

Teaching Arabic Morphology at Kilis 7 Aralık Turkish University's Department of Oriental Languages. : Challenges and Solutions

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Abstract: Arabic is a global language of growing importance, widely used across most countries for religious, political, economic, and other purposes. For Turkish learners, Arabic holds religious, historical, and cultural significance. Despite its long-standing presence in the Turkish educational system—including public and private schools as well as universities such as the Department of Oriental Languages and Literatures at Kilis 7 Aralık University—the teaching of Arabic to Turkish learners continues to face several challenges, particularly in morphology. Given the pivotal role of morphology in mastering the Arabic language, this study examines the teaching of Arabic morphology to Turkish non-native students in this department. It identifies the main difficulties encountered by both instructors and students and proposes practical solutions grounded in the researcher's extensive experience in teaching Arabic grammar and morphology.

Keywords: Arabic language, teaching Arabic, morphology, Kilis 7 Aralık University, Turkey, challenges, solutions

1. INTRODUCTION

One scholar argues that language is a uniquely human faculty that distinguishes humans from other creatures (Ammar, 2015). Individuals typically acquire a first language (L1) followed by a second language (L2).. When they receive and learn it, they have no previously acquired language and no established linguistic system; thus, they learn it through imitation. In contrast, the second language they acquire is not the language of the environment in which they were raised, but rather the language of another environment that is foreign to them—one they do not know—and the language of other people to whom they do not belong. When learning it, they compare its sounds and meanings with those of their first language (Isak & Al-Husseini, 2023).

Arabic belongs to the Semitic language family and is one of the oldest continuously used languages. today for reading, writing, and conversation. It is distinguished by its precise structure, diverse usage, and varied details. Despite its antiquity, it remains a living, flexible language that possesses the characteristics of survival, interaction, and growth (Ammar, 2025)."

Arabic is a language of great value and importance, as it is a global language that has spread in contemporary times across most countries of the world for religious, political, geographical, economic, commercial, and historical purposes, to the extent that it has come to rank fourth among the most widely spoken languages worldwide after English, Chinese, and Hindi (Sekhri, 2024). Alongside these purposes, psychological, individual, and practical motivations are among the foremost factors that drive non-native speakers of Arabic, including Turks, to learn it (Ghanmi, 2022). In addition, when non-Arabs learn the Arabic language, they gain insight into the broad and diverse Arab culture, which has become one of the fundamental factors that has motivated—and continues to motivate—many non-Arabic speakers to engage in learning Arabic (Sekhri, 2024). This occurs despite challenges related to the teacher, the curriculum, methods of communication and instruction, the perception instilled in learners regarding the difficulty of the Arabic language (Alekel, 2020), as well as the limited use of Modern Standard Arabic in contemporary reality within Arab countries.

The Arabic language is taught in Turkey in state-affiliated middle and high schools, as well as in private institutions. It is also offered in public, private, and foundation universities, particularly in faculties of theology, departments of Arabic language and literature, translation departments, departments of Eastern languages and their literature as an Eastern language, and in programs for training Arabic language teachers (Temel, 2025).

2. The Theoretical Framework

2.1. Glimpse into the Science of Morphology and Its Importance

Arabic language branches into several sciences, one of which is the science of morphology (al-*ṣarf*), which emerged alongside the science of grammar (nahw). In the early stages of compiling the Arabic language, there were no dedicated treatises specifically for morphology. It passed through three stages: the stage of formation and emergence, the stage of attention to it and separation of its issues from those of grammar, and the stage of completion and perfection, which began in the era of Abū al-Faḥḥ ibn Jinnī and continues to this day (Anter, 2017).

In language, as in the lexicon, morphology (al-*ṣarf*) is the verbal noun of the triliteral non-augmented verb (*ṣarafa*), meaning to turn something away from its path, to alter or change it. Terminologically, in the science of Arabic language, it is the discipline that investigates the word and its transformation from one form to another. It covers numerous topics such as deletion, assimilation, derivation, masculinization and feminization, singular, dual, and plural forms, active and passive voices, derived and underived words, and is also called *taṣrīf* (inflection) (Al-Asmar) because it involves inflecting a single word into various linguistic structures (Ibn al-Sarrāj, 1988).

