



Calling for the Use of Intermediate Language in Teaching Arabic to Non-Native Speakers, Its Foundations and Problems

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ABSTRACT

Teaching languages in general and Arabic in particular is of great importance; therefore, researchers in the field of language teaching and learning continuously seek to identify the most up-to-date and useful methods of teaching foreign language, it posed in various fields; the problem of intermediate language arises as one of the methods used to teach foreign languages. This problem raises many questions about the usefulness or uselessness of this method, and whether Arabic is taught to non-native speakers. Research here seeks to answer these questions through an analytical descriptive approach that monitors, highlights and balances the use of intermediate language in the field of teaching foreign languages; to come up with convincing answers to the questions asked

Keywords: *intermediate language, teaching of Arabic, self-learning, E-learning, Teaching Arabic to non-native speakers.*

INTRODUCTION

Those interested in educational systems in general and in teaching Arabic to non-native speakers, have begun to seek mechanisms, procedures and strategies commensurate with the challenges, particularly in the field of education.



This has necessitated a revision of many topics relating to the educational system: distance education, self-learning, e-learning... To re-evaluate these issues and reconsider their advantages and disadvantages.

Among the topics discussed again and called for reconsideration was the use of intermediate language in the teaching of Arabic to non-native speakers, on which the views of researchers differed between supporters and opponents, a difference which calls for research into the advantages or disadvantages of using intermediate language in the teaching of Arabic as a foreign language, which could be balanced against

i. **Definition of intermediate language:**

Intermediate language is defined by multiple definitions, including:

- 1- Intermediate language: Any other language used "as an adjunct to the teaching of Arabic, whether that language is one of the mother tongues of students, or whether it is a common language that they understand with different mother tongues"⁽¹⁾
- 2- The intermediate language is "the language mastered by both the target language teacher and the learners, whether or not their mother tongue or some of them, and is a means of translation and understanding between the teacher and his students, and sometimes among students in certain linguistic situations in the classroom."⁽²⁾
- 3- Intermediate language "means the use of a language other than the target language as a means of teaching the target language."⁽³⁾

In the light of these definitions, research can define intermediate language in the field of Arabic language instruction for non-speakers as: any other language - other than Arabic - used in the teaching of Arabic to non-Arabic speakers.

This intermediate language may be one of the following:

- The mother tongue of Arabic-speaking Arabic students;
- A language other than Arabic and other than the mother tongue of students, which is a common language understood by teachers and scholars of different languages.
- A language other than Arabic and other than the mother tongue of scholars, which the author of the book or teaching material, or the teacher, thinks is a common language, may be an aid in teaching Arabic as a foreign language for students.

This language was called "intermediate language"; Because it mediates between teacher and learner; in order to make it easier for the learner to understand what the teacher says, to make it easier for the teacher to communicate information to the learner, to learn



about what the learner has understood, and what he has acquired in terms of information, knowledge and concepts about the Arabic language⁽⁴⁾.

ii. Call for reconsideration of the use of intermediate language

The call for reconsideration of the use of intermediate language to teach Arabic to non-Arabic speakers has arisen among some of those involved, including: Mohammed Abdullah Metwally, Direct Education Supervisor at the Arabiya Studio Center, says that he is explaining the differences between the direct education imposed on the world educational system and the challenges associated with these differences: "If the use of intermediate language is almost categorically rejected by those with a communicative approach to teaching Arabic, it needs to be reconsidered when teaching by distance, especially with limited study time, poor interaction and inability to use certain teaching tools that are available directly, or at least other alternatives that compel lack of time and educational means should be found."⁽⁵⁾

This text refers to the following points:

1- Distance teaching and the problems and challenges faced by Arabic language teachers in this type of education - have led to some change in the situation of some who refuse to use intermediate language to teach Arabic to other speakers.

2- This change of situation is based on certain grounds and justifications, including:

A- Limited study time. This justification applies - most often - to non-formal education through centers that teach Arabic to non-native speakers, where the time available for direct education in such centers is more extensive than in distance education; According to the usual practice in these centers, in the case of direct education, students study three hours a day at the Centre, whereas in the case of distance education only one hour a day, some students study only one or two hours a week, not today.

This entails multiple problems, including: the length of time required for the student to move to a higher level of Arabic learning, as well as problems of forgetting, revision, language practice and repetition... etc.

This time problem - as stated above - does not exist in formal education based on a regular schedule and accredited hours of study; This type of education teaches the same number of hours, both direct and distance.

