Table of Contents

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Chinese Students' Pronunciation Errors in Arabic Speaking Skills

Asem Shehadeh Saleh Ali[*]
Wei Jing[**]

Abstract

This study investigates pronunciation errors in Arabic among Chinese students at the International Islamic University Malaysia (IIUM). Pronunciation is crucial for mastering a language, as it serves as a fundamental skill for effective communication. Research indicates that a person's first language significantly influences their pronunciation of a second language, often leading to difficulties and errors. The distinct differences between Chinese and Arabic pronunciation pose considerable challenges for Chinese native speakers learning Arabic as a second language. Given that pronunciation is a key component of language acquisition, it is essential to conduct a thorough examination of these issues to understand students' pronunciation challenges and their underlying causes. This understanding can aid both teachers and students in developing effective pedagogical strategies and solutions. To accomplish the objectives of this study, one researcher conducted in-depth interviews with Chinese students from various Kulliyyahs at IIUM and recorded their pronunciation for comparative analysis. The results reveal that the most challenging sounds for Chinese students are those that do not exist in Mandarin, such as (أ، ء، ح، خ، ع، غ، ص، ط، ظ، ض), among others. These findings highlight the need for targeted instructional approaches that address specific phonetic difficulties. In conclusion, the researcher proposes solutions based on the identified challenges and their root causes, which could significantly enhance the Arabic learning experience for Chinese students.

Keywords: Mandarin Chinese, Hanyu Pinyin, Arabic pronunciation, pronunciation position, second language learning, Chinese native language students.

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[*] A Professor Dr. at the Department of Arabic Language and Literature, AbdulHamid AbuSulayman Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia, Gombak, Selangor. Email: muhajir4@iium.edu.my

[**] Corresponding Author and a Postgraduate Student at the Department of Arabic Language and Literature, AbdulHamid AbuSulayman Kulliyyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University Malaysia, Gombak, Selangor. Email: 1764602867w@gmail.com

Introduction

Learning pronunciation is foundational to acquiring a foreign language. Language serves as a vital tool for effective human communication, and incorrect pronunciation can render communication ineffective. Even if a speaker uses correct words and adheres to proper grammar, mispronunciation can obscure meaning, leading to misunderstandings and communication breakdowns. Phonetics acts as the physical medium of language, underpinning its existence and evolution. For students studying Arabic as a foreign language, mastering phonetics is a vital first step, as it influences their overall language proficiency.[1]

Arabic and Chinese represent two distinct phonetic systems, each with its own unique features and complexities. The specific characteristics of Arabic pronunciation, coupled with the differences from Mandarin, mean that Chinese students encounter many unfamiliar articulatory organs and areas during their Arabic learning process.[2] This can pose challenges for beginners and even for those with years of experience. The success or failure of pronunciation directly impacts other facets of language acquisition, including vocabulary retention, grammar comprehension, reading fluency, and translation skills. Thus, incorrect pronunciation presents a significant hurdle for many Chinese students learning Arabic, potentially affecting their confidence and motivation.[3]

This research first outlines the theoretical framework by reviewing existing scholarly work on classical Arabic pronunciation and the associated learning difficulties. It discusses the phonetic differences between Arabic and Chinese, the unique challenges faced by Chinese students, and effective teaching strategies for Arabic pronunciation. Given the limited research in this area, this study marks a significant advancement in the field of language education. The aim is to explore the distinctions between the two languages and identify effective methods for mastering Arabic pronunciation, thereby facilitating easier and more accurate learning for Chinese students. This research holds potential reference value for teaching Arabic pronunciation to Chinese-speaking students and for comparative studies between Arabic and Chinese in the future. It is also critically important for Chinese students who face pronunciation difficulties while learning Arabic and studying the Holy Quran, as accurate pronunciation in these contexts is often

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[1] Jamil, 2010: 755
[2] (Cheng, 2018)
[3] (Yalan, 2021)

essential for comprehension and recitation.

