The Educational Process of Teaching Arabic to Non-Native Speakers: The Turkish Experience as a Model

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Abstract

Learning languages is a key stage in an individual's life. It is one of the most effective tools through which people express their thoughts and concerns. Language is deeply connected to human life. It represents the sphere in which each individual exists. The broader one's knowledge of a language, the wider their view of the world becomes. Arabic is among these languages—especially for non-Arabic-speaking countries like Turkey, Germany, France, and others.

Learning Arabic is not limited to using it in daily speech. It extends to mastering its meanings and structures. The learner should acquire the ability to use Arabic in its four core skills: reading, writing, listening, and speaking. Mastery also includes understanding grammar. In other words, the learner must develop a natural command of Arabic to use it effectively in everyday social life.

For this purpose, non-Arabic-speaking countries have worked on building strategies for teaching Arabic. They have developed theories, programs, and curricula to provide a solid foundation for instruction. In some countries, such as Turkey, Arabic teaching has become an integral part of national education policy. This includes providing appropriate resources, adopting modern scientific methods, designing effective curricula, and training qualified instructors. All of these efforts aim to improve the teaching and learning process of Arabic and help learners develop real competence.

Keywords: Education; Arabic language learning; Language policy; Language competence; Teaching curricula

Introduction

Learning Arabic has become a significant concern for many non-Arabic-speaking countries. Turkey is among the nations showing growing interest in this field. It has made efforts to establish a strategy for Arabic language education by designing relevant theories, programs, and curricula to ensure proper learning.

Language teaching relies on four fundamental elements: the teacher, the learner, the method, and the curriculum. Based on this foundation, successful teaching requires a competent teacher

who has solid knowledge of Arabic and understands both its linguistic features and the needs of learners. It also requires selecting appropriate teaching methods and creating meaningful curricula that relate to the learners' daily lives. In addition, the learner's motivation and readiness play a vital role.

Teaching should not be limited to local research results but must also benefit from international experiences. Selecting suitable topics is essential—topics that match learners' cognitive and communicative abilities, while also taking into account aesthetic and artistic aspects. These steps are part of broader efforts to overcome the barriers of Arabic language ignorance. Through this process, learners can acquire the language, enrich their cultural knowledge, and achieve personal and academic goals.

In recent years, as Turkey has opened up more to the Arab world, Arabic has regained a place in the country's educational system after years of decline. There is now a growing interest in learning Arabic among Turkish learners. This demand is driven by educational needs, the increasing interaction between Turkish and Arab societies, and shared historical and cultural ties.

Today, learning is no longer confined to traditional educational settings. It can take place anywhere—at home, in public libraries, or through digital platforms. Learning has become more flexible. A learner can now study independently, at any time and place. However, two key factors remain essential: motivation and readiness. In addition, learners should develop a clear plan and manage their time effectively to achieve progress and success.

Still, many challenges remain. Key questions arise: Is motivation and psychological readiness enough for successful language learning? Or is there a need for structured programs and curricula to support the process?

The ultimate goal of learning Arabic is to enable the learner to use the language across its four skills: listening, speaking, reading, and writing. It also includes mastering grammar and understanding how the language functions. In other words, the learner must develop a natural ability to use Arabic in both daily interactions and new areas of knowledge.

Language education is not only about producing speech. It also involves understanding language through listening and reading, followed by internalizing it. This process is not limited to acquiring linguistic input but includes developing the ability to interact with and make use of that input. In essence, learning involves engaging with the structures and meanings of words and expressions, enabling the learner to apply them effectively[1].

Language teaching does not stop at helping the learner acquire the language and master its rules. It goes beyond that to include control over the mental processes involved in understanding linguistic elements and interpreting their meanings[2] These processes are reflected in the four language skills. Ibn Khaldun was among the first to highlight the importance of developing these skills. In his *Muqaddimah*, he states:

"This linguistic ability, as mentioned earlier, is acquired through practicing the speech of the Arabs, hearing it repeatedly, and becoming aware of the features of its structures. It is not attained by learning the scientific rules devised by scholars of eloquence. These rules only provide knowledge about the language, but they do not produce real mastery in its use[3].

