

**Difficulties in Studying and Teaching the Subject of Prosody in Arabic Language Departments in the Jordanian Universities from the Point of view of Teachers and Students and Ways of Treating them Preparation**

**Dr Ali Sami Al – Hallaq<sup>1</sup>**  
**Jadara University, Jordan**

**Dr. Khaled Fahad Mayas<sup>2</sup>**  
**Jadara University, Jordan**

**Abstract**

This study aimed to find out the difficulties of studying and teaching the subject of Prosody in the Jordanian universities from the point of view of teachers and students. The study sample consisted of (233) individuals. The two researchers prepared a questionnaire of (50) paragraphs divided into six fields: objectives, teacher, student, nature of the subject of Prosody, teaching methods, assessment and testing. The study concluded that the field of the nature of the subject of Prosody was ranked first, followed by the field of the student, the objectives, the teacher, the evaluation and the tests, the teaching methods, and the absence of statistical differences about the difficulties of studying the subject of Prosody and teaching in Arabic language departments in Jordanian universities due to variables (Gender, university, academic status.) Both of the researchers reached a number of recommendations, including: educating students about the objectives of teaching Prosody; assigning the task of teaching Prosody to teachers who have the talents and interests of poetry and music; working on simplifying the subject of Prosody by reducing the complex idioms; and taking interest in the use of modern educational techniques in the teaching of Prosody.

**Keywords:** (difficulties, Prosody, Jordanian universities, teachers, students).

**Introduction**

The Arabic language is one of the oldest living languages on the face of the earth. It was designated by God to be the language of the Holy Quran and the eternal message is to be sent down in it. Allah says: " Verily, We have sent it down as an Arabic Qur'an in order that you may understand "( Surah Yusuf, Verse 2). God has promised to save this language until God inherits the earth and what is on it, God r: " Indeed, it is We who sent down the Qur'an and indeed, We will be its guardian" (Surah AlHijr, Verse 9).

Literature is a beautiful art that gives pleasure and satisfaction to the soul, because it contains the literary pieces of good poetry and prose from eloquent judgment, loose imagination, and exciting pleasure. (Zaqout 2013, 223).

Poetry is the counterpart of prose as from both of them speech consists. However, the Arabs celebrated poetry more than their celebration of prose. Their attention to poetry

---

<sup>1</sup> Corresponding Author: Ali Al – Hallaq, Jadara University, Faculty of Arts and Languages, Department of Arabic Language, , Irbid - Triangle Naima - International Road, PO Box: 733, Postal Code: 21110, Jordan. halaqali@yahoo.com

<sup>2</sup> Dr. Khaled Mayas, Jadara University, Faculty of Arts and Languages, Department of Arabic Language,

and attachment to it is indicated by what narrators reported that the Arabs were not congratulating except in three things: if a boy was born to one of them, a mare gave birth to a foal, or one of the members of the tribe became genius poet. Poetry is distinguished from prose by its organic link to melody and rhythm, which made it an attractive material that appeals to the ears to memorize and then recite it. Therefore, poetry is defined in as "rhythmical measured words" (Al-Bajja, 2010, 402). Teaching Prosody is not an end or goal in itself; it is a means of developing the artistic taste of poetry music, because Prosody is the music of Arabic poetry, and learning it requires a delicate musical sense, knowledge and practice in its rules, and knowledge of its structure and divisions (AlSayed 2017, 119).

### **Definition of Prosody:**

Is the "balance of the poetry of the Arabs by which the true is known from the broken. What conforms with the poetry of the Arabs in the number of silent and mobile letters is named poetry, and the contrary is not poetry" (Ibin Jenny 1989, 59), or it is "the rules of a balance by which the true measures of the poetry are distinguished from the fault ones" (Al-Rikabi 2000, 219), or it is "a knowledge of the fundamentals and rules by which the true measures of Arab poetry are known from the corrupt" (Ashour and Al-Hawamdah 2009, 387).

### **Purpose of teaching Prosody:**

Teaching the science of Prosody leads to a number of important purposes, notably:

1. Literary and poetic texts are properly controlled and correctly formed, so the knowledge of the balance to which these texts are applied is very important, since these poetic texts represent a broad basis for the study of literature.
2. Poetry is the divan of the Arabs, and because the science of Prosody relates to poetry organically, its study is an important aspect in literary studies, especially poetry.
3. Prosody is the science of standards by which intact poetry is known from the broken. This means that the ordinary reader needs to learn this science. (Al-Bajah 2010, 410).
4. The proportion of talented poets who say poetry without knowledge of Prosody rely on the ear music are a few, so the science of Prosody for untalented is very important to know that the poem they have goes according to one musical system.
5. The science of Prosody is one of the main reasons for the preservation of Arabic poetry and its components, namely music, and without it these elements have been removed for a long time (Al-Azzawi 2016 ,199).

### **The Objectives of teaching Prosody:**

Teaching Prosody leads to the following objectives:

1. Knowledge of the learner of a brief history of the science of Prosody and its origin and development.
2. Enabling the learner to know the measure of Prosody and knowledge of musical principles of writing and reciting poetry.

3. Formation of the musical sense of the learner in order to be able to taste the music of Arabic poetry and to distinguish the proper measure of the broken.
4. Introducing the learner to Prosodic foots.
5. Introducing the learner to the poetic meters and its measures.
6. Introducing the learner to the concept of the foot poetry and its nature (Al-Hallaq 2019, 410).

### Difficulties of teaching Prosody:

There are difficulties between students and the ability to learn Prosody which can be summarized as follows:

1. **The large number of ills and scourges:** When the student studies the science of Prosody, he is surprised by terms that he had not heard before, and the language of a science that he have not known anything about. This makes the process of understanding not easy and far from comprehension.
2. **Getting started with difficult meters:** There is no doubt that teaching any new science should start from easy to difficult and not vice versa. The reality in the teaching of Prosody is the adherence to the old approaches that do not follow this principle, but often start with what the old people began with, i.e to take the circles of Prosody as a platform to teach the meters. They begin with difficult meters such as the Ṭawīl (طويل) "long" and the Madīd (مدید) "protracted": because they are from the first circle (circle of different). These two meters combine between the difficulty of cutting them to the absence of a musical resonance that the ear can easily hear (Al-Bajah 2010, 410).
3. **Non-believing in the usefulness of the science of Prosody:** It is recognized that the person accepts to learn the thing that brings him the benefit and shuns others. It is regretful that a large proportion of learners believe that the science of Prosody is useless and unfruitful. Their position is assisted by the critical movement associated with the movement of modern poetry, which insists on abandoning Prosody and forsaking the restrictions and controls imposed on poetry and escaping from the circle of ancient Arabic poetry.
4. **The teacher's inability to teach the science Prosody:** One of the facts in the process of teaching is that the one who lacks a thing cannot give it; therefore, the teacher who is assigned to teach this science while he does not know anything about it or have not sufficient knowledge about it is the first opponent of the study of prosody. He severely avoids it for fear of committing mistakes that can be discovered by students, or falling into something with unworthy consequences; and because he is afraid of this, we find him assail this science, its creators and supporters with false accusations and falsehood that create a ground for not accepting this science in the hearts of students.
5. **Rigid examples:** In many cases, teachers teach the subject of Prosody based on examples of rigid truncated inherited from the former, often from poetic verses void of meaning or concept (Al-Hallaq 2019, 410).