The study focuses specifically on Chinese students studying Arabic at the International Islamic University Malaysia, utilizing three research methods: observation, surveys, and interviews. Through these methods, the research aims to examine the pronunciation of Arabic by Chinese native speakers during their Arabic studies. It highlights the intricate relationship between Arabic and Chinese phonetics, explores the differences in pronunciation, and investigates the reasons behind the pronunciation challenges. Additionally, the study provides actionable recommendations for improvement, which could enhance the overall learning experience for students.[1]

Chinese Pinyin Pronunciation Table:[2] Initial Consonants

| Pinyin | Bopomofo | Chinese Characters | International Phonetic Alphabet | Example: Chinese Characters (Bopomofo, Pinyin) |

Pinyin	Bopomofo	Chinese Characters	IPA	Example
b	ㄅ	玻	[p]	八 (ㄅㄚ, bā)
p	ㄆ	坡	[pʰ]	把 (ㄆㄚˇ, pá)
m	ㄇ	摸	[m]	馬 (ㄇㄚˇ, mǎ)
f	ㄈ	佛	[f]	法 (ㄈㄚˇ, fǎ)
d	ㄉ	得	[t]	地 (ㄉㄧˋ, dì)
t	ㄊ	特	[tʰ]	提 (ㄊㄧˊ, tí)
n	ㄋ	讷	[n]	你 (ㄋㄧˇ, nǐ)
l	ㄌ	勒	[l]	利 (ㄌㄧˋ, lì)
g	ㄍ	哥	[k]	告 (ㄍㄠˋ, gào)
k	ㄎ	科	[kʰ]	考 (ㄎㄠˇ, kǎo)
h	ㄏ	喝	[x]	好 (ㄏㄠˇ, hǎo)
j	ㄐ	基	[tɕ]	叫 (ㄐㄧㄠˋ, jiào)
q	ㄑ	欺	[tɕʰ]	巧 (ㄑㄧㄠˇ, qiǎo)
x	ㄒ	希	[ɕ]	小 (ㄒㄧㄠˇ, xiǎo)
zh (ẑ)	ㄓ	知	[tʂ]	主 (ㄓㄨˇ, zhǔ)
ch (ĉ)	ㄔ	蚩	[tʂʰ]	出 (ㄔㄨ, chū)
sh (ŝ)	ㄕ	诗	[ʂ]	束 (ㄕㄨˋ, shù)
r	ㄖ	日	[ʐ]	入 (ㄖㄨˋ, rù)
z	ㄗ	资	[ts]	在 (ㄗㄞˇ, zǎi)
c	ㄘ	雌	[tsʰ]	才 (ㄘㄞˊ, cái)
s	ㄙ	思	[s]	塞 (ㄙㄞ, sāi)

The tongue, including: the back of the tongue with what is adjacent

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[1] (Watson, 2002).

[2] (Chen, 2000; Maktab Tahrir Al-Qanus, 2012: 1787-1790)

to it from the uvula: ق; the back of the tongue with what is adjacent to it from the upper palate: ك; the middle of the tongue: ج, ش, ي; the back of the tongue with the roots of the upper incisors: ت, ط, د; the back of the tongue with the heads of the upper incisors: ث,ظ, ذ; the tip of the tongue with the roots of the upper incisors: ن; the tip of the tongue with the roots of the upper incisors near the back: ر; the tip of the tongue with the roots of the incisors: ز, ص, س; The edge of the tongue, i.e. its side, with its adhesion to the upper molars adjacent to it: Ḍād; the front edge of the tongue with its adhesion to the upper teeth adjacent to it, right or left, or both: Ṭāl. The lips: Between the lips: b, m, w; and the lower lip with the heads of the upper incisors: f. In the cavity are the long vowels: a, w, y.[1]

Vowels and Consonants in Arabic and Chinese
Overview of Phonemes: Vowels and consonants are essential phonetic components in all languages. Typically, languages have more consonants than vowels, and this holds true for both Arabic and Chinese. However, the representation and pronunciation of these phonemes vary significantly between the two languages.