1- Reasons and Factors Supporting the Learning of Arabic in Turkey

1. Psychological Readiness and Motivation: The desire to speak and communicate in Arabic has encouraged many learners to study the language. This motivation has even led to the development of new methods and tools to support their learning process.

2. **Religious Motivations:** Many learners study Arabic in order to read and understand the Qur'an in its original language. The belief that the Qur'an was revealed in Arabic to encourage reflection and comprehension has deeply influenced Turkish learners and others. As noted by Nour Gül Sumeyye, an Arabic language instructor in Turkey, Turkish students often begin learning Arabic because it is the language of the Qur'an. They also study classical Arabic poetry, which helps them grasp the linguistic and rhetorical features found in the Qur'anic text, given poetry's richness in metaphor and stylistic devices. Moreover, learning Arabic supports their ability to understand and memorize prophetic traditions and makes it easier to perform religious practices, such as prayer.

3. Cultural Reasons Learning Arabic allows access to the scientific and cultural heritage produced by Arab Muslim scholars. It also helps strengthen the connection between Turks and Arabs, based on shared cultural and historical foundations.

4. Economic Reasons Arabic is seen as a tool to enhance Turkish trade and economic relations with Arab countries.

5. Social Reasons Arabic is one of the most widely spoken and socially significant languages. This makes learning it a necessity in many social contexts.

6. Arab Migration to Turkey The arrival of large numbers of Arab migrants to Turkey has made it easier and more necessary for Turkish people to learn Arabic.

2- The Methodology of Teaching Arabic to Non-Native Speakers

The methodology for learning Arabic can be summarized in the following points:

2.1 Focusing on Communicative Competence as a Language Skill

Language is, above all, a tool for communication and expression. For this reason, special attention must be given to communicative competence. This concept emerged with the rise of modern applied linguistics. Dell Hymes was among the first scholars to define it. He described communicative competence as the learner's ability to use linguistic rules in real social contexts. It enables the learner to perform communication tasks appropriately, based on the roles and settings involved.

This competence allows the learner not only to produce language correctly but also to understand it within context. Mastering communicative competence, therefore, means having a strong grasp of grammar along with the ability to apply it effectively to generate meaningful speech[4].

2.2 Focusing on Listening and Reading as Core Skills in Learning Arabic

Through listening and reading, beginner learners receive and process the ideas of others. The goal of teaching listening is to help the learner reach a level where they can understand spoken language. This includes recognizing words, sentences, and different topics.

The aim of reading is to enable the learner to read words, sentences, and various texts with understanding and fluency[5].

2.3 Focusing on Reading as a Skill in Learning Arabic

Reading involves recognizing written symbols, including letters and diacritical marks, and being able to convert them into their correct sounds. Its importance also lies in the learner's ability to process spoken or heard language by applying a set of recognized linguistic rules[6], The goal of teaching reading is to connect spoken language with written language. Reading, therefore, is not only about recognizing letters and pronouncing them. It also involves interpreting written symbols as meaningful ideas.

In general, reading aims to develop several key skills in learners. These include: improving the ability to read aloud with correct pronunciation of sounds and words; enhancing accurate comprehension of written texts; building listening and expression skills; supporting spelling accuracy; and applying grammatical rules through proper sentence structure and word formation. Reading also helps enrich the learner's vocabulary by encouraging the use of words, expressions, and structures in meaningful contexts, and by expanding their knowledge of new linguistic items[7].

Focusing on reading is one of the most important activities for beginners who are non-native speakers of Arabic in preparatory classes. This is evident in the significant amount of time dedicated to this skill. For this reason, the teacher must adopt the most effective method for teaching reading.

However, learning to read is not limited to recognizing letters, words, and sentences. It also requires the ability to understand their meanings. In addition, reading involves the ability to concentrate, to recall information, to comprehend content, and to rephrase what has been read[8].