The science of morphology derives its importance from the topics it addresses; a speaker of Arabic cannot tackle sentences and constructions—along with their eloquence, meaning, and intent—without relying on morphology. This is because sentences and constructions consist of words that morphology deals with. Thus, morphology serves as an essential foundation for studying and understanding Arabic grammar, and it is relied upon to know many changes that occur to the word, such as derivation, vowel alteration (*i'āl*), substitution, diminutives, and more (Mehmetali, 2021). Speech cannot exist without words, nor can a language exist without speech. Humans think using words, and thinking cannot occur without words (Altun, 2022). Hence, we realize the importance of the science of morphology in teaching Arabic to both native speakers and non-native speakers. There is a key linguistic fact that must be mentioned here: the topics of Arabic morphology were not, in the pre-Islamic era, formulated into rules, patterns, or linguistic regulations as they are today; rather, they were intuitive and improvisational (Kabava, 2000).

Since vocabulary constitutes a fundamental means for learning all forms of language, and effective teaching of it produces good mastery of the language among students (Abu Aman, 2023), the student at the morphological level learns the vocabulary needed according to the purpose of use. They learn derivations and inflections both phonetically and orthographically until they possess sufficient linguistic wealth to begin the grammatical level (Shafii, 2022). Therefore, attention must be given to teaching Arabic morphology to non-native speakers because morphology plays a major role in preparing for language production and learning. When the structure changes, a new meaning emerges (Abdullah, 2019). The greater the morphological linguistic wealth a learner acquires, the more progress they make in learning morphology, and the easier it becomes to learn the language. Thus, the science of morphology has a significant impact on language variation and acquiring a second language alongside the mother tongue (Jasim, 2025). For this reason, morphology is the backbone of teaching a second language, as it

equips the learner with the necessary words to construct sentences they will use later (Keleş, 2023). A student who cannot analyze the morphological units they hear will not understand them; a student who wants to speak but cannot use morphological units will not be able to express their ideas; and a student who cannot read words within a sentence will not comprehend it (Akçay, 2017).

Linguistic vocabulary is considered a fundamental component and an indispensable factor in acquiring linguistic competence, which enables the learner to master the four language skills: listening, reading, writing, and speaking (Isaka & Al-Husseini, 2023).

Arabic is a suitable language for word-based teaching because it is a derivational morphological language that allows deriving multiple words from a single root (Bakker, 2020).

2.2. Problem of the Study

The difficulties facing the teaching of Arabic morphology to students in the Department of Oriental Languages and Literatures, specializing in Arabic language and literature—as a second language for them—at the Faculty of Humanities and Social Sciences, Kilis 7 Aralık University, a Turkish public university.

2.3. Objective of the Study

The researchers in this study aim to identify the difficulties hindering the effective and fruitful teaching of Arabic morphology in the department mentioned in the problem statement, and to propose appropriate solutions to remove and overcome these difficulties.

2.4. Methodology of the Study

The researchers adopt descriptive, survey, linguistic analysis, observation, inductive, and deductive approaches. He briefly reviews relevant previous research on this topic or closely related ones, analyzes the responses from an electronic questionnaire conducted in the mentioned department with student participation, records his observations, observes the actual practice, and induces findings on teaching Arabic morphology in the department. Thus, he identifies the difficulties and proposes suitable solutions to eliminate and overcome them.

2.5. Importance of the Study

This study is significant for several reasons: the topic has not been studied before, as no researcher has addressed the difficulties of teaching Arabic morphology in the mentioned department; the researcher is an instructor of morphology for first- and second-year students in this department, which ensures his sufficient familiarity with the research topic; morphology is foundational in teaching Arabic to non-native speakers; and it targets learners in an academic university environment.

2.6. Target Population

Students of Arabic language and literature in the Department of Oriental Languages at the Faculty of Humanities and Social Sciences, Kilis 7 Aralık University, a Turkish public university.

2.7. Previous Studies

In fact, there is no previous study that has addressed this topic independently. However, several studies closely related to this subject have examined the teaching of Arabic morphology to non-Arabic speakers, both inside and outside Turkey. These studies, listed chronologically by publication date, include:

- 1A study focusing on the role of derivation in its three types—minor, major, and greatest—in teaching Arabic to non-native speakers, as derivation is one of the methods of word formation in Arabic (Gündüz, 2004).

2•A study calling for familiarizing students with individual differences between languages when teaching them a second language (Gündüz, 2010).

3•A study advocating the use of the internet in teaching Arabic morphology to non-native speakers. The researcher urged Arabic language teachers for non-natives to rely on activities, games, and video clips available on websites for teaching Arabic vocabulary to non-native speakers (Zainuddin & Sahrir, 2016).

4•A study positing that learners in the initial stage of language acquisition learn basic reading and writing principles to develop fundamental proficiency for advancing in language learning (Babayiğit & Erkuş, 2017).