Arabic Vowels and Consonants: Arabic features a unique vowel system that consists of six vowels: three short vowels and three long vowels. The short vowels are represented by diacritics placed above or below consonants, while long vowels are represented by letters. [2]

Short Vowels	**Long Vowels**
Fatḥah (a)	Alif (ā)
Ḍammah (u)	Waw (ū)
Kasrah (i)	Yā (ī)

This system allows for a rich variety of consonantal combinations, as the vowels are not typically written in texts but are implied through context.[3] Chinese Vowels and Consonants.[4] In contrast, Mandarin Chinese has a more straightforward vowel representation using Pinyin, which employs the Latin alphabet. It features ten primary vowels, which

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[1] (Huo, 2015)
[2] (Watson, 2002)
[3] (Ali, 2024: 77)
[4] (Duanmu, 2007).

can be further categorized based on tongue placement:[1]
- Vowels:

Mandarin Vowels System	
a	(啊)
o	(喔)
e	(鹅)
i	(衣)
u	(乌)
ü	(迂)
-i	(时)
ê	(诶)
er	(儿)

The Mandarin vowel system includes both simple vowels and compound vowels, giving it a broader range of sounds.[2]

Comparison of Vowel Systems between Arabic and Chinese
The differences vowel systems are noteworthy:
Number of Vowels: Arabic: 6 vowels (3 short, 3 long)
Chinese: 10 vowels: Representation:
Arabic uses diacritics for short vowels and letters for long vowels, often omitting vowels in written form. Chinese uses the Pinyin system for clear vowel representation, making it easier for learners to pronounce characters correctly.

Articulation: Arabic vowels are classified based on length and are influenced by the surrounding consonants. Chinese vowels are categorized by tongue position, affecting how they are pronounced in different tones.

Understanding the differences in vowel and consonant systems between Arabic and Chinese is crucial for language learners. The unique representation and articulation of vowels in both languages highlight the complexity and richness of their phonetic structures.[3]

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[1] (Huo, 2015)
[2] (Yip, 2002; Chin, 2012)
[3] (Yip, 2002; Holes, 2004).

Comparing Arabic and Chinese Consonants

1. Number of Consonants: Arabic has a robust inventory of 28 consonants, which includes a wide range of sounds produced from various points of articulation. This comprehensive set allows for rich phonetic expression. Chinese, specifically Mandarin, features 22 consonants. While this is fewer than in Arabic, it still encompasses a variety of sounds that serve the phonetic needs of the language. The difference in the number of consonants reflects the distinct phonological structures and linguistic histories of the two languages.

2. Unique Consonants; Arabic Consonants: Arabic includes several unique sounds not found in Chinese. For example; Pharyngeal Sounds: Such as ح /ħ/ and ع /ʕ/, which are produced deep in the throat and are integral to many Arabic words. Uvular Sounds: The sound ق /q/ is produced at the back of the mouth, adding a depth of resonance that is characteristic of Arabic phonetics. Emphatic Consonants: These include ص /sˤ/, ط /tˤ/, and ض /dˤ/, which are pronounced with a constriction of the pharynx, adding a unique quality that influences surrounding vowels and consonants.

Chinese Consonants; Conversely, Chinese lacks certain sounds that are prevalent in Arabic. For instance; Dent gingival Sounds; Sounds produced with the tongue against the gums, are not a feature of Mandarin phonetics. Pharyngeal and Uvular Sounds; These sounds are largely absent in Chinese, which restricts its consonant inventory to more commonly used articulations.

3. Phonetic Libraries;[1] The presence of unique consonants contributes to the distinct phonetic libraries of both languages. In Arabic, the wide array of consonantal sounds allows for a rich morphological structure, where slight changes in consonant sounds can lead to different meanings or grammatical forms. For instance, the root system in Arabic relies heavily on consonantal variation. In contrast, the Chinese phonetic system is more reliant on tone and syllable structure, which can alter meaning independently of consonantal changes.

