
Investigating the challenges of teaching and learning Arabic in the high schools of Zabol County¹

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Abstract

Purpose: This paper aims to evaluate the teaching and learning processes of the Arabic course in the high schools of Zabol County.

Methodology: Descriptive-correlational method was applied as the research method and the statistical population was comprised of two groups – students and teachers of Arabic course. It had a practical aim and relies on the general hypothesis stating that the Arabic course taught at the high schools of Zabol does not attain the acceptable level. Using separate questionnaires, the data regarding the level of acceptability of teaching and learning as perceived by students, teachers and textbooks were collected. The data were analyzed using the Kolmogorov-Smirnov test, one-sample t-test and independent t-test, Spearman's rank correlation and analysis of variance. **Findings:** The results indicated that the level of acceptability was lower than average regarding two factors: students and textbooks; furthermore, it was slightly higher than average regarding teachers. To enhance the level of acceptability it is recommended to create an Arabic atmosphere using posters, brochures and images and using the visual capabilities like watching movies and cartoons related to the lesson. **Conclusion:** In addition, produce Arabic software and video games and teaching Arabic using various games and reducing uninteresting pictures is suggested.

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1. Introduction

Nowadays, because of religious, social and political approaches in Iran and the necessity to train experts, the importance of the Arabic language is felt more than previous centuries (Javanrudi et al., 2015: 217). Since the language and literature of a nation can never be isolated and free from outer influences, Arabic impacted on the languages of other nations like that of Persia and was also affected by them following the emergence of Islam. Persians paid special attention to the Arabic language because they identified it with the language of religion and they had to learn it to promulgate their thoughts (Husseini, 2015: 32). In addition to being the language of the Quran and Islamic knowledge and being mixed with the Persian language, Arabic is considered to be one of the most necessary tools for scientific and cultural exchange in most disciplines of the humanities, e.g, Quranic science, fiqh, philosophy, economy, history and theology. Because of this, the departments of Arabic language and literature at universities and schools can help promulgate the capabilities of the discipline by taking actions like modifying the syllabus, designing new courses proportionate to the needs of society, updating the creativities, and setting up new sub disciplines and interdisciplinary (Javanrudi et al., 2014: 219). The course on Arabic in the public educational system of Iran is one of the courses that have been emphasized in the Constitution and is taught at two stages of middle school and high school because of its importance in various aspects – religious, cultural and educational.

Despite the stress laid on the Arabic language and its importance and incorporating it into two stages of general education, students do not reach the desired competence in the language and even develop a sort of general disinterest in it, which is rooted in the educators' inattention to the effective and practical methods of language teaching (Akhtari, 2013). Given these problems, it seems necessary to conduct comprehensive research on the problems involved in the processes of teaching Arabic at schools. This paper, therefore, aims at exploring the challenges teaching Arabic in the high schools of Zabol faces, using questionnaires and opinion polls followed by analyzing data obtained from the teachers of Arabic course (as the main factor of teaching Arabic), students (as the main factor of learning), and textbooks and teaching aids (as the linking between the processes of teaching and learning). The results obtained would be used by educators as appropriate solutions and examples to effectively teach Arabic in high schools.

As a principle involving growth and development of human communities, education begins with the complex process of teaching; as well, assessment and evaluation of the extent to which teaching is effective and efficient are among the fundamental necessities of education – activities that take different forms, given the purposes and circumstances (Ahmadi-Safa, and Amrai, 2010). In a nutshell, the methodology and desirable implementation of the process are among the main concerns of educators in various sciences (Haghdooost-e-Rad, 2010). The experts of teaching foreign languages – as a discipline that was catapulted into the center of attention following the expansion of communications and emergence of serious needs for language knowledge and skills – have paid special attention to the more desirable methods of evaluation, assessment and testing.

Teaching languages is considered a specialized and complex process to succeed in which all elements affecting it such as technology, teaching methods, resources, textbooks and teaching aids, the educators of language teaching methods in the academy, capabilities, and student needs must be considered (Heydari, & Hakim, 2014). Exclusively emphasizing grammar and lexicon without taking into account their usage is a wrong process that will result in the loss of time, capital and energy of the teacher and the student, leading to the disinterest of the learner. Teaching each language has its own specific obstacles and Arabic, as one of the most important languages of the world, has always faced many challenges which have doubtless influenced the teaching of Arabic in Iranian schools (Zaerivand, 2012: 103). Some of these obstacles rise from the way the content of textbooks is organized. Specifically, teaching Arabic at the first grade of high school seems to be difficult due to some reasons including the fact that the student has entered a new stage of education (that is, having finished junior high school, s/he has entered high school). However, if

the various components of the content are known and categorized, understanding and transmitting them will be much easier. The corollary is that analyzing the content of Arabic textbooks may be an important step in recognizing their strengths and weaknesses (Mottaghi-Zadeh et al., 2015: 130).