5•A study asserting that employing worksheets prepared by students is highly important in teaching vocabulary to non-native speakers. This approach motivates students to master the vocabulary they write on their worksheets, fosters a sense of challenge and motivation, develops a competitive spirit among peer learners, and ultimately improves learning outcomes (Samsul ulum, 2020).

6•A study viewing the use of selected examples as fundamental in shaping linguistic terminology (Nergiz & Akbulut Taş, 2021).

7•A study calling for benefiting from cognates between Arabic and Turkish in teaching Arabic morphology to Turks in our present time (Altun, 2022).

8•A study advocating the use of available educational applications to teach learners numerous words when instructing a second language; this study emerged during the COVID-19 pandemic (Özbek & Özay, 2022).

9•A study considering lexical collocations an effective means of enhancing Arabic vocabulary teaching to non-native speakers, treating Arabic as a foreign or second language (Garba & Abdul Jabar, 2023).

10•A study calling for careful selection of the prescribed textbook, as it serves as the primary and essential bridge between the non-Arabic-speaking learner and the Arabic language (Sağlam, 2023).

11•A study advocating the use of listening in teaching Arabic words to non-native speakers, since listening requires significant concentration and continuous diligent follow-up from the non-native learner, who cannot predict what they will hear (Abu Amsha, 2023).

12•A study in which the author criticized educational programs that begin in the first week by teaching non-native students complex morphological topics such as substitution, assimilation, and addition (Muezzin, 2024).

13•A study asserting that focusing on comparative phonetics between the learner's mother tongue and the target second language is among the most effective methods for acquiring the second language and understanding its phonological systems (Saeed, 2025).

2.8. Commentary on Previous Studies

Although these studies possess scientific value and linguistic importance, they lack two essential aspects:

1. They address teaching Arabic to non-native speakers in general, without specifically focusing on teaching it to Turks.

2. They target general Arabic language instruction—whether in schools, universities, or private lessons—without directing attention to students of Arabic language and literature, particularly Turks, and especially students of Arabic language and literature at Kilis public Turkish university. This is what distinguishes this current research from previous

studies: it aligns with them in the general framework but differs entirely in its specific primary objective.

3. Teaching Arabic Morphology at Kilis Turkish Government University

In this part of the research, we will provide a quick overview of the teaching of morphology in the Department of Oriental Languages and Literatures at Kilis Turkish University, along with the survey I conducted among the department's first- and second-year students, and the difficulties faced by both students and teachers alike. This draws from the survey analysis and my own knowledge of the department's reality, as I have been teaching there for six years.

3.1. An Overview of Teaching Morphology in the Department of Oriental Languages and Literatures:

We mentioned earlier in this research that Arabic is taught at Kilis 7 Aralık Turkish Government University in the Faculty of Humanities and Social Sciences, in the Department of Oriental Languages and Literatures, as a humanities and social science discipline and as an Eastern language. Students enrolled in this department study it over four academic years, i.e., eight semesters, in an integrated curriculum that covers morphology, syntax, Arabic literature in its various stages, translation from Arabic to Turkish and vice versa, Arabic media language, prosody, and reading ancient and contemporary Arabic texts in poetry and prose... Students study Arabic morphology in the first and second years across four semesters. In the first semester of the first year, they study it in two courses: Noun Derivation (1) and Verb Derivation (1), at a rate of two hours per week for each course. In the second semester of the first year, they study morphology in two courses as well: Noun Derivation (2) and Verb Derivation (2), at a rate of two hours per week for each. In the first semester of the second year, they study it in the Morphology (1) course at two hours per week, and in the second semester of the second year, in the Morphology (2) course at two hours per week as well. In total, the department's students study Arabic morphology in six courses over four semesters in the first and second years, totaling twelve hours overall, which is nearly sufficient. Most students in this department are Turks who are non-native Arabic speakers, alongside a very small number of Arab students.

The total number of faculty members in this department is four: two associate professors and two assistant professors. Three of the academic staff in the department are Turkish, and one is a foreigner from an Arab country working on a contract basis. This represents a significant academic strength of the department. Additionally, two teaching assistants in the department undertake administrative responsibilities alongside limited teaching duties when required. The department also relies on faculty members from the Faculty of Theology and the School of Foreign Languages at the university whenever necessary.