The findings of several studies and research on the science of Prosody indicate that there are many problems related to the teaching of Prosody from the perspective of students or teachers at different levels of education, whether in the universities such as

the studies of: AlHelew 2017, Jabr and Hamidi 2015, Saidi 2014, Zair and Jabbour 2005, Al-Khazraji 1995, or at the level of schools such as the studies of : Halabawi 2008, Abu Senina 2004, and AlHajari 1997.

### **The problem of the study and its questions:**

Based on the importance of the science of Prosody in the knowledge of the measures of Arabic poetry; understanding of the poetry and readings it correctly; the distinction between the true poetry and the weak; and because of the constant complaint from the difficulty of the science of Prosody; alienation of scholars from it and their reluctance to study and pay attention to it; the lack of studies that dealt with the difficulties of teaching and learning the science of Prosody in Jordanian public and private universities; and the conviction of researchers that the problems of students' weakness in the skills of learning Prosody is only an extension of the weakness of students in language in the pre-university stages; the researcher thought of studying the difficulties of studying the science of Prosody in Jordanian universities in order to find out the degree of difficulties that encounter the students of the Arabic language departments in studying the science of Prosody in Jordanian universities from the point of view of teachers and students to reach recommendations that could contribute to reducing these difficulties.

This study aims to identify the degree of difficulties in studying the science of Prosody in Arabic language departments in Jordanian universities from the point of view of teachers and students in the Arabic language departments in the fields of: objectives, teacher, student, nature of Prosody, methods of teaching, evaluation and tests through answering the following two questions:

1. What are the difficulties of studying the science of Prosody in Arabic language departments in Jordanian universities from the point of view of teachers and students.
2. Do the difficulties of studying the science of Prosody in the Arabic language departments in the Jordanian universities differ according to (gender, university, academic status)?

### **Purpose of the study:**

The study aims to identify the degree of difficulties in studying the science of Prosody in the Arabic language departments in Jordanian universities from the point of view of teachers and students in the language departments and to formulate recommendations to remedy these difficulties from the point of view of teachers and students.

### **The importance of studying:**

The importance of the study stems from the lack of studies that dealt with the difficulties faced by the students of the Arabic language departments in studying the science of Prosody from the point of view of teachers and students in Jordanian universities. Therefore, this study is expected to contribute to the following:

1. Determining the degree of difficulties faced by students of the Arabic language departments in the study of the science of Prosody in the fields of: objectives, teacher, students, nature of Prosody, methods of teaching, evaluation and tests from the point of view of teachers and students in Jordanian universities

2. Assisting the teachers of Prosody to understand the difficulties that prevent students from understanding the science of Prosody, and to work as much as possible to address the causes of these difficulties.

#### **Study limits and limitations:**

The study was implemented and implemented in light of the following limitations and limitations:

1. **Spatial limits:** The study was limited to a sample of teachers and students of Arabic language departments in Jordanian public and private universities (Yarmouk University, Jadra University, Al-Bayt University).
2. **Time Limits:** The study was applied in the first semester of the academic year 2018-2019.
3. **Objective limits:** The study was limited to the difficulties identified by the researchers in the scale and approved by the arbitrators. The generalization of the findings is determined by the validity and stability of the research tool.

#### **Procedural terms:**

**Prosody:** it is one of the courses learned by students of the Arabic language departments at the Jordanian universities in order to enable them to know the measures of Arabic poetry, understand and read it correctly, and to **distinguish** between its sound and faulty..

**Difficulty:** It is the obstacle that stands in front of the students of the Arabic language departments in the Jordanian universities during their study of the course of Prosody that negatively affects the level of their achievement, impedes the achievement of the objectives of their studies and needs to be resolved.

**Teachers:** are the individuals who teach in Arabic language departments at the Jordanian universities in the first semester of the academic year 2018-2019 and who hold a Master's degree in Arabic as a minimum.

**Students:** are individuals in the second, third and fourth years who study at the Jordanian universities in the first semester of the academic year 2018-2019.

#### **Previous relevant studies:**

The study of the AlHelew (2017), which aimed at detecting the problems of teaching the course of the science of Prosody and learning it among Palestinian university students from the point of view of the lecturers and their students and visualizing a proposal for treatment. The researcher used a questionnaire for the students of the Department of Arabic Language who study the course of the science of Prosody, and codified interviews for lecturers. The study sample consisted of 26 lecturers and 306 students from Palestinian universities (Islamic University, Al-Azhar University, Al-Aqsa University, Al-Quds Open University) in the second semester of the academic year 2016-2017 in Gaza governorates. The study concluded that the problems of the field of objectives ranked first, the field of content in the second place, the field of teaching aids and techniques in the third place, the field of teaching methods in the fourth place, the field of evaluation in the fifth and final ranking. Further, the study showed no differences with statistical significance between the average scores of the sample members on the fields of

study that are attributed to the gender variable in the field of teaching aids and techniques, the field of teaching methods and the field of evaluation types; while there are significant differences in the goals and content for female students. The differences in the fields of study are attributed to the variable of scientific qualification for the benefit of lecturers from PhD holders, and the existence of differences on the fields of study that can be attributed the variable of the years of experience of the lecturer in favor of lecturers who have years of experience of 5-10 years, except in the field of objectives.