Arabic course is considered by students as a difficult, uninteresting and useless one which is just to be passed and to be scored in the national entrance exam of universities (known as *konkur*). This may be due to the authorities' negligence of the effective and crucial aspects in the teaching of the language, on the one hand, and a purely theoretical and impractical approach to designing textbooks for Iranian students, on the other hand; all this happens despite the fact that Arabic is one of the five official languages of the UN, it is the language of religion, it is the main bridge among the Muslims of the world and despite the emphasis laid in the Constitution on teaching it. Mottaghi-Zadeh et al. (2014: 127) deem textbooks as one of the most influential factors in the curriculum, the importance of which lies in coordinating the various elements of the syllabus. Most often than not, the textbook determines the teaching method because most teachers set their methods and strategies on the basis of the textbook's method. There is, however, a possibility for improving the teaching of Arabic and stimulating students, drawing on field investigation and recognizing the reasons behind the challenges students face (Gen& Bada ,2005). This improvement is what the present research aims at.

The following are some of the research addressing the challenges faced by teaching Arabic in Iran's schools and universities. Rasuli et al. (2015) seek to examine the relationship between interest in the discipline and gaining skills among students of Shahid Beheshti University, Allameh Tabatabai University and Tehran University. Their field study indicates that interest was the main factor leading the students to choose the discipline but their interest began to wane after graduating. In addition, almost less than half of them have gained the acceptable competence- that is four main skills, reading, and writing, listening and speaking - in the language.

Hakim-Zadeh & et al. (2015) address the degree of effectiveness of teaching general Arabic course in high schools, drawing on the perspectives from teachers and students of the city of Kerman. The statistical population of the study includes all teachers of Arabic - both man and women - and the students (both sexes as well) studying Mathematics and Experimental Sciences at the third-grade high school in public high schools. The results show that the following were lower than the desirable level: the degree of balance between the purpose of teaching Arabic (i.e., understanding religious texts) with the criteria of setting objectives in educational planning, the degree of compatibility between the content of Arabic textbooks and the criteria of selection of content in educational planning, the degree of teachers' preparedness for teaching the course, the degree of the realization of the objectives of Arabic syllabus, the degree of students' mastery of linguistic skills, the students' degree of motivation and interest in learning the language and the degree of students' familiarity with skills and strategies of learning Arabic. The results establish that the teaching of Arabic as a second or foreign language has not received scholarly attention and is far away from the desirable level and that serious transformations and the cooperation of various sections are needed to reach the desirable results. An important solution for improving the case is to enhance pre-employment training and on-the-job training of the Arabic teachers.

Mottaghi-Zadeh et al. (2014) address the extent to which the syllabus is implemented in practice, the teaching methods and the relationship between writing and other skills (speaking, reading and listening). They conclude that the major challenge in teaching writing is lack of interaction between the teachers of various skills with each other, negligence of the appropriate techniques of teaching and limited use of laboratory facilities. Heydari and Hakim (1393.53) address the two variables - the quality of the coursebook on grammar and the application of appropriate strategies by teachers to teaching grammar - among the MA students of Tehran University and teaching staff of Persian Language and Literature Department of the university.

They conclude that for most students, the coursebook on grammar (Sharḥ-i Ibn 'Aqīl) does not enjoy a high quality and that teachers rarely use the appropriate strategies of teaching grammar.

Mottaghi-Zadeh & et al. (2014) also discuss the first-grade high school's Arabic textbook on the basis of content analysis and the criteria of organizing the content, using the descriptive-analytical method. The results indicate that given these models and criteria, the textbook has largely succeeded in correctly implementing the planning and organizing principles. Examining the degree of success of Arabic passages included in the third-grade textbook, Mottaghi-Zadeh and Khezri (2012) show that most teachers thought the passages have largely succeeded in achieving their objectives, whereas most students thought otherwise; there is a need, therefore, for revising the section in the third-grade Arabic textbook. Akhtari (1385) addresses the attitude of high school students of the city of Tehran (at various levels) toward the Arabic course and factors associated with it. The conclusion is that the students' attitude was negative and that the grade they were in as well as their sex had a negligible effect on their view. Assessing the tendency of high school students of the city of Mashhad to the Arabic course and factors affecting it – the degree of appeal the class holds, the degree of teaching with reasons and that of usefulness of the course – Sedigh Orei (2006: 65) concludes that changing the teaching method, emphasizing the classroom activities of students and profoundly modifying the textbooks can increase the students' interest in the course.