2.4 Focusing on Speaking (Oral Expression) as a Core Skill in Learning Arabic

Speaking is one of the key language abilities that helps non-native learners acquire Arabic. It plays a central role because learners use spoken language more often than written language in daily life. Among all language activities, speaking is considered one of the most important for learners who rely heavily on verbal communication.

Speaking is a primary means of linguistic interaction. However, it is not a simple task. It is a complex process that requires training in several skills, including planning, thinking, structuring ideas, and finally, pronunciation[9].

The learner should be trained to speak after careful reflection, as this reflection motivates speech. It is essential for the learner to think before speaking by gathering ideas, organizing them, and selecting appropriate vocabulary for the topic. Only then should clear and accurate pronunciation follow. Therefore, the teacher must prioritize developing speaking skills by creating communicative situations that allow the learner to practice frequently. Encouraging

speech is vital for fostering constructive educational interaction and reinforcing correct language usage and structures.

Additionally, the teacher should focus on enhancing several related skills alongside speaking. Pronunciation skills involve helping learners produce sounds from their correct articulation points. Vocabulary selection is also important to ensure words fit the topic of expression. Furthermore, sentence construction skills must be developed, including the use of both nominal and verbal sentences. However, beginners often struggle due to the similarity in shape and sound of certain letters. This similarity causes letter confusion, which is among the main challenges in learning to read and write for novices[10].

2.5 Focus on Writing Proficiency (Written Expression) as a Skill for Learning Arabic:

Educators recognize that reading proficiency plays a significant role in establishing and enhancing writing skills in Arabic among non-native learners. There exists a strong connection between the skills of reading and writing, as reading equips the learner with essential capabilities for writing. Writing is a comprehensive activity in which the learner expresses their ideas in written form. This skill encompasses two main aspects: the mechanical and the cognitive.

The mechanical aspect involves acquiring the ability to form letters correctly and, consequently, to write words accurately. This is achieved through mastering the writing system and its spelling rules. The cognitive aspect concerns the clear and precise expression of ideas in writing.

As mentioned earlier, reading proficiency significantly contributes to improving both the productive and creative levels of language use, whether spoken or written. Through reading, learners develop the skill to select appropriate vocabulary, which enables them to convey their thoughts with clarity and precision[11].It is well known that writing encompasses handwriting, spelling, and written expression. However, learners often face several challenges when acquiring writing skills, particularly regarding the form and accuracy of letters. One major difficulty arises from the multiple shapes that a single letter can take. The shape of a letter varies depending on its position within a word. It changes based on whether it is connected to other letters or stands alone. Specifically, a letter may have one form when isolated, another when connected to a preceding letter, a third form when it appears at the beginning of a word, and a fourth when it occurs in the middle or at the end[12].

As for the methods and tools used in teaching Arabic to non-native speakers, it is no longer limited to merely delivering the language content. Rather, it has become a distinct field of study focused on the outcomes of precise scientific research in modern teaching methodologies. It is well understood that learning Arabic fundamentally means mastering its linguistic system. This system includes its subsystems at the phonetic, morphological, syntactic, and semantic levels. Learners use all these components to express themselves in connected speech, serving communicative purposes. Naturally, these levels are not taught in isolation during the learning process. Instead, they are integrated, and learners acquire them over time according to the structure outlined in the curriculum[13].

When teaching reading and writing skills to learners who are non-native Arabic speakers, it is essential to consider their physical and cognitive maturity, along with the experiences they have gained from their daily lives. Attention must also be paid to their psychological characteristics, physical and social needs, mental readiness, and linguistic and social maturity. Additionally,

their practical level, social and economic conditions, behavioral habits, and personal goals should all serve as starting points and key considerations in Arabic language teaching programs for non-native speakers. This applies to all stages—whether in planning, implementation, evaluation, or follow-up—as well as in curriculum design, textbook development, teacher preparation, choice of teaching methods, and determination of the appropriate place and time for instruction[14] .

