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Editorial board members

Advisory Body

A. Prof. Dr. Jamil AL- Hoshan
Jameel.hoshan@yahoo.com
00963949081458
University of Damaskus
Syrien

Prof. Dr. Ghassan AhmedKhalaf
Educational sociology
gkhalaf2000@yahoo.com
00963988887540
University of Damaskus
Syrien

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009647719853301
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009647716905341
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0021069785672
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redhouane-chafou@univ-eloued.dz
00213656478728
Algeria

الدكتور/ أحمد سعيد ناصر الحضرمي
الأختصاص: إدارة تربوية
asnh7887@gmail.com
0096894873666
مساعد مدير تنمية الموارد البشرية بديوان
البلاط السلطاني
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Prof. Dr. Sultan Mohammed
Matematik, Faculty ofEducation
Ssalkhadi412@yahoo.com
00963957574157
University of Damaskus
Syrien

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Economic Sciences
amer_zaia@yahoo.com
009647702693941
Economic Researcher -Iraq

Prof. Dr. Thya AL – Eibodi
thyambc@yahoo.com
009647831527107
Thy kar University
Iraq

Auditors Linguists

English Language Checker

A.Prof. Hashim A. Mohammed
hashem_teacher@yahoo.com
009647802621440
University of Wasit
Iraq

Arabic Language Checker

Prof.Dr. Thya AL Eibodi
thyambc@yahoo.ccm
009647821527107
Thy kar University
Iraq

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Contact

Address: Dybendal Allé 12, 1. Sal, nr. 18 / 2630-Taastrup,(Copenhagen) -DENMARK
Website: www.neacademys.com
E -Mail: Journal@neacademys.com
E – Mail: HR@neacademys.com
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Journal procedures

Among the measures taken by the journal upon the arrival of the research are as follows:

1. The research is subject to scrutiny in the following respects:
   a. Ensure that the research is not extracted through a special program for this purpose.
   b. Ensure that the research is not published
   c. The publisher is required to sign an undertaking that the research is not published and not extracted and may not be published anywhere else.

2- After the initial approval of the research and its topic , send the researcher the initial approval specifying the publication fees and the date of publishing the research.

3. In the event of a refusal, the researcher shall be informed of this by an official letter stating the reason.

4. After the initial approval of the research the research is sent by official letter to arbitrators with the same jurisdiction as the title of the research, with a special form to evaluate the research from several aspects without mentioning the name and address of the publisher.

5. Within 14 days, the researcher gets the answer regarding his research, In the event that there are notes about the research, the search is repeated for the researcher in order to make the correction after that, final approval is sent to publish the research.

Terms of Publication

Conditions related to the researcher (publisher)

1- The research must be unpublished and not previously published anywhere else.

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5-

Technical conditions for writing Search

1. The number of search pages is not more than 30 pages of pieces (21 x 28) A4
2. For writing in Arabic, calligraphy is used **Simplified Arabic** At a scale of 14, the headline is written on a scale 16 bold type.
3. To write in English is used **Times New Roman** At a scale of 12, the title is written on a scale of 14.
4. The Arabic margin is written in scale 12 with the same type of font, while the English margin is written in scale 10 with the same type of font used.
5. Attached with the research abstracts key words (function), and be in both Arabic and English.
6. The number of references and sources should not exceed 5 pages.
7. Tables, drawings and figures must be (12 x 18) size.
8. References are written in the text in a manner **American Psychological Association. APA**

.Sources is arranged alphabetically at the end of the search according to the author's last name.

.All appendices are mentioned at the end of the paper after references.

Published in this issue **Index**

Prof. Dr. Kadum al-Addly
Editor-in-chief of the Journal of Northern Europe Academy for Studies & Research

In the name of God, the most gracious, the most merciful

Praise be to God, Lord of the Worlds, and prayers and peace be upon His Noble Messenger, Muhammad bin Abdullah, and upon his good and pure family, companions and followers until the Day of Judgment.

Then, the thirteenth issue of the Northern European Academic Journal is published, which includes seven research papers whose topics are divided between psychological, social, educational, political and linguistic fields.

The issue included a search for the consumer's purchase motives and the extent of his commitment to Islamic controls in consumption. The second topic came about the democratic transition in Sudan: challenges, opportunities and future prospects, As for the third research, it dealt with an educational problem related to the reasons for the low success rates for sixth secondary students (scientific and literary) from the teachers' point of view. And the fourth topic dealt with the public's demand for social networking sites during the quarantine period of the Corona pandemic from the point of view of site users in Algeria, Egypt and Saudi Arabia. The current issue is issued and the magazine has achieved a new achievement represented by entering the magazine into the international databases EBSCO, which achieves great protection for what is published in the magazine from the possibility of theft and also achieves for publishers a wide area of global spread and definition.

The magazine is still in its relentless quest to enter the global umbrellas (Scopas) and (Clarfit), which we hope to achieve in the near future, God willing.

Consumer's purchase motives and the extent of their commitment to Islamic controls in consumption
An analytical descriptive study by application on a sample of Khartoum state market goers

Prepared by

Dr. Abdul Qader Al Nour Babiker
Professor of Media and Public Relations, College of Communication Sciences - University of Gezira
Zoove1229@gmail.com

Abstract
The Sudanese consumer has suffered and still suffers from a lot of problems which face him during the procurement process, the research aims to highlight the inherent values of Islam which insure the procurement and enjoying goods within the frame of Islam controls and pillars, when the researcher surveys a sample conducting the field study and by using analytical descriptive approach the study is conclude several results most notably the advertisement is considered incentive and motive to a lot of consumers in procurement process moreover the majority of individuals in samples are not searching for the scientific information related to the good to identify it is advantage or disadvantage but they are looking for the extent to which it fulfils their personal desires and satisfies their physiological motives.
Most of individuals in sample believe that they spend their money in purchasing valueless things where as the consumption behavior of the majority of individuals in sample incline to massive overuse of soda, purchasing mobiles and accessories.

Keywords: motive to buy, consumption, Islamic controls.

An introduction:

The issue of marketing is one of the contemporary topics that have occupied the attention of experts and researchers, due to the development that the world is witnessing.

As a natural result of this development, the interest of industrial institutions and companies increased in the consumer, and they sought to produce goods that satisfy his needs, satisfy his desires and address his tendencies and ambitions.

The interaction of societies with the technological revolution that pushed the world towards development is inevitable. Especially in the matter of marketing products by institutions and their consumption by individuals in different societies.

The human soul is always inclined to search for repose, comfort, and serenity, and this leads to stirring the whims, desires and desires in it, so that it rages and leads to the impulse of its owner to continuously search for what satisfies its pleasure. Therefore, the Almighty God forbade us from going after what the souls desire and ordered us to monitor and control them.

The behavior of the Western or American consumer is determined based on his material capabilities, inclinations, trends and interests, in addition to some of his personal traits, that is, emotions in their various forms and some ideas control their purchase of products often.

As for the Muslim individual, Islam is a control for him and his purchasing behavior. Islamic teachings urge the Muslim to reach the limit of sufficiency and prohibit extravagance and wastefulness and call him to transcend himself and elevate his spirit in pursuit of what is with God and asceticism in this world, and thus the individual becomes balanced in his life, aware of his role towards himself and others.)

The Arab and Islamic societies are in dire need of scientific psychological research that leads to modifying the consumption pattern of these peoples. As for the Sudanese society, through the researcher's observations and observations, consumption patterns tend to be mostly in the negative direction. The society urgently needs to raise awareness on two tracks, The first is defining the purpose of buying and consuming discipline, while the second path is related to purchasing behavior and good handling of goods and foods only to the necessary extent without wasting or excessive eating and in buying goods and accumulating them without need, because the bad consumption habits that are currently spreading absorb and squander the proceeds of the national income It deprives society of economic development and prosperity.

Therefore, the research position in our Arab and Islamic world differs from that in Western countries, because as a developing country we strive for development in various fields "economic, social, human and other."

Therefore, the researcher believes that Arab research in the field of marketing should be purposeful and of an educational and awareness nature that encourages the individual to buy within the limits of his needs only and works to make him aware of the harm that can be inflicted on him and society when extravagance and wastefulness, and we have an example in Islam. Islam defines the conditions for buying and selling.

Research problem:

The motives that drive the consumer to buy are worthy of study, research and investigation. The connection of purchase motives with the level of individual income in society is necessary to help the individual to pay attention to priorities when making a purchase decision, which helps him to save because attention to resources and their maintenance and not wasting them leads to the renaissance of societies and this in turn leads to the renaissance of countries . The irrational consumption of goods affects the individual negatively and its effect is reflected on the society, because the Almighty God commands the members of society to cooperate, cooperate and touch each other's needs, and in order for the members of society to live in emotional integrity, Islam commands zakat and urges Muslims to give charity and spend for it.

The research problem is also that Sudan is one of the developing countries that suffer from a scarcity of agricultural and industrial production and imports most consumer goods from abroad, which requires rationalizing the consumption behavior of the

Sudanese consumer and spending within the limits of need, especially in light of the scarcity of resources and the absence of hard currencies.

