

The Importance of Rhetorical and the Technological Learning Solutions for Non-Arabic Speakers

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Abstract

The education sector has seen the introduction of modern technical means in the late last century, but in the twenty-first century there has become a qualitative leap in the use of modern technology, and there has become competition in the use of technologies in educational institutions, and these technologies have a major role in raising the purely educational level to the level of creativity and innovation. And among the technical means introduced to the field of education: computers and audio-visual means, such as television and others, and the most important technical means that caused this jump is the Internet, which provides students with information as required, and at all times, and it's This topic will mention the roles that technology has played in the education sector. With regard to the subject of this research, language learning has become one of the most important orientations of those seeking to learn and the Arabic language has a large share in this research. Rhetoric is an integral part of the process of teaching the Arabic language to speakers of other languages. Rather, it is an inherent and effective element in it, whatever the goals of this educational process, whether they are qualifying goals for specialized study in the Qur'an and language sciences at the university, religious, economic or political. Rhetoric - in general - has its place Distinguished among the arts of the Arabic language. Learning the Arabic language became a necessity for a clearer understanding, and it is natural that rhetoric searches for the second meanings. Therefore, it is incumbent upon those who enter into it to be able to first of the first meanings. In this research, we will present in an accessible analytical way to the Qur'anic terms in it rhetorical and graphic miracles. Accordingly, the research came in the following main axes: First: Technical solutions that contribute to facilitating the learning process. Second: The problem of teaching rhetoric to non-Arabic speakers and their causes. Third: The importance of Arabic rhetoric and its learning among non-Arabic speakers. Finally, search results and recommendations.

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I. INTRODUCTION

The use of technology in the educational process is seen as a way to enhance student learning and raise the level of their achievement, and to achieve this it must be used for that purpose appropriately, and in a

manner that supports the development of the competencies of students and teachers alike. It is one of the old techniques, such as books, blackboard, written communication means, etc., and enables the provision of new capabilities, and the new

technologies are characterized by being interactive that enables students to learn by doing, and receive comments or feedback, in addition to Building new knowledge and continuously refine their understanding [1]. The use of technological means in education involves many benefits and returns, most of which are related to increasing educational productivity, using open educational resources, and providing opportunities for learning via the Internet would benefit in accelerating the rate of learning process progress, and reducing the costs associated with the use of educational materials or program implementation costs Educational, in addition to making the most of the teacher's time [2].

Rhetoric is an integral part of the process of teaching the Arabic language to speakers of other languages. Rather, it is an inherent and effective element in it, whatever the objectives of this educational process, whether they are qualifying goals for specialized study in the Qur'an and language sciences at the university, religious, economic or political. Rhetoric has a distinguished position among the arts of language. Arabic, which represents a particularly interconnected unity in understanding Quranic verses, hadith, and tasting literary texts. Hence the importance of teaching rhetorical arts in the educational process for non-Arabic speakers [3].

This paper aims to demonstrate the importance of Arabic rhetoric in developing the taste of non-Arabic speakers, and also aims to try to lay hands on the problems of teaching Arabic rhetoric to non-speakers and its causes, in order to reach its teaching in an easier and easier way for non-Arabic speakers, while laying out a model for an analysis Some words of the Qur'an may be a beacon for those who wanted a comprehensive method in which most branches of Arabia join hands to reach rhetorical beauty and artistic creativity of literary texts [4].

II. METHODS OF USING TECHNOLOGY IN EDUCATION

Technology can be used in the educational process in different ways, some of which can be addressed and mentioned as follows:

The use of educational techniques that are useful in empowering the teacher, and not distracting him from the educational process and its goals, including adopting the use of mobile applications that help the teacher to evaluate the student's written work, and providing the possibility of planning lessons and lessons through databases. Work to realize the benefit of modern educational technologies by dynamically integrating them in the classroom to reduce the harm resulting from the direct shift in education policy from one pattern to another. Benefiting from open source educational resources without any fear of that [5]. Usually, it is a less expensive and highly efficient educational resource, contrary to the prevailing beliefs that it is costly or complicated to use. Choosing a new assessment method for students through the use of assessment files available online, which is a less expensive educational tool than traditional files, and provides more robust communication between the student and the teacher, and helps increase creativity among students.