Husseini and Mohseni (2008) address how Arabic is taught in Kashmar County and its association with teaching Arabic in universities and the problems involved in the process of teaching Arabic in terms of five aspects (i.e., the problems faced by students, the problems of educational resources, the problems of the school, the problems of teachers and the problems with the institution guiding the education). Reviewing the Arabic textbooks of high school, Mirhaji (2010) explores the various aspects of textbooks designed by the Education Ministry, concluding that the textbooks are faultless and that the process of teaching is the culprit. For him, the challenges teaching Arabic faces is more oriented to the negligence of needs analysis and to setting the approach and objectives specified by teaching Arabic in Iran's high schools.

Haghdost-e-Rad (2009) investigates the obstacles involved in learning Arabic as perceived by the teachers and students. For him, the text section of the third-grade high school textbook have managed to achieve the objectives but most students think the section has not achieved the effectiveness it is intended to.

2. Research method

The research was applied using Descriptive-correlational method. The statistical population includes all public and private high school students of Zabol city. Stratified sampling was used in view of the proportion of the type of the high school (and the sex (girls and boys), using Kerjenci and Morgan table for determining the sample size. 217 students, responded to the questionnaire; 66 teachers of Arabic consented to take part in the study. The questionnaire for teachers included 45 items assessing the sub variables teachers' satisfaction with their career (the degree of interest in Arabic, salary and bonus payments, the performance assessment system, and how the managers treat teachers), the teachers' opinion on the Arabic textbooks, and their opinion on the reasons giving rise to students' weakness in the Arabic course – reasons like the teachers' teaching methods, the textbooks and the evaluation methods.

Also The questionnaire for students included 40 items assessing the degree of interest in the Arabic course, the degree of satisfaction with the teachers' performance (that is their teaching ability, fluency and way of expression, using teaching aids in the classroom, disposition and the way they treat students, and the generating of motivation and interest) and their opinion on the textbooks. The items of both questionnaires were based on a 5- scale ranging from 'very much' to 'a little'.

The questionnaires were designed after reviewing the theoretical foundations of the area and similar research (e.g., Taheri and Akhtari, 2006; Sedighi Orei, 2006; Hussein and Mohseni, 2008; Yavar Rezai, 2012). Mo'meni Mahmooei, & Zareian (2009). In order to determine the validity of the questionnaires, content validity was used and experts of the area (teachers of Arabic in Arabic departments and high school teachers) were consulted. Reliability was examined using Cronbach's alpha; the reliability of the questionnaire for teachers turned out to be 0.825 and that of students 0.876, which indicate high reliability. Kolmogorov-Smirnov test, one-sample t-test and independent t-test, Spearman's correlation and variance analysis were used to analyze the data.

3. Findings

Table 1. The degree of interest in, and the necessity of, teaching Arabic as perceived by students

No	Variable	Mean	Standard deviation
1	Interest in the Arabic course	2.65	0.914
2	The necessity of the course	2.63	0.581

As Table 1 indicates, the mean for the students' interest in Arabic is 2.65 which signify the students' little interest in Arabic course; the mean for the necessity of the course, 2.63, indicates that for them, the course does not have much importance. One-sample t-test was also used for better comparison and reasoning; the results of the one-sample t-test was used to compare the mean of students' interest in Arabic and its necessity. They imply that interest in Arabic and its necessity are in an average level.

Table 2. The results of one-sample t-test for the variables (interest in the Arabic course and the necessity of the course for the students in Zabol)

Variable	t statistic	Degree of freedom	Significance level of p-value
Interest in the Arabic course	- 5.913	266	0.00
The necessity of the course	- 10.322	266	0.00

As Table 2 shows, since the significance level of the one-sample t-test is lower than 0.05, the hypothesis of the research is proved. That is to say, the students' degree of interest in the Arabic course and that of its necessity have a significant difference from the average level. Moreover, the mean of these two variables is lower than the average level.