3.2. Analysis of the Survey on Teaching Arabic Morphology:

The survey conducted by the researcher targeted first- and second-year students in the Department of Oriental Languages and Literatures. It included six questions, with seventy male and female students participating. Participants were not required to provide their names to ensure their responses were free from fear or hesitation. This enhances the credibility and reliability of the survey, scientific rigor, and realism, making their answers to the questions logical rather than biased toward the course instructor. The survey questions, their options, and the responses are as follows:

Question 1: Why do you study the Arabic language and its literature?

-Because I love the Arabic language (80%).

-Because I did not find study opportunities in other departments and specializations at this university or other universities (20%).

This means that the majority of students studying Arabic language and its literature in this department joined out of love and desire. Four out of every five students in this department love the Arabic language, which makes studying and understanding morphology easier for them compared to the remaining 20%. This is, in reality, not a negligible percentage; at least one student out of every five joined this department against their will because they could not find study opportunities in other departments and specializations at this university or other Turkish universities, whose current number exceeds two hundred government, foundation, and private institutions. This implies, in our estimation, that they view studying in this department as a burden; they do not find themselves in it. Consequently, they face significant difficulties in learning Arabic language and literature in general, and Arabic morphology in particular. Moreover, this percentage of students creates a negative atmosphere among the other students, intentionally or unintentionally discouraging their enthusiasm and determination to learn Arabic morphology. This is because every person instinctively seeks to spread what they feel to convince others of their viewpoint or to avoid appearing as a passive helpless individual.

Based on the percentage resulting from this survey question and its analysis, we conclude that the presence of a non-negligible proportion of students in the Department of Oriental Languages at Kilis University who study Arabic language and its literature unwillingly constitutes one of the real challenges in teaching Arabic morphology to students in this department. These students pay little attention to the course and work to distract the other students, diverting their attention. Sometimes, they disrupt the lecture of its content by engaging the instructor in other topics to waste time and prevent the instructor from delivering too much information, as they see it.

Question 2: Did you receive Arabic language lessons before university?

Yes (58.6%).

No (41.4%).

Based on the results of the responses to this question, we note that more than one-third of the students in this department did not study Arabic before the university stage. Three out of every five students studied Arabic to some extent before university, while two out of every five did not study Arabic before university and know nothing about it. This is a very high percentage, and they are now studying Arabic in general—and Arabic morphology in particular—side by side with their peers who studied Arabic before university.

Based on the percentages from the students' responses to this question, our analysis of these percentages, and our extrapolation from them, we conclude that the lack of prior Arabic study among a large portion of the students in this department represents one of the primary challenges and obstacles to effective and productive teaching of Arabic morphology in this department. A student who studied Arabic before university possesses prior knowledge of the Arabic language in general and Arabic morphology in particular, making learning morphology easier for them. In contrast, a student who did not study Arabic before university faces significant difficulties in studying Arabic in general and morphology in particular. This difficulty also confronts the teacher, as they must decide on the appropriate level of information to present to the students. If they provide basic morphological information, the students with prior knowledge become frustrated because it suits beginners. If they provide advanced information, it is unsuitable for those who did

not study Arabic before university, as they lack the foundational morphological knowledge to understand these advanced topics. They will feel helpless, frustrated, and despairing, which may lead some to drop out of the department—a phenomenon that has occurred with more than one student in previous years.

One might ask: Why not place students who studied Arabic before university in one class and those who did not in another class? This would make teaching and learning morphology easier, as it would allow the teacher to present morphological topics suited to each group.

This is a valid and truly important question that proposes a solution to the problem and eliminates this difficulty if it could be implemented. However, it is not feasible due to the large number of students in the first and second years—exceeding eighty male and female students per year—and the limited number of faculty members in the department, which does not exceed four. Therefore, the department relies on lecturers from other departments and on hourly-paid lecturers, most of whom are not specialized in Arabic morphology.

Question 3: If you studied Arabic before university, did you study Arabic morphology before university?

Yes (69.6%).

No (30.4%).

Looking at the percentages from the responses to this question, we observe that one-third of the students in this department did not study Arabic morphology before the university stage, despite having studied Arabic. In other words, one out of every three students did not receive independent lessons in Arabic morphology before university, so they lack an understanding of morphology in its linguistic sense. This is a non-negligible percentage.

Based on the data obtained and the percentages from the students' responses to this question, through analyzing and extrapolating these responses, and noting the significant difference upon comparison, we conclude that the prior unfamiliarity of students studying Arabic language and literature in this department with Arabic morphology constitutes a major obstacle and significant challenge to the successful and productive teaching of Arabic morphology in this department. This is because Arabic morphology, which forms the backbone of the Arabic language, serves as the essential first step for approaching and understanding Arabic syntax; it deals with the states of the word from which the sentence is composed. A student who does not know the states of the word well cannot understand the sentence. A teacher who fails to grasp this reality or recognize this situation cannot succeed in teaching Arabic morphology to non-Arabic-speaking students in this department.