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[1] (Crystal, 2008)

Comparing Articulations of Arabic and Chinese Letters[1]
1. Articulation Points

The points of articulation for consonants differ significantly between Arabic and Chinese. Arabic consonants are articulated using various parts of the vocal tract; Pharynx: Many consonants, especially pharyngeal ones, are produced deep in the throat, creating a distinct sound quality that is hard for speakers of languages without these sounds to replicate. Back of the Tongue: Sounds like ق /q/ utilize the back of the tongue against the soft palate, resulting in a pronounced guttural sound. In contrast, Chinese consonants predominantly focus on the front of the mouth; Alveolar Sounds: Many Chinese consonants, such as t /t/ and d /d/, are produced with the tongue against the alveolar ridge, leading to a brighter, crisper sound. Bilabial Sounds: Consonants like b /b/ and p /p/ in Mandarin are produced with both lips, resulting in a different resonance compared to many Arabic sounds.

2. Pronunciation Differences[2]

The pronunciation of specific consonants can lead to significant differences in communication; The Letter "R"; In Arabic, the letter "ر" (*rā*) is pronounced as a rolled or tapped sound, similar to the Spanish "r." This sound can vary in intensity depending on regional dialects.

In Mandarin Chinese, the "r" sound (as in 忘 "*wàng*") is retroflex, produced with the tongue curled back in the mouth. This articulation not only changes the sound but also affects the phonetic context of the syllables in which it appears. These differences in pronunciation can pose challenges for language learners, as mastering the specific articulatory techniques is crucial for accurate communication.

3. Overall Phonetic Variation

The differences in articulation lead to significant variations in how words are pronounced in each language. In Arabic, the presence of emphatic consonants can change the quality of the vowels that follow, creating a rich tapestry of sound that conveys meaning and emotion. For example, the word for "light" in Arabic could vary in pronunciation based on whether an emphatic consonant is present.

In Chinese, the tonal nature of the language means that variations in consonant articulation can interact with pitch, further complicating

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[1] (Chen, 2011)
[2] (Yip, 2002)

pronunciation. For instance, a change in the articulation of a consonant can impact the tone of the syllable, leading to entirely different meanings.

These phonetic and articulatory differences illustrate the unique phonological systems of Arabic. The investigation into Arabic pronunciation problems among Chinese students reveals a complex landscape of linguistic challenges and phonetic nuances. While many students demonstrate commendable proficiency with specific Arabic consonants, the study highlights significant areas where mispronunciation occurs, particularly with sounds that lack direct equivalents in the Chinese phonetic system.

1. Proficiency with Certain Consonants

The study identified that Chinese students exhibit a notably high proficiency level with seven specific Arabic consonants: t, k, l, s, n, f, and m. This success can be attributed to the phonetic similarities these sounds share with corresponding sounds in Mandarin Chinese:

  - T (ت), pronounced as 特 in Chinese, involves articulation at the back of the tongue against the upper gum.

  - K (ك) corresponds with 科, articulated with the tip of the tongue against the upper palate.

  - L (ل), or 勒 in Chinese, is formed with the front edge of the tongue against the upper teeth, a position that feels familiar to students.

  - S (س), represented by 思, is articulated with the tip of the tongue against the back of the upper teeth, mirroring the articulation of N (ن) as 讷.

  - F (ف), pronounced as 佛, and M (م) as 摸, also reflect similar articulatory positions.

2. Pronunciation Errors with Challenging Sounds[1]

Despite their strengths, students struggle with Arabic letters that do not have equivalent sounds in Chinese. The error rates for these consonants are notably higher. Examples of common mispronunciations include:

  - Th (θ) is often mispronounced as S (撕), leading to confusion in comprehension.

  - The sound D (د) is sometimes confused with the Chinese D (得), which can alter the intended meaning of words.

  - Misarticulation of Dh (ð) results in the pronunciation of Z (资), which can further distort communication.

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[1] (Chen, 2011)

- Other problematic sounds include H (ħ), which may be pronounced as Kh (喝), and the interchangeable confusion of A and Hamza with 啊.

These mispronunciations often stem from students defaulting to phonetic substitutes that are more familiar within their own linguistic framework. For example, students may pronounce R (ر) and L (ل) interchangeably, often producing the sound of L (勒) instead of accurately articulating R.