Research hypotheses:

The research seeks to test the following hypotheses

1- Price is the most influential factor on the Sudanese consumer's payment to buy goods.

2- The researcher expects that there is a direct relationship between the advertisement of goods in an attractive manner and the consumer's purchase motives.

3- There is a statistically significant relationship between the effectiveness of public relations, personal selling, and consumer buying motives.

4- The researcher expects that most consumers will have emotional motives for buying, “that is, emotion in its various forms controls the purchase decision.”

5- The researcher expects that most of the monthly income is consumed and only a small part of it is saved

Research aims

The researcher sees the need to set goals as follows

A- General objectives: The general objectives are as follows:

1- To highlight the authentic values in Islam that guarantee the individual to buy and enjoy goods within the framework of the rules and foundations of Islam.

2- Clarify the essential differences between the motives of purchase in the Islamic and Western systems.

3- Orienting consumers' purchase motives and prioritizing them in line with the values and legislations of Islam.

4- Attempting to find a theoretical framework that links the purchase process with Islam, in order to achieve economic sufficiency and social justice.

b- Detailed objectives: As for the detailed objectives, they can be summarized as follows:

1- Determine the factors that drive the consumer to make a purchase decision.

2- Identifying the proportionality of consumers’ personal income with “spending and saving”.

3- Studying consumer attitudes towards the reputation of the producing companies, the quality of their goods and their brands.

4- Identifying the other influences that push the consumer to buy for the sake of imitation and imitation, and the consequences of that after completing the purchase process.

Research importance:

The researcher believes, through his follow-up to the research movement and its trends, that the issue of rooting has not received sufficient attention by researchers, whether at the level of graduate studies or research published in scientific journals.

The importance of studying consumer behavior and their motives for buying stems from the fact that it deals with the study of an important part of human behavior that is characterized by ambiguity, complexity, diversity and change. one person to another.

The importance of studying the motives of purchasing in Sudanese society can be considered, as it may extend in terms of influence from the individual consumer to the family as a unit of consumption and then to industrial and commercial institutions and projects and even to governments. In addition, the results of this study may benefit the individual in arranging his needs and desires according to his priorities, which It is determined by its material capabilities on the one hand, and its surrounding environmental conditions, “the family, the customs and traditions of society” on the other.

Research sample and method used

This research is limited to consumers in the state of Khartoum, and visitors to the markets of Afra and Al-Waha have been identified, where the motives for purchasing in this sample will be identified, and because the research community “consumers” cannot be known and their vocabulary can be adjusted in specific lists, the researcher found that the most appropriate types of samples are the random sample. The questionnaire will be applied to a sample of consumers of 300 individuals, which included a group of consumers in the markets of Khartoum, Bahri and Omdurman, with 100 questionnaires for each market.

As for the method, the researcher used the descriptive analytical method.

Who can benefit from this research:

There are many parties that can benefit from this research, among which the researcher mentions the following:-

A- Consumers:

- When consumers identify the motives for buying through a systematic scientific method, this enables them to determine the necessary aspects of spending and thus they are able to distribute income between spending, consumption and saving in reasonable proportions.

- Creating awareness among the consumer and providing him with information from the Noble Qur'an and the Prophet's guidance, which helps him in rationalizing his behavior.

B - Authority and the public:

Both the authority and the public benefit from this research in the following:

- Achieving the lofty goal of rationalizing spending and consumption in order to preserve the state's resources from waste and extravagance, which helps to provide resources that can assist in development and reconstruction.

The research that aims to identify the motives of buying and consuming reveals the problems that the consumer suffers from, and this helps the authority in developing appropriate solutions to those problems.

Providing information to some parties related to consumers, such as consumer protection associations, which helps them achieve their goals.

C- young people:

The Islamic rooting of the issue of marketing and its study of the motives and psychological influences that push young people to buy and consume works to awaken awareness among these young people and addresses their conscience and ideas when they buy.

- Resisting consumer-oriented advertisements, whose primary concern is to control the mind of the recipient, especially the youth, because they are the most attractive groups to such advertisements.

Marketing concept

Islamic concept of marketing:

Some believe that marketing is a newly born science, but it has existed and is known since the existence of our master Adam, peace be upon him, and Eve in Paradise, when the Almighty God addressed them by saying: That is, the optimal choice among the alternatives, which is the well-known marketing concept.

After those ages, Makkah Al-Mukarramah played an active role in the experience of bank credit among the Arabs, as it was an oasis of peace and security and the center of trade in the Arabian Peninsula before and after Islam. (To help the Quraysh * to make them feel the journey of winter and summer) (Surat Quraish verse 1 and 2) The Arabs used to return from Levant with Roman golden dinars, from Iraq with silver dirhams, and from Yemen with Himyarite dirhams, exchanged based on their weight and silver, and they dealt with it as a result of that. Commercial activity has three types of banking business:

Deposits: where merchants would deposit their money with people known to them for trust and loyalty, and the Prophet Muhammad, may God bless him and grant him peace, was known before the prophethood for trust and he was called the trustee, as the people of Makkah used to deposit their money and trusts with him, and when he migrated to Yathrib, Ali bin Abi Talib, may God be pleased with him, entrusted them with it. His face to return it to its owners.

2- Mudaraba: It is a short-term joint investment that aims to seize opportunities, especially by investing money in trade in return for a share of the profit.

3- Lending with interest, especially usury.

The concept of marketing: The word marketing is derived from the Latin term mercatus, which means market, and this Latin term, in turn, is derived from the Latin word mercari, which means merchant. (Alyan, 2000, 34)

There is a consensus among marketing theorists and practitioners that marketing practices in modern business organizations constitute more than two-thirds of the total commercial and non-commercial activities and events (Al-Taie et al., 2007: 9).

Therefore, marketing as a system of “discipline” and “practice” represents today one of the most prominent drivers of profit and non-profit work in various business organizations without exception.

Undoubtedly, marketing based on knowledge and awareness of markets, consumers, suppliers, the general public and the entire macro and micro environment in which the organization operates and interacts is modern marketing that has enabled thousands of businesses and individuals to achieve remarkable successes in various fields of work.

The American Marketing Association believes that marketing is the business activity that directs the flow of goods and services from the places where they are produced to where they are consumed, used or used.

In 2003 AD, the aforementioned association reconsidered this definition, as it stated in its latest publication that marketing is a systematic process that involves planning, implementing and controlling studied activities in the areas of formation, pricing, promotion and distribution of ideas, goods and services through exchanges that serve the goals of the organization and the individual.

The association did a good job when it replaced the first definition with a more comprehensive one, because the old concept of marketing gives the impression that marketing is a specific activity that is limited to the processes of distribution and sale.

A- A dynamic activity that begins before the production process.

B - A planned systematic process.

C - An exchange process.

D- An innovative process.

Marketing was also defined as a live activity that seeks to find the contented consumer and meet his needs according to the most accurate specifications in order to achieve satisfaction and thus loyalty.

This definition has a basic characteristic that marketing is a consumer-oriented activity in the first place, and is based on accurate knowledge of consumer needs and desires, and that satisfying needs through marketing activities is the essence of modern marketing.

The nature of the relationship between marketing and public relations

Marketing and public relations experts agreed that there is a direct correlation between marketing and public relations, but they differed in the nature of this relationship.

We can visualize five different models for this relationship, which are illustrated in the following figure:

The following is an explanation of these five models:

1. Separate but neutral functions "Model A"

Where marketing and relations are considered here as different in terms of concept and capabilities. Marketing originated mainly to sense the needs of the masses, serve and satisfy them, achieving a certain profit. As for public relations, it arose to create goodwill among the various masses of the company so that this does not interfere with the company's ability to achieve profits.

2 Equal but overlapping functions {Model B}

Here, marketing and public relations are viewed as two separate functions that have a common ground. This ground is represented by the following:

1/ Accurate and interestingly planned advertising of the commodity or its brand.

2/ Customer relations - the marketing men are experts in the sales process to customers, and the public relations men are experts in handling customer complaints after the completion of the sales process.

3 Marketing is the dominant function {Model C}

Here, public relations are viewed as being within the marketing departments, given that this function was created as a basis for facilitating the marketing of products.

4- Public relations is the predominant function {D model}

Here, marketing is viewed as a function attached to public relations, as the future of the organization depends mainly on the way the organization looks at its audience. Hence, it is the duty of the organization to meet the desires of these masses as much as possible, and to satisfy the desires of customers is part of this task, and this part is marketing and marketing cannot be left to make its way to a unit regardless of the results of that. Therefore, marketing must be placed under the supervision of public relations (the banker, seemed :).

5. Marketing and PR are equal {Model E}

Here, marketing and public relations are viewed as being similar in concept and methods, both concerned with the masses and markets.

The researcher believes that public relations is the predominant function, as marketing cannot be presented for many scientific justifications that cannot be mentioned, including that the Public Relations Department is the official spokesperson for the institution, and maintaining the institution’s reputation and position depends to a large extent on the work of the Public Relations Department. In addition to its ability to open new markets for marketing.