The comparative study of Jabr and Hamidi (2015), which aimed to know the attitudes of the students of the Faculty of Education - Department of Arabic language in the subject of Prosody in the morning and evening periods of study. The sample consisted of 80 male and female students randomly selected. The study tool consisted of a scale of 35 paragraphs. The study concluded that the students' attitudes towards the The subject of Prosody were positive on the overall scale and that the students studying in the morning period exceeded the students studying in the evening one. The researchers came out with several recommendations including the need to take more care of the subject of Prosody and teaching it; and encouraging teachers to use modern teaching strategies to improve the students' achievement in this article and their love of it; and teaching Prosody in more than a year of study in a simplified way so as not to surprise the student by it and carry its vocabulary in a single impulse as the case of other branches of the Arabic language.

The Saidi study (2014) aimed to build a guide to teach Prosody in the light of the difficulties faced by students and teachers in the faculties of basic education in the universities of the Middle Euphrates. To achieve the objectives of the study, the researcher prepared two questionnaires: the first for teachers consisting of 54 paragraphs; and the second for students consisting of 57 paragraphs. The study sample consisted of 4 teachers and 301 students from the universities of the Middle Euphrates. The study concluded that the lack of clarity of the objectives, the absence of the knowledge of them and the lack of an accurate formulation lead to the inability of the teacher to achieve the purpose or objective of studying this material. Students' lack of prior knowledge of this material in addition to its difficulty led to their reluctance and unwillingness to study it. Further, the absence of a specialized teacher in the subject of Prosody or who does not have sufficient experience or information to qualify him to teach this subject has led to increasing the complexity and difficulty for students; the lack of using modern methods, and to the failure to keep pace with the development of teaching methods and relying on methods that emphasize automatic memorization without understanding and comprehension; in addition to the negligence of oral tests, all of which lead to the weakness of students in understanding poetic measures meters and alms.

The study of Al-Halbawi (2008), which aimed to investigating the problems of teaching Prosody in the secondary stage in the Syrian Arab Republic. The study sample consisted of 300 students from public and private male and female schools, 56 teachers, and 8 educational counselors, and 10 poets. The study tools consisted of four questionnaires: a questionnaire for students suffering from problems of learning Prosody. It included the following fields: the objectives of teaching Prosody, the curriculum of teaching Prosody, the textbook, methods of teaching, teaching aids and evaluation methods. A questionnaire for teachers that included three additional paragraphs related to teachers' opinions on the number of classes and their suitability; the difficulty of the science of Prosody and the

abundance of its terminology. A questionnaire for educational counselors that included additional paragraphs related to the selection and rehabilitation of teachers and evaluation of the performance of teachers in the teaching of Prosody; and finally, a special questionnaire for poets that included two additional paragraphs related to the poet's desire to visit secondary schools to show his poetic experience; the role of Prosody in the development and refinement of the poet's talent. The study concluded to revealing a set of problems in learning the subject of Prosody among secondary students, adopting a negative attitude towards the textbook from students and teachers alike, and adopting a positive attitude towards the curriculum of Prosody and its contents.

The study of Zayer and Jabbouri (2005) aimed at defining the level of Prosody achievement among the students of Arabic language departments in the faculties of education in Baghdad governorate. The study sample consisted of 125 male and female students. To achieve the objectives of the study, the researchers applied an achievement test in the subject of Prosody. The results of the study showed a weak achievement level the level of achievement of the students of Arabic language departments in the subject of Prosody, and that the reasons for this weakness are due to the fact that Prosody does not receive sufficient importance in the Arabic language departments, in addition to the lack of interest of the books of literature, eloquence and criticism in information related to the subject of Prosody in matters such as poetic measures, meters, etc.; the lack of interest in the books of Prosody developing tendencies towards the subject of Prosody and their inability to achieve the ultimate goal of teaching Prosody which is to help students to know the measures and meters of poetry as well as the changes that occur.

The study of Abu Sneineh (2004), which aimed to identify the problems faced by students in the first secondary class in the literary stream in learning the subject of Prosody from the point of view of teachers. The study sample consisted of (222) male and female teachers from the directorates of education in Karak governorate. The researcher prepared the study tool which was a questionnaire for teachers to identify the problems faced by students in the first secondary class in the literary stream in the course of learning the subject of Prosody from the point of view of teachers and to know the reasons and suggestions for treatment. The study concluded with revealing a set of reasons that can be attributed to these problems, notably: lack of experience of the teachers of in the use of computers; lack of expansion in the teaching of Prosody; lack of using diverse sources of learning appropriate to enhance the direction of learning among students, and the existence of differences of statistical significance attributed to educational experience in the teaching methods for teachers with more than five years of experience.

AlHajari Study (1997) which aimed to identify the difficulties faced by high school students in the Sultanate of Oman in learning Prosody as seen by supervisors and teachers and ways of treating these difficulties. The study consisted of 39 supervisors of Arabic language and 153 male and female teachers of Arabic language in the secondary stage. In order to achieve the objectives of the study, the researcher prepared a questionnaire directed to the supervisors and teachers of the Arabic language. The study concluded that the most prominent manifestations of the weakness of Prosody of the students were to recognize the measures of free poetry, extract the positions of dissonance of the poetic line, distinguish between different measures of poetic meters,

and defining the name of the poetic meter of the line after cutting. Further, the study revealed a number of reasons that can be attributed to these difficulties related to the student, the most important of which are: the of the general language weakness of students, causing deficiency in reading poetry, as well as weakness in the skills of appreciating poetry. Moreover, the researcher presented a suggested scenario to treat the difficulties of teaching Prosody.

Al-Khazraji's study (1995) aimed at identifying the difficulties faced by teachers and students in teaching the subject of Prosody science in the Arabic language departments in the colleges of education and literature in Iraqi universities. The researcher used a questionnaire to achieve the objectives of the study. The study sample consisted of 44 teachers and 550 students from the departments of Arabic language in Iraqi universities. The study came out with several findings, including: insufficient time to teach this material, complex and inflexible methods of teaching the subject of Prosody, lack of the desire of students to study Prosody, and the absence of a teaching guide for the subject of Prosody. The researcher provided several recommendations to face these difficulties; the most important of which is to set clear teaching objectives for the subject of Prosody, increase the years of teaching this article, and establish audio labs in Arabic language departments to teach Prosody to train students on the art of audio cutting.