3. Confusable Sound Pairs
The study also found that there are eight pairs of Arabic sounds that are frequently confused by students. This confusion leads to significant pronunciation errors, where the two sounds are pronounced almost identically. Some notable pairs include:
  - Th-S (ث-س)
  - T-D (ت-د)
  - Dh-Th (ذ-ث)
  - Z-Dh-Z (ز-ذ-ز)
  - H-H (ح-ح)

The errors in these pairs generally arise from a lack of attention to the unique articulatory positions required for each sound. Students often ignore the subtle differences in pronunciation and instead rely on imitating what feels familiar.[1]

4. Reading Challenges with Diacritics
Another significant finding from the investigation relates to the experience of reading Arabic text, particularly the use of diacritics. Many learners' express difficulty with reading Arabic without diacritics, which are essential for indicating vowel sounds and certain pronunciation features. In fact, 61.7% of learners reported that reading Arabic without these markings is highly challenging.

Additionally, some students may misread diacritics due to reading speed or carelessness, resulting in incorrect pronunciation. For example, errors in recognizing *shadda*, a diacritic that indicates a doubled consonant, can lead to mispronunciations such as; Reading والتَّجريب "*Wa Al-Ttajrīb*", as وَتَجْريب "*Watajrīb*", where the consonant is omitted. Misinterpreting *shadda* letters as long vowel sounds, as seen when يُعَدُّ

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[1] (Alsulaiman, 2014)

.(قراءة "وَالتَّخْلِيل" إلى "وَنْتَخْلِيل" أو "وَلْتَخْلِيل") ".*Yu ʾādu*" يُعادُ "*Yu ʾaddu*" is read as

The findings from this investigation underscore the intricate relationship between language structure and pronunciation. While Chinese students demonstrate a solid grasp of certain Arabic consonants, their difficulties mainly arise from the absence of corresponding sounds in Chinese and challenges related to reading Arabic script. Addressing these issues through targeted phonetic training, increased awareness of articulation differences, and practice with diacritics could significantly enhance their pronunciation skills in Arabic. Additionally, incorporating exercises that focus on the problematic sound pairs and diacritic reading may errors in stress and intonation, and errors in stopping in incorrect places and the manner of stopping.

Reasons for Chinese Students' Arabic Pronunciation Problems
The results of the investigation revealed another interesting thing, which is that although some students studied Arabic with Arabic teachers or classmates, there are still many non-standard and incorrect places in pronunciation and oral expression. Therefore, the researcher believes that excellent teachers are not the only major factor in determining Chinese students' pronunciation performance in speaking skill, and there are other very important reasons as well.

Language differences between Chinese and Arabic, or language distance. The main reason for most of the language problems that learners encounter is the language differences between Chinese and Arabic. Arabic and Chinese are two important languages in the world with completely different grammar, phonetics and linguistic structures. These language differences can be positive or negative. For example, the writing style and sentence structure are completely opposite to the structure of modern Chinese; and the characters whose pronunciation is not found in Chinese create many obstacles for learners. These negative differences make students feel strange in the learning process as never before. Also, there is a common negative transfer where Chinese learners replace the Arabic pronunciation with a similar pronunciation that appears in Chinese, such as {ع} is pronounced as /u/. These results are similar to Al-Shallakh (2010), who found that the main reason for the problems faced by non-native Arabic learners is the great difference between Arabic and the learner's mother tongue.[1]

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[1] (Kouihi, 2019)

The nature of the Arabic language. Arabic has a unique pronunciation system, which includes many pronunciation rules that do not exist in Chinese. When learning this pronunciation, students need to research, discover and learn the pronunciation organs that have not been used before, such as ح /ħ/, ق /q/, ر /r/, ص /s./, ع /ʔ/. Another example is the reverberation sound (er) that is often used in Chinese. The tip of the tongue needs to be retracted to the hard palate in this pronunciation. But in Arabic pronunciation, the tongue usually needs to be flat, and the tip of the tongue does not need to be retracted. Therefore, the pronunciation of /er/ will always appear clear when Chinese students read letters such as (ح) (ع). This is due to lack of habit or knowledge of how to keep the tongue flat. As researchers have noted in previous studies, some L2 sounds seem to be more difficult for some L2 learners than others. Inconsistent pronunciation habits and previously unused articulations are major factors.[1]