The result of this question is extremely important because one might assume from the second question in this survey that a student who studied Arabic before university has knowledge and familiarity with Arabic morphology and its topics. However, general learning of the Arabic language does not enable a non-native speaker to master Arabic morphology. Lack of mastery in morphology renders them, to some extent, incapable of academically learning Arabic syntax, which later leads to an inability to understand the texts they read—whether poetic or prose. It will also leave them unable to comprehend lessons in Arabic rhetoric, as rhetoric arises from words and sentences composed of those words. A student who cannot distinguish a simple verb from a derived one, does not differentiate between indefinite and definite nouns, does not know the types of definiteness, and does not recognize the semantic differences between the active participle and the participles resembling it cannot understand the rhetoric of sentences and texts.

Question 4: Do you prefer learning morphology topics alongside syntax topics at the same time, or do you prefer learning morphology first and then moving on to syntax?

I prefer learning morphology and syntax at the same time (32.9%).

I prefer learning morphology before syntax (48.6%).

I prefer learning syntax before morphology (18.6%).

From the responses to this question and the resulting percentages, we observe that half of the students studying Arabic language and literature in this department prefer learning morphology before syntax—a non-negligible percentage. Meanwhile, one-third prefer learning morphology and syntax simultaneously, which is also a significant percentage (one out of every three students chose this). One out of every five students chose learning syntax before morphology, another high percentage. Combined, those who chose learning morphology and syntax together or syntax before morphology equal half the students—one out of every two did not prefer learning morphology before syntax. This is a very high percentage. In reality, Arabic morphology in the Department of Oriental Languages and Literatures at Kilis Turkish Government University is taught to Arabic language and literature students alongside Arabic syntax simultaneously.

Analysis of the previous responses and Based on the percentages from the resulting percentages reveals that teaching Arabic morphology alongside syntax at the same time constitutes one of the primary obstacles and difficulties hindering effective and productive teaching. This is because syntax relies on morphology: morphology addresses the word and its states before it enters the sentence, while syntax studies the sentence and its construction, addressing the word within the sentence. Many linguistic topics in Arabic have both morphological and syntactic aspects, such as the dual, the plural, and the past tense verb. The method of dual formation is morphological, while the case endings of the dual are syntactic. Similarly, the method of plural formation is morphological, while the case endings of the plural are syntactic. The same applies to verbs: knowing the type of verb based on the number of its letters and its form is morphological, while the inflection of the verb is syntactic. A student who does not master the morphological information for a given linguistic topic cannot master its syntactic aspect. One who has not understood the information specific to dualizing a singular noun cannot understand the inflection of the dual, and so on.

Question 5: Do you like morphology lessons?

1-Yes (58.6%).

2-No (21.4%).

3-I don't know (20%).

From these responses and the resulting percentages, we observe that three out of five students like Arabic morphology lessons, while one out of five does not like them, and one out of five does not know whether they like them or not. Combined, those who do not like morphology lessons or do not know exceed one-third of the students studying Arabic language and literature in this department. In other words, two out of five students view learning Arabic morphology negatively—a very high percentage.

Based on the data from the previous responses, their analysis, and extrapolation, we see that the negative view of a significant proportion of students toward Arabic morphology constitutes one of the primary difficulties hindering effective, good, and productive teaching of Arabic morphology in this department. This is because, by nature, a person does not engage with or acquire what they do not like. A student studying Arabic language and literature at the university level who does not like morphology lessons or cannot determine their feelings toward them does not focus their attention during the

lecture and does not exert the necessary effort to learn it—or may exert no effort at all—believing it to be a waste of time and effort. They will, in one way or another, seek to spread this negative view among their learning peers to convince them of their opinion. They may skip morphology classes, disrupt the lecture through disruptive behavior, distract the teacher's efforts, or raise unrelated topics. They might ask questions that make their learning peers mock them or pose strange questions intended to provoke the teacher or draw attention to themselves, as teachers typically pay attention to interactive students, especially when their numbers are large, as is the case with Arabic language and literature students in the Department of Oriental Languages and Literatures at Kilis Turkish Government University

Question 6: Do you understand Arabic morphology lessons?

1-I understand them very well (34.3%).