However, time for distance teaching in formal education may be reduced on the other hand for technical reasons, such as: power cuts, Internet outages, or weaknesses, and malfunctions in computers, smartphones or software that may disrupt or halt classes; This causes learning time to be lost.



Time may be reduced for behavioral reasons, most notably in distance education, the phenomenon of fictitious attendance of lessons from some students entering the classroom, and their names appear on the platform as participants, and in fact they are preoccupied with matters other than the lesson. The fact that their names appear on the study stage may be the result of others entering the study from their devices.

Thus, the student is present at the same time absent, the lesson is lost, and the number of real hours taught is reduced.

B- Poor interaction between the student and the teacher on the one hand, and between students on the other; For various reasons, including:

- Lack of visibility and visibility of students by the teacher; It is difficult for a professor to observe and follow students, and some students may take advantage of this, being distracted from the lesson, and not following what the professor says.

- Students are satisfied with listening to the lesson and not taking the initiative to participate in the conversation; Under the pretext of technical problems or flaws in their computer or telephone systems, they are prevented from speaking and forced to be present as listeners only.

- Lack of motivation among students, and failure of the teacher to stimulate them to interact in the lesson; Due to a lack of distance teaching performance; Because of his lack of experience in this type of education, his lack of digital potential, or other reasons.

C- Inability to use certain Teaching tools that a teacher can use in direct education; This is because all means that can be used in distance education are also available to the teacher for direct teaching, so long as digital and technological resources are available to him or her, and vice versa; A teacher in distance teaching cannot use all the Teaching tool she or she could have used for direct teaching.

These are the grounds and justifications for reconsidering the issue of the use of intermediate language to teach Arabic to non-native speakers, so that it can be used as one of the alternatives and solutions that can address the problems that exist in the reality of distance education.

The question that poses itself here is:

Would the use of intermediate language be a cure for these problems or would it be a new problem to be added to?

The answer to this question should be based on the fact that the use of intermediate language in the field of teaching Arabic is de facto and undeniable, and the situation towards



that - acceptance or rejection - should be based on an analysis of the framework within which the intermediate language is used, considering the purpose of learning Arabic itself, the method of teaching used and the area in which the intermediate language is used. This will be explained by the research below.

iii. Intermediate language and purpose of learning Arabic:

Non-Arabic-speaking scholars accept to learn Arabic; For varying and complex purposes, but these purposes - though complex and diverse - can fall under two main parts:

Section I: Study of Arabic for special purposes.

Section II: Study of Arabic for general purposes.

The situation on the use of intermediate language in teaching Arabic in each of these two sections can be analyzed as follows:

Section I: Study of Arabic for special purposes:

Teaching Arabic for special purposes is "an introduction to teaching Arabic, in which the elements of the curriculum are defined: objectives, content, teaching methods, evaluation, and the teaching process itself - based on the characteristics of the learners, their aims of learning Arabic, and the nature of the situation in which they use it."⁽⁶⁾

It is clear, therefore, that all the elements of the curriculum in the case of the study of Arabic for special purposes are subject to this special purpose, which has led students to learn Arabic, where the programme of teaching the language is prepared for special purposes; In order to meet the specific needs of the learner, the content of which relates to specific areas of work, professions or activities, the programme may be defined to teach specific skills in a particular area, may be taught without predetermined methodologies, and employs methodologies and activities appropriate to the area it serves, and the needs of the learner designed to meet, and in some teaching situations may use different methodologies from those used in general language programmes⁽⁷⁾

For all this, the use of intermediate language in teaching Arabic for special purposes may be important and necessary, even if we say: it is prohibited, and must be prohibited in general-purpose Arabic education programmes.

Section II: Study of Arabic for general purposes:

The study of Arabic for general purposes aims to equip the learner with the linguistic skills that enable him to make general use of the language,⁽⁸⁾ i.e., the use of language in life in general; Hence, general programmes for teaching Arabic to non-native speakers "Includes a multifunctional audience segment, characteristics, interests, and other matters in which this



audience differs, except for one thing where they meet and represent their common destiny, namely, that they learn the language to spend their affairs in life in general, and with this audience it is difficult to identify special linguistic needs except that they are related to general life situations: in the market, in the Institute, in places of worship, in travel etc.⁽⁹⁾

An Arabic learner in general programmes for teaching Arabic to non-Arabic speakers aims to achieve the following competencies:

A- Linguistic sufficiency: In the field of teaching Arabic to non-native speakers, it means providing students with "linguistic skills that make them able to understand the nature of the language, the rules that control it, the system that governs its phenomena, and the characteristics that characterize its components as sounds, vocabulary, structures and concepts.