Mandarin Chinese or native Chinese dialect influences learners' Arabic pronunciation, especially in consonants, stress and intonation. This is mainly reflected in the articulation organs and pronunciation habits and is generally caused by similar pronunciation in the mother tongue. Previous researchers have noted that many L2 pronunciation errors are the result of transfer from the mother tongue to the first language. The transfer problem is the crucial cause of mispronunciation. Just as some Chinese students rely on Chinese when learning Arabic words for the first time, mark the pronunciation of Arabic letters with Chinese characters or use Pinyin to memorize Arabic letters. Due to the great difference between Arabic and Chinese, students who use this method only learn incorrect Arabic pronunciation. Another reason is that due to the pronunciation habits of the mother tongue and the lack of mastery of the pronunciation organs and how to pronounce, the learner usually pronounces the Arabic letters with a pronunciation like the pronunciation of the mother tongue. Therefore, the learner's first language (L1) can affect the process of learning the second language (L2) at different language levels.

Lack of interest in learning pronunciation. Many students did not lay a good foundation for various reasons when they first learned Arabic, so that incorrect pronunciation became a habitual pronunciation in future learning. This includes lack of interest in learning pronunciation. Students felt that it was not necessary to spend a lot of time learning

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[1] (Maamoun, 2021)

pronunciation or that they could have pure pronunciation naturally through increased use in later studies.

It does not pay attention to the rigor of pronunciation teaching, whether on the teacher's own pronunciation or the students' pronunciation. As we have noticed, the first aspect is the aspect of pronunciation teaching hours. Whether it is Arabic schools in China or Arabic majors in universities, there is little time for teaching Arabic pronunciation. Secondly, because the pronunciation of some Arabic teachers is not very standard, they tend to ignore this aspect of teaching. Thirdly, teaching pronunciation is a very delicate work, and teachers often need to complete listening and correcting students one by one, time after time, as such teaching is time-consuming and tiring in group classes.

Teachers who teach Arabic also cause this problem because their pronunciation is often wrong, inappropriate or inappropriate. Students tend to imitate their teachers and make the same mistakes as their teachers. For schools with foreign teachers, the pronunciation of foreign teachers is a model, but in general, the number of foreign teachers in schools is relatively small, and the class hours of foreign teachers are limited and even very short, which makes students have no opportunity or good environment to share, learn and practice correct pronunciation.

Lack of resources and updated textbooks. The problems faced by learners are also related to the old and design flaws of textbooks. The most obvious problem is the marginalization of listening skills due to the lack of audio-visual materials. This makes students lack the opportunity to meet authentic Arabic, which not only affects students' speaking and listening skills, but also affects students' learning of Arabic speaking skills and use of Arabic. This is consistent with the findings of Al-Shallakh (2010),[1] who argues that the most serious factor that poses challenges to learners is textbooks, and these textbooks are not prepared to bridge students' cultural gaps.

The lack of high-quality talents in the field of teaching Arabic prevents students from receiving good language education. There is a saying in the small language department circle in China: "Three minutes for Korean, three hours for English, three days for French, three months for Japanese, three years for German, and three hundred years for Arabic." Ignoring the academic validity of this sentence, it shows how difficult Arabic is in the minds of Chinese people. This has led to Arabic becoming a foreign language that is somewhat unpopular among

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[1] Al-Shallakh (2010)

students. The most cited reasons for learning Arabic among students who participated in the survey were religious reasons and career reasons. In recent years, with the establishment of diplomatic relations between China and Arab countries, the importance of Arabic has entered everyone's field of vision. However, most students who study Arabic are still Muslim students. Although there are many distinguished Arabic scholars in China, good Arabic-speaking talents are still few and far between in China, a country with a large population. In addition, Arabic translation and other jobs are more common than Arabic teaching jobs, and many excellent language talents have chosen translation and other jobs, making Arabic teaching talents even rarer.

Compared with the English language education that is strongly supported and popularized by the state, Arabic language education lacks many appropriate courses and teaching materials, especially in the pronunciation and spoken language organs in primary and advanced courses.