If the skill of speaking, or oral expression, enables a learner to take part in conversation within general ideas and linguistic functions prescribed for each level, then the purpose of the writing skill, or written expression, is to enable the learner to write sentences and paragraphs on various topics. Good communication does not occur unless the learner masters both speaking and writing. Through these two skills, the learner conveys to others the ideas and information they wish to share. This requires correct pronunciation, the use of proper structures, well-organized and clear thoughts, good performance, correct spelling and grammar, and a polished style. These qualities are especially necessary in a good teacher, particularly when working with learners in preparatory stages of education.

Thus, the goal of teaching Arabic language skills to non-native learners is to help them use the language correctly and on clear foundations. Another aim is to help them achieve linguistic communication. Of course, this can only happen by control over the basic mechanisms of Arabic—namely listening, speaking, reading, and writing—to a degree that allows them to take part positively in community activities. This also contributes to developing proper scientific thinking in them, which in turn encourages them to continue learning Arabic.

3- Efforts Undertaken to Teach Arabic in Turkish Schools and Universities

The Turkish people have made great efforts to learn Arabic. The following are some examples:

1. Encouraging students to learn Arabic and motivating them to do so.
2. Requiring students to learn Arabic, because it is the language of the Qur'an. Learning it helps especially students of Islamic Law to memorize and recite it. Turkish President Tayyip Erdoğan said in one of his famous speeches: "The Qur'an was revealed in Mecca and Medina, printed in Cairo, and is studied in Istanbul." Anadolu Ajansı+3www.ndtv.com+3Business Standard+3
3. Urging parents to teach their children Arabic.
4. Training Arabic teachers in prestigious institutions and Islamic universities such as Al-Azhar in Egypt.
5. Establishing universities and institutes dedicated to teaching Arabic, for example the Faculty of Sharia at the Theology University in Istanbul.
6. Making Arabic a second language in various levels of education. For example, Istanbul University admits nearly eighty preparatory students each year to learn Arabic, after which they enroll in the Faculty of Sharia at the Theology University in Istanbul.
7. Restoring respect for Arabic. It is reported that former Turkish President Abdullah Gül stated the need to rebuild the tomb of the Arab poet Imru' al-Qays in Ankara, showing Turks' interest in Arabic poetry and language.
8. The Turkish authorities have re-introduced Arabic as a core subject in Turkish schools.
9. Attracting Arab teachers interested in teaching Arabic to Turkish universities by offering them incentives.

10. Organizing scholarly meetings and scientific seminars in the field of teaching Arabic to non-native speakers, to study key challenges and find solutions. These are primary and essential aims at such meetings.

11. Training teachers in the field of Arabic teaching.

12. Strengthening Arabic teaching curricula and spreading them in Turkish universities, especially as demand has grown and cultural proximity with Arabs has increased. School and university walls are decorated with signs and brochures in Arabic (educational posters).

13. Creating favorable conditions for learning and pronouncing Arabic correctly by including it in various schools from primary through secondary, then university.

14. Turkish universities have adopted Arabic teaching curricula from countries like Saudi Arabia and Egypt. It is notable that fourteen Turkish universities have recently adopted this curriculum for the preparatory language stage, mainly for students of Sharia and Arts faculties. Although the curriculum was printed only recently, the need for it has driven these universities to adopt and implement it. It is expected that more universities will adopt it soon.

15. Holding international conferences in this field, such as the second international conference held in Istanbul, "Teaching Arabic to Non-Native Speakers: Lights and Landmarks." Scholars from Saudi Arabia, Jordan, Egypt, Morocco, Syria, Malaysia, and Sudan participated. This conference aims to develop curricula for teaching Arabic to Turkish students. It also seeks to move from random individual experiments toward a well-grounded, theoretical basis in this field.

4- Means of Teaching Arabic to Non-Native Speakers

The process of teaching Arabic in its early stages requires several key elements that depend on one another. These include the teacher, the learner, the textbook, and the teaching method.