Public relations tasks in the marketing process:

Public relations, like sales promotion, consists of tools and public relations can be very effective, although it appears untapped to promote products, one reason is that public relations in a company operates a separate department not only marketing relations but also financial PR and private PR employees, government, and so on. So marketers should beg for resources from the PR department or deal with a separate PR agency (Kotler, 2004:17).

As PR loses some strength to build the company's brand, and as sales promotion grows larger than it should be, the company may realize greater potential in Marketing Public Relations.

The tasks of public relations in the marketing process under the compound word of letters is PENCILS, which are:

P = Publications . It deals with company areas, annual reports, and brochures that help clients...etc.

E = events . Sponsoring sports competitions, art events or trade fairs.

N = news. It means stories that support the company, its audience, and its products.

C = community involvement activities. It is about sharing time and money with the needs of the local community.

= identity media . It means stationery bearing the company's address, work cards, and clothing for the company's employees.

L = Lobbying activity. It means attempts to influence supporting legislation or cancel legislation and provisions that are not supportive of the company's business and activities.

S = social responsibility activities. It means building a good reputation for the company in terms of social responsibility.

Towards a new marketing:

If we go back to the events of the past, we can say that marketing, especially marketing between projects, has arisen and developed gradually and not suddenly. While fads and fantasies come and go, major and permanent changes and truly innovative methods do not occur more than once or twice in a decade. Nevertheless, valuable additions and changes do occur from time to time and often coexist side by side with each other (Wilson, 1996:15).

It's no wonder many CEOs complain that their marketing is ineffective. They see their companies spend a lot on marketing but get less done. One reason for this is that they spend so much on the same old style of marketing that they used to in the past (Kotler, 2004:17).

Antique marketing consists of the following practices:

Equality of marketing with sales.

Focusing on the customer's purchase demand and not on the care of the purchase

- Trying to make a profit from every collaboration with the customer rather than trying to make a profit by managing the customer's lifetime valuation.

- Setting prices based on observation of cost rather than target prices.

Planning for each of the communication tools separately rather than the integration of communication tools with each other.

Selling the product rather than trying to understand and satisfy the customer's real needs.

The old marketing thinking, fortunately, is now beginning to make way for new ways of thinking. Smart marketing firms develop customer knowledge, customer engagement techniques, and an understanding of customer economics. It invites customers to cooperate in product design. It is ready to offer flexible loans in the market, it uses targeted media and consolidates its marketing communications tools to deliver a consistent message through any client they come into contact with. It invests in more advanced technologies such as video conferencing, sales automation, software, web pages, Internet, intranets, and extranets.

It is easily accessible 24 hours a day on the customer's phone number or by e-mail It is more able to identify the most profitable customers and to set different levels of service It looks at distribution channels as a partner It is not an enemy, and finally, it has found ways to deliver superior value to customers (Wilson, 1996: 15).

Elements of the Islamic Marketing Mix (Internet, 2009)

The researcher believes that there are two elements of the Islamic marketing mix that must be addressed, as they are directly related to the subject of the research, namely:

1- Products:

The bank's choice of its products affects the elements of the marketing mix and other functional areas of the bank such as finance - production - operations - human resource management and others.

There are also dimensions of the product represented in:

Essence: It represents the set of basic benefits that the consumer aims to achieve from the purchase.

Actual product: It refers to the dimensions of quality, distinctive features, label and packaging, which play a major role in consumer behavior and the degree of preference for products over others.

Subsidized product: It refers to the set of services accompanying the product that give it a competitive advantage that affects the degree of consumer preference for one commodity over another.

As for the perspective of Islam, Islamic studies divide commodities on the basis of Islamic Shari’a rulings, and perhaps at the forefront of those rulings and values that Islamic Shari’a brought is that they came to allow the good and prohibit the evil, and that means dividing commodities on this basis, which does not exist in contemporary studies. Goods are either good or bad, with the presence of ranks and degrees for each of them. The origin of this division is the saying of God Almighty: (And He makes lawful for them the good and forbids them the evil) (Surat Al-A'raf, verse: 157).

Therefore, it can be said that it is the good products that should be the subject of research and study in marketing from an Islamic perspective, as they are the ones that may be produced, manufactured, and then distributed and consumed.

Product controls from an Islamic perspective

The product controls from the perspective of Islam are as follows:

The first rule: limiting the products to the department of good and halal goods and services. The Almighty said: (O people, eat of what is on the earth lawful and good) (Surat Al-Baqarah, verse 168).

So, what is permissible is that which has been negated by the prohibition ruling and is free of doubts. As for perfume, it is what is desirable in itself and is not harmful to bodies and minds, so there is no production except in this aspect because there is no consumption except in it.

In this regard, on the authority of Abu Hurairah, the Messenger of God (may God bless him and grant him peace) said: "God Almighty is good and only accepts that which is good" (Narrated by Muslim).

The second rule: the obligation of priority in identifying products

The selection of products and their specifications must be aimed at achieving the purposes of Sharia, and taking into account the conditions and conditions of society, in order to achieve the interests. It is worth noting that this classification and commitment have great importance and impact on the economy as a whole, and on the marketing process in particular, and this importance lies in the fact that leaving the absolute freedom of the market mechanism with the absence of legal controls in addition to the great disparity in income and wealth, all this will lead to the use of Inefficient and unjust resources, so that they do not meet the basic needs of the poor, while the rich are able to transfer scarce resources to satisfy their desires through their purchasing power (Internet 2009).

As for marketing from an Islamic perspective, it requires a continuous effort to apply Islamic standards in the production process, especially since the classification of goods and services is one of the many changing issues, and it requires that marketing research and information systems in Islamic marketing management receive a lot of attention.

The third rule: that the products express the real needs of the members of society:

Through this regulation, the balanced consumption of the Muslim individual appears with the possibility of eliminating luxury production, and the integration between the production and consumption processes in the Islamic system can be clearly seen. It also provides a completely suitable environment for marketing from an Islamic perspective, that distinct homogeneity in the Muslim community, as determining the real needs in society depends on the pattern of class formation, and the less the intensity of the class formation in society, the closer the structure of its needs to homogeneity and the Islamic society enjoys through Islamic values The social integration system has a clear advantage, which is reducing and dissolving class differences between its categories, and thus it will greatly facilitate the task of marketing in carrying out a more accurate and comprehensive classification, and all of this affects the effectiveness of the entire marketing system.

Pricing in Islam:

Pricing Estimating the price and the price is what the price is based on and collecting it.

The jurists differed in the definition of pricing, as Imam Al-Bahooti defined it, saying: “It is for the imam or his deputy to price the people a price and force them to sell with it, but Ibn Qadama defined it by the sultan or his deputy to estimate a price for people and force them to sell what he estimated.

Pricing: It is the ruler, his deputy, or any employee who is entrusted by the ruler with the task of pricing. Imam Al-Darani added an important restriction, which is consulting with experts.

* Those who are priced on them: They are the people of the market only or the general public.

* The priced sale: Bin Arafa limited it to food, and it includes all the luggage according to Al-Shawkani, but rather the works and benefits according to Al-Darini.

Pricing conditions: Imam Al-Darani spoke about pricing conditions, which are that the goods, benefits or works are what people, animals, or the state need most, and their people withhold them even though they do not need them, as if pricing with him is only in the case of monopoly, although the jurists mentioned pricing in many ways.

- Commodities for which pricing is carried out: The commodities for which pricing is carried out in this form are required to:

• That it be from what is measured and weighed; whether eaten or otherwise, as Ibn al-Habib said; Because what is neither measured nor weighed, its objects differ greatly, and therefore it is referred to the value, not to the example, as if they are equal in quality; Because it has an impact on the price.

3- Pricing: The market leader must know how much the sellers buy, make them a reasonable profit, forbid them to increase it, and inspect the market so that the sellers do not escape from the priced price.

Violator ruling: punished and expelled from the market.

Pricing rule for monopolist:

If people need goods or benefits and their owners refuse to provide them, or only at exorbitant prices, they are forced to sell them at a similar price, and this is from pricing; Because it determines the price and prevents it from being raised, and it is of two types:

• Pricing in business: that people need people with specific trades, such as farmers, blacksmiths, or carpenters, and they are forced to do so at the same price (Internet, 2009).

• Pricing in money: that people need the weapons and tools of jihad, for example, so sellers are forced to pay the same price.

This is what the Hanbalis, Ibn Taymiyyah and Ibn al-Qayyim said, and the Hanafis held this view. Zadeh, where the judge says: "If the employers control the food and transgress value for infringement of obscene, and the inability of the judge for the maintenance of the rights of Muslims, but then pricing is not a good advice from the people of opinion and insight" and infringement of obscene is selling them twice the value. The jurists inferred a lot of evidence for the permissibility of pricing on the monopolist.

Consumer’s behaviour

Consumer behavior in the Islamic economy:

The rules governing consumer behaviour

The Muslim’s idea of consumption is governed by principles and rules, including the “originally in things that are permissible,” the norm of legality “halal and forbidden,” the norm of moral values, and the rule of moderation.