**The review of previous studies shows that:**

1. The studies presented differed in addressing the difficulties and problems of teaching the subject of Prosody. Some of them addressed the problems and difficulties of teaching Prosody in the Arabic language departments in universities: the studies of AlHelew (2017), Al-Saidi (2014) and Al-Khazraji (1995). Others dealt with the problems and difficulties of teaching Prosody in secondary schools: the studies of Al-Halbawi (2008), Abu Sneineh (2004), and AlHajari (1997); and one study dealt with the attitudes of students towards the study of the subject of Prosody, (Jabr and Hamidi, 2015); one study tackled the level of the achievement of Prosody among students of Arabic language departments, the study of Zayer and Jabouri (2005).
2. The researchers benefited from the previous studies in the preparation of the study tool, and in comparing and interpreting the findings of the study.
3. This study is distinguished from the previous studies as follows:
  - a. It dealt with the difficulties of studying and teaching Prosody in Jordanian public and private universities from the point of view of teachers and students.
  - b. It dealt with the difficulties of studying and teaching Prosody in Jordanian universities through six fields: objectives, students, teachers, nature of Prosody, methods of teaching, evaluation and tests.
  - c. It is the first study that dealt with the difficulties of studying the subject of Prosody and teaching it in the Jordanian public and private universities from the point of view of teachers and students to the limits of the information and knowledge of researchers.

**Method and procedures**

**\* Study Method:**

The researchers used the descriptive analytical approach due to its suitability to the study objectives.

**The study community and its sample:** The study society consisted of the teachers of Prosody in Jordanian public and private universities, and students who study in Arabic language departments in Jordanian public and private universities. The study sample consisted of the following:

- a. **Faculty members:** All teachers who teach The subject of Prosody at Yarmouk University, Jadra University, and Al-Bayt University in the first semester of the academic year 2018/2019, the number is 19 male and female teachers.
- b. **Students:** include the students who study the subject of Prosody at Yarmouk University, Jadra University, and Al-Bayt University in the first semester of the academic year 2018/2019. The number is 214 male and female students, randomly selected in coordination with the teachers of the courses of Prosody. Table 1 shows the distribution of the sample members according to personal variables.

**Table 1**  
**Distribution of sample members according to personal variables (n = 233)**

<b>Variable</b>	<b>Level</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	<b>Male</b>	<b>88</b>	<b>37.8</b>
	<b>Female</b>	<b>145</b>	<b>62.2</b>
	<b>Total</b>	<b>233</b>	<b>100.0</b>
<b>University</b>	<b>Public</b>	<b>142</b>	<b>60.9</b>
	<b>Private</b>	<b>91</b>	<b>39.1</b>
	<b>Total</b>	<b>233</b>	<b>100.0</b>
<b>Academic Status</b>	<b>Student</b>	<b>214</b>	<b>91.8</b>
	<b>Faculty Member</b>	<b>19</b>	<b>8.2</b>
	<b>Total</b>	<b>233</b>	<b>100.0</b>

### Study tool:

The researchers prepared a questionnaire to determine the degree of difficulties in the study of the science of Prosody in the Arabic language departments in Jordanian universities from the point of view of teachers and students, where the educational literature and studies that dealt with the difficulties and problems of studying the subject of Prosody in schools in general and in universities in particular were reviewed.

The study tool consisted of two parts:

**The first part:** consists of personal data relating to gender, academic status, and the nature of the university.

**The second part** consists of 50 paragraphs representing the difficulties of studying the subject of Prosody in Jordanian universities from the point of view of teachers and students in the Arabic language departments in Jordanian universities divided into six fields: objectives, teachers, students, nature of Prosody, evaluation and tests, methods of teaching. A 5-step scale was used to correct the responses to the paragraphs, where each of the responses was given: (very high, high, medium, weak, very weak) and grades: 1,2,3,4,5 respectively. The score of the student who took the exam is calculated by collecting the scores on each dimension and collecting his/her scores on all dimensions to obtain the total score of the questionnaire. The total score of the examinee ranges from 50-250. As for the limits adopted by this study when commenting on the arithmetic mean of variables In the study form, the researchers adopted three levels:

- The degree of availability is low from (1 - less than 2.33)
- The arithmetic mean availability degree is from (2.33 - less than 3.67)
- The degree of availability is higher than (3.67 - less than 5.00).

### Validity of the tool:

The tool was presented in its initial form to a number of arbitrators with expertise and specialization in Arabic language and literature, curricula and methods of teaching Arabic language, and measurement and evaluation at Jadra University, Yarmouk University and Al-Bayt University to determine the validity of the paragraphs of the tool, their association to the fields for which they have been developed, and to ensure the linguistic wording of the paragraphs. The two researchers have benefited from the arbitrators' observations in the modification of the wording and the linguistic construction of the paragraphs. Some of them were amended and others were deleted. In the light of their observations, the tool was adopted in its final form.

### Stability of the tool:

To verify the stability of the study tool, the researchers applied the study tool to a sample of 30 students and faculty members from outside the original study sample. The researchers then applied the Kronbach alpha formula to all fields of the study field. The value of Kronbach Alpha (0.87) Is a good ratio for the purposes of generalizing the findings of the current study. Table (2) shows the stability coefficients of the study variables.

**Table (2)**  
**Stability coefficients ( $\alpha$ -Cronbach) for all subjects of the study and tool as a whole**

Number	Field	Coefficient (Cronbach alpha)
1.	Goals	0.82
2.	Teachers	0.88
3.	Students	0.82
4.	Nature of the subject of Prosody	0.81
5.	Teaching methods	0.83
6.	Evaluation and tests	0.82
The tool as a whole		0.87

**Procedures for applying the study:**

The study was applied according to the following steps:

1. Preparing the study tool and verifying its validity and stability.
2. Distributing the tool to the study sample members of the students and teachers at the universities of Jadra, Yarmouk and Al-Bayt; and asking them to fill the tool in accordance with their points of view on the subject of the tool and its various fields, either very large which takes five grades, to a large degree which takes four grades, to a medium degree which takes three grades, to a low degree grades two grades or to a very low degree which takes one grade.
3. The forms were collected, written down, and entered into the computer to conduct the appropriate statistical processes for the study questions using the software package SPSS.

**Study variables:**

The study examined the following variables:

**Independent variables:**

- **University:** It has two levels (government, private)
- **Academic status:** It has two levels (**faculty member, student**)
- **Gender:** It has two categories (male, female).

**The dependent variable:** the degree of difficulties of studying Prosody in Arabic language departments from the perspective of teachers and students in Jordanian universities.

**Statistical processing:**

The following statistical processes were used for the answers to the study questions:

1. The arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the fields of the tool and the tool as a whole, which aim to identify the difficulties of studying the subject of Prosody in the Arabic language departments in Jordanian universities from the points of view of students and teachers.
2. T-Test Independent Samples Test was used to find out if there were differences in the identification of difficulties in the study of the subject of Prosody due to the gender, university, academic situation variables and interaction among them.