Similarly, according to the researcher, there are more than 40 universities in China that teach Arabic as a special subject, in addition to these official universities, most non-governmental Arabic schools or religious schools are relatively lacking in experience in teaching Arabic. Most of the teachers in these schools are distinguished graduates of their schools or have gone abroad to continue their studies or not. There are also no meetings between schools and teachers regarding teaching research and so on, which makes it impossible to learn from each other's strengths and weaknesses in many academic matters.

After analyzing the causes of the problem, it is found that not only the students' own efforts, but also the objective factors such as teachers, schools and environment are very important in language learning. Considering the development and teaching of Arabic language skills for Chinese students, the researcher put forward some relevant solutions and suggestions.

Solutions and Suggestions for Teaching

Arab linguists believe that linguistic error analysis is a special systematic process to identify difficulties. Therefore, Arabic language teachers first need to be aware of their students' pronunciation errors and analyze the reasons that lead to these errors. For example, the problems that students from different linguistic backgrounds encounter in the learning process,

and according to the students' different situations, targeted teaching programs are arranged.[1]

Most of the learners' problems in language learning are related to grammar and pronunciation. One of the reasons for this is the outdated textbooks, which cannot fill the modern cultural gaps faced by students because their content is outdated. Therefore, it is recommended that textbooks be updated to provide students at all levels with materials that contain insights to help learners compare Arabic and Chinese, and sufficient audio and phonetic materials, which help learners compare cultures and languages between Arabic and Chinese. This conclusion is consistent with the findings of Al-Shallakh, who suggested that textbook materials should mainly focus on learning pronunciation and present vocabulary in appropriate contexts and situations.

Schools should employ Arabic teachers with standard pronunciation, as well as creative teachers to better teach students to distinguish between correct and incorrect pronunciation and sounds, and to present Arabic and its culture in a very interesting way.

Absorb and cultivate high-end talents in the field of Arabic language education, so that students can get a good language education in all aspects. As mentioned earlier, Arabic has a certain degree of difficulty in the hearts of the Chinese people, which has led to Arabic becoming a foreign language that is somewhat unpopular among students. Compared with jobs in the field of Arabic language teaching, the popularity of Arabic translation and other jobs has made many excellent language talents choose other jobs besides teaching. The government should provide more support for Arabic language teaching, encourage the education sector to absorb more excellent talents, and make them active in writing textbooks, teaching, and cultivating excellent teachers, to provide students with more high-quality language learning opportunities.

Encourage the development of online Arabic language teaching studies and studies in non-governmental schools, and review studies and teaching materials, especially the phonetics and pronunciation part of primary and advanced studies.

Improve the qualifications of existing teachers. The school not only selects teachers with pronunciation standards and strong oral ability when appointing teachers to teach oral language, but also organizes some projects for the schoolteachers to communicate with teachers from Arab countries during their working period, so that they can better understand the Arab

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[1] (Muslimin, 20121)

culture, Arabic pronunciation and some teaching methods in Arab countries, so as to improve the quality of teaching. In addition, the teachers themselves should also strive to improve their pronunciation ability.

Solutions and Suggestions for Study

It is undeniable that developing education in a language is a huge project, which may require the efforts of countless people to build a complete education system. Therefore, students who learn Arabic must make more efforts and find a way to solve and overcome it in a harsh environment. The researcher also puts forward some solutions and suggestions as follows:

1. The learner must first learn the classical Arabic language and then move on to learn the dialect of the Arab country he wants to visit or work in.

2. Full understanding of the structure of the oral cavity and the way of pronouncing Arabic letters. Only after mastering the structure of the oral cavity and the way of each pronunciation in Arabic, can the learner clearly know how to improve, how to practice, and understand and solve his own problems in the next study.

3. Search for educational materials and listen to the Arabic language spoken by Arabs. With the development of the Internet, students can search for Arabic audio on the Internet and feel the pronunciation of Arabs. If he cannot search for many educational materials due to network restrictions, he can download all the audio he finds, listen to it and imitate it repeatedly.