4.1. Selecting the Optimal Teaching Method

The importance of the teaching method becomes clear when it aligns with the content being taught. There must be harmony between the method and the material. If a method is present but the content is weak, the teacher will not be able to fulfill their role effectively or achieve the intended goals. Similarly, if the material is strong but the method is inappropriate, the teacher will also face difficulties in reaching the objectives.

Abd al-Rahman Haj Saleh believes that a serious and effective teaching method should be based on five essential criteria:[15]

– **Selecting the Meaning of the Elements That Make Up the Content** For language, these elements include vocabulary and grammatical forms.

– **Careful Planning of These Elements** This involves distributing them in an organized way, according to the allocated time and the number of lessons.

– **Sequencing and Placement Within Each Lesson** They should progress in a coherent and structured manner from one lesson to the next.

– **Choosing an Effective Way to Present the Material to the Learner** This means delivering the content clearly and in the best possible way.

– Selecting an Equally Effective Way to Reinforce the Material This step is essential to fix the material in the learner's mind and to help build the foundational language mechanisms they need to use the language naturally.

These are the views of Abd al-Rahman Haj Saleh. However, the teacher may adapt these steps depending on the lesson they plan to teach and the abilities of the learners.

4.2. Teacher Training

The trained teacher is a key element in the educational process. The teacher must understand the psychology of beginning learners and take into account their psychological and social characteristics during instruction. In addition, the teacher should be aware of the differences in learners' ability to acquire the language[16], The teacher should also be familiar with instructional tools and know how to use them effectively in the teaching process. In addition, they must understand the different methods and tools of assessment. Learners should be trained to carry out tasks either in real-life situations or through role-play, so they can gain practical experience through direct engagement[17], To explore the programs and understand the modern teaching methods currently employed in Arabic language education, efforts are being made to make Arabic as enjoyable to learn as other languages.

During our conversations with Professor Omar Ishaq Oghlu at the Arabic Department of Istanbul University, while conducting internships focused on Arabic language teaching curricula in Turkey, we learned that scientific missions are sent consisting of groups of Turkish professors. These professors are dispatched to major universities and educational centers for Arabic around the world, such as Al-Azhar University in Egypt and Al-Neelain University in Sudan.

Meanwhile, the advisor to the National Security Committee of the Turkish Parliament and professor of Arabic language and literature at Ankara University, Emrullah İşler, delivered a speech at the Second International Conference held in Istanbul in October 2016. The conference, titled "Teaching Arabic to Non-Native Speakers: Insights and Landmarks," was organized by a union of Turkish institutions in cooperation with Saudi entities and included researchers from several countries. Its goal was to establish a knowledge base for Arabic teaching in Turkey. He stated: "Muslims must exert efforts to prepare curricula for teaching Arabic to non-native speakers. It is essential to develop special curricula for Turkish students, as they face difficulties learning the language, especially since about fifteen percent of Turkish vocabulary originates from Arabic."

He added, "The teacher in Turkey plays a vital role in Arabic language education. In recent years, interest in Arabic has significantly increased. Previously, Arabic was taught only in Imam Hatip schools and Sharia faculties. However, over the past ten years, this number has grown substantially due to the establishment of private schools and centers for teaching Arabic. Additionally, the number of centers, faculties, and departments specializing in this field has risen. The Turkish government has also allowed Arabic to be an elective subject for primary school students." One of the main recommendations of the conference was to establish a global council for teaching Arabic to non-native speakers.

Despite this progress, teaching methods remain varied. Some teachers rely on prescribed curricula, believing these programs suit beginner learners. Others consider these programs ineffective, unengaging, and even above the learners' level. Generally, most teachers design their own curricula based on the learners' levels and abilities.

Regarding teaching aids, some instructors use pictures (such as conversation images) when explaining certain lessons, especially in expression classes. Others rely on hand gestures, while some use dialogues among learners. Video recordings or large screens are also used.

Nevertheless, the learner's individuality and motivation remain the foundation of the entire educational process.

4.3 Acquisition of Educational Books:

The textbook is considered an effective tool and a fundamental pillar in achieving educational goals. It is not merely a means for teaching but the core and basis of the teaching process. The textbook defines for the student what topics to study. It also maintains a continuous learning process between the student and themselves until they reach their desired level.