Table 3. The mean of the students' satisfaction with the Arabic teachers of Zabol

No	Variable	Mean	Standard deviation
1	Teachers' performance	3.21	0.809
2	Teaching ability	3.35	0.911
3	Fluency and way of expression	3.13	0.931
4	Generating motivation and interest	2.90	1.40
5	Disposition and the treatment the teachers mete out to the students	3.55	1.26
6	Using teaching aids	2.71	1.43

As the results of Table 3 show, the mean of students' satisfaction with the teachers' performance is 3.21, which indicates that their satisfaction is slightly higher than the average level. Of the aspects considered here, the highest mean is for disposition and the treatment the teachers mete out to the students, which indicates relative (average level) satisfaction of the students with their teachers' disposition. The lowest mean, 2.71, is for using teaching aids - which suggests teachers do not use those tools extensively.

Table 4. The results of one-sample t-test for the variable satisfaction with the teachers' performance and its dimensions

Variable	t statistic	degree of freedom	p-value
Teachers' performance	4.278	266	0.00
Teaching ability	6.363	266	0.00
Fluency and way of expression	2.430	266	0.016
Generating motivation and interest	-1.134	266	0.258
Disposition and the treatment the teachers mete out to the students	7.166	266	0.00
Using teaching aids	-3.233	266	0.001

As shown in Table 4, the significance level of teachers' performance is lower than 0.05, which helps prove the hypothesis. The degree of students' satisfaction with the teachers' performance is, therefore, higher than the average level. As regards the dimensions, however, since the dimension of generating motivation and interest enjoys a significance level above 0.05, the hypothesis is not proved in this regard. That is to say, the mean here does not show much difference with the average level. In using teaching aids, the significance level is lower than 0.05 which supports the hypothesis. Given the negative mark of the t-value and Table 4, the mean of this dimension is lower than the average level. When it comes to the other dimensions, since the significance level is lower than 0.05, the hypothesis is supported, signifying that the mean of these dimensions in the population is higher than the average.

Table 5. The information on Arabic textbooks as perceived by the students of the city of Zabol

No	Variable	Mean	Standard deviation
1	General satisfaction with the Arabic textbooks	2.74	0.797
2	Appearance of the textbook	2.85	1.327
3	Content	2.90	0.892
4	The role of the textbooks in the learning process	2.60	1.087

As the data presented in Table 5 show, the degree of general satisfaction with the Arabic textbooks is 2.74 which is lower than the average. So are the means of other dimensions. The mean of the dimension regarding the role of the textbook in the learning process, 2.60, turned out to be the lowest of all.

Table 6. The results of Student's t-test for the variable of satisfaction and its elements

Variable	t statistic	degree of freedom	p-value test
General satisfaction with the textbooks on Arabic	-5.243	266	0.01
Appearance of the textbook	-1.752	266	0.081
Content	-1.737	266	0.083
The role of the textbooks in the learning process	-6.024	266	0.01

As is evident in Table 6, the significance level of the test for satisfaction with the Arabic textbooks is lower than 0.05, which helps support the hypothesis of the research. That is to say, there is a difference in significance between the mean of this variable and the average. It can be concluded that the mean of satisfaction with the Arabic textbooks in the population under study is significantly lower than the average. As regards appearance and content, the significance level of 0.05 leads to the rejection of the hypothesis; the mean obtained in these dimensions does not have significant difference from the average level. In the last dimension (the role of textbooks in the learning process), the significance level is lower than 0.05; the means obtained, therefore, lead to the conclusion that the mean of this dimension is significantly lower than the average level.

Table 7. The results of independent t-test of the variables interest in Arabic and the students' satisfaction with teachers' performance in terms of sex

Variable	homogeneity of variance	t statistic	degree of freedom	p-value
Interest in Arabic course	0.633	2.715	265	0.007
Satisfaction with the teachers' performance	0.180	-0.646	265	0.517

As the data presented in Table 7 show, the significance level for the variable interest in the course of Arabic is less than 0.05, which means the hypothesis is supported in this case. That is to say, there is a difference in significance between the mean of interest in the Arabic course of girls and that of boys. However, given the significance level of the variable satisfaction with the teachers' performance, that is 0.05, there is not a significant difference between the degree of satisfaction with teachers' performance in girls and boys. The mean of each variable in terms of sex is presented in Table 8 for better comparison.