**The findings of the study:** The following is a presentation of the findings of the study aimed at identifying the difficulties of studying the subject of Prosody in the Arabic language departments in the Jordanian universities according to the following questions:

- **First: Findings related to the first question: What are the difficulties of studying and teaching the subject of Prosody in the Arabic language departments in Jordanian universities?**

To answer this question, the arithmetic means and the standard deviations were extracted for the estimates of the subjects of the study sample on the fields of the tool and the tool as a whole, which aimed to identify the difficulties of studying and teaching the subject of Prosody in the Arabic language departments in Jordanian universities.

**Table (3)**  
**The arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the fields of the tool and the tool as a whole are ranked in a descending order according to the arithmetic mean (n=233)**

Rank	Number	Field	Arithmetic mean	Standard Deviation	Rating
1.	4	Nature of the subject of Prosody	3.18	0.94	Medium
2.	3	Students	3.12	0.93	Medium
3.	1	Objectives	3.07	0.91	Medium
4.	2	Teachers	3.06	0.94	Medium
5.	6	Evaluation and tests	3.05	1.02	Medium
6.	5	Teaching Methods	3.04	1.00	Medium
The tool as a whole			3.09	0.79	Medium

Table 3 shows that the arithmetic means for the estimates of the study sample on the sample tool ranged between (3.04 - 3.18) with a medium arithmetic mean score for all fields. Further, Table (3) shows that the ranking of the study fields according to the arithmetic means was as follows: The field of "the nature subject of Prosody" came first with an arithmetic mean of 3.18; in the second place was "the students" with an arithmetic mean of 3.12; in the third place came the field of "objectives" with an arithmetic mean of 3.07; in the fourth place came the field of "teachers" with an arithmetic mean of 3.06; in the fifth place came the field of "evaluation and tests" with an arithmetic mean of 3.05; and the sixth last place was the field of "teaching methods" with an arithmetic mean of 3.04.

This indicates that the level of difficulties in studying the subject of Prosody in the Arabic language departments in Jordanian universities came medium, and that the difficulties related to the nature of the subject of Prosody have been ranked first from the perspectives of students and teachers. This shows that students and teachers in the Arabic language departments in Jordanian public and private universities believe that the most

important difficulty in studying Prosody is related to the nature of the content of the subject of Prosody, and this finding is consistent with the study of Salah (2009).

In order to study the difficulties of studying the subject of Prosody in the Arabic language departments in the Jordanian universities in detail, the researchers extracted the arithmetic means and the standard deviations for the estimates of the subjects of the study sample on the paragraphs of each field of the study tool separately. The findings are as follows:

**Field I: Objectives.**

**Table (4)**

The arithmetic means and standard deviations of the estimates of the subjects of the study sample on the paragraphs of the field of "objectives" are ranked descending according to the arithmetic mean (n = 233)

<b>Ran k</b>	<b>Numb er</b>	<b>Paragraph</b>	<b>arithme tic mean</b>	<b>Standa rd deviati on</b>	<b>Evaluati on degree</b>
1.	2	Most students do not know the objectives of teaching Prosody	3.19	1.06	Medium
2.	4	The general objectives of teaching Prosody are not changed to behavioral objectives	3.18	1.20	Medium
3.	3	Students lack awareness of the objectives of teaching Prosody and linking it to other language branches	3.15	1.06	Medium
4.	6	The objectives do not show the importance of Prosody in the scientific and practical life of students	3.14	1.18	High
5.	1	The objectives of teaching Prosody are unclear	3.07	1.20	Medium
6.	10	The goals do not develop students' ability	3.06	1.28	Medium

		<b>to read poetry in a musical reading</b>			
<b>7.</b>	<b>8</b>	<b>Lack of interest in linking the objectives of the teaching of Prosody with the ancient and contemporary literary heritage</b>	<b>3.00</b>	<b>1.23</b>	<b>High</b>
<b>8.</b>	<b>9</b>	<b>Lack of interest of the objectives in developing the talents of the creative students in the field of Prosody and poetry</b>	<b>2.99</b>	<b>1.23</b>	<b>Medium</b>
<b>9.</b>	<b>5</b>	<b>The objectives do not develop the aesthetic taste skills for poetic texts</b>	<b>2.97</b>	<b>1.18</b>	<b>High</b>
<b>10.</b>	<b>7</b>	<b>The objectives are not linked to the reality of teaching Prosody</b>	<b>2.96</b>	<b>1.21</b>	<b>High</b>
<b>"Objectives" as a whole</b>			<b>3.07</b>	<b>0.91</b>	<b>Medium</b>

Table 4 shows that the statistical arithmetic means of the respondents' estimates on the "objectives" field ranged between (2.96-3.19) with an arithmetic mean rating medium for all of the paragraphs. In the first rank was paragraph 2 which read: " Most students do not know the objectives of teaching Prosody"; while the last ranked was paragraph (7), which read: "The objectives are not linked to the reality of teaching Prosody". The arithmetic mean of the field as a whole was (3.07) with an arithmetic mean rating medium. This indicates that it is important for teachers to introduce students to the objectives of teaching the basic subject of Prosody, which aims to develop the ability of students to read poetry musically, develop their abilities on the skills of aesthetic taste of poetry texts, and develop the talents of creative students in the field of Prosody and poetry. This finding agrees with the studies of AlHelew (2017), Saidi (2014), and Halabawi (2008).

Field 2: the teacher

Table (5)

The statistical arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the paragraphs of the "teacher" field are ranked in a descending order according to the mean (n = 233)

Rank	Number	Paragraph	arithmetic mean	Standard deviation	Evaluation degree
1.	6	Lack of interest of some teachers to develop the tendencies of students towards Subject of Prosody	3.17	1.11	Medium
2.	5	Not enriching some lectures with examples	3.15	1.30	Medium
3.	3	Lack of positive interaction between teachers and students	3.06	1.24	Medium
4.	4	Some teachers do not link the subject of Prosody to literary texts	3.04	1.27	Medium
5.	7	Lack of interest of some teachers in individual differences among learners	3.03	1.14	Medium
6.	2	Some teachers are weak in conveying the scientific material	2.99	1.27	Medium
7.	1	Some teachers are not proficient in the skills of the science of Prosody	2.97	1.26	Medium
The field of "teacher" as a whole			3.06	0.94	Medium

Table 5 shows that the arithmetic means of the estimates of the subjects of the sample for the "teacher" field ranged between (2.97-3.17) with an arithmetic mean rating medium for all of the paragraphs. The first rank was for paragraph 6, which stated that "Some

teachers are weak in conveying the scientific material"; while the last ranked was paragraph 1, which stated that "Some teachers are weak in conveying the scientific material". The arithmetic mean of the field as a whole was 3.06 with a medium rating degree. This emphasizes the importance of the role of teachers in developing positive tendencies and attitudes in students towards the subject of Prosody to make their learning more effective; the need to focus on exercises and practical applications rather than on theoretical explanation and indoctrination; to assign the teaching of Prosody to teachers who possess the skills of Prosody and have the ability to convey the material to learners. This finding is consistent with the study of Jabr and Hamidi (2015), Al-Saidi (2014), Halbawi (2008) and Abu Sneineh (2004).