The textbook is considered one of the most important and widely used teaching tools. It is [18] also among the easiest to use. It serves as an essential resource for both teachers and learners. Its special status in the educational process remains clear, as it outlines the teaching objectives, the goals of the curriculum, and the studied material.

Turkish learners of Arabic have relied heavily on the textbook as a means to ensure their understanding and ability to speak the language. This is due to its inclusion of illustrations and pictures. The textbook is regarded as a primary source of knowledge. Teachers select information from it to present to students, while learners use it to gain understanding and reinforce their knowledge. It serves as the container that holds the educational content.

Professor Emrullah İşler, a professor of Arabic language and literature at Ankara University, noted in his speech at the Second International Conference titled "Teaching Arabic to Non-Native Speakers: Insights and Landmarks," held in October 2016, that pronunciation differences cause difficulties for Turkish learners of Arabic. He emphasized that textbooks designed for Turkish students must address these issues.

5- Aspects of Arabic Language Teaching in Turkey:

We can highlight some features of Arabic language education in Turkey through the official activities and events held there. These include:

1. The widespread organization of competitions among Arabic language students in a festive atmosphere. This reflects the significant increase in the number of Arabic learners, accompanied by government support and encouragement. Most recently, Turkish authorities reported that Arabic has become an elective subject for primary school students. International forums titled "Translation of Arabic Literature into Turkish" have also been held.
2. The holding of events conducted in Arabic at Turkish universities. For example, in May 2018, Istanbul University hosted a celebration supervised by students from the Department of Arabic Language and Literature at the same university's Faculty of Arts, under the slogan: "Arabic Language through the Eyes of Turkey." The event showcased the methods of teaching Arabic in Turkey.

Several Turkish professors from the Arabic Department at Istanbul University expressed strong enthusiasm about the importance of learning Arabic. Leading among them was Professor Omar Ishaq Oghlu, a faculty member of the department, who praised the event. He stated, "Learning

languages requires practice. Arabic must be practiced to be learned. It is necessary to communicate with Arabs to learn it, and it should not remain confined to the classroom alone[19].

What was noted about this event is that, despite most attendees being Turkish, all activities were conducted in Arabic. These included energizers, competitions, debates, songs, plays, and acting, among others. This reflects the strong commitment of the university and the Arabic language department staff to developing methods for teaching Arabic. The event served as a student-led exploration of ways to learn Arabic, with a focus on using the language in their daily activities to enhance speaking and listening skills—without direct intervention from the instructors. These activities remain living examples of how learners can improve language performance independently.

The college also shared its vision by reducing courses that rely solely on rote memorization and moving toward new methods of teaching Arabic. This is supported by workshops and activities that encourage students to use Arabic in their everyday lives.

Dr. Ibrahim Shaaban, a faculty member in the Arabic department at Istanbul University—who was hosted by Al Arabiya channel in Istanbul along with two students, Yeliz Arslan and Kubra Nur Tofikci, both studying Arabic at the university—believes that the status of Arabic at the university is good and hopes it will become very good. He said: "There are now one thousand students, whereas fifteen years ago, the number was very small. Previously, students aimed to learn Arabic mainly to read and memorize the Qur'an. Now, their goal is to learn Arabic for speaking and communication with Arabs in economic (trade), political, scientific, and cultural fields, among others. To the extent that housewives also want to learn Arabic and teach it to their children through conversation and daily use at home[20].

Dr. Shaaban also said, "In the classroom, the teacher speaks while the student listens. However, during activities, the opposite occurs: the students speak, and the teachers listen."[21]

He also stated, "It is necessary to implement activities as new methods in learning the Arabic language. This will give them an advantage over other students. In the old curriculum, the student learned only through rote memorization. However, today, it is essential to carry out activities and exercises as new approaches[22].