Table 8. The mean of interest in Arabic and of the satisfaction with teachers' performance in terms of sex

Sex variable	Interest in Arabic		Satisfaction with the teachers' performance	
	Mean	Standard deviation	Mean	Standard deviation
Men	2.82	0.890	3.17	0.788
Women	2.52	0.962	3.24	0.836

As is shown in Table 8, the mean of interest in Arabic is higher in boys than in girls, which supports the hypothesis in this case. The mean of satisfaction with the teachers' performance also shows that despite the fact that the mean is higher in boys; the difference is not significant according to the results of t-test.

The hypothesis is included here to explain if the degree of interest in the Arabic course and satisfaction with the teachers' performance are different on the basis of the type of the school. Similar to the previous hypothesis, t-test was run to test this hypothesis. Table 9 presents the results.

Table 9. The results of independent t-test for students on the basis of the type of high school

Variable	homogeneity of variance	t statistic	Degree of freedom	p-value
Interest in the Arabic course	0.715	0.148	265	0.882
Satisfaction with teachers' performance	0.313	0.807	265	0.420

As the data of Table 9 show, both variables have a significance level higher than 0.05; there is, therefore, no significant difference between the means of these two variables in terms of the type of high school. The mean of each variable is presented in Table 10 on the basis of the type of high school.

Table 10. The means of interest in the Arabic course and satisfaction with the teachers' performance on the basis of the type of high school

Sex variable	Interest in Arabic		Satisfaction with the teachers' performance	
	Mean	Standard deviation	Mean	Standard deviation
Public schools	2.66	0.950	3.23	0.830
Private schools	2.64	0.928	3.15	0.759

According to the independent t-test presented in Table 10, although in each one of the variables (that is interest in the Arabic course and satisfaction with the teachers' performance) the

means associated with the students at public schools was higher than those associated with the private schools, the difference is not statistically significant.

Table 11. The results of independent t-test for students on the basis of their place of birth

Variable	homogeneity of variance	t statistic	Degree of freedom	p-value
Interest in the Arabic course	0.05	-1.415	145.834	0.159
Satisfaction with teachers' performance	0.008	-0.016	445.137	0.987

According to Table 11, since the significance level for both cases is higher than 0.05, the hypothesis is supported, indicating that there is not a significant difference between the means of these two variables in terms of the place of birth. The mean of each variable is presented in Table 12 on the basis of the place of birth.

Table 12. The mean of interest in the Arabic course and that of satisfaction with the teachers' performance on the basis of place of birth

Place of birth	Interest in Arabic		Satisfaction with the teachers' performance	
	Mean	Standard deviation	Mean	Standard deviation
Urban	2.60	0.896	3.211	0.750
Rural and nomadic	2.78	1.027	3.213	0.926

As the data presented in Table 12 show, although in each variable the means of students in the rural and nomadic districts are slightly higher than those of urban students, the difference is not statistically significant.

Table 13. The results of variance analysis test for the interest in the course and satisfaction with teachers on the basis of grade

Variable	variance homogeneity test	f statistic	p-value test
Interest in the Arabic course	0.183	9.069	0.00
Satisfaction with teachers' performance	0.157	11.515	0.00

As is shown in Table 13, since both variables have significance level higher than 0.05, the hypothesis is proved. That is to say, there is a significant difference between the mean of interest in the Arabic course and satisfaction with the teachers' performance on the basis of grade.

Table 14. The working condition of the Arabic teachers in the Zabol county

No	Variable	Mean	Standard deviation
1	Degree of interest in teaching Arabic	4.10	0.540
2	salary and bonus payments	2.06	0.680
3	Satisfaction with performance assessment system	3.20	0.489

As is evident in Table 14, the means of interest in teaching Arabic among the teachers of Zabol turned out to be 4.10, which indicates their strong interest in teaching Arabic. The mean of satisfaction with salary and bonus payments is 2.06 which is much lower than the average. This implies that the teachers are not that satisfied with their salary and bonus payments. The mean of satisfaction with the performance assessment system is 3.20, which suggests the Arabic teachers of Zabol County are moderately satisfied with the assessment system.