**Field 3: Students**

**Table (6)**

**The statistical arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the fields of the "students" ranked in a descending order according to the arithmetic mean (n = 233)**

<b>Ran k</b>	<b>Numb er</b>	<b>Paragraph</b>	<b>arithme tic mean</b>	<b>Standa rd deviati on</b>	<b>Evaluati on degree</b>
1.	9	The inability of students to distinguish between some of the meters for the similarity of their measures	3.28	1.21	Medium
2.	1	The weakness of students' desire to study the subject of Prosody	3.24	1.16	Medium
3.	10	Non-reading of the students of rhymed or measured poetry	3.18	1.29	Medium
4.	8	Students do not have musical ears to help them to cut off Prosody	3.16	1.25	Medium
5.	2	Lack of students' participation in discussions and questions within the classroom	3.14	1.16	Medium

6.	7	Lack of students' reading of relevant resources	3.13	1.22	Medium
7.	4	Lack of references and appropriate resources that help students understand the subject of Prosody	3.06	1.20	Medium
8.	5	Most students believe that the subject of Prosody is a secondary subject that they do not benefit from in the future	3.04	1.21	Medium
9.	6	Lack of activities that motivated students to participate and interact with the lesson of Prosody	2.98	1.26	Medium
10.	3	Crowding within the classroom limits their participation in the lesson	2.97	1.27	Medium
<b>The field of "student" as a whole</b>			<b>3.12</b>	<b>0.93</b>	<b>Medium</b>

**Table 6** shows that the statistical arithmetic means of the sample's estimates for the field of "students" ranged between 2.97-3.28 with an arithmetic mean rating 'medium' for all of the paragraphs. In the first rank was paragraph 9 that read: "The inability of students to distinguish between some of the meters for the similarity of their measures"; while the last rank was given to paragraph 10, that read: "Crowding within the classroom limits students' participation in the lesson". The arithmetic mean of the field as a whole is 3.12 with a 'medium' rating degree. This shows the importance of giving more attention to the teaching of Prosody, and teaching it in more than one academic year in a simple way so as not to surprise the student in the higher grades at school; increase courses in universities for students of the Arabic language departments. Further, this highlights the importance of teachers' role in stimulating students' tendencies to study Prosody. The findings are in line with the study of Jabr and Hamidi (2015), Saidi (2014), Zayer and Jabouri (2005), Abu Sneineh (2004), AlHajari Study (1997) and Khazraji (1995).

**Field 4: the nature of the subject of Prosody**

**Table (7)**

The statistical arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the paragraphs of the "nature of the material of Prosody" ranked in a descending order according to the arithmetic mean (n = 233)

<b>Ran k</b>	<b>Numb er</b>	<b>Paragraph</b>	<b>Arithmeti c mean</b>	<b>Standa rd deviati on</b>	<b>Evaluati on degree</b>
1.	2	Large number of Prosodic terms and convergences	3.28	1.24	Medium
2.	3	Multiple poetic circles and meters and the similarity of their measures	3.24	1.27	Medium
3.	6	Lack of differentiation between the subject of Prosody and the science of Prosody	3.22	1.25	Medium
4.	7	Lack of time allocated for Prosody lessons	3.20	1.23	Medium
5.	1	Difficulty of the curriculum of Prosody	3.16	1.30	Medium
6.	8	Lack of marks assigned to Prosody in examinations	3.15	1.13	Medium
7.	5	Difficulty of writing and cutting Prosody	3.13	1.28	Medium
8.	9	The novelty of Prosody information for the student as he studies it in the secondary stage only	3.12	1.12	Medium
9.	4	The rigidity of Prosody compiling	3.11	1.24	Medium
The "field of the nature of the subject of Prosody" as a whole			3.18	0.94	Medium

Table (7) shows that the arithmetic means of the estimates of the sample members on the fields of the "The field of the nature of the subject of Prosody" ranged between 3.11-3.28 with an arithmetic mean rating 'medium' for all of the paragraphs. In the first rank was paragraph (2), which read: "Large number of Prosodic terms and their convergences"; while in the last rank came paragraph 4, which read: "The rigidity of Prosody compiling". The arithmetic mean of the field as a whole was (3.18) reached an arithmetic mean with a 'medium' rating degree. This indicates the importance of simplifying the science of Prosody; decreasing the many terms related to the subject of Prosody; the need to increase the number of lessons allocated for teaching it, and increasing the marks assigned to it in the examinations. This result is consistent with the studies of Jabr and Al-Humaidi (2015); AlSaidi (2014); Abu Sneineh (2004) and AlHajari (1997).

**Field 5: Teaching Methods**

**Table (8)**

**The arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the fields of "teaching methods" ranked in a descending order according to the arithmetic mean (n = 233)**

<b>Ran k</b>	<b>Numb er</b>	<b>Paragraph</b>	<b>Arithmeti c mean</b>	<b>Standa rd deviati on</b>	<b>Evaluati on degree</b>
1.	6	<b>Lack of use of modern educational techniques in teaching</b>	3.10	1.23	Medium
2.	7	<b>Weak attention to the vocal aspect when teaching Prosody</b>	3.08	1.21	Medium
3.	5	<b>Weakness and lack of extracurricular activities</b>	3.07	1.31	Medium
4.	1	<b>Most teachers use the instructional method in teaching</b>	3.06	1.17	Medium
5.	8	<b>Some teachers follow teaching methods that emphasize automatic memorization without understanding and application</b>	3.03	1.26	Medium
6.	3	<b>Weak ability of some teachers to stimulate</b>	3.01	1.18	Medium

		students			
7.	4	The inability of the teaching methods used to create the element of suspense and stir the motivation towards the subject of Prosody	3.00	1.18	Medium
8.	2	Absence of teaching methods based on analysis and application	2.97	1.16	Medium
<b>The field of "teaching methods" as a whole</b>			<b>3.04</b>	<b>1.00</b>	<b>Medium</b>