The importance of technology in the field of education Technology occupies the role of a mentor who instructs teachers to direct educational materials to students because technology gives more opportunities for students to understand the material because of its change in the form of providing lessons and materials [6]. The use of computers brings the student's consideration for use as an assistant or even a computer teacher, thanks to the many and varied programs on computers. Using the Internet greatly helps students to communicate with teachers and with each other, participate in activities and research, and exchange information. The Internet is a very rich source with a wealth of information related to all fields [7].

The 21st century has produced a wide range of useful educational technology. Such as digital simulation, communication and digital and virtual classrooms, self-learning beside a smart board, class blogs, social media, YouTube, Cloud Sharing (Such as, Google Drive, Dropbox, Microsoft SkyDrive, AppleiCloud), iPads, and e-mail. [8]

1.1 Benefits of e-learning: students with ease, due to the diversity of the means of communication represented in the rooms of the dialogue, e-mail, or discussion boards. Provide time for teachers to follow students and do their homework. Increase the number of students enrolled in the scholastic divisions, while solving the problem of the lack of available resources and the limit of classrooms. More effective teachers. The multiplicity of teaching methods, which makes it easier for the student to choose the appropriate way to receive lessons, which reduces time and effort and increases competencies in achieving educational goals. The student gets continuous feedback, which makes it easier to know his progress. Providing students with rich sources of information, accessible within a short time. Reducing education costs, so that it is accessible to all members of society. Providing student support services, which are early registration, building schedules, and managing classrooms. Compensating the lack of training cadres in some education sectors, by using virtual classes. Expanding the perceptions of the teacher and the student, through the presence of electronic links related to theoretical, scientific, and entertainment interests [9]. Changing programs and curricula very quickly on the Internet, in accordance with the requirements of the times or the plans that the ministry is going through, without any high costs. Overcoming obstacles that prevent the arrival of scientific materials to students, whether they are in remote places or outside the borders of countries.

1.2 E-learning strategies: greater than the obstacles they can face during teaching in this system, as the arrangements for e-learning work to improve

teaching skills, and e-learning strategies are summarized in the following: Improving planning and organization: E-learning requires the development of new plans, which need some time to prepare, but the main content of the e-learning topic remains constant despite these amendments, and e-learning curricula can be planned through one of these proposals: Begin the curriculum planning process by studying the results of research in this field. Understand and analyze the strengths and weaknesses of methods used to communicate with students, such as: sound, image, and data. Training in delivery technology, whether it is for students or teachers. Ensure sites are equipped with equipment for communication and work. Using effective teaching skills: Increasing the effectiveness of e-learning requires strengthening and increasing skills, and it is advisable to focus on consolidating existing skills to be the basis for any new skills [10]. Improving feedback and mutual interaction: The teacher can determine the individual needs of each student, and seeks to achieve them through the use of feedback, and effective plans for mutual interaction, and there are some things that can be adopted in order to improve feedback, including: Encourage students to think analytically, by using preparatory questions before beginning the lesson. The teacher asked students to contact him or communicate with other students via e-mail, which makes them comfortable and makes them share together. Incorporating several methods of communication and feedback, including private or group chat rooms, as well as forums and e-mail. Communicate with each student on a weekly basis if possible, especially when starting to use the online study system. Express an opinion on the written assignments, referring to a number of additional sources in order to obtain the supplementary information, then send those assignments on time and without delay [11]. Providing student needs: The efficiency and effectiveness of education requires that students feel comfortable toward the nature of e-learning, and therefore some efforts must be made to motivate students and the

appropriateness of their needs, and it is possible to follow these strategies that help to do these things: Helping students to give them a sense of comfort towards the communication technology, in addition to solving problems that may arise during the time allotted to obtain information [12]. To enhance awareness among students of the direction of new communication systems used during the classes, by providing modern means of communication, which makes the student in touch with the educational site permanently. Study the civilizational and social backgrounds of students, and know their expertise and experience in e-learning.