Accordingly, it can be argued that linguistic sufficiency is achieved when the student controls the language's voice system -- discrimination and production -- and identifies the basic rules and structures of language in theory and functionality, and is familiar with an appropriate amount of vocabulary, allowing him to understand and use language in different life situations.

B- Communication sufficiency: This sufficiency is achieved when the learner is able to use the language spontaneously, expresses his or her thoughts and experiences fluently, and easily absorbs the language he or she hears.

C- Cultural sufficiency: It is intended to understand the culture of the Arabic language, which expresses the ideas, experiences, values, literature, arts, etc.⁽¹⁰⁾

In order to achieve these goals, an intermediate language should not be used in the teaching of Arabic; Because of their multiple problems, which impede the attainment of these ends, as can be seen from talking about the disadvantages of the use of intermediate language.

Thus, the situation towards the use of intermediate language in the teaching of Arabic to other speakers is influenced by the purpose of its learning: If education is for a special purpose, in many cases the use of intermediate language is an acceptable justification and may even be necessary in some cases, but if the purpose of teaching Arabic is a general purpose, which is to learn Arabic for life, then the use of intermediate language is only necessary.

The situation on the use of intermediate language in teaching Arabic to non-Arabic speakers varies according to the purpose of learning Arabic. This situation also varies according to the field of use of intermediate language, as follows:



iv. Situation of intermediate language by area of use:

Intermediate language in the teaching of Arabic to non-speakers may be used in textbooks and teaching materials. It may be used in the classroom during teaching. The situation on Arabic may vary in the following two cases:

1- Use of intermediate language in books and teaching materials:

Some authors of books and teaching materials for the teaching of Arabic to non-speakers tend to use intermediate language and are encouraged to do so by the fact that scholars and teachers accept it; Seeking ease, saving effort in the learning process, he does not know - or ignore - that it leads to the learner's weakness, and his lack of thinking about the target language.

The intermediate language may appear in books and teaching materials on teaching Arabic to non-native speakers as follows:

- Translation of the book's vocabulary.
- Translation of linguistic structures (sentences).
- Giving the instruction of book texts and its practice;
- Full translation of the texts of the book ⁽¹¹⁾.

Studies and research on the preparation of Arabic language books to teach non-speakers are almost unanimous in that one of the features of a good book is the non-use of intermediate language. Dr. Rushdie Toaima says: "Our view of using an intermediate language when writing a book to teach Arabic is to refuse to use an intermediate language in such a book, thus making its content valid for scholars of different languages, of different nationalities.

There are many justifications for this view, the most important of which is to establish the Arabic word in the mind of the student, to train him in the effort to learn the language and to enable him to think in the language itself, directly and through a single mental process, not several processes⁽¹²⁾.

2- Use of intermediate language in classroom during teaching:

Researchers' views on the use of intermediate language within the classroom, during the teaching process, differed between support and rejection as follows:



A. Viewpoint of supporters

The view in supportive of the use of intermediate language within the classroom, during the teaching process, is that the learner is fully dependent on his or her mother tongue in the context of learning the second language; This is because it is the mother tongue that prevails in his imagination in all situations, and it is difficult for him to get rid of this influence that makes him - continuously - look at things, and interpret facts and events with the logic of his mother tongue and its system, which differs - by nature - from the logic and system of the target language in many respects.

In addition, the learner cannot easily disrupt the linguistic habits he has acquired from his mother tongue; in order to learn new linguistic habits related to grammatical structures, pronouncing sounds, vocabulary, and others.

Proponents of the use of intermediate language also consider that its use helps scholars to understand the vocabulary and structures quickly, to keep them away from speculation, suspicion, likeness and confusion, as well as to shorten time and effort, and to enable the student to learn a large amount of target language in a short time⁽¹³⁾.

B. Viewpoint of opponents:

The view opposing the use of intermediate language within the classroom, during the teaching process, is based on the theory of behavioral psychology which views language as behavior like other behaviors it learns or Acquired by man through the construction and formation of habit; Learning the new language is thus the acquisition of a range of new habits, and acquiring new habits requires departure from the families of old customs, which means that the use of intermediate language as one of the learners' old habits will lead to overlap with new habits, which hinders the learning process⁽¹⁴⁾.

