The problems faced by First-grade intermediate students in studying the Arabic language

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Abstract

The research aims at identifying the problems faced by First-grade intermediate students in studying the Arabic language, through answering the following question: What are the problems of studying the Arabic language from students' perspective? The research is limited to First-grade intermediate students of the year (2017-2018) in Intermediate and Secondary schools in Baghdad governorate in Al-Karkh III. Research procedures: The research consisted of (28) intermediate, Secondary schools, and (37) students of first grade intermediate. The researchers scouted the opinions of some students out of 120, which involved the problems faced by students in learning the Arabic language. The researchers categorized the problems that had been reached through exploring sure students and their parents in (33) categories in a questioner for each student. They draw out the validity of the questioner by presenting it to experts who assured its stability of each question written in the questioner. The questioner was applied to the research sample that consists of (120) students from (8) intermediate and Secondary schools in Al-Karkh III. The data were processed statistically by using correlation coefficient Pearson, weight, and percentage mean. Results of the research: The critical problems that faced First grade, intermediate students in studying the Arabic language are: The Arabic language book category: There is a shortage of solved exercises. The Arabic language subject is new to intermediate students. The content of the Arabic language book concentrates on knowledge and understanding levels while neglecting other levels. Arabic language teachers' category: The teacher cannot enrich the subject with examples. The teacher neglects text scripts. Student's category: The given hours are not sufficient to cover the whole book. Applied style and ways of teaching category: Teaching aids that suites the given subjects are rare. The teacher faces obstacles in using the suitable way of teaching. Examination techniques category: The shortage of variety in forming Arabic language questions. The researchers concluded that in students' opinion, the Arabic language is the most challenging subject compared to others, and they recommended the necessity of establishing training courses not to be less than one course every three years, that is for assessing Arabic language teachers with up to date information in new strategies, techniques and ways of teaching. They suggested a relevant study would handle the problems faced by First-grade intermediate students in studying the Arabic language.

Keywords: problems, First-grade, intermediate students, studying, Arabic language

Introduction

Language is considered a tool of education, because language is not just a means of thinking, expression, and communication, but rather a method, a system for thinking, expression, and communication, and it is not just the form of an object, or just an external receptacle for an idea, emotion or value, but rather an indicative relationship in the single word or between it and Other words that constitute a system, and a special format that has its own internal laws, and this is the secret that the people of each language take care of varying degrees in teaching the young people the rules of their language, that is: its symbolic, phonological and semantic system (Madkour, 2007). Language is the translation of thought and its perpetuation, and thought cannot express anything except through language, because God Almighty has granted man thought and a linguistic apparatus. This care is evident in the field of education, as it is the means upon which children are relied on in raising and guiding young people. Preserving them, their fundamentals, facilitating their methods for learners, and deepening research into their problems, their nature, and their various uses is a duty incumbent upon the children of every nation that respects its language and relies on it to accommodate life's activities, requirements, events, and civilizational innovations (Al-Sa`ran, 1963). The Arabic language is one of the most prolific languages   as a material, and it is more flexible in composing sentences and formulating phrases. It is a language full of words and words that suit the perceptions of its children, and it is the strongest composition, clearer a statement, and the sweetest taste for its people (Malaik, 1988). A textbook is an educational tool that stimulates thinking and creativity. It is a reliable source of authenticity, from which knowledge can be easily obtained, as this source helps to develop students' mental abilities, such as understanding, meditation, balance, and criticism, and recognition of its importance remains a matter that does not need to be appreciated, despite what was said and said about The use of modern scientific tools remains for the textbook its singular place in the educational process, as the education process, whatever its type, style, material, and content depends heavily on the textbook, for it represents for the learner a foundation remaining for an organized learning process, and a permanent basis for strengthening this process (Al-Rawi, 1966). The Arabic language course depends on its teaching on a competent teacher who has prepared a scientific and educational preparation, as he represents one of the elements of the educational process and a major factor in its success. This success depends to a large extent on the extent of his accurate understanding, his full awareness of the practical function of the material he teaches, and

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the purpose of teaching it, In order for him to be able to adapt himself to it positively, thus achieving the purposes and objectives of the subject he teaches, in addition to that he must be cultured in it, and to live with every new knowledge, and every innovator of science in his field of specialization, so the expansion of culture reflects his students that he is a model for the human being The educated person whose circle of knowledge is not limited to studying the one he teaches or the subject in which he specializes, but rather transcends this to broader horizons (Al-Sayed, 1980). This helps, with his sufficient balance of different linguistic skills and experiences, and the extent of his knowledge of the new educational methods, to advance the language abilities of his students. Also, the emergence of educational innovations and their applications made educational systems aspire to achieve higher goals that are advanced by upgrading students to mastering most of the knowledge and skills. That modern technological development is aimed at developing most educational systems and their continuous programs, and reorganizing what exists in a new future vision, and perhaps developing the curriculum and its broad concept is related to The teaching strategies that they follow have largely been prepared, trained and assisted by teachers, because many are still without the skills necessary for this organization. (Mule, 1993). Studies have indicated the teacher's need to perform his work to prepare academic and professional pre-service that qualifies him to practice good classroom education, in addition to continuous field follow-up that works to improve the practice of education in it (Abu Sari, 1989) and (Zaitoun, 1985). The problems, then, are not evident in the Arabic language book, the teacher's method and preparation, or in the methods of teaching the subject or in the students 'attitudes towards the subject only, but rather may arise from the methods of evaluation and tests that the subject teacher performs, for his reliance on traditional methods that focus on measuring how much students have memorized. Of information. Hence, the problem of the current research is crystallized in revealing the problems those students of the First-grade intermediate face in studying the Arabic language.

Literature review
1- Concepts
a- *(Problem)***:** Defining (Good, 1959) it as "a significant and complicated task that seeks to address the problem, whether real or artificial, the solution of which needs careful consideration." (Alrawee, 1966) Described it as: "a circumstance which involves analysis and despite as well as the difficulties they need to solve. (Webster's 1971) It is defined as: "At the table to settle a situation or to challenge the problem. (Alwakeel, 1982) It is described as:" something that the person thinks, but does not explicitly provide a remedy.

b- *(Studying)***:** (Good, 1959) "The use of motives to cope with an issue or dilemma" was defined by "the use of justification" (Hornby, 1979). It was described as "the use of time and thinking for acquiring knowledge" (Hornby, 1979). (Webster, 1971) Described it as: "the ability to use mind and tension in thought in order to gain information." Moreover, the procedural definition of the study is that reason and taste are used to gain experiences from the Arabic subject by the curriculum developed for that purpose.

c- *Procedural definition of Arabic language* Themes found in the first-grade Arabic average for (2017-2018) academic year involve law, and good reading, literary texts, and construction.

2- A balance between previous studies and current studies
a- *Goals* **:**The aims of the previous studies differed because they tried to recognize challenges and difficulties in the context of linguistic and grammar, for instance, the studies in (Abd al-Nabi 1988); (Al-Wondawi 1988); (Al-Rubaie 1989); (Awad 1992) and (Ghali 2006), as for the current research, it aimed to identify the problems that first-grade intermediate students face in studying the Arabic language.

b- *Sample size***:** The survey was the highest included participant in a review of previous research (Al-Rubaie, 1989). The last survey in a review (Ghaly, 2006). The research sample hit (56) male and female students and (79) male and female professors while (40) male and female teachers entered the Ghaly analysis. As for the present research, the sample varied from the previous researches since it composed of (437) candidates.

c- Gender: The previous researches differed among themselves in terms of the gender of the respondents according to the goals of each research, and some of them were the students as in the research of (Abd al-Nabi, 1988), (al-Rubaie, 1988) and (Awad, 1992). The current study agreed with this. Research, including what the respondents were male and female teachers as research (Kubba, 1988).

d- *Grade***:** The research phases in which the initial experiments were carried out were varied by taking samples from various universities and schools, and the present analysis was concluded with (Abd al-Nabi of 1988); (Kubba, 1988); and the analysis (Al-Rubai of 1988). The research was conducted on primary school (Awad, 1992) while research (Ghaly, 2006) was conducted on primary teachers. However, it was different from the scene, which indicated that the present analysis was focused on first-grade students.

e- *Research methodology* **:**Any of these findings is comprehensive, and the present research validates this researches.

f- *Research Tool* **:**Previous research usage of the questionnaire to gather details, and the current study accepted, as it was still used as a tool for gathering the data, whereas the study (Abd al-Nabi, 1988) adopted the verbal skill and the intelligence tests demonstrated while the study (Awad, 1992) adopted the Photographer intelligence test and was planning a training program.

g- *Statistical means***:** Several previous works did not apply to the mathematical techniques used excluded from the analysis of Pearson's coefficient, the Fisher equation, the percentage weight, and the Chi-square (Al-Wondawi, 1988) and (Al-Rabiei, 1989). The current research decided on the usage of those ways.

g- *Results***:** As to the findings of previous studies, the findings of the current research and its analysis are listed and addressed in the last section of the research.

Methodology
1- *Research problem*

Language is one of the pillars of the nation and one of its pride since it is the greatest thing a person has done. It would not have been a society, nor a nation, nor a house, without it. When it comes to teaching the Arabic language, we find it not to be sufficient, as the teaching approaches are mostly focused on conventional teaching characters, and the instructor must mention facts and conclusions. At the same time, they accustom students to blind simulation and diminish their sense of imagination and invention, as well as voicing thoughts and opinions. Secondary education is distinctly distinguished by a lack of theoretical and practical comprehension, interpretation, speech, writing, and the learning in Arabic language sciences in any branch of the Arabic language. The issue of the Arabic-language deficiency of the students has escalated until it is an alarming factor of cultural and science decline. The difficulties are not in the vocabulary itself, but in the processes and techniques used to teach them. They need to be built according to the age of the students and the standard of their school life. (Al-Zawawi) notes that Arabic teachers adopt an ancient conventional method of teaching that neither draws students nor improve their language skills in the way they wish. In comparison, these approaches decrease their desire for language learning and hinder their capacity to develop their right vocabulary and formulas that contribute to the aversion to their lessons (Al-Zawawi, 2005). The problems are therefore expressed not just in the Arabic language textbook, teacher training, or methods of teaching the topic, or in students ' attitudes to the topic, but also appraisal strategies and tests performed by the subject teacher since he relies on conventional methods, which rely on how much he has memorized. The issue lies within the students. Student information. Information. The current research issue then crystallizes in exposing the challenges that first-grade intermediate students encounter in the analysis of Arabic.

It describes the present issue of science and its importance:

a- Understanding the problems confronting First-grade intermediate students in Arabic and understanding the extent and seriousness of these problems is a crucial move for the advancement of the Arabic language teaching sector.

b- Announcement of the results of the current research by the responsible authority in the Ministry of Education.

2- *Exploratory research sample:* After determining the number of intermediate and secondary schools at Al-Karkh III, the researcher adopted the random stratified procedure for selecting the sample and following the measures prescribed: splitting up schools similar to the areas of their involvement authorized by the Karkh III administrative division. (15) Male and female students were chosen by a random process and First-grade intermediate students from each school too. The students in the exploratory testing study were (120) male and female.

Table (1) preparing the exploratory research sample from students

Rank	Sector	School name	Schoolboy	schoolgirl	Total
1	Al-Kadhimiya	Um Amara Secondary School for Girls		15	15
2	Al-Kadhimiya	Al-Kadhimiya Intermediate School for Boys	15		15
3	Al'iiskan	Babylon Secondary School for Girls		15	15
4	Al'iiskan	Al-Aflath Intermediate School for Boys	15		15
5	Alhuriya	Al-Nasser Intermediate School for Boys	15		15
6	Alshaela	Intermediate Umm Salamah for girls		15	15
7	Alshaela	Tariq Bin Ziyad Intermediate School for Boys	15		15
8	Alttaji	Al-Khansa Secondary School for Girls		15	15
		Total	60	60	120

3- *Basic Research Sample*

a- *Schools sample*: After excluding the exploratory sample for Intermediate and Secondary schools in Al-Karkh III, as shown in Table (4), a random sample was selected, and at a percentage (25%) of schools in each sector in Al-Karkh III, according to the random stratified method in choosing the sample taking into account the gender variable. The number of primary sample schools is (28) Intermediate and Secondary schools. Of these, (15) Intermediate schools, (9) schools for boys, (6) schools for girls, and (13) secondary schools, of which (6) schools for boys and (7) schools for girls.

Table (2) the total number of schools after excluding the pilot sample schools

Education	School Preparation				Total
	Intermediate Schools		Secondary Schools		
Al-Karkh III Education	boys	girls	boys	girls	113
	35	28	22	28	

Table (3) the number of the primary sample schools according to location, sex, and gender

Education	Intermediate Schools		Secondary Schools		Total
	boys	girls	boys	girls	
Al-Karkh III Education	9	6	6	7	28

b- Student sample: After excluding the pilot sample schools for students, a stratified random sample was selected from each school of the research sample of (28) schools and the student population reached (21845) students from Intermediate and secondary schools, the research sample was (11137) students, and a percentage of (50.98%) From the student community, (10708) female students, a percentage of (49.02%) from the student community.

Table (4) the basic research sample for students and its attribution to the original community

Sex \ Location	Student community						Sample 2%					
Al-Karkh III Education	Male Student	%	Female students	%	Total	%	Male Student	%	Female students	%	Total	%
	11137	50.98	10708	49.0	21845	100	223	51.03	124	48.97	437	100

The two researchers used the random stratified method to select the basic research sample, as the proportion of the sample to the community was (2%). Thus the number of students in the education of Al-Karkh III (21845) male and female students constituted a percentage of (100%) of the primary research sample, and by (223) Male students, and a percentage of (51.3%) of the research sample and (214) female students, a percentage of (48.97%) of the research sample.

4- A research tool

One of the more popular instruments was the questionnaire since it was a quantitative instrument for testing and its economical application at the time. The first interim classification and the following steps have been taken in the development of the questionnaire:

a- The survey questionnaire: An open questionnaire was directed to (120) male and female students from the First-grade intermediate, because the open questionnaire is distinguished by not imposing a specific answer on the respondent, but instead allowing him to answer freely and in the language he desires.

b -The final questionnaire: After analyzing the answers that were obtained from the questionnaire addressed to First-grade intermediate students, and reviewing some previous studies that are related to the topic of their research, the final questionnaire was formulated in its initial form, as the questionnaire included (34) paragraphs. The questionnaire included five areas: the field of an Arabic language textbook, the field of Arabic language teachers, the field of students, the field of teaching methods and techniques, and the field of examination methods.

5- Tool Validate

The Face-Valiatity was able to deliver experts and professionals in teaching and counseling as well as professionals in the Arabic language, as well as students and learners. Anyone who accepted the tool (80%) to consider the paragraph inside the tool was embraced as a standard through a majority decision with the experts that determines the value of the paragraph.

Table (5) the arrangement of the fields of difficulty, the sequence of their paragraphs, and their percentage ratio according to each area in the final version of the students' questionnaire

Rank	Areas of difficulty	Paragraph Sequence	%
1	Arabic language book	1-9	26.47%
2	Arabic language teachers	10-16	20.59%
3	students'	17-22	17.65%
4	Teaching methods and techniques	23-28	17.65%
5	Methods of exams	29-34	17.65%
	Total	34	%100

After taking experts' opinions, observations, and suggestions regarding amending some of the paragraphs, the students' questionnaire became composed of (34) items distributed into five fields in Table (5). Thus, the tool became ready for implementation in the form found in (Appendix 1).

6-Instructions clarity sample

In order to verify the clarity of the paragraphs of the questionnaire and its instructions before its final application, as well as calculating the time that the answer takes, the students' questionnaire was applied to (20) students, and it was evident from this that the paragraphs of the tool are clear to them, as it turned out that the response time ranges between (30- 35) min.

7- Tool Stability

To calculate the tool stability coefficient, the Pearson correlation coefficient was used because it is one of the most common coefficients; in order to find the mark between the grades in the first application, and the grades in the second application for each field of the tool, so the correlation coefficient was for each field of the resolution, as shown in Table (6).

Table (6) the tool correlation coefficient according to its fields

the sample	Arabic language book	Arabic language teachers	students'	Teaching methods and techniques	Methods of exams
students'	0.80	0.84	0.81	0.78	0.75

8- The tool Application

The tool was applied in its final form during the period from 1/4/2018 to 4/15/2018, on the entire final sample included in the study. The two researchers were keen to meet with the sample, explaining to them the goal of the research, and the method of answering the paragraphs of the tool, answering their questions and inquiries about how to answer the difficulties under each suitable alternative to the Research problem. After completing the application of the tool, the researchers examined the forms, and then the answers were finalized in a particular form prepared for this purpose.

9- *Research limits:* Secondary school students undertake present Research at intermediate and secondary school daytime schools in Baghdad / Al-Karkh III for the academic year (2017-2018).

10- Res*earch procedures:* This paragraph describes the research community, the sample that was chosen from it, the method for selecting it, and the tools used to achieve the goals of the research.

a- *The original community intermediate and Secondary schools*: Randomly, the General Education Department in Baghdad / Al-Karkh was the third chosen from the five directorates for the academic year 2017/2018 as the number of intermediate and secondary schools at the General Education department of Baghdad /Al-Karkh III. (124) primary and secondary schools, and there were (63) schools in boys' schools (%50.81) in the original population, with (61) schools in the number of schools in the original group (%4.919) and table (7) show that.

Table (7) Distribution of Intermediate and Secondary Schools in the original community according to gender and location

Education	School Preparation				Total
	Intermediate Schools		Secondary Schools		
Baghdad Education Schools / Al-Karkh III	boys	girls	boys	girls	124
	39	29	24	32	

b- *The original community of the First-grade intermediate students:* The number of intermediate first-grade students in intermediate and Secondary schools in Al-Karkh III was (23661), and by (12204) Students, and at a rate of (%51.58) of the original students of society, while the number of female students reached (11457) students and a rate of (%48.42) of the original society. It was obtained on the preparation of intermediate and secondary schools, as well as the number of students in grade the first intermediate from the Statistics Department and Secondary Staff of the General Directorate of Education in Baghdad / Al-Karkh III, in the academic year (2017-2018).

Table (8) Distribution of First-grade intermediate students according to location and gender

Location / gender	Intermediate First-grade				Total	%
	Male Students	%	Female students	%		
Al-Karkh III Education	40122	51.58	11457	48.42	23661	100

The numbers of intermediate and secondary schools, as well as the number of First-grade intermediate students, were obtained from the Statistics Department and the secondary staff of the General Directorate of Education Baghdad / Al-Karkh III academic year (2017-2018).

Results

This paragraph includes presenting the results that have been reached in the light of the goal that you have set, and the results will be presented as follows:

1- What are the problems that face Intermediate-schools students in studying the Arabic language?

The two researchers presented the problems that students face in studying the Arabic language subject according to its five fields: problems in the field of an Arabic language textbook, problems in the field of Arabic language teachers, problems in the field of students, problems in the field of teaching methods and techniques, and problems in the field of examination methods. When viewing these problems, follow the following:

a- The order of problems for each field in descending order is one of the most severe problems, and the researcher will deal with the interpretation of the problems that were mentioned within the upper third (33%) and from each field because they represent the most critical problems from the students' point of view.

b- The order of problems in descending order according to their severity (regardless of their fields). The top third (33%) of the problems will be explained and limited to the interpretation of the problems that were not explained within the previous five areas:

(1) *The field of the Arabic language book*: The results of the current research, as shown in Table (9), showed that there are nine problems related to the Arabic language text that faced first-grade intermediate school students, and the first three problems of them were: "Topics are free of solved applications," and this paragraph ranked first in this field, as it reached (1.357) and its percentage weight (67.85). The reason for this problem may be the absence of Arabic language subjects from the solved exercises that help them understand the rules Grammatical, spelling, and reading comprehension skills, and this is what causes the inability of many students to reach the correct solution. As for the paragraph "Modernity of the Arabic Language for First Intermediate Students", this paragraph won the second rank in this field, as its intensity reached (1.334) and its percentage weight (66.7). The reason is due to the students 'feeling of this problem due to the density of information and the abundance of primary and subsidiary concepts. The student studying the book for the first time collides with the most prominent demands to know the concepts included before the text, during the text, and after the text, and the density and modernity of the information cause confusion for the learner, and this result is consistent with some of the results of the study (Atta, 1990) who pointed out that "the real reason is the academic content" (Atta, 1990). As for the paragraph, "The content of the book focuses on the two levels of knowledge and understanding, and the lack of other levels." This problem ranked third in this area, as it reached its intensity (1,298) and its percentage weight (64.9). The reason for this problem is that the nature of the book's content is limited to memorizing and the understanding of

facts and information, and did not take into account the balance between other levels of knowledge such as application, analysis, synthesis, and evaluation.

Table (9) the students' responses to the difficulties of the Arabic language textbook

Education within the field	Education without field	Difficulties	Great difficulty (1)	Medium difficulty (2)	Not difficult (3)	Difficulty Severity	Weight percent
1		Subjects shall be clear of answered questions	220	153	64	1.357	67.85
2		The invention of the Arabic language courses for first intermediate students	230	123	84	1.334	66.7
3		The book's content focuses on the two knowledge and understanding levels and the lack of other levels.	215	137	85	1.298	64.9
4		The texts in the book's content do not help in developing critical thinking	200	145	92	1.247	62.35
5		Too many guidelines on the book material contributing to the dissemination of ideas	195	148	104	1.208	60.4
6		The inclusion in the book of specific challenging topics	174	132	131	1.098	54.9
7		The issues intersect, rendering things more complicated	164	110	163	1.002	50.1
8		The book requires knowledge of the past perspectives of students of Arabic language topics.	154	98	185	0.929	46.45
9		The difficulty of the book activities and exercises	156	100	181	0.943	47.15

(2) *The field of Arabic language teachers*: The results shown in Table (10) have shown that intermediate students of the first grade have six problems in this area. The first three of those problems involved two issues, which followed the discussion: "The teacher cannot enhance the content with examples." This problem was first rated in this sector because of its importance (1.590) with a percentage of its weight (79.52). Students' understanding of this issue may be the inability of the instructor to supplement their teaching with illustrative examples of poetry and the Quranic verses and proverbs of their ages and their dependence only on text in substance, thus cause monotony, sluggishness, and insufficient encouragement for the students to participate effectively in the class. Some of the results of the study (Kubba, 1988) apply to "the inadequate professional and scientific training of several Arabic language teachers" (Kubba, 1988) is compatible with this observation.

(3) With regard to paragraph, "The instructor does not pay very great attention to appraisal texts," in this field, this issue ranked second as its magnitude (1.487) and weight hit (74.35). The explanation for the issue is the incompetence of instructor review texts in the textbook and their limitation only to solving experiments. They assume that these texts are additional duties, and the student is delegated to overcome them without support from them, which generates a state of anxiety and stress between students in how to address these texts to guarantee that they are accurate.

Table (10) the students' responses to the difficulties of the field of Arabic language teachers

Education within the field	Education without field	Difficulties	Great difficulty (1)	Medium difficulty (2)	Not difficult (3)	Difficulty Severity	Weight percent
1	1	The teacher cannot add examples to the material	300	95	42	1.590	79.52
2	4	The instructor pays no attention to the evaluation texts	275	100	62	1.487	74.35
3	15	The presence of teachers who are not qualified to teach the Arabic language subject	232	92	113	1.272	63.6
4	18	The teacher does not develop students wishing to study the Arabic language.	224	87	126	1.224	61.2
5	20	Lack of experience of teachers in Arabic language subjects	215	84	138	1.176	58.8
6	23	The instructor does not connect the Arabic language branches	194	95	148	1.105	55.25
7	33.5	The challenge for the instructor to give to offer knowledge for students	960	102	239	0.673	55.25

(4) The *field of Students*: The results in Table (11) show that intermediate first grade students encounter six problems in this area. One third included two issues: "The time allocated to the topic is not enough to cover the book's material". This paragraph placed first in this sector, provided that the book's seriousness (1 538) reached a weight of 76.9%)). Perhaps the reason for this problem is because there are many issues in the novel, which include subjects relating to grammar, comprehension, writing, text, speech, and dictation. Moreover, the division requires that the teacher explain definitions, facts, and hours to cover this vast amount of information that distinguishes the divisions from the incorporation. This conclusion was in line with a report (Al-Rubaie, 1989), suggesting "the lack of time available for the teaching of the subject" (Al-Rubaie, 1989). About section, "I find it difficult to map the major and sub-concepts" in this sector, this problem was ranked second as it reached strength (1,423) and weight percentage (71.15). The explanation may be that the subject teacher does not help students plan appropriate maps of the book's topics and main concepts as well as sub-concepts and related these concepts correctly.

Table (11) the students' responses to the students 'field difficulties

Education within the field	Education without field	Difficulties	Great difficulty (1)	Medium difficulty (2)	Not difficult (3)	Difficulty Severity	Weight percent
1	2	The hours for the topic are not enough to cover the book's contents.	280	112	45	1.538	76.9
2	7	I find it hard to draw up a diagram of the key and sub-concepts.	245	132	60	1.423	71.15
3	8	I suffer from the book's multiple exercises.	260	95	82	1.407	70.35
4	14	I find it hard to grasp the guidelines on grammar.	225	110	102	1.282	64.1
5	25	I have impaired ability to learn the meanings of the vocabulary contained in the text.	190	92	155	1.080	54
6	29	I find it hard to formulate grammatical law.	154	84	199	0.897	44.85

(5) *The field of Teaching methods and techniques*: The findings are shown in Table (12) indicate that six first-grade intermediary students have been facing problems in this area, the first third involving two issues: "The lack of educational aids that complement the subject's material." In the first position, this problem was strongly reached in the field (1,482), weight (74.15). This is because teachers may not have an interest in teaching approaches, since they feel that the textbooks do not involve the use of instructional technologies, and thus fail to understand their value in motivating and training the pupil for learning. After all, the communication system has a direct influence on the growth of the language skills of the students. The method of training allows research content more accessible and transparent when provided by the method of education than if the instructor were adequate to provide just a theoretical interpretation of the subject for the analysis (Al-Khalidi, 1993), which suggests "the lack of access to education implies that awaken the desires of students" The paragraph "The professor considers a difficulty utilizing the required approach of teaching topics" was second in this sector as its strength (1350) and its weight in a percentage (67.5) achieved. The issue is that the Arabic Languages Instructor uses a method of teaching which does not suit the subject matter so that the divisions of the Arabic Language are divided, and students get overwhelmed and their minds restricted to one question, and other subjects are ignored, which is reflected in the language results.

Table (12) the students' responses to the difficulties of *Teaching methods and techniques*

Education within the field	Education without field	Difficulties	Great difficulty (1)	Medium difficulty (2)	Not difficult (3)	Difficulty Severity	Weight percent
1	5	The shortage of educational resources that suit the subject's material.	247	154	360	1.483	74.15
2	11	The instructor needs to use the right teaching method when teaching subjects.	235	120	82	1.350	67.5
3	17	Failure to encourage students to provide appropriate educational support.	215	114	108	1.245	62.25
4	22	The teaching method used does not make it easier to understand the grammar of the content.	197	105	135	1.142	57.1
5	31	The shortage of adequate classrooms.	94	175	168	0.831	41.55
6	32	There are no support books for content review.	98	165	174	0.826	41.3

(6) *The field of Methods of exams*: The findings in Table (13) show that intermediate first-grade students in this area experience six problems, one-third of which included two problems: "Weaker diversity in the formulation of Arabic questions and were at the forefront of this field when they achieved severity. (1.515), its weight in percentage (75.75), and the cause of these problems is the teacher's dependence on a single style in the formulation of questions focusing on memorization, rote memorization and neglecting other trends which establish higher thought, along with the conclusion of the study (Al-Rubaie, 1989): The majority of the test questions do not assess the student's language ab Neglecting oral tests to improve language skills, he has finished in second position (1,426) in the field with his percentage weight (71,31). Written assessments alone, and of course, this does not enable the students to learn language skills. Oral tests allow teachers to prepare in exams and correct errors through oral tests (Hendam, 1972). This allows the pupil to stress his personality by dialog and a constructive conversation between him and the instructor. This result is compatible with the research (Kubba, 1988).

Table (13) students' responses to the difficulties of the examination methods field

Education within the field	Education without field	Difficulties	Great difficulty (1)	Medium difficulty (2)	Not difficult (3)	Difficulty Severity	Weight percent
1	3	Wide variety in the formulation of Arabic language Topics.	235	192	10	1.515	75.75
2	6	You are neglecting oral exams that improve language skills for students.	229	165	43	1.426	71.3
3	9	Exam questions are not ideal for the level of students in the topic.	235	125	113	1.362	68.1
4	21	The test questions for the Arabic language subject do not conform to the period provided for them.	191	133	113	1.175	58.75
5	30	Questions regarding the quality of the Arabic language review.	125	115	197	0.835	41.75
6	33.5	Failure to answer examination topics on literacy abilities.	97	100	240	0.673	33.65

Since learning about the problems inside their domains, some problems have not existed within the top third of each sector, but they had a high level of intensity (1,632) and a weight percentage (68.1), which is the minimum score for the first 3rd of the general problem and which problems are as follows: I suffer from the many activities in a book as the strength (1,407) exceeds. "The exam questions do not meet the student level in this subject," because their difficulty (1,362) and weight percentage (68.1) hit them. Examination questions that do not evaluate the different levels of students may be unacceptable to intelligent students and low-intelligence students and are often planned questions that measure the memorization factor and ignore other factors, such as understanding and application, so that teachers require scooping evaluation methods. In addition to teaching methods, they do not answer questions. You need to learn their students' standards and exam forms to recognize the skills that students test. Any form is introduced (Al-Shafi'i, 1986).

Conclusions

After presenting and interpreting the research results, you conclude from the following:

1- The most important field of difficulty for students compared to other fields was in the field of Arabic language teachers.

2- As for the least difficult areas for students compared to other fields, it was in the field of examination methods.

Recommendations:

In light of the research results, the researchers recommend the following:

1- The necessity of holding continuous training courses provided that no less than once every three years in order to provide teachers of the Arabic language and its teachers with all the new developments in their field of specialization in terms of strategies, methods, and modern models.

2- Increasing the hours prescribed for teaching the Arabic language book, so that the Ministry of Education, through the teacher, could achieve the desired goals of teaching the Arabic language book at the intermediate level.

3- The need to train teachers of the Arabic language on how to prepare exam questions in light of Bloom's classification of the field of knowledge.

4- The necessity to provide all schools with the latest educational aids in order to stimulate the desire and motivation of students to study the subject.

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Appendix

Topic / a questionnaire about the problems that the first intermediate students face in studying the Arabic language

Dear student:

Dear Student:

After Greetings:

In order to identify the problems faced by middle-grade students in studying the Arabic language subject, the researchers decided to direct you with this questionnaire, hoping to answer each paragraph of the questionnaire attached precisely, according to the instructions listed below. That answer will be appreciated, and no one will see it .

Instructions:

- Different chapters describing the problems in the analysis of the above material in various areas are found in the following sections. There are three tests in front of each paragraph; please read each paragraph carefully. Furthermore, if the paragraph has a limited impact on the subject, but the mark (true) in an intermediate sentence but does not pose a problem in the paragraph, a mark (true) is placed under the phrase which does not constitute a problem.

Example:

The paragraphs	Big problem	Medium problem	Not a problem
The modernity of the Arabic language course for first intermediate students.	/		

Your opinions are of great importance in the research, so we ask for your cooperation in answering the paragraphs of the questionnaire and not leave any unanswered paragraphs, bearing in mind that the information is for research purposes.

1. Name (optional)

2. Gender: Male ( ), Female ( )

3. School: For Boys ( ), for Girls ( )

Thank you very much

Appendix (1): A questionnaire about the problems that first-intermediate students face in studying the Arabic language

Rank	First: the field of the Arabic language book	Big problem	Medium problem	Not a problem
1	The novelty of the Arabic language course for first intermediate students			
2	Subjects shall be free of solved applications			
3	The presence of some difficult concepts in the content of the article			
4	The content of the book focuses on the two levels of knowledge and understanding, and the lack of other levels			
5	The difficulty of the activities and exercises in the book			
6	The book's lack of consideration of students' previous experiences in Arabic language topics			
7	The texts in the book's content do not help in developing critical thinking			
8	The topics overlap with each other, making it more difficult			
9	Too many rules in the content of the book, which leads to the dispersion of ideas			
	Second: The field of Arabic language teachers	Big problem	Medium problem	Not a problem
10	Lack of experience of teachers in Arabic language subjects			
11	The teacher does not develop students 'desire for the Arabic language course			
12	The teacher pays little attention to calendar texts			
13	The difficulty of the teacher delivering information and facilitating it to students			
14	The teacher cannot enrich the material with examples			
15	The presence of teachers who are not qualified to teach the Arabic language subject			
16	The teacher does not link the branches of the Arabic language			
	Third: the field/students	Big	Medium	Not a

		problem	problem	problem
17	I suffer from many exercises in the book			
18	I find it difficult to formulate the grammar room			
19	Impaired ability to learn the meanings of the vocabulary contained in the text			
20	The hours allocated for the subject are not sufficient to cover the content of the book			
21	I find it challenging to understand the spelling rules			
22	I find it challenging to prepare a map of the primary and sub-concepts			
Fourth: The field of Teaching methods and techniques		Big problem	Medium problem	Not a problem
23	The scarcity of educational aids that fit the content of the subject			
24	The teacher finds it difficult to use the method of teaching while teaching topics			
25	The teaching method used does not facilitate the understanding of the rules in the content of the book			
26	Weakness in encouraging students to create appropriate educational aids to teach the subject			
27	There are no help books to facilitate the study of the material			
28	The lack of suitable classrooms			
Fifth: The field of examination methods		Big problem	Medium problem	Not a problem
29	The length of the exam questions for the Arabic language subject does not fit the time allotted for them			
30	Lack of diversity in formulating examination questions for Arabic language subjects			
31	Lack of coverage of questions for reading comprehension skills			
32	Exam questions do not fit the level of students in the subject			
33	Neglecting oral tests that develop students' language skills			
34	Difficulty understanding the content of the Arabic language exam questions			