III. THE IMPORTANCE OF LEARNING RHETORIC AMONG NON-ARABIC SPEAKERS

Rhetoric in the language: "The arrival and the end. It is said that someone has reached his goal if he reached it, and the passenger reached the city if he ended it. With eloquence, we get to our goal from the closest way, and the easiest way. The best of words is what has been said and indicated, as God SWT said: "The best of speech is what was little that sings about many of it, and its meaning in the apparent meaning of its pronunciation ... Far from being coerced, and free from imbalance, protected from harmony, he made in the hearts the work of sickness in the gracious soil, and when the word was sent (sent) on this tape and carried out from those who said it in this capacity, God accompanied it from success, and granted it from support, what does not refrain with it Whoever glorifies her in the hearts of the mighty, and is not astonished at her understanding with him the ignorant minds [13].

The study of rhetoric as a general aesthetic science, and the Qur'anic in particular, aims at two main purposes:

The first: religion: It is the affirmation of the continued belief in the issue of rhetorical miracles in the Qur'an and aesthetic creativity in the noble Sunnah.

The second: education: It is "teaching young people the laws of rhetoric and the rules of proficiency, and the privacy of speakers and their modalities, to achieve a match between the speaker's speech and the value of the addressee [14].

Rhetoric is of great importance for students with their studies, for example, Rhetoric enables students to learn the secrets of rhetorical miracles in the Qur'anic verses and the noble hadiths of the Prophet, which contributes to strengthening their faith side and honing their linguistic and rhetorical abilities. Of the importance of rhetoric - also - that it teaches the manufacture of literature and high performance, and contributes to creating literary taste and developing it among students. It also provides students with the qualities that add beauty and elegance to the literary text. It also enables students to understand and understand the meanings and ideas of literary works. Develop students' ability to express their thoughts and thoughts in a high literary style. Students gain the ability to simulate rhetoric and generate eloquent speech. Contributes to developing reading tendencies and motivating students, to learn, taste and cherish the Arabic language, and for this we include reading topics leading to the study of exotic rhetoric, salt, and literary texts to prepare the student for the study of rhetorical topics [15].

Rhetoric also has a role and function like, show the secret of the miracle of the Holy Qur'an in terms of eloquence and rhetoric. A shift between the learner and the error in style, imagination, meaning, purpose, or idea. It helps to develop linguistic appreciation, such as the beauty of similes, metaphors, metaphors, and others. It provides some criteria related to understanding the meaning and accuracy of the method. It helps talented people to produce great literature. The learner reaches her with the heritage of his nation through the good rhetorical methods included in this heritage.

From the above we conclude that rhetoric combines several descriptions: it is a science, an art, and it is a means, and it is an end; it is a science because it has rules based on it, and it is an art when we apply those rules to different texts, a means because it is a tool for expression, and it is a goal because the crossing He wants to bring his production to rhetoric.

It is clear from the foregoing that rhetoric is of great importance in developing the emotional taste side of the Arab in general, and for the speaker in another language in particular; so that we find the effect of these rhetorical studies clear and underlined in practice, for example in the College of the Arabic Language in Cairo, students who were not speaking The Arabic who continued their postgraduate studies, then specialization and internationalism, played a great role in revealing the rhetoric of the Holy Qur'an and the pure Sunnah of the Prophet, and they even have great efforts in achieving rhetorical heritage.

IV. THE PROBLEM OF TEACHING RHETORIC TO NON-ARABIC SPEAKERS AND THEIR CAUSES

If acknowledging the difficulty of rhetoric and increasing its understanding, except for a time that is practiced, and the depth of understanding, which is at the time of the speakers of the language, it is better for me to acknowledge the difficult understanding of it for students in an era in which Arabic mixed with multiple Arabic dialects tainted with colloquial first, and then with other international languages second. From this standpoint, in which rhetoric is considered one of the imperatives of "developing the ability to sound and influential expression leading to the development of linguistic creativity and the development of literary taste skills" for scholars, this topic came to determine the causes of this problem, and is there really a problem in teaching rhetoric to non-Arabic speakers [16].

Yes, reality proves that there is a problem in this aspect and its evidence is clear and tangible, among which is the weakness observed across the vast Arab tongue, the stagnation of students' methods and their distance from delicate sense, sweetness, and lack of synthesis of words, whether at the level of writing or rhetorical performance, which is the biggest evidence of weakness in Proficiency in Arabic universal rhetoric among the people of the human mind, and taste the Arabic word, and the language of the reciter and audible has become in most cases a news journalistic language, and this is witnessed by many studies and research that are confirmed by us at times, and explain its causes phase, and suggests ways to treat it another, and there is no way here to monitor it.