Moreover, there are many reasons to avoid the use of intermediate language in teaching Arabic to non-native speakers; the adverse effects of their use on the learning process, including:

- Teaching Arabic in Arabic is the most capable of fixing Arabic in the minds of students.
- Teaching Arabic in Arabic provides training for students in the effort to learn Arabic.
- Teaching Arabic in Arabic train for students in Arabic thinking;
- The use of intermediate language makes students lose focus on Arabic.
- The use of intermediate language adversely affects the educational process; since what a student learns quickly without thinking is quickly lost.
- Children acquire their mother tongue without translation, learning the second language is very similar to learning the first language, and as long as children are able



to learn their first language without translation, adults can do the same when learning the second language; in learning it, they do not need an intermediate language.

- The use of intermediate language makes the learner's mind go through several stages, the failure to use it makes his mind go through one stage, and his thinking focuses solely on the target language⁽¹⁵⁾.

Accordingly, some opponents of the use of intermediate language warn the Arabic language learner of three things:

One: speaking in his mother tongue.

Second: to learn binary word lists, i.e., to include Arabic words and translate them in his mother tongue.

Third: to be translated from Arabic into his mother tongue.

They warn the learner against such acts because they erase much of his effort in learning Arabic; because of the control of his mother tongue over him⁽¹⁶⁾.

For all this, the American Council for Foreign Language Learning (ACTFL) is advised to move away from translation in language teaching, and to use the language to a significant extent up to 90%, while the remaining percentage is left to address problems arising from difficulties of understanding⁽¹⁷⁾.

In view of the arguments put forward by the proponents and opponents of the use of the intermediate language and the bases on which each was based; we take the view of the opponents, but the issue of this problem should not be addressed by taking an unequivocal direction or a firm situation of absolute acceptance or rejection, but rather by taking into account the educational situation and the requirements of this situation in the light of the scholars' experience, past knowledge, teacher experience, tools, mechanisms and teaching methods, as well as the intended meaning.

However, both scholars believe that the use of intermediate language should continue to be the teacher's last choice in teaching Arabic to non-native speakers, so that this option will be resorted to only after all other means and tricks have been exhausted to explain the intended meaning and communicate it to learners; this is because:

- 1- A teacher who frequently uses intermediate language to teach his students is like a doctor who treats his patient with painkillers that help him to relieve his pain, but do not eradicate the origin of the disease. When the painkillers end, the patient will soon return.



- 2- The intermediate language, although able to convey to the learner the lexical meaning of the word, is often unable to convey the contextual meaning of the word, and it is in the process of linguistic communication that this contextual meaning relies on.
- 3- Modern methods of teaching foreign languages tend to reject the use of intermediate language, which has been adopted by grammar and translation until there have been variables that have forced a rethink of the methods and procedures of teaching second languages, where the need for direct and oral communication with other language owners has arisen and an effort has been made to try to understand the culture of others in their own language; Thus, modern methods have emerged that refuse to use intermediate language in second language teaching, such as: direct method, audio-oral method, and even proponents of grammar and translation have taken sides against the use of intermediate language in language teaching⁽¹⁸⁾.
- 4- The patterns of learners are different: there are learners with an auditory pattern who learn better by hearing spoken words and interpretations.

There are visual-style learners who benefit most from the vision and vision of the teaching process.

And there are tactile-style learners who learn better when engaging in material and object processing.

And there are motor-style learners who learn better when they are physically involved in experiments, educational procedures.

In our view, the use of intermediate language in the teaching of foreign languages benefits one such pattern, that of learners with only an auditory pattern, whereas the teacher's departure from the use of intermediate language makes it use of methods and procedures to explain meanings and concepts that can benefit people of different styles: It is useful for people with an auditory pattern by using a synonym, counter or derivative statement, and other verbal methods of explaining meanings and concepts, and the teacher can use some methods that benefit learners with a visual pattern by using static and moving images to explain the linguistic material he wants to communicate to students. Add to this, too, that it can design educational situations that can benefit tactile, motor-style learners.

This means that when a teacher chooses the easy way of using intermediate language in the statement of meanings and concepts, he or she may benefit one type of learner, and in return neglect the needs of other types of learners who need other methods and procedures that help them learn better, and the teacher could have come up with some of these procedures and methods if he or she had made an impact. to replace in intermediate language other methods of explanation, statement of meanings and concepts.