Table (8) shows that the arithmetic means of the estimates of the sample members on the fields of "teaching methods" ranged between (2.97-3.10) with an arithmetic mean rating 'medium' for all the paragraphs. In the first rank was paragraph (6), which read: "Lack of use of modern educational techniques in teaching", while the last ranked was paragraph (2), which read: "Absence of teaching methods based on analysis and application". The arithmetic mean of the field as a whole was (3.04) with a 'medium' rating degree. This shows that the lack of the use of modern educational techniques in teaching the subject of Prosody is one of the most prominent of the difficulties in studying the Subject of Prosody, in addition to the problem of the weakness of some teachers' ability to find the element of thrill in the students. Further, the teachers apply teaching methods that lack the elements of analysis and application. This finding is in consistency with the studies of AlHelew (2017), the Jabr and Hamidi (2015), AlSaidi (2014), AlHalabawi (2008), and Khazraji (1995).

**Field 6: Evaluation and Testing**

**Table (9)**

**The statistical arithmetic means and the standard deviations of the estimates of the subjects of the study sample on the paragraphs of the field of "assessment and tests" are arranged in a descending order according to the arithmetic mean (n = 233)**

<b>Ran k</b>	<b>Numb er</b>	<b>Paragraph</b>	<b>Arithmeti c mean</b>	<b>Standa rd deviati on</b>	<b>Evaluati on degree</b>
<b>1.</b>	<b>1</b>	<b>Tests do not develop creative abilities and stand at the level of knowledge and memory</b>	<b>3.12</b>	<b>1.28</b>	<b>Medium</b>
<b>2.</b>	<b>6</b>	<b>Test questions do not consider the elements of thinking and creativity</b>	<b>3.09</b>	<b>1.23</b>	<b>Medium</b>
<b>3.</b>	<b>2</b>	<b>Lack of attention to individual differences when formulating questions</b>	<b>3.06</b>	<b>1.17</b>	<b>Medium</b>
<b>4.</b>	<b>4</b>	<b>Reliance on written tests and negligence of oral examinations</b>	<b>3.05</b>	<b>1.25</b>	<b>Medium</b>
<b>5.</b>	<b>5</b>	<b>Not adopting an objective criterion for class setting when correcting</b>	<b>3.04</b>	<b>1.26</b>	<b>Medium</b>
<b>6.</b>	<b>7</b>	<b>Lack of questions in the scientific methods in formulation and arrangement</b>	<b>3.03</b>	<b>1.25</b>	<b>Medium</b>
<b>7.</b>	<b>3</b>	<b>Some teachers put unclear questions</b>	<b>2.97</b>	<b>1.20</b>	<b>Medium</b>
<b>The field of "Evaluation and Testing" as a whole</b>			<b>3.05</b>	<b>1.02</b>	<b>Medium</b>

Table (9) shows that the arithmetic means of the estimates of the sample members on the paragraphs of the field of "evaluation and testing" ranged from 2.97 to 3.12 with an arithmetic mean rating 'medium' for all of the paragraphs. In the first rank was paragraph 1, which read: "Some teachers put unclear questions", and the arithmetic mean of the field as a whole reached (2.97) with a 'medium' rating degree. This indicates that the tests prepared by Prosody teachers are not able to develop the creative and thinking abilities of

students because of their focus on measuring the student's ability to memorize and repeat. Further, the findings indicate that the tests do not take into account individual differences among learners. Tests should take into account the individual differences among students; the tests should be sensitive to individual differences among students rather than being directed to one class of learners; the tests should be clear in terms of language phrasing and clarity of what is required; and finally, the process of correcting the tests should be objective. This result is consistent with the studies of AlHelew (2017) AlSaidi (2014).

- **Secondly: Findings on the second question: Are there statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the opinions of the sample of the study about the difficulties of studying the subject of Prosody in the Arabic language departments in Jordanian universities due to the variables (gender, university, academic situation)?**

In order to answer this question, the statistical arithmetic means and standard deviations were extracted for the estimates of the sample of the study sample on the difficulties of studying The subject of Prosody in the Arabic language departments in the Jordanian universities according to the variables (gender, university, academic situation). The Independent Samples T- , Tables (10-12) illustrate this.

**Table (10)**

**The statistical arithmetic means and the standard deviations of the estimates of the sample of the study sample on the difficulties of studying and teaching The subject of Prosody in the Arabic language departments in the Jordanian universities according to the gender variable and the findings of the application of the Independent Samples T-Test.**

Field	Male		Female		T	Statistical significance
	Standard deviation	Standard Mean	Standard deviation	Standard Mean		
objectives	3.02	0.88	3.10	0.93	0.66	0.51
Teacher	3.02	0.91	3.08	0.95	0.52	0.60
Students	2.97	0.95	3.21	0.92	1.87	0.06
Nature of The subject of Prosody	3.18	0.93	3.17	0.95	0.06	0.96

Teaching methods	3.11	1.04	2.99	0.97	0.89	0.37
Evaluation and Tests	3.05	0.99	3.05	1.04	0.01	0.99
The tool as a whole	3.06	0.81	3.11	0.78	0.48	0.63

Table (10) shows that there are no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the opinions of the sample of the study about the difficulties of studying the subject of Prosody in the Arabic language departments in the Jordanian universities due to the gender variable. This is due to the fact that the male and female students and teachers of the study sample live in one society, in similar social circumstances, and study in similar educational conditions, so that there are no statistically significant differences.

**Table (11)**

**The statistical arithmetic means and the standard deviations of the estimates of the sample members of the study sample: Difficulties in studying the subject of teaching and teaching in the Arabic language departments in the Jordanian universities according to the university variable and the findings of the application of the Independent Samples T-Test**

Field	Male		Female		T	Statistical significance
	Standard mean	Standard deviation	Standard mean	Standard deviation		
<b>objectives</b>	3.07	1.00	3.07	3.07	0.03	0.97
<b>Teacher</b>	3.03	1.00	3.10	3.10	0.52	0.60
<b>Students</b>	3.04	0.99	3.24	3.24	1.57	0.12
<b>Nature of The subject of Prosody</b>	3.18	1.03	3.18	3.18	0.02	0.98
<b>Teaching methods</b>	3.04	1.06	3.04	3.04	0.01	0.99
<b>Evaluation and Tests</b>	3.07	1.12	3.02	3.02	0.39	0.70
<b>The tool as a whole</b>	3.07	0.88	3.11	3.11	0.36	0.72

Table (11) shows that there are no statistically significant differences at the level of ( $\alpha 0.05$ ) between the opinions of the sample members of the study about the difficulties of studying the subject of Prosody in the Arabic language departments in the Jordanian universities due to the variable of the university. This is due to the fact that the members of the study sample of teachers and students, whether in public or private universities, live in one society, in similar social conditions, and study in similar educational conditions, so it is natural that there should be no statistically significant differences.

