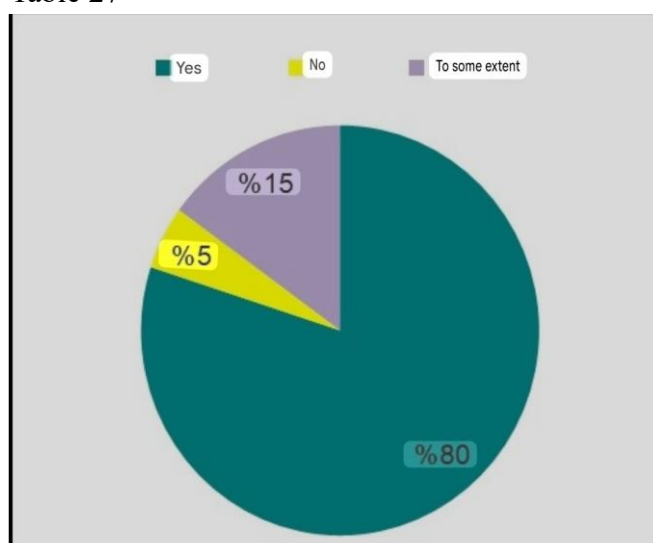
20% of learners believe that the course content is related to their real-life context and needs to some extent. This indicates partial agreement and suggests that some aspects could be improved to achieve full alignment with students' needs.

Eight per cent of students believe that the course content is not related to their real-life context and needs. While this is a small percentage, it is still important to reconsider the design and development of the course materials to better meet learners' needs.

Overall, the data suggest that most participants perceive the course content as relevant to their real-life context and needs. However, further analysis and interaction with students are required to ensure the courses fully respond to their needs.

9. Do the assessments and exercises provided by the teacher help you consolidate the grammatical rule?

Table 27



Responses	Number of answers	percentage
- Yes	48	80%
- No	3	5%
Somewhat	9	15%
Total	60	100%

Figure 27

Based on Table 27 and Figure 27, we can see that the vast majority of students (80%) believe that the assessments and exercises provided by the teacher help them to significantly consolidate grammatical rules. This suggests that the teaching methods employed in these educational institutions are effective in achieving their objectives. However, a small proportion of students (5%) believe that the assessments and exercises do not help them consolidate grammatical rules, suggesting that they may require alternative instructional approaches or additional support.

Additionally, a reasonable proportion of students (15%) believe that the assessments and exercises help them to some extent, meaning they are not completely dissatisfied. This suggests that there is scope to improve teaching methods to make them more effective and comprehensive.

However, since 80% of students find the teacher's assessments and exercises beneficial for improving their grammatical performance, it can be concluded that these instructional approaches are effective in teaching grammar to non-Arabic speakers. Nevertheless, the remaining 20% (negative and neutral responses) should be considered, and support for this group should be strengthened. This could be achieved by:

- providing more explanation and clarification during lessons;
- Using a variety of teaching strategies to suit different learning styles.
- Offering additional practice sessions or review meetings for these students.
- Conducting an in-depth analysis of learners' needs by administering surveys or interviewing those who responded "No" or "To some extent", in order to better understand the challenges they face and address their needs more effectively.

11. Based on your educational experience, what problems do you commonly face when learning Arabic?

The most frequently mentioned responses are:

- Fear and shyness when speaking.
- Case endings (i' rāb).
- Differences in students' proficiency levels within the same class.
- Difficulty practising the language in real-life situations.
- Grammar (naḥw).
- Writing/production (ta' bīr).
- Morphology (ṣarf).
- Overemphasis on grammar rules without sufficient practice.
- Lack of friends who speak Arabic.

12. Suggest some solutions to help teach grammar rules to non-native Arabic speakers.

The most frequently mentioned solutions are:

- Avoid literal translation from the mother tongue.
- Increase reading and practice.
- Listen, write and practise daily.

Engage in conversation with Arabic speakers.

Teach grammar rules in the context of texts.

Promote dialogue between students and teachers.

- Encourage students to practise through appropriate games.

Increase assignments and research tasks.

Conduct many text-based exercises.

- Provide more practical Arabic lessons and encourage student participation in class.
- Watch educational videos on YouTube.

4. Conclusion:

Based on the analysis and discussion of learners' responses and views regarding the teaching of grammatical rules in Arabic-language educational institutions in Turkey, we conclude the following:

- Dominance of the traditional teaching approach: many teachers still rely on lecture-based methods that focus on memorising grammar rules and definitions rather than using them in authentic communicative contexts.
- Weak linkage between grammar and communication: Learners note that grammar is taught separately from its practical use, making it difficult for them to understand its value or apply it in everyday situations.
- Insufficiency in the preparation of teaching materials: Many prescribed textbooks lack integration between language function and grammatical construction. They also rely on unrealistic or artificially constructed texts, dialogues, or interactions.
- Lack of consideration for individual differences and linguistic backgrounds: The challenges faced by learners of different nationalities are not sufficiently taken into account, leading to disparities in levels of comprehension and achievement.
- Learners are dissatisfied with the difficulty of Arabic grammar, especially due to its ambiguous terminology and large number of exceptions, which can create psychological resistance.
- Teachers' need for specialised training: Learners' views indicate the necessity of developing teachers' skills in modern approaches to teaching grammar that reflect a communicative and functional approach.
- Weakness in grammatical assessment
- Some institutions focus on formal tests that do not measure grammatical competence in practical contexts.
- Agreement on the importance of simplifying content: This should be achieved by linking grammar to learners' needs and realistic communicative situations.
- The effectiveness of current approaches to teaching grammar to non-native Arabic speakers varies depending on the method, programme or curriculum source. Therefore, there is no single 'ideal' method for teaching grammar to non-native Arabic speakers. Rather, the most suitable approach depends on various factors, such as the learners' proficiency levels, objectives and environment. However, it is important for teachers to choose the method that best suits them and their students. Where appropriate, they should combine more than one approach to make the learning process more varied and effective.

Recommendations:

- Simplify grammatical rules by using examples from everyday life. Also, link grammar to other language skills, such as writing and speaking.
- Use modern teaching methods, such as incorporating games and activities into the learning process and leveraging technology to make learning more interactive.

- Provide more educational resources by creating books and specialised curricula for teaching grammar to non-native Arabic speakers and using the internet to expand access to educational materials.
- Link the Arabic language to Arab culture by using Arabic texts that address various cultural topics and connecting Arabic with Arab history and civilisation.
- Motivate learners by relating learning Arabic to their needs and goals. Use engaging, interactive teaching strategies and provide exercises and challenges that encourage learners to use Arabic in different real-life situations.
- Develop teachers' skills: Organise training programmes for teachers on how to teach grammar to non-native Arabic speakers, and provide opportunities for teachers to share their experiences.
- Establish a unified methodology: Develop a standardised approach to teaching grammar to non-native Arabic speakers and assessing learners' levels.

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