- 5- The use of intermediate language, grammar and translation, makes translation from student language into Arabic a literal translation that lacks the spirit of linguistic bonding and does not precisely fulfil the intended meaning⁽¹⁹⁾; Since "the exact meanings of many words, expressions and sentences of any language are characteristics that are culturally unique to that language; Therefore, those meanings can only be learned and understood through that same language; In this sense, translating words, phrases and sentences from one language to another will impede the learner of the foreign language from a proper and accurate understanding of its meaning. "⁽²⁰⁾
- 6- The method of grammar and translation that adopts the use of intermediate language in the teaching of foreign languages is one of the main disadvantages of neglecting communication skills, in which students are often not trained in the active use of language to express themselves orally and in writing; Thus, this method does not achieve the objectives of listening and speaking language learning.⁽²¹⁾
- 7- In many cases of teaching Arabic to non-native speakers, students are of different nationalities, so that one level includes a large number of learners whose mother tongue is different; this creates a problem in determining which intermediate language can be used in their education.
- 8- In many educational situations in the teaching of Arabic to non-speakers, the teacher is forced to use an intermediate language that is not the mother tongue of the learners, but another language, which makes the issue more difficult and problematic; Because of the increased risk of error in translation, or inaccurate translation, the translation process goes through more than one stage, starting from Arabic to the intermediate language used in education, and then into the mother tongue of learners, which can lead to significant problems in understanding meaning.

One factual example that can be illustrated is Dr. Jamal Abdulaziz Ibrahim, who says: "I was teaching students something from the geography of their country (Sierra Leone). I drew my information on the composition of the population in Sierra Leone from the geography book for the fifth grade of primary school after its translation into Arabic, in which the Mandi tribe represents the largest proportion of the population; They account for two thirds of the population, and the area where I study is (Atamani) tribe area, and the institute where we study a mixture of students from several tribes, including students from (Mandi), who were scientifically competing with the rest of the students, sometimes the first of them, but some of the fools who don't appreciate the consequences of things almost stupidly occupy tribal strife - and Africa is controlled by the tribal complex in general - understand students. (A Tamani) I prefer them to (Al Mandi) students, translate them the word "bigger," which means in the context of Largest, into the Greatest or Best, and the students revolted against me, and



they almost killed me, had I not understood their leader wrongly translated, and then they calmed, they reassured, and he helped extinguish the fire of sedition.⁽²²⁾

- 9- Teaching Arabic to non-native speakers; to produce its desired result, it needs to create a language environment pure of impurities and linguistic errors, and the use of intermediate language spoils this environment; it hinders the learning process and prevents access to the desired result.

For these reasons, the researchers consider that the use of intermediate language within the classroom in the teaching process should be regarded as a taboo necessity and a necessity appreciated, so that the teacher does not resort to intermediate language until he has exhausted other means of explanation and clarification.

Also The use of intermediate language should be reduced by the learner's progress in learning Arabic; Because if intermediate language is used with beginners because they do not have a linguistic background that a teacher can build on in his or her education for them - it is not permissible for reliance on intermediate language to continue to prevail in the teaching of advanced levels; Because these levels of experience and linguistic wealth have come to help the teacher dispense with the intermediate language in their education.

CONCLUSIONS

Finally, the findings of the research can be summarized as follows:

- 1- To advocate the use of intermediate language in the teaching of Arabic to non-native speakers is based on the fact that this use is a remedy for some of the problems caused by distance teaching imposed on the global educational system: time constraints, weak interaction and lack of teaching tools.
- 2- The use of intermediate language in the teaching of Arabic to non-native speakers has its disadvantages, which may make its use in distance education a further problem in addition to the problems experienced by the reality of distance teaching.
- 3- No single provision can be made to refuse or accept the use of intermediate language in the teaching of Arabic to non-Arabic speakers, but the spirit of the scientific curriculum should be based on an analysis of the framework in which the intermediate language is used, considering the purpose of Arabic learning itself, the method of teaching used and the field in which the intermediate language is used.
- 4- If Arabic is taught to non-Arabic speakers for a special purpose, the use of intermediate language is in many cases an acceptable justification and may even be necessary in some cases, but if the purpose of Arabic teaching is a general one, which is to learn Arabic for life, then the use of intermediate language is only necessary.



- 5- The situation of the use of intermediate language in the teaching of Arabic to non-speakers varies according to the field of intermediate language. Intermediate language is not used in books and teaching materials used in the teaching of Arabic to non-speakers. The use of intermediate language in the teaching process, whether in the classroom in direct teaching or outside the classroom in distance teaching, should be regarded as a necessity. The teacher would resort to intermediate language only after he had exhausted other means of explanation and clarification, and the use of intermediate language should be reduced by the learner's progress in learning Arabic.