There are several aspects and aspects of the problem, it is not a matter of one side, but rather all of the parties to the problem participate in it, including:

4.1 Historical point of view: The historical aspect has had a great impact in creating such a problem, and this aspect is represented in these two elements:

First, the completion of the edifice of rhetoric at the hands of Al-Jarjani, which brought innovation or increase in it closer to the shops and unattainable and all that was brought about it is only a repetition of what was said, but in different garments. Second is Rhetoric has become dry rules similar to the rules of grammar and drainage, starting from the stage of codification and complexity: this stage begins with the emergence of Abu Yaqoub Yusuf al-Sakaki, who died in 626 AH, who cared about philosophy and logic, so he legalized the rules of rhetoric using the logical abilities of explanation, definition, subdivision and division, and thus the rhetoric turned On his hands, to the simple rules and laws formulated in dry logical forms that separated them from their function of sensitization, self-enjoyment,

cultivation of taste, and the development of queens [17].

4.2 Nature of the language: As the Arabic language is distinguished from other languages by special features, and in a system that differs from others, and is not available for another language, and from this special nature: Language is a coherent, coherent system formed by precise systems contained within it: morphological, semantic, phonetic, and structural, and the study of this system on the basis of fragmentation between its components leads to an imbalance in the in-depth understanding of the learner, and rhetoric depends on syntactic and semantic manipulation and the switching of roles between the champions of the sentence Arabic is mainly based on codified codified rules, and poor mastery in one of the language systems leads consequently to weak mastery of rhetoric. Language is a human trait and acquired behavior: it is linked to human development intellectually, economically and socially, and the child automatically receives it from the society in which he lives, and because the current society suffers from poor linguistic performance, whether at the level of grammar or others, the rhetoric has not been spared this weakness in the tongues of Arabic speakers and therefore The student is only a member of a society far from linguistic integrity and from language with artistic taste, just as the spread of modern literature in its prose forms, and its poetic forms free from the traditional rules of Arab poetry, this cultural community plays its role in excluding rhetoric from the reality of contemporary life and lack of With its elements and breached activities such. Language is vocal. After the teacher is away from masterfulness in toning, rhetoric, and diversifying the forms of discourse in referring the one meaning and using the direct language as a whole, it plays a role in consolidating the idea that rhetoric is a form of grammar whose field of application is not retouching. Some rhetorical methods can only be used by those who are able to articulate who are experienced in the language, and this is difficult for

students. There are Quranic or even literary texts, poetry or prose that are difficult for the student to understand if not explained to him by a specialist [18]. The large number of divisions and branches of the main chapters of rhetorical arts, until you finally find you swim in a sea of choppy, unknown borders, so that the arts overlap each other, and you feel drought and rigidity, and the result is nothing but dispersion and confusion.

4.3 Educational view: is not possible to lose sight of this aspect, because it is one of the driving means to learn any of the languages or any art, so it is of great importance, and its contribution to finding such a problem is evident in the following: The development and encouragement of literature and discussions on the science fiction that is heavily dependent on applied sciences at the expense of the artistic imagination used for the language as a base material, and rhetoric is its true essence, which led to a weak view of rhetoric and its lack of neutrality. Encouraging a culture of memory, conclusions and computing versus a culture of creativity, which prompted the student to deal with rhetoric with short-term goals (tests) instead of long-term goals (developing mental capabilities) [19]. The poor inherited view of the theoretical sciences which it narrated is futile, and running behind the applied sciences that depend the results that are relevant to reality and that bring tangible material benefits at all levels.

4.4 Student's perspective: It is the cornerstone, but the first intended goal of the educational process, and plans and strategies are completed, and through it the level of progress and the success of this or that curriculum are measured, so most of the educational process is based on it, but some of these factors that cause this problem, including for example: Fear of rhetorical rules led him to memorize and apply them and not to use them in writing, or linguistic performance in general. Poor literary taste among students, which has become inclined toward direct and clear language and attention to what suits the

thinking of ideas, not thinking about the way of performing or eloquent building of the language [20].