4. Read Arabic aloud. Reading aloud is one of the best ways to learn the language. It is better for learners to record their voices and compare their pronunciation with the pronunciation of Arabs, then take the trouble to learn and imitate them just like the first words of their mother tongue that they learned since birth. 5. Find teachers or classmates who have good pronunciation to help correct mistakes. In the problem of pronunciation, some learners do not have the ability to identify their mistakes and problems, in this case, a good teacher is needed to help learners identify the problems and tell them how to improve. 6. Exposure to the language, as some teachers said: "Exposure of students to Arabic content or Arabic speakers is rare." The language environment is

crucial for the success of learning a new language. If learners are only exposed to exercises in the classroom, they can learn communication skills in the classroom but still cannot communicate in real life. Therefore, learners should touch Arabic more in their lives, such as watching more news or TV programs in Arabic, listening to audio files in Arabic, reading books written in Arabic, etc., to make themselves touch Arabic more closely, and research can be used more skillfully and accurately.

Results

Arabic as a foreign language for Chinese learners faces a variety of linguistic and non-linguistic problems. So far, this research has analyzed the pronunciation differences between Chinese and Arabic and the pronunciation challenges faced by Chinese learners when learning Arabic. The following conclusions are drawn:

1. Chinese learners have a low error rate in the seven consonants (ت, ك, ل, س, ن, ف, م).

2. The pronunciations with the highest error rate are mainly concentrated in Arabic letters that do not have similarities in Chinese, including velar letters, alveolar dental letters, etc.: (ء, ح, خ, ع, غ, ح, ث, ذ, ر, ط, ظ, ص, ض, ق).

3. Pronunciation errors often occur in these eight pairs of similar letters because they will confuse pronunciation or pronounce the same sound. (Th-S-S; T-D; Dh-Th; Z-Dh-Z; H-H; Th-S; A-E; I-I);

There are many reasons that lead to these errors, including the influence of external objective reasons, including the reasons of the learners themselves, and the researcher believes that these reasons include:

1. The language difference or language distance between Chinese and Arabic.
2. The special nature of Arabic pronunciation.
3. Mandarin Chinese or the native dialect will affect the learner's Arabic pronunciation.
4. Learners do not care about learning pronunciation.
5. Arabic language teachers do not pay attention to the rigor of teaching pronunciation.
6. Students imitate the teacher who pronounces it incorrectly.

7. Lack of resources and updated textbooks.
8. The lack of high-level talents in the field of teaching Arabic prevents students from obtaining good language education.
9. The lack of many appropriate courses and educational materials.
10. Lack of teaching experience in teaching Arabic.

After that, the researcher put forward some possible solutions and suggestions in the last chapter of this research. The whole research shows that although Chinese students face many difficulties and problems in learning Arabic pronunciation in speaking skill, most of them can be overcome and solved. However, if you want to make Arabic in speaking skill like the mother tongue in all aspects, you need a good environment and a lot of effort, the most important of which is God willing. Every research has its limitations, and this research is no exception. As far as the limitations of this research are concerned, it is worth noting that there are two types of limitations to the current results. First, the small sample size and the limitations imposed on the research within the campus of the International Islamic University Malaysia (IIUM) make the results relevant. In other words, this research is limited to a sample of Chinese students at IIUM. In addition, it is considered that the experience of learning Arabic is different for each student. For example, some students received systematic education in formal institutions, while others did not receive systematic education; some students were exposed to Arabic since childhood, while others only started after puberty. That is, the latter exceeded the optimal age range for learning the language mentioned in previous studies. Therefore, this research does not fully represent all Chinese students who study Arabic.

In addition, the influence of local dialects on Arabic pronunciation learning from speaking skill was mentioned in the research, and the researcher also found that students from the same hometown made the same phonetic errors. Regarding this point, I hope to have the opportunity to conduct further research on it and make new discoveries in the future. I believe that this will help in teaching Arabic in different regions of China.

The purpose of this research is to inform Chinese learners about the difficulties and problems they encounter in learning pronunciation in a Chinese context. This chapter presents the research results and has educational implications that are worth studying. Finally, this chapter highlights the limitations of this research and draws a general conclusion.

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