Table 15. The opinion of Arabic teachers of Zabol on the Arabic textbooks

Variable	Mean	Standard deviation
Suitability of the textbooks	2.94	0.389
Amount of material and content	2.90	0.436
The role of the textbooks in the process of learning	3	0.408

As evident in Table 15, the mean of suitability of Arabic textbooks from the teachers' perspective is 2.94, which indicates the almost unsuitable condition the textbooks have. The mean of appropriateness between the amount of material covered and content of the textbook

is 2.90, which is also indicative of the unsuitability of the amount of material and content. The mean of role of the textbook in the learning process is also on an average level.

The question aims to examine the reasons behind students' weakness in the Arabic course to answer which, five factors were recognized, following reviewing textbooks and interviewing the Arabic teachers: students' disinterest in the Arabic course, inappropriate teaching of the teachers, unsuitability of the textbooks, inappropriate assessment method and students' weakness. Friedman test was used to rank these factors.

Table 16. The rank of the factors behind students' weakness in the Arabic course as perceived by the Arabic teachers

No	Variables	Mean rank
1	Unsuitability of the textbooks	7.34
2	Inappropriate teaching	6.11
3	Students' disinterest in the Arabic course	4.57
4	Unsuitability of the assessment method	3.03
5	Students' weakness	2.28

According to Table 16, the most important factor behind students' weakness as perceived by the Arabic teachers is unsuitability of the textbooks; inappropriate teaching, students' disinterest in the Arabic course, unsuitability of the assessment method and students' weakness follow the first reason.

4. Discussion

The present paper addressed the teaching and learning of Arabic as well as the importance of learning it. Given the statistics and results of data analysis obtained from two questionnaires for two types of statistical population (teachers and students of Zabol County), the hypotheses were categorized in three groups: 1) students, 2) teachers and 3) textbooks. The paper then presented some solutions for improving learning and teaching of Arabic.

The degree of students' interest in the Arabic course and the degree of importance and the necessity of the course from the students' perspective according to many researches (Harbi,2012; Hammami,2012; Haron,Ahmad, Mamat & Mohamed) revealed that students had little interest in the course. Moreover, the investigation of the degree of students' satisfaction with the Arabic teachers' performance (from five dimensions) indicates that teachers' disposition enjoys the highest level and the use of teaching aids the lowest. Another important factor influencing the teaching and learning of Arabic is the textbooks which were examined from the perspectives of the students and the teachers; the general satisfaction with the textbooks, the very appearance of the books, with the content and the role of textbooks in the process of learning indicate the students' low satisfaction especially in the learning process. The results reflecting views of the statistical population of the teachers were also indicative of the lack of proportion between the amount of the material covered and the content.

Teachers are the most important pillar of education in the society after students (Rafieyan, abdul Majid & Engl, 2013). The teacher is the sole role model of students building students' future. Given this important role played by teachers, however, they sometimes contribute to problems, according to the results regarding satisfaction with the Arabic course and teachers at grades one, two and three of high school (Rafieyan, Eng, & Mohamed, 2013). Since the educational materials are difficult in the first grade, the expectations teachers have of the students coming for the first time to high school, inadequate understanding of the students of the nature of teaching Arabic and their emphasis on superficial learning and getting marks, the degree of satisfaction with teachers is at a desirable level. By the second grade, nonetheless, the students' opinion on the course will have been established and facing low scientific level in the same educational nature accompanied with the higher expectations of the teacher, the interest in the course and teachers reduces. The third grade sees a higher understanding of the students and the impact of teachers'

emphasis on the learning built in the previous grade, facilitating the learning of the lesson. This leads to students' more interest in the course and satisfaction with the performance.

In order to improve the teaching and learning process, these points shall be considered: 1- Creating an Arabic atmosphere using posters, brochures and images and using the visual capabilities like watching movies and cartoons related to the lesson. 2- Preparing and producing Arabic software and video games related to the content of the lesson and appropriate to the students' level. 3- Teaching Arabic in the form of interesting and various games to activate students' role. 4- Reducing the high amount of vocabulary and expressions not in common use and adding sentences and vocabulary used in everyday Arabic. 5- Reducing the passages, adding Arabic conversations and laying serious emphasis on conversations in teaching grammar, vocabulary and sentence building. 6- Emphasizing the important element of repetition and exercise in a way that rules are stored in the students' long time memory through conversations and discussions. 7- Reducing uninteresting pictures, replacing it with vivid, concrete and high quality pictures. 8- Reducing the high amount of syntactic discussions presented in the books and replacing them with more practical discussion of grammar. 9- Laying stress on simplified writing and avoiding presenting difficult and hard to understand materials.

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