Accordingly, the controls that govern consumer behavior in the Islamic economy can be identified as follows:

1- The Muslim consumer’s horizons expand to include all the good things, and only the bad ones mentioned in the Holy Qur’an and what is measured against them are excluded, noting that the number of prohibited consumer goods is very few.

2- There is a maximum quantity that a Muslim consumer requires of any commodity.

3- The Muslim consumer's benefit depends on achieving the benefits of others, so his consumer behavior does not involve selfishness.

This means that the Muslim consumer, besides the income restriction facing the non-Muslim consumer, faces the religious restriction that forbids evil and extravagance.

Also, an influential factor enters the line of spending in Islam, which is spending for the sake of God Almighty, i.e. spending from one’s own money on others for the sake of God Almighty (Internet, Al-Ramani: 2018).

Factors affecting Muslim consumer behavior:

Among the factors affecting consumer behavior in the Islamic economy is belief and morals, as well as economic, social and psychological factors, for example, the call for mediation and moderation. To save for the time of distress, and we may imagine that there is a correlation between the degree of an individual’s faith and his spending in the way of God, and accordingly, the aspects of the Muslim consumer’s spending can be identified as follows:

1- Worldly spending, which includes current spending and saving for future spending.

2- Spending on others, i.e. for the sake of God with the aim of the hereafter.

3- Only wicked things are excluded from the available products and commodities.

4- Piety determines the behavior of the Muslim consumer (Internet, Al-Rumani: 2018 AD).

5- There is a specific minimum limit for spending on others, which is the share of zakat.

And God has made lawful for the Muslim the good things of sustenance, He, the Most High, said (Say: “Who has forbidden the adornment of God which He brought forth for His servants and the good things of sustenance) (Surat Al-A’raf - verse: 32), and in the enjoyment of the same time and the pleasure of Islam, and in Islam good, the Almighty said: (and Aptg as Attac God, the Hereafter and do not forget your share of the world and the best as the best of God you do not mischief in the earth that God does not like spoilers) (Al-Furqan, verse 67) the Muslim demands to stay away from all the manifestations of corruption and corruption, He is called to faith and piety, piety and reverence, righteous deeds and jihad, asceticism, contentment and contentment.

The Muslim’s consumption is subject to educational, moral, health, social and economic values, which are comprehensive principles and do not leave him the freedom to choose the pattern of his consumption behavior, and this is clear from the

Almighty’s saying (And those who, when they spend, are not extravagant and are not stingy.

We should also point out that Islam has defined the levels of the consumer ladder and the individual spending of the Muslim consumer as follows:

- A Muslim’s consumption of himself - A Muslim’s consumption of his family - A Muslim’s consumption on his servant.

The consumption of a Muslim on his parents and relatives - the consumption of a Muslim and his spending in the cause of God.

And the consumer ladder is based on what was narrated when interpreting his saying (and they ask you what they spend, say, “Forgiveness” (Al-Baqarah: Verse 219). Abu Huraira, may God be pleased with him, said: (The Messenger of God (peace be upon him) commanded charity one day with a man. A man said: “Oh, Messenger of God.” Donate it for yourself. He said: I have another. He said: Donate it to your son. He said: I have another. He said: Donate it to your servant. He said: I have another. He said: You have more vision, and it supports this. The hadith is the hadith of Jaber bin Abdullah, may God be pleased with him - he said: The Messenger of God, may God’s prayers and peace be upon him, said: “Charity is the best of what comes from the back of wealth, and start with those you support” (Internet, Al-Rumani: 2018).

Contemporary consumer:

The growing interest in studying the contemporary consumer began since the emergence of the contemporary marketing concept, a concept that revolves around the idea that the producer should look at the commodity from the point of view of the consumer, and instead of providing the consumer with what he thinks he needs, he must discover what the consumer desires and provide it to him. The study of consumer behavior is the starting point for the marketing process. The task of marketing begins with knowing the needs and desires of the consumer and then working on trying to find products that satisfy his needs and satisfy his desires, and understanding consumer behavior is not a simple matter, as it is linked to many factors and influences that make it a complex process.

Types of consumer buying behavior:

Consumer buying behavior is characterized by instability, as it may change according to the factors surrounding it, so the consumer is exposed to a group of goods that satisfy the same need and with different brands at different prices that make the purchasing behavior take different forms. The purchasing behavior can be classified into four types according to two variables:

A- The level of consumer attraction to the commodity or the degree of importance of the commodity to the consumer. This depends on whether the commodity, for example, has a high price, or serves as a means of self-expression, or its purchase is associated with a rare risk.

b- There is a fundamental difference between the brands of similar goods that satisfy the same need.

1. Difficult, complex buying behavior: This behavior results when there is a high level of attraction to the commodity with the presence of fundamental differences between commodities bearing different brands, and in this situation the consumer seeks to obtain

As much information as possible about the specifications of each commodity individually, he often does not know much about it (Ibrahim, 2013: 68).

2- Reluctance to buy behavior:

This behavior is observed in the case where there is a high level of attraction with few fundamental differences between the commodity alternatives. In practice, the consumer sees similarities between the various commodity alternatives, so he chooses a particular brand as a result of some apparent characteristics “such as the beautiful color or shape (Ibrahim, 2013: 68).)."

3- Ordinary Buying Behavior:

It is a type of purchasing behavior while making a purchase decision in a situation in which the level of consumer attractiveness to the commodity is lower, accompanied by the absence of fundamental differences between commodity alternatives, and in this case the consumer does not bother to search for additional information about a brand, he is often on the Being aware of the brand as a result of being exposed to promotional activities. Goods that are characterized by a low level of attraction for their low price, for example, are chosen by the consumer in light of his knowledge of them.

4- Research purchasing behavior:

It appears in a situation where the low level of consumer's attraction to the commodity corresponds to fundamental differences between the commodity alternatives, and the consumer often changes the brand that he purchased before, due to the variety of options he has, not to feel dissatisfied, but rather to look for various other advantages. .

Recent trends in purchasing in the business market.

The purchasing process in many companies has fundamentally changed. In a study conducted on a sample of 160 purchasing managers in a number of American organizations, they were asked to identify important trends in purchasing during the year 2008 AD, many important marketing visions were extracted for marketing men.

Especially in the business market, who hope to meet the needs of buyers in this market. Among these important trends are improvement in productivity, relationship perspective, technological use, consumer value considerations, and ethical considerations (Al-Sahn, Abbas 2004: 146).

Exploratory research plays an important role in providing necessary preliminary information that guides the company in developing a new marketing strategy for it.

The researcher believes that the interests of marketers should also include knowing what the consumer thinks and what he expects from the companies and organizations that provide the service to him. Liaise with buyers. (Ascott, 2010: 130)

The effect of advertising on purchasing behavior:

The advertisement was criticized for attempting to coerce individuals through the power of persuasion it exercises to buy goods that they do not really need. This is considered one of the main economies of advertising, but there are those who responded to this criticism that advertising helps to highlight and show the latent needs of the individual, but it does not necessarily push him to buy goods he does not need. The role of marketing in general is not in creating or finding needs because these needs are determined by the individual himself and are latent within him, but the role of marketing activity in general and advertising in particular is to show these needs into existence and to clarify to what extent the commodity can satisfy these needs.

Through his observations and observations of the daily life of the individual and society, the researcher believes that advertising has a clear impact on the purchasing behavior of individuals, and sometimes even pushes them to purchase goods they do not need, and therefore advertising today, especially in third world countries, does not pay attention to the moral and social aspects of individuals Because its main goal is to achieve the greatest financial return. (Al-Sahn, 2013: 35).

And if we look at the reality of advertising agencies deployed in some third world countries, we also find that they are not interested in social responsibility programs that help in the renaissance and development of societies.

Advertising works to arouse consumers' interest, and prepares the consumer's mind to accept the advertising message, meaning that his perception of the advertised commodity or service turns as something abstract that attracted his attention – through the technical elements of the advertisement – to realizing the importance of buying the commodity or requesting the advertised service (Al-Hadidi, Imam, 2005: 30).

The advertising message that is designed for the consumer addresses a set of instincts present in the human being in order to lure him and push him to interact with the advertisement, and these instincts include the instinct to search for food, the sexual instinct, the instinct of possession, and the instinct to seek comfort (Ghaith, 2011: 163).

Advertising today needs to review its legislation in terms of the goal of advertising, data integrity, not exaggerating what it wants from information and not conflicting with the social and religious values and the public taste of society, in addition to the adoption by the advertisers of programs and projects for social responsibility and achieving this by promoting the interests of consumers even if they are not Interested in it, and consumer protection associations play an important role here in monitoring the commitment of companies to this concept. (Al-Sahn, Abbas 2004: 132).

Purchasing Motives

Motives from an Islamic perspective:

The motives and needs that psychologists talked about were revealed in the Holy Qur'an (Internet, 2018) 1400 years ago and there are many verses that highlight these motives. Teach him to love

To own money and other possessions those keeps him away from fear and gives him safety from poverty and provide him with influence, prestige and power in society. The Holy Qur'an has shown this motivation in more than one place by saying, "And you love money with a great love" (Surat Al-Fajr, verse 20), (Al-Mal and the Children The life of this world) (Surat Al-Kahf, verse 46), and another verse that refers to the motive of owning and running after money and accumulating it distracts from the remembrance of God in the Almighty's saying:

This has led some psychologists to consider possession as an instinct, but studies in psychology do not consider possession as an instinct and tend to consider it an acquired psychological motive. of gold and silver) (Surat Al Imran, verse 14).

Purchasing Motives:

Motivation is the feeling of an urgent desire that urges the individual to search for gratification, and the motive becomes a purchase motive when the individual searches for gratification by buying something. Satisfaction, and in light of the above, we conclude that the seller does not create motives, but only directs the desire for gratification towards his product (Abdul Hamid, 2014 AD: 33).

Therefore, it has become of great importance to identify the reasons and considerations that lie behind people buying a particular product, "the motives of dealing for example." If the marketing man does not respond with the correct motives, he is likely to lose the sales process, because knowledge of the motives helps the marketing man in designing the product and choosing ways Distribution and selection of advertising campaigns ... etc. From the point of view of the marketing program, determining the motives for purchase is difficult because the motives behind the behavior of consumers do not always appear clearly, whether for the seller or even the buyer himself, but these motives can be placed in groups at different levels depending on The degree of consumer awareness and willingness to respond to it.

The first group: the consumer is aware of his motives, and is ready to disclose the motives that made him buy a particular product.

The second group: the consumer is aware of the reasons that prompted him to buy, but he does not admit them to others, but presents other reasons that he believes are more acceptable from the point of view of society.

The third group: The consumer himself does not know the real reasons that prompted him to act in a certain way.

Buying habits:

Purchasing habits should be studied in depth, in order to answer the following questions:

When, where and how do consumers buy?

Who is buying?

Answering these questions enables us to know buying habits or purchasing behavior patterns.

How do consumers buy: The answer to this question is based on focusing on an important aspect of the buying process, which is when the consumer makes a purchase, what does he focus on? Is it on the price, the packaging, the mark, or something else, such as buying with cash or a check.

That is, it is necessary to determine this through salesmen and to conduct research in this field.

Who is buying the family? Researching one of the aspects of buying habits related to those who buy for the family leads us to answer other sub-questions that must be taken into consideration, namely:

Who does the actual purchase?

Who makes the buying decision?

Who uses the product or consumes the product?

It has been proven that many years ago, the woman was the one who bought most of what the family needed, and she still plays an active role in the purchase decisions of the family, and contributes a large share to the actual purchase process. Purchasing decisions are made jointly between the husband and wife (Abdul Hamid, 2014 AD: 33).

Purchasing motives categories: Purchasing motives are divided into the following:

First: In terms of the nature of the act, it is divided into: (Abdul Halim, 1995: 144).

A - Mental motives: when the purchase is made after studying and thinking about the alternatives offered and the advantages of each and comparing them, then making a decision.

B - Emotional motives: when the purchase is made without prior thinking, that is, the emotion that controls the decision to purchase. (Abdul Halim, 1995: 144).

Second: In terms of the stages of disposition, they are divided into:

A- Primary motives: These relate to the reasons for buying a particular product over the other, such as the preference for buying a “Kelvinator” refrigerator instead of other brands.

b- Dealing motives: It relates to the reasons why the consumer deals with a particular store without the other stores in which the same product is offered.

Stages of the purchasing decision process:

These stages are complex and difficult because they include many procedures. The procedures that precede the apparent behavior of the individual are interactive, overlapping and long. (Abdul Halim, 1995: 142).

The stages of the purchasing decision process are successive stages that the consumer goes through.

First: Pre-purchase stage:

Confronting a consumer problem and feeling the need to solve it.

The instantaneous changes that occur to the individual.

The consumer has run out of stock.

The consumer's financial resources diminish.

The emergence of new needs in the individual.

The emergence of new desires in the individual.

The emergence of new products in the market.

The need to purchase other complementary products.

Second: The purchase stage:

- Completion of purchase: where conviction and trust in solutions play an essential role in them.

Third: The post-purchase stage: in which satisfaction, in addition to gratification, plays an essential role in it.

- Consumption and evaluation of the purchased brand during and after consumption.

Islam and the economy in the consumption of food:

Islam calls for frugality in food and not to be extravagant in it, and as a matter of economy and rationalization of consumption, the Prophet, may God bless him and grant him peace, said about fermenting pots and putting out lamps and fires when sleeping. On the authority of the Messenger, may God's prayers and peace be upon him, he said: The Messenger of God, may God's prayers and peace be upon him, said: "Close the doors, tie the water skin, cover the vessels, and extinguish the lamp, for Satan does not open by closing, does not untie the knot, and does not reveal the water skins. Ibn Hibbing: 1271) (Abdul Halim, 1995: 140).

The believer eats in one stomach:

Among the etiquette of Islam in food is the desirability of dates, and also that the believer eats in one intestine and the unbeliever eats in seven intestines. And this hadith was said when a guest who was an infidel came to the Messenger, may God bless him and grant him peace, and Hallab drank seven sheep. Crucifixion and strengthening of the limbs, so a little is sufficient, and the unbeliever is not satisfied with it like an animal, because its action is based on lust.

Call for austerity:

Islam calls for austerity, following the example of the Noble Messenger, may God bless him and grant him peace. He, may God bless him and grant him peace, used to sleep on a mattress filled with fibers.

Islam does not call for transcendence or vanity, as our Messenger, may God's prayers and peace be upon him, warns us against contempt of God's blessings upon us, including the saying of the Noble Messenger, may God's prayers and peace be upon him: The narrator: Abu Huraira, Sahih Ibn Majah: 3358.

Open Questions:

The majority of the respondents see the importance of adhering to the purchase controls in Islam in order to arrange and organize purchasing priorities.

The majority of consumers feel that there is money they have spent on things that are not of value.

Individuals' consumption tends to be extravagant and wasteful, according to the opinion of a majority of the study sample.

Findings, recommendations and future prospects for research:

Results:

Through the field study of the Sudanese consumer and his motives to buy and the extent of his commitment to the controls of Islam in consumption, the research reached the following results:

1- Advertising is a catalyst and motivator for many consumers in the buying process due to its ability to arouse consumers' interest towards goods through the methods of suspense and attractiveness of presentation pursued by the advertisement.

2- The majority of the sample members do not search for scientific information about the commodity to know its advantages or disadvantages, but rather look at the extent to which it fulfills their personal desires and satisfies their psychological motives.

3- A very large percentage of the respondents do not have a specific day to purchase, and the majority of them do not have a clear budget and plan for spending, and purchases are made mostly in a sudden and random manner.

4- Most of the sample members are motivated to buy from mental motives, and a very large percentage of them seek to find an additional source of income, and the majority of them also believe that the individual's regular income leads to organizing and prioritizing his purchase.

5- More than half of the sample responds sometimes to their psychological desires when buying, and they cannot control the disbursement of their money.

6- The consumer behavior of most of the respondents tends to excessive consumption of soft drinks and the purchase of mobile phones and accessories "such as watches, seals, glasses" in addition to their extreme exaggeration in tourism and entertainment.

The consumption of individuals in society "according to the respondents' point of view" tends to be extravagant and wasteful, and the majority of respondents believe that they spent money on buying things of no value.

Recommendations:

In light of the study’s objectives and results, the researcher presents these recommendations, which he hopes will achieve the desired benefit and find care and attention on the part of the competent authority. These recommendations are as follows:

1- Seeking to change the current consumption pattern of the Sudanese consumer, which tends to extravagance and waste, and work to spread the positive marketing culture through a strategic plan set by the state and in which all media participate in raising awareness, guidance and motivating the religious determination of individuals when consuming and presenting positive experiences and models from consumers to society.

2- Establishing a number of marketing research centers to study the marketing process in all its aspects and accurately to identify consumer trends and what affects them to reach solutions that contribute to the development of solving the problem.

3- Resisting consumer-oriented advertisements, whose primary concern is to control the recipient's thinking, especially the youth, because they are the most attracted to such advertisements. This is through the state's tendency to implement the advertising charter of honor recommended by many researchers conducted in the field of marketing at the level of Sudan and the Arab world.

4- Work to encourage the Sudanese Consumer Protection Association to carry out its activities and achieve its goals aimed at protecting the Sudanese consumer from the dangers that may befall him as a result of his rush to buy goods and the exploitation of some production institutions and traders for him.

Future prospects for research:

Despite the development witnessed by the research of buying motives and consumer behavior in developed countries, developing countries still suffer from a severe slowdown in accessing this field despite the availability of some opportunities and capabilities, so the researcher believes that this research opens up prospects for other research related to the study of motives and trends Consumers, as well as studying the patterns of preferences and interests they have and what is affected by internal and external psychological factors, and studying advertising motives and its impact on consumer behavior and other modern and important topics.

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Democratic Transition in Sudan: Challenges, Opportunities and Future Prospects

Prepared by

Associate Prof.Dr.Bahaeldin Makkawi Mohammed Gaily
International affairs program, Department of International Affairs
College of Arts and Sciences / Qatar University, 2713, Doha, Qatar

Email: baha433@gmail.com

Abstract

The Sudanese transitional government, which came to power after the fall of Al-Bashir regime, faces many challenges related to the nature of its composition and the ongoing conflicts between its parties, the poor economic conditions, the continuous external interference in Sudan's affairs, and the difficulties of sustaining peace. On the other hand, it has many opportunities, including the broad popular base, in addition to international and regional support. The future of the democratic transition in Sudan depends on the ability of the transitional government to take advantage of the opportunities, and its ability to overcome difficulties and face the challenges.

Key words: Transitional government Armed Forces, Forces of Freedom and Change, Peace, Transitional Justice.

Introduction:

After thirty years of military rule in Sudan (1989 AD - 2019 AD), the revolution that began on the thirteenth of December 2018 succeeded in overthrowing the regime of President Omar al-Bashir on the eleventh of April 2019, to start a new phase in the history of Sudan. political.

Since its independence on January 1, 1956, Sudan has witnessed three democratic experiments, three military coups, and four transitional periods. The stage of national rule began with a short democratic experiment that lasted less than three years, after which the military, led by Lieutenant-General Ibrahim Abboud, seized power on November 17, 1958 and continued to rule the country for six years, but a massive popular revolution overthrew them in October From 1964 AD and restored democratic rule, which continued in what was known as the second democracy.

On the twenty-fifth of May 1969, the army overthrew again under the leadership of Colonel (at the time) Jaafar Muhammad Nimeiri, who ruled the country for sixteen years, so that the people again staged a new uprising and uprooted the second military government on the sixth of April 1985 AD.

The fall of the Nimeiri regime was followed by the third democratic stage, which lasted for about three years, after which the military pounced for the third time against the elected democratic government led by Brigadier General (at that day) Omar Hassan Ahmed Al-Bashir on June 30, 1989 AD, which continued in power for thirty years until the people revolted against him and were able to remove him from power. Judgment on the eleventh of April 2019.

Despite the multiplicity of transitional governments in Sudan, the current transitional period is different by all standards if compared to other transitional periods in the modern history of Sudan, where the current transitional government faces more complex situations than all previous transitional periods, due to several reasons, including: The structure of the government itself, the ongoing conflicts between its parties, the nature of the tasks it seeks to achieve, the fragile economic, social and security conditions that it inherited from the Bashir regime, as well as the intense regional and international interventions in Sudanese affairs.

Based on the foregoing, the main question of the paper is to what extent is the transitional government able to confront the challenges of the democratic transition and to exploit the opportunities available to it to bring Sudan to the desired stage of democratic transition? Sub-questions branch from this main question: What is meant by democratic transition? Gesticulate

The challenges facing the democratic transition process in Sudan, and what are the chances of the current transitional government in overcoming these challenges? What are the prospects and future of the democratic transition in Sudan in light of these challenges and opportunities?

Objectives and importance of the paper:

The paper aims to shed light on the challenges facing the transitional government of Sudan and the opportunities available to it, with the aim of contributing to drawing up a road map that enables addressing the serious challenges facing the democratic transition, and investing the opportunities available to the transitional government to enhance the chances of democratic transition in Sudan.

The importance of the paper comes from the fact that it seeks to contribute to solving a problem related to the fate of governance in Sudan, since the failure to reach the transitional period to its goals and the establishment of democratic rule would wreck the political stability of the country due to the intense ethnic conflicts that prevail in all its parties without exception. The paper stems from the fact that it seeks to contribute to presenting a scientific vision that contributes to the desired democratic transformation and the country's avoidance of conflicts and civil war.

Research Methodology and Suggested Entrances:

The study is based on the democratic transition approach; And due to the nature of the subject, the researcher uses a set of approaches such as the historical approach in order to extrapolate historical events and know their impact on the development of political and social events in Sudan. Also, the analytical approach with the aim of exploring the challenges facing the democratic transition in Sudan and the opportunities available to it, as well as the forward-looking approach to clarify the hidden challenges that may arise from the complex conditions of reality in Sudan and the nature of the intertwined relations between its political, military and security forces, and the intense regional interference in its internal affairs .

Study division:

The research was divided into an introduction, three axes and a conclusion, as follows:

The first axis: the theoretical framework of the study

Theme Two: Challenges and Opportunities for the Democratic Transition in Sudan

The third axis: prospects and future of the democratic transition in Sudan.

First: The theoretical framework of the study

Delving into this topic requires discussing the concept of democratic transition, and distinguishing between it and related terms such as democratic transition, democratic consolidation, and others. Civil society in accelerating and strengthening the democratic transition.

Perhaps it is necessary, before going into the literature of democratization and the various schools in this regard, that we begin with the linguistic definition of transfer, as it came in Lisan Al-Arab by Ibn Manzur that “transfer: transferring something from one place to another, transferring it, transferring it by transferring it, then moving. And mobility: transformation”) Ibn Manzur, D. T.: 4529), as stated in it: a shift: move from one place to another, and the shift is the movement from one place to another, and the name is the term, and from it the Almighty’s saying: “They will abide in it and do not seek it for a year” (previous source, 1056). Thus, it is clear that there is a synonym between transition and transformation from a linguistic point of view, but from a terminological point of view, scholars distinguish between democratic transition and democratic transformation, and they see that democratic transition necessarily precedes the process of democratic transformation, and that the process of transition to democratic rule includes three basic stages, as follows: the following:

1. The phase of weakness of the old regime and the emergence of a reformist wing from within or opposition from outside calling for political reform.

2. The stage of the ruling regime initiating reforms by adopting some open-ended steps.

3. The stage of the real transition to democracy and the striving to consolidate its rules and institutions (Al Boshi, 2018: 9).

According to Abdel Fattah Madi, there are several entrances to democratic transition, including: the transition from colonial rule to national democratic rule directly, as in the cases of India and Malaysia, the gradual transition from authoritarian rule to democracy, reform from above led by reformists from within the system itself, and the transition due to the collapse of authoritarian regimes The establishment of democratic regimes in their place, and the transition through external interference through diplomatic and intelligence pressures, or through direct military intervention (Madhi, 2015: 21-17).

There are those who believe that the democratic transition has occurred and is happening all over the world in one of three ways. It either comes from above when the regime seeks on its own to implement reforms, and the (soft faction) begins in power.

(Soft-line) calling for tolerance of greater freedom of the press, opposing arbitrary imprisonment, introducing some formal democratic procedures such as calling for elections with limited participation, or allowing the formation of civil society organizations and other measures (Schmitter).

The shift may take place from the bottom up, as happened in Venezuela following the intensification of internal pressures on the political system, which led to the end of the regime, and opened the door to liberal democracy and the establishment of an elected government, and as happened in Sudan in October 1964 and April 1985.

The transformation may occur with the convergence of the interests of the ruling authority and the opposing forces, when the two parties realize the importance of shifting to a new square, and this happened in South Africa due to the convergence of the interests of the capitalists: white and black, especially in their efforts to pressure the racist government in order to lift restrictions on black labor because of the need for capitalism To this employment, in addition to the international and regional pressures on the two sides, forcing them to converge on the goal of democratic transformation based on equality between whites and blacks.

After the democratic transition and democratic transition comes the stage of democratic consolidation, which refers to the realization of democracy and the rooting of democratic mechanisms and culture in society ((Rustow, 1970:361; and with waves of transition towards democracy, but these democratic waves are usually faced with opposite waves, which leads in Sometimes it leads to widespread setbacks from democracy (Huntington, 1991).

There are thinkers, as well, who argue that the growth and rooting of democracy in society is largely related to the political culture prevailing in the concerned society. For example, Almond and Verba believe that democracy requires the existence of a value system that protects it and supports its path and contributes to promoting broad political participation by citizens (Almond and Verba, 1965), and there are also those who say that there is a direct relationship between the economic situation and the consolidation of democracy, the more the economic conditions improve in the state, the more democratic and stable the state is in government (Lipset, 1959). On the other hand, some thinkers rely on the role of the elite in the stability of the democratic system, and they believe that elite unity usually leads to a stable democratic system, and on the contrary, a divided national elite leads to an unstable political system, and opens the door to external forces to interfere in the internal affairs of the state, and may have provided it with a favorable opportunity to overthrow the existing political system (Higley and Burton, 1988).

Some thinkers have relied on the pivotal role of civil society in achieving democracy and consolidating its institutions. They have emphasized that strong civil societies are those that are characterized by broader networks of interaction between individuals in society, and a greater acceptance of personal freedom and individual rights; And that a strong civil society will allow a greater opportunity for democracy to be successful, long-term and capable of facing challenges, and to the same extent, the application of democratic principles strengthens civil society and creates the necessary conditions for its success (Whitehead, 2002).

Some thinkers concluded that among the obstacles to the democratic transition are the political ambition of the army, a state apparatus that opposes the democratic transition, the failure of the people’s high expectations, chaos, and uncontrolled competition; And that the strategic importance of the state increases the possibilities of the external factor in obstructing the transition; On the other hand, the democratic culture of the ruling elites, the flexibility of these elites, their ability to bargain and reach compromise solutions, their commitment to democracy, and their ability to overcome their differences are decisive factors during the democratic transition phase (Bishara, 2020:558).

Second: Challenges of the democratic transition in Sudan:

The fall of the regime of Sudanese President Omar Hassan Ahmed al-Bashir and the country’s entry into a new transitional phase (1) does not necessarily mean reaching the desired democratic transition. The Arab movement in 2011, for example, witnessed setbacks and setbacks, and the democratic transition process failed completely. In a number of countries that witnessed widespread popular movements aimed at overthrowing the ruling regimes and establishing democratic regimes, peoples were able to uproot dictatorial regimes in some countries, yet they were unable to complete the democratic transition project, as happened in Libya and Yemen, while peoples failed to uproot some regimes. The ruling regime is despite the opposition’s determination, as in Syria, due to the Russian support for the regime. Some Arab thinkers have described these cases, whose revolutions were not completed, as representing “disappointments” for the revolutionaries (Belkeziz, 2012). Azmi Bishara also dealt with cases of apostasy that occurred in the Arab world, such as Syria, which "turned due to the regime's intransigence and rejection of reform and its brutal methods in the face of the popular civil movement, the opposition's loss of experience, and the sliding of armed movements to religious extremism, into a civil war with countless foreign interventions" (Abu Shouk, 18:2021). In fact, the transitional government in Sudan faces a number of challenges that it is feared that the efforts of the democratic transition will fail as a whole. In the following pages, the researcher will address the most important challenges facing the democratic transition in Sudan.

Challenges of democratic transition in Sudan:

1. The nature of the composition of the transitional government and the ongoing disputes between its parties:

The researcher believes that the composition of the current transitional government represents the biggest obstacle to the democratic transition in Sudan. Since the early days of the fall of the regime, conflict has arisen between civilians and the military over the role of each party in the revolution and the consequent political entitlements. Civilians affirm the civility of the revolution, and that it succeeded due to the pressures exerted by the political forces against the regime for thirty years and was the reason for its continuous weakening until its fall in April. On the other hand, the military say that the army was the decisive factor in the change, and that its intervention spared the blood of the people, and that the coming period necessitates the presence of the army in the Sudanese political scene due to the fragility of the security conditions on the various outskirts of the country and inside the capital.

Some political analysts believe that this dilemma is rooted in the moment when the Forces of Freedom and Change (Qaht)[1] directed the demonstrators to gather in front of the General Command of the People's Armed Forces and asked the army leadership to side with the street.

They say that the belief that the army could remove the salvage system and then return to its barracks was wishful thinking (Syed Ahmed, January 4, 2021). However, in reality, civilians did not have many options, as the revolutionaries were unable to achieve a complete and decisive victory over the regime, which forced them to resort to the General Command with the aim of calling on the army to resolve the matter, but this step gave the armed forces the opportunity to resolve the matter in favor of the demonstrators, and then demand share in power.

In this regard, Azmi Bishara says, “We have the right to “suspect” that the General Command’s choice of a location for the sit-in included a bet on the army to help the revolution to get rid of Al-Bashir […] It is assumed that the Sudanese political parties were aware that the army in Sudan is difficult to neutralize, and to persuade it to turn against Al-Bashir is more difficult than neutralizing him [...] It was not possible to bring down the regime in Sudan, as long as the army was surrounded by its president” (Abu Shouk, 25:2021).

During the formation of the transitional government, a dispute arose between the two parties over a number of points, and the most prominent aspects of the dispute between them were the subordination of the security services, the immunity of members of the Sovereign Council, the subordination of the Ministry of Justice, and the distribution ratios.

l The Legislative Council[1] During the negotiation, the dispute between the two parties became clear when General Abdel Fattah Al-Burhan, head of the Military Council, announced on the fifteenth of May 2019 the suspension of negotiations with the Forces of Freedom and Change for 72 hours, on the pretext that they were practicing provocation against the armed forces. express support, road closures; He stipulated, to return to negotiations, that the Forces of Freedom and Change remove the barricades, open roads and bridges, and stop the media escalation against the Sudanese Armed Forces and the Rapid Support Forces (Al-Sharq al-Awsat newspaper, May 16, 2019). The deadlock between the two parties was the reason for the situation of the barricades and the provocation of some of the youth elements of the army and the rapid support, and the aim of Al-Burhan's decision was to confirm that the army takes the initiative and directs events and can stop and resume negotiations according to its terms.

However, the prolonged negotiation period and the escalation of differences, accompanied by many popular concerns, forced the two parties to accept the African mediation, through which the two parties reached a political agreement on July 16, 2019. In this agreement, the two parties pledged to deal with "the principle of partnership, good faith, and to stop hostile and provocative rhetoric." [...] and the settlement of all disputes that may arise through dialogue and mutual respect" (Al-Jazeera Net, 17/7/2019 AD), and the agreement was followed by a phase of relative consensus that allowed the signing of the constitutional document on August 17, 2019 AD, that is, after more than four months after the fall of the regime.

During that stage, the conditions within the FFC declaration were no better than the situation between them and the military component. Ideas and positions varied between the components of the forces of freedom and change after the fall of the regime, and this was not excluded for several reasons. The primary goal and the unifying factor (The Unified Element), which formed a broad umbrella under which all these political forces gathered, but the fall of the regime itself was the cause of the demise of the unifying factor between these parties, and the fall of the regime itself created new political opportunities and economic gains that led to severe conflicts between Yesterday's allies, but tomorrow's conflict and rivalry is the feature that characterized the relationship between these forces.

Disagreements escalated within the Declaration of Freedom and Change Alliance, and one of its results was the Umma Party's announcement on April 22, 2020 AD that it would freeze its activities in all structures of the Declaration of Freedom and Change Forces coalition, arguing that "there are fundamental defects that appeared in the performance of the tasks of the transitional government.. (And) turmoil in the The positions of the political leadership of the forces of freedom

And change, and a difference in the competencies of the transition institutions, and a violation of the constitutional document on which all the arrangements for the transitional period stand" (Adel Abdel Rahim, Anadolu Agency).

This was followed by the exit of the Sudanese Professionals Association from the coalition, as the group's statement, which it published on its Facebook page, clarified that its withdrawal came due to the lack of commitment to the goals of the transitional phase, the confusion of the coalition's performance, and the preference of the forces of freedom for narrow interests and tactical considerations over major strategic interests[...] Weak commitment to the stated goals of the transitional period (SdnProAssociation, 25 July 2020).
Later (November 2020 AD) the Sudanese Communist Party announced its withdrawal from Qaht, and the party said in its withdrawal statement, "After more than a year [...] our country is still facing the same crises and the transitional authority is working to reduce the space for freedoms and violate rights in an attempt to stop the tide The revolution, emptying the slogan of freedom, peace and justice from its content, confiscating the tools of change represented in the Legislative Council, local popular government, commissions and others, slowing down the achievement of justice, retribution for the martyrs, investigating the dispersal of the sit-in, trying the symbols of the former regime, while maintaining the laws restricting freedoms, and making agreements and alliances behind the back of our people. Al-Sudani newspaper, 7/11/2020 AD).

And if we consider what John Hegley and Michel emphasized about the role of the political elite uniting in a stable democratic system, and how the divided national elite leads to an unstable political system, we will realize the need for the political elite to agree in the transitional period in order to achieve the goals of the revolution. The dispute between the military and civil components, and the dispute between the civil forces affiliated with the banner of freedom and change, has wasted a lot of time and effort, and the challenge now is to compensate for the time that has passed from the life of the transitional period by intensifying work and moving forward to achieve the tasks of the transitional period in the remainder of the transitional period, time.

1. The multiplicity of tasks of the transitional period and the delay in completing the transitional institutions:

The tasks of the previous transitional periods were mostly limited to the population census, the distribution of electoral districts, the holding of elections, and then handing over power to the elected leaders of the people, but the current transitional government has tackled other tasks that it considered as factors for the sustainability of democracy in Sudan, according to the statements of the former Minister of Culture and the official spokesperson for The government at the time, Mr. Faisal Muhammad Saleh, the current transitional government, in its first meeting, identified ten priorities: achieving sustainable peace and stopping the war, addressing the economic crisis, especially the rise in prices, forming an independent committee to investigate the events of the sit-in, strengthening the role of women, reforming state agencies. Determining the aspects of the relationship between the central and state governments, setting a foreign policy that takes into account the interests of Sudan, paying attention to services such as health, education, social care and the environment, preparing for the constitutional conference, and fighting corruption (Sputnik Arabic, 2019).

It is self-evident that the multiplicity and complexity of the tasks of the transitional government necessarily requires effective institutions that address the accomplishment of these tasks, but the paradox is that the government, despite addressing tasks that many see outside its tasks and powers, has been unable to form the institutions that are entrusted with the implementation of these tasks. Between the two components: civil and military, and within the forces of freedom and change, the delay in completing the structures of the transitional authority, which in turn was reflected in the general performance of the transitional government. The constitutional document stipulated the institutions of the transitional period. In addition to the main transitional governing bodies, represented by the Sovereignty Council, the Council of Ministers, and the Transitional Legislative Council, the document stipulated the establishment of a number of political structures that would enable them to achieve the tasks of the transitional period, the most important of which are the so-called independent commissions. Which includes: the Peace Commission, the Border Commission, the Constitution-making Commission and the Constitutional Conference, the Electoral Commission, which is formed by the Sovereignty Council, in addition to the commissions formed by the Council of Ministers, which are: the Legal Reform Commission, the Anti-Corruption Commission and the Recovery of Public Funds, the Human Rights Commission, and the Civil Service Reform Commission The Land Commission, the Transitional Justice Commission, the Women and Gender Equality Commission, and any other commissions that the Council of Ministers deems necessary to establish (Republic of Sudan, Constitutional Document, 2019: Chapter 12).

As of this writing, more than two years have passed since the fall of the regime, and many of the structures of the transitional period have not yet been completed. Among the structures and institutions stipulated in the Constitutional Document that have not yet been formed: the Transitional Justice Commission, the Electoral Commission, and the Legislative Council; There is no doubt that delaying the completion of the structures of the transitional period would affect the overall performance of the transitional government, and if we take into account that the most important functions

of the transitional period are the liquidation of the legacy of the previous regimes, which requires speeding up the formation of the Transitional Justice Commission; Creating the atmosphere for democratic elections, which requires the formation of the Electoral Commission, and that these two commissions have not been formed yet, we realize the apparent imbalance in the performance of the transitional authority and the arrangement of its priorities.
Perhaps one of the most important reasons that hindered the establishment of the structures of the transitional period is the conflict between the parties to the political process over positions. Despite the transcendent calls for the establishment of a government of technocrats of competencies, the selection of political office holders was made on the basis of quotas between the allied political forces. it took

Negotiations on this matter a lot of time and effort that could have been spent in carrying out the tasks of the transitional period had the government been chosen on the basis of competence and well defined criteria for holding office.

In addition, the transitional government chose to postpone the formation of some political institutions, such as the Legislative Council and others, until an agreement was reached with the armed struggle movements, but, as expected, reaching peace was not an easy matter. Negotiations between the two parties continued for more than a year. During the establishment of many institutions, the efforts of the transitional government froze in many urgent and dangerous files, and even after the signing of the peace agreements, the ruling parties did not show the necessary seriousness in establishing important power structures such as the Legislative Council.

1. Weakness of parties and civil society organizations:

Political parties have become an urgent political necessity in any democratic society. Lipset says that political parties are "indispensable to democracy" (Lipset, 2000:48.55), as they represent the tip of the spear during the democratic transition stage, yet the Sudanese political parties suffer from weakness and continuous decline due to the decreasing of the grassroots base, and the weakness or loss of Funding, the absence of political succession mechanisms, and the weakness and underdevelopment of party programmes.

The history of the emergence of Sudanese political parties dates back to the mid-1940s, and the two major parties at the time (the Federal National Party and the Umma Party) continued to rotate in positions of government and opposition, or to rule in the framework of a coalition formula throughout the periods of democratic rule in Sudan. These two parties, along with the Muslim Brotherhood and the Communist Party, have played active roles in overthrowing military governments and restoring democracy many times. However, the Sudanese political reality has witnessed radical changes with regard to the status of historical parties, as these

parties were unable to attract young people to their ranks, and they did not Thus, it can maintain its previous position in terms of mass bases.
The former military regime contributed to the weakening of these parties, as it divided them and provoked conflicts between their leaders, which resulted in wide divisions in these parties, including the Umma Party, which was divided into several parties, as well as the Democratic Unionist Party and the Communist Party. nineties of the last century.
Dr. Abdel Rahim Bilal says that the Salvation regime, in order to remain in power, “built party institutions and alliances (consecutive parties, national unity parties, dialogue parties, fragmentation of independent parties such as the Ummah and the Unionist, building institutions supporting the system, and domesticating unions and civil organizations”) Al-Bathani, 9: 2019).

Partisan divisions, the absence of these parties from power for decades, the absence of historical leaders due to illness or death, and the absence of leaders with the same strength and attractiveness, have led to the decline in the role of these political parties. The emergence of some armed movements in eastern, western and northern Sudan also contributed to the weakening of political parties, as many of the supporters of these parties joined these movements, and others joined the ruling party at the time, leaving their historical parties.
When the ruling military regime fell, the political arena was devoid of any effective party with a broad mass base. The National Congress vanished with the fall of the regime after it was banned, and other political parties were unable to fill the void due to the factors mentioned above, and the expansion of the military and armed movements to fill the void left by the fall of the Bashir regime.
The biggest evidence of the political parties’ lack of the simplest sources of power is the marginalization they are experiencing now, and the almost complete absence from the political arena, which was led by the armed forces, the Rapid Support Forces and the armed movements on the one hand, with a modest presence of some partisan forces such as the Umma Party that allied with the ruling forces, and the party Communist, who opposes the orientations of the transitional government.

Because the ruling forces in the transitional period lacked mass bases that would enable them to gain power through the election boxes, they resorted to extending the transitional period to four years, then extended it again during the negotiation stage with armed struggle movements, and despite the fact that holding elections is one of the most important tasks of the government However, it does not pay enough attention to this matter, as evidenced by the fact that it has not, until this writing, formed the new electoral commission, which suggests that holding elections is not a priority for the new rulers and does not serve their political goals.
Despite the nobility of the Sudanese parties, most of them are still unable to exercise their required political role, and it is clear that these parties have not developed,

neither in terms of their intellectual visions and political programs, nor in terms of their organizational structures.
To measure the effectiveness of political parties, a number of criteria are used, such as: organizational structure, grassroots bases, program, leadership, mechanisms of political succession in the party, sources of funding and others (Makawi, Effectiveness of Parties, 2018: 10.24), and by applying the criteria referred to on Sudanese parties, it was noted that most of them It suffers from fundamental problems such as weak organizational structures, the absence of a program, the absence of internal democracy and mechanisms of political succession, and most of these parties suffer from funding problems, and in general, things are not going in these parties for the better, with reason to be optimistic about their future or to rely on an active role in the process The democratic transition is currently underway, as all indicators point to its decline and the deepening of its crises (Makawi, Ma'ariq al-Liwa, 2018: 119.126), and there is no doubt that the weakness of political parties is directly reflected in the political structure of the country, and therefore reforming the affairs of Sudanese parties is the main entrance to strengthening and strengthening the political structure.
In fact, Sudanese parties need to conduct a comprehensive assessment of the changes in the political environment, and what this requires for the development of their programmes, plans, structures and methods, and to study the experiences of political parties in other countries and benefit from their experiences when that is useful, and work in particular to attract more Youth and women join their ranks as the vital mass in the political environment at this pivotal stage of Sudanese history, and seek to develop front work and expanded party alliances based on common denominators.
In this regard, Ahmed Ibrahim Abu Shouk and Salah El-Din El-Zein see that these parties need to "exercise institutional self-criticism in order to consolidate commitment to the values of democracy in managing their internal conflicts […] (and review) the relations of horizontal parties […] which must be based on Agreements on the supreme national policies and interests (Abu Shouk and Al-Zein, 2020: 27).

Civil society organizations also suffer from significant weakness due to the practices of the former regime and its relentless efforts to control and restrict these organizations. Civil society has been politicized to a large extent, which has led to divisions in many of its organizations, and most civil society organizations in Sudan suffer from a lack of funding sources, in addition to political and ethnic conflicts within them.
Therefore, with the exception of the crucial role played by the Sudanese Professionals Association in igniting the revolution, a large section of civil society was, and remains, largely absent from the political arena, and as Whitehead emphasized, the presence of a strong civil society allows a greater opportunity for democracy to be successful. Long-term and able to meet the challenges.

Activating civil society requires coordination between its organizations, working to provide the necessary funding for its activities, and defining its relationship with parties.
There is no doubt that the weakness of the Sudanese political parties and civil society organizations negatively affects the democratic transition. Consequently, the challenge facing the transitional government in this aspect is the ability to form an effective political bloc of political parties and civil forces to fill the void that became clear after the fall of the regime.

1. Economic decline and cost of living:

The deteriorating economic conditions are among the most prominent obstacles facing political systems in the transition towards democracy, and as Roberto Stefan Foa put it, "Securing a broad coalition for democratic reform becomes more difficult with the faltering economic performance of mature and transitional democracies" (Tarek Masoud, The Arab Spring)
In Sudan, the deteriorating economic conditions were the main reason for the Sudanese revolution that erupted in Sudan on December 19, 2018, and led to the fall of the regime on April 11, 2019. The masses in a number of Sudanese cities revolted in protest against the high prices of basic materials in the country, the depreciation of the Sudanese currency, the scarcity or absence of many commodities in the markets, as well as the scarcity of cash and the inability of citizens to obtain their savings in banks in order to provide for their basic needs.
After the fall of the regime, the economic conditions did not improve as the rebellious masses expected. On the contrary, the economic deterioration increased, and the Sudanese citizen continued to suffer from the high prices of living, and the scarcity of basic commodities such as bread, fuel and others. The inflation rate has risen to more than 378%, and the national currency has deteriorated to equal one dollar of 375 Sudanese pounds (in March 2