⁽¹⁾ Rushdie Ahmed Toaima, a practical guide in the preparation of educational materials for Arabic education programmes, Institute of Arabic Language, Umm Al-Qura University, Makkah Al-Mukarramah, Saudi Arabia, 1405-1406 AH/1985, p. 165.

⁽²⁾ Abd al-Aziz ibn Ibrahim al-Osaili, Methods of teaching Arabic to speakers of other languages, Imam Muhammad ibn Saud Islamic University, 2002, p. 226.

⁽³⁾ Abd al-Rahman ibn Ibrahim al-Fawzan, Highlights of Non-Arabic Language Teachers, 1432 AH, p. 51.

⁽⁴⁾ See: Rushdie Ahmed Toaima, Reference in Teaching Arabic to Speakers of Other Languages, Institute of Arabic Language, Umm Al-Qura University, Saudi Arabia, p. 771,772.

⁽⁵⁾ Direct Education and Distance Education, Differences and Challenges, Mohamed Abdallah Metwally, Arabic Teachers Magazine for Non-Speakers, Electronic Scientific Journal, published by the Union of Arabic Teachers for Non-Speakers, No. 3, Jumada al-Akhir 1440 AH - February 2019, p. 37

⁽⁶⁾ Islam Ali, Conception of Course on Teaching Arabic for Special Purposes in the Light of International Experiences, Research (Fourth World Conference on Teaching Arabic Language and Literature for Special Purposes)• Department of Arabic Language and Literature, Faculty of Revelation Knowledge and Humanities, World Islamic University, Malaysia, first edition, Rajab 1434 May 2013, 279.

⁽⁷⁾ Rushdie Ahmed Toaima, Mahmoud Kamel Al-Naqa, Teaching Language in Communication between Curricula and Strategies, Publications of the Islamic Educational, Scientific and Cultural Organization, ISCO, 1427 AH- 2006, p. 222,223.

⁽⁸⁾ Saleh Mahjoub Al-Tanfari, Arabic for Special Purposes, New Trends and Challenges, p. 5.

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⁽⁹⁾ Rushdie Ahmed Toaima and Mahmoud Kamel Al-Naqa: Teaching the Language in Communication (ibid.)• p. 22.

⁽¹⁰⁾ Rushdie Ahmed Toaima, Reference in Arabic Education for Speakers of Other Languages (ibid.)• p. 62

⁽¹¹⁾ Boukarbaa Touatia, Intermediate Language in Teaching Arabic to Non-Native Speakers, Journal of Al Omda in Linguistics and Discourse Analysis, No. 5, p. (215).



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- (13) Boukarbaa Touatia, Intermediate Language in Teaching Arabic to Non-Native Speakers (ebd.), S. 216.
- (14) Previous, same page.
- (15) Abd al-Rahman ibn Ibrahim al-Fawzan, Highlights of Non-Arabic Language Teachers (op. cit.), p. 53.
- (16) Rushdie Ahmed Toaima, Reference to Arabic Education for Speakers of Other Languages (ibid.), p. 774. 775.
- (17) The intermediate language of teaching Arabic to non-native speakers (ibid.), p. 216.
- (18) Rushdie Ahmed Toaima, Reference to Arabic Education for Speakers of Other Languages (ibid.), p. 773. 774.
- (19) Mahmoud Kamel Al-Naqa, Rushdie Ahmed Toaima, Methods of teaching Arabic to non-native speakers, publications of the Islamic Educational, Scientific and Cultural Organization (ISESCO) 1424 AH-2003, p. 72.
- (20) The intermediate language of teaching Arabic to non-native speakers (ibid.), p. 217.
- (21) Mahmoud Kamel Al-Naqa and Rushdie Ahmed Toaima consider methods of teaching Arabic to non-native speakers (ibid.). p. 72
- (22) Kamal Abdel Aziz Ibrahim, Towards an exemplary teacher of Arabic for non-Arabic speakers, working paper presented to the International Council of the Arabic Language in cooperation with UNESCO, the Arab Bureau of Education for the Gulf States, the Arab Organization for Education, Culture and Science and the Federation of Arab Universities, Third International Conference on ArabLanguage "Investing in the Arabic language and its national, Arab and international future," 7-10 May 2014, 8-11 Rajab 1435 in Dubai, p. 4, 5.

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