2-I understand them well (11.4%).

3-I understand them moderately (28.6%).

4-I understand them a little (12.9%).

5-I don't understand them (12.9%).

From these responses and the resulting percentages, we observe that one-quarter of the students studying Arabic language and literature in the Department of Oriental Languages and Literatures at Kilis Turkish Government University understand morphology lessons weakly or not at all. In other words, one out of every four students does not understand the morphological information presented to them in morphology classes—a very high percentage. If we include those who understand morphology lessons moderately, their number exceeds half of the students in the department. This means that more than half the students have a real problem learning Arabic morphology, even at a basic level, let alone academically.

Based on our observation of the previous responses, the resulting percentages, their analysis, and extrapolation of the data, we conclude that the high percentage of students struggling with learning morphology constitutes one of the fundamental difficulties posing a real obstacle to beneficial and effective teaching of Arabic morphology. This stems from the significant variation in students' levels, combined with their large numbers, making it impossible to divide them into level-appropriate classes due to the limited faculty members and classroom availability in the faculty.

Thus, this survey identifies six difficulties facing the teaching of Arabic morphology to Arabic language and literature students in the Department of Oriental Languages and Literatures at Kilis Turkish Government University, summarized as follows:

1-A significant proportion of students study Arabic language and literature because they could not secure opportunities in other specializations.

2-A high percentage of students did not study Arabic before university.

3-A high percentage of students did not study Arabic morphology before university.

4-Teaching morphology alongside syntax simultaneously (i.e., not prioritizing morphology before syntax).

5-A high percentage of students do not like morphology lessons.

6-Variation in students' levels of understanding morphology.

Additional difficulties include:

1-Lack of a preparatory year in the department to prepare students for studying morphology in later years.

2-Limited faculty members in the department (only one specialized in syntax and morphology), preventing division into level-based classes and assignment to specialized instructors.

3-Large class sizes (exceeding eighty students per class), making level-based division impossible due to limited faculty and classrooms in the faculty.

4-Absence of linguistic laboratories in the faculty or university.

Allowing students to study advanced morphology before passing the lower levels. Per the university's academic system, a student can, for example, take Morphology (2) in the second year before passing Morphology (1).

3.3. Proposals and Solutions:

After identifying the difficulties and challenges facing the teaching of Arabic morphology to students studying Arabic language and literature in the Department of Oriental Languages and Literatures in the Faculty of Humanities and Social Sciences at Kilis Turkish Government University—based on the researcher's knowledge of the reality of teaching Arabic in the mentioned department (as they have been teaching there for six years) and the results of the survey conducted by the researcher on non-Arabic-speaking Turkish students studying Arabic language and literature in this department—the following solutions are proposed to overcome these difficulties and challenges, achieving effective, beneficial, and productive morphological teaching:

1-Establish a preparatory year to prepare students for studying Arabic morphology in subsequent years.

2-Increase the number of faculty members in the department and recruit instructors specialized in syntax and morphology who are proficient in both Arabic and Turkish.

3-Divide students into level-based classes, ensuring no more than twenty students per class.

4-Allocate dedicated classrooms in the Faculty of Humanities and Social Sciences building or elsewhere in the university specifically for the Department of Oriental Languages and Literatures.

5-Equip a linguistic laboratory dedicated to teaching Arabic language and literature, furnished with internet access, e-books, educational videos, games, computers, and a smart screen.

6-Organize morphological language camps lasting one to two weeks at the end of each semester.

7-Appoint language partners from Arab countries who master Modern Standard Arabic in writing, reading, and conversation to assist Turkish students studying Arabic morphology.

8-Admit only students who love and desire to learn Arabic to the department, excluding those who could not find study opportunities in other specializations and do not like Arabic.

9-Prohibit students from studying an advanced morphology course without passing the prerequisite one (e.g., not allowing Morphology (2) in the second year before passing Morphology (1)).

Conclusion:

Morphology is an indispensable science of the Arabic language that cannot be omitted when teaching it to non-native speakers; it is one of the essential foundations for teaching

it to them. At the end of this study, we have achieved the research objective by identifying the real difficulties facing the teaching of Arabic morphology to students studying Arabic language and literature in the Department of Oriental Languages and Literatures at Kilis Turkish Government University. These difficulties relate to the admission system, students, facilities, and teachers. The survey we conducted on the students in the department—Turkish non-native speakers—and our knowledge of the teaching reality in the mentioned department helped identify these difficulties. Based on successfully identifying them, we were able to propose appropriate solutions to overcome them.

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