**Table (12)**

**The statistical arithmetic means and standard deviations of the estimates of the sample of the study sample on the difficulties of studying and teaching The subject of Prosody in the Arabic language departments in the Jordanian universities according to the academic situation variable and the findings of the application of the Independent Samples T-Test**

Field	Male		Female		T	Statistical significance
	Standard mean	Standard deviation	Standard mean	Standard deviation		
<b>objectives</b>	3.04	0.92	3.46	0.62	1.97	0.05
<b>Teacher</b>	3.04	0.96	3.29	0.55	1.14	0.26
<b>Students</b>	3.12	0.94	3.05	0.84	0.32	0.75
<b>Nature of The subject of Prosody</b>	3.16	0.97	3.37	0.52	0.95	0.34
<b>Teaching methods</b>	3.02	1.01	3.26	0.78	1.03	0.31
<b>Evaluation and Tests</b>	3.04	1.04	3.16	0.80	0.47	0.64
<b>The tool as a whole</b>	3.07	0.81	3.27	0.56	1.04	0.30

Table (12) shows that there are no statistically significant differences in the level of significance ( $\alpha \leq 0.05$ ) between the opinions of the sample members of the study about the difficulties of learning and teaching the subject of Prosody in the Arabic language departments in the Jordanian universities due to the variable of the academic situation. This is due to the fact that the sample members of teachers and students studied in schools and universities that are somewhat similar, and faced the same difficulties in studying Subject of Prosody. Therefore, it is natural that there should be no statistically significant differences.

**Recommendations:**

1. The necessity of paying attention to familiarize students in advance about the objectives of teaching the subject of Prosody because of the importance of this in stimulating their motivation to study it.
2. Assigning the task of teaching the subject of Prosody to teachers who have talents and interests in poetry and music, and have positive trends towards teaching it.
3. Starting teaching the subject of Prosody from the basic stage in a simple way, so as not to surprise the student in the secondary and university stages.
4. interest in simplifying The subject of Prosody by simplifying complex Prosody terms.
5. Taking interest in the use of modern teaching techniques in the teaching of Prosody especially language labs.
6. Staying away from traditional teaching methods based on conservation and indoctrination, and focus on teaching methods based on practical, creative and creative applications.

7. Varying the methods of evaluation and tests so that they are not
8. limited to written tests, paying attention to oral tests.

**References:**

- Al-Saeedy ,Nisreen Qasim Abderrda 2014. Constructing a Guide for Teaching Prosody in the Light of the Difficulties Faced by Students and Teachers in the Colleges of Basic Education in the Universities of Middle Euphrates . *Journal of the Faculty of Basic Education University of Babil* .no 15, (march) : 377-407.
- Al- Azzawi, Nidal Mozahem Rasheed . 2017 . *Compass of Arabic lang Uage Teaching* .Amman: Dar Ghaida for Publishing and Distribution.
- Al- Halo , Alaa Fathi Alawi. 2017. " Problems Teaching and Learning Prosody with Students in Palestinian Universities from the point of view of the Lecturers and their Students and imagine a proposal for their treat mint" . Master Thesis unpublished faculty of education Baghdad university.
- Al- sayyid, Mahmoud Ahmad .2017. *Methods of Teching Arabic language*, part 2, Damascus University . Damascus University Press.
- Al-Bajja,Abdelfattah Hassan. 2010. *Methods of Arabic Language Skills and Literature*. Edition 3. Al-ain ,United Arab Mmarates , University Book House .
- Al-Hajai ,Heal Led Saeed Ibn Mohammad. 1997." The Difficulties of Teaching Prosody in the Secondary Stage in the Sultanate of Oman Diagnose and Ttreatment", master thesis unpublished, Faculty of Educational Sciences ,University of Sultan Qaboose.
- Al-halbawi ,Nabil .problems of teaching prosody in the secondary stage in Syrian Arab republic( a field study in high schools in the governorates of Damascus and the countryside of Damascus university of Damascus journal,volume24 first lessee 2008page 386-563 .
- Al-Halaq Ali Sami 2019.*Reference in Teaching Arabic Languge Skills and Sciences* .Edition2. Beirut: Alhaditha Books.
- Al-Rikabi ,Jawdat 2000 . *Methods of Teaching Arabic Language*. Eedition 2. Damascus: dar alfikr .
- Ashoor Ratib Qasim, and aL-Hawamdeh,Mohammad .2009. *Arabic language Arts and its Teaching Methods Between Theory and Practice*. Irbid: the world of modern book .
- Ibn Jinni ,Abo al- Fateh Othman al-nahwi . *prosody book*. achieved by Ahmad Fawzi Alhaib 1989. Kuwait: Dar al-Qalam .
- .Jabr ,Saad Mohammad and Homaidy ,Esmail Mousa .2015 . The Attitudes of the Students of the Faculty of Education - Department of Arabic language in the subject of Prosody in the Morning and Evening periods of study . *Journal of the Faculty of Basic Education for educational and human sciences*,university of babel ,Issue 15, (feruary): 606-616.
- Salah ,Jawad Salah .2009. :Evaluation Study of the Curriculum of Prosody in the Secondry Stage in Gaza governorutes from the view of Teachers of Arabic Language". master thesis unpblished, faculty of education, gaza Islamic university .

- Suneinah Nedal Eid . 2004. "Prosody Learning Problems of First Grade literary Secondary reasons ways to treat it from the view of Teachers." master thesis unpublished . Mutah University Jordan
- Zaggut ,Mohammad 2013. *The leader in Arabic Language Teaching* .Edition 3 .Gaze: Islamic universe sity .
- Zayir ,Said Ali ,and Al-Jabbori Qais Sabah Naser 2005. Level of Collection of Prosody among Students of Arabic Language Department at the Faculty of Education, *Journal of faculty of Education*. Issue (2) : 152-164.