Regarding the use of both Turkish and Arabic in teaching, it is observed that Turkish learners possess the necessary ability to use both languages together. This creates an interaction between the two languages within the learner's language system. Since the learner's native language (Turkish) is the first language they speak continuously, the mastery of Arabic is preceded by the mastery of their first language. As Ibn Khaldun states: "If a habit is preceded by another habit in the same place, it only becomes incomplete and impaired[23]"

On this basis, the first language becomes the support to which the learner returns whenever necessary. That is, when the learner cannot express a particular idea in Arabic, they resort to their first language (Turkish) to fill the gaps in their abilities in the language they have not fully mastered.

It appears that this language duality, during the learning process or actual language use, mainly stems from the learner's difficulty in using Arabic on one hand, and the dominance of Turkish in daily use on the other[24] It ensures communication between different social groups. It also ensures clear performance in all communicative and informational functions.

The Turkish authorities have also taken similar steps at the school level. Several Turkish universities have opened departments and programs taught in Arabic. This aims to accommodate the growing number of Arab citizens living in Turkey. Over the past decade, Turkey has made a qualitative leap in education. The number of universities has increased. Also, the numbers of Turkish and foreign students, especially Arabs, have risen substantially.

In successive steps, eight universities in Turkey have opened fully Arabic programs in fields such as Islamic Studies, Islamic Finance, Political Science, and International Relations. For example, Istanbul University, the largest and oldest in Turkey, opened an Arabic-medium department of Islamic Sciences under its graduate studies in 2013. More than half the seats are allocated to Arab students who meet its admission requirements, while Turkish students fill the remaining seats.

According to Abdullah Trabzon, one of the founders of the Islamic Studies department at Istanbul University, the program aims to teach Islamic law in Arabic and to allow Arab students to pursue higher education. In 2015, Istanbul Sabahattin Zaim University launched an Islamic Finance and Economics program taught in Arabic. The vice-dean of its Faculty of Islamic Sciences, Abdul-Mutalib Arba, said: "Teaching Islamic Finance and Economics in Arabic aims to give Arab students residing in Turkey the opportunity to complete their studies." Sultan Mehmet Fatih Foundation University in Istanbul has also enabled Arab, Turkish, and other students to study Islamic Sciences in Arabic, after they complete a preparatory year in Arabic or related content.

The "Global Renewal University" in Istanbul differs in that Arabic is its official language. It includes five different faculties. According to its Executive Director for International Relations, Samir Al-Wasimi, the university seeks over the next five years to fill the gap among Muslims in the world regarding Arabic language learning. Among Arab universities in Istanbul is also Al-Uma Sciences and Technology University. It grants internationally accredited degrees in cooperation with Jordanian universities. Its director, Khalil Al-Hamdani, stated: "The university was founded to meet the needs of Arab students in Turkey, in addition to the Turkish President Recep Tayyip Erdoğan's directives to establish Arabic-speaking universities with Arab academics and students. This is to ensure they do not emigrate to other countries and to benefit from their academic expertise." El Nilein University branch in Istanbul, originally from Sudan, includes many departments taught in Arabic. It aims to act as a bridge for scientific and cultural contact between Sudan and Turkey, according to its official website.

During recent years, Turkey has witnessed marked improvement in educational standards. The number of universities, schools, and scientific research centers has risen significantly. Scientific research output has also developed, as have publications in international journals, patents, and innovation. Furthermore, the Turkish government provides annually scholarships for about five thousand students worldwide to study in Turkish universities.

Conclusion:

Finally, after this study we can draw the following conclusions:

1. Language education, including Arabic, remains an integral part of world education policy. This requires providing all necessary means, modern scientific methods, and well-designed programs to ensure teaching success.

2. Learning languages is a matter of practice. Arabic must be used; it should not be confined to classrooms alone.

3. Today, the learner can learn independently whenever and wherever they wish. Motivation and readiness are always essential. Planning and time management are needed to achieve success and progress.

4. Turks' love and learning of Arabic have not changed over the years. What changes are the systems, governments, and policies.

The difficulty of Arabic grammar rules for Turks remains most evident in morphology and syntax.

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