4.5 Curriculum side: This is undoubtedly, that one of the causes of the existing problem is the curriculum or the way in which this curriculum is taught, which results from the presentation method or lack of quorum or lack of practical application in many cases, in addition to that: Less lessons for the rhetoric branch. The absence of exciting language activities for students such as: rhetoric, cultural activities and language art competitions. Rhetorical evidence and examples are very far from the spirit of the times and are frequent and not renewed. The lack of specialized websites on the information network in the field of rhetoric and its teaching despite being one of the most important sources of knowledge in the third millennium [21].

4.6 Side of the teacher: The teacher is the cornerstone, but rather the head of the triangle, and it is the height of the hump of the educational process. If there is peace, sincerity, and effort, the idea has arrived, and if the opposite occurs many endless problems. The problems of the teacher are from the beginning in the following: Entering the Department of the Arabic Language, students from the Literary Department, and they are in fact the ones who - most often - flee from the higher mental and mathematical processes, and thus memorization becomes the primary queen of the teacher. It is not really useful in dealing with rhetoric. The poor qualification of Arabic language teachers in the academic stage in the field of rhetoric. Focusing on simple skills while explaining rhetoric rather than enabling understanding of rhetorical rules. Lack of planning for effective teaching of rhetoric. Not to closely link literary texts and rhetoric, but to adopt separation, even if not intentionally, between them. Weakness of the teacher's ability to communicate the information and elaborate on its explanation. The absence of modern learning theories from the teacher's mind in explaining the educational

material such as: brain-based learning theory, learning by discovery and others, which makes communicating information more difficult. Weak knowledge of the behavioral and psychological characteristics of learners. Not to review teaching strategies in light of the low achievement results in the tests [22].

V. RESULTS

After explaining modern technical methods and explaining the importance of rhetoric in teaching Arabic to speakers of other languages, and after a presentation of the reasons for poor teaching of rhetoric and a presentation of models for the analysis of Quranic words to put the hands of non-Arab learners on the methods of analysis and taste of Quranic rhetoric as the sky of Arabic rhetoric that the researcher conducted in these papers, The researcher came to the following results and proposals:

The usage of technology in the learning processes is very important and easy the knowledge gaining. Virtual teaching rooms are very useful to find a native teacher to get more knowledge about Arabic language. Using the social media in order to practice the language. Rhetoric is an integral and integral part of the process of teaching Arabic to speakers of other languages. That rhetoric enables students to learn the secrets of rhetorical miracles in the Qur'anic verses, the hadiths, and the strengthening of their faith side. There are severe deficiencies and noticeable weakness in the various educational institutions entrusted with teaching rhetoric to non-Arabs. The problem is not related to one faction, but to all parties to the teaching equation, including curriculum, teacher, learner, and language. The lack of calls for renewal and innovation in displaying rhetoric in another garment, which is more attractive and easy for students. Despite attempts to author rhetoric books for non-Arabs, they remain below the required level that meets the students' desires, and does not meet the need of the imposed reality. Rhetoric is an art and a taste, so it is never studied as

rules and laws that lead to facts and conclusions. The need is still urgent to make efforts and join forces to change the current reality to better. The Holy Qur'an is full of secrets and wonders, waiting for someone to unveil it and bring it to light. The unique analysis of the name of the verb in the Qur'an is nothing but an attempt towards a new rhetorical interpretation of the Holy Qur'an, which deserves criticism, comment, guidance, and scrutiny to go in the right path that is commensurate with the majesty and completeness of the Holy Qur'an.

VI. RECOMMENDATIONS

The researchers recommend a study on: Establishing a mobile application for Arabic rhetoric topics for non-native speakers, through which it defines a strategy for building and addressing these issues. The researchers recommend to study on establishing an application that addresses the difficulties of learning rhetoric for non-Arabic speakers. This topic can be subdivided into other subjects, each with a program for content-related difficulties, a teacher, and a third for the student. Increasing the rates of teaching rhetoric within the various educational institutions, as the situation now does not meet the requirements. Holding training courses online by experts for language teachers and anticipating such aspects for them. Creating a spirit of competition, such as holding language competitions, artistic performances, or poetry plays to enhance the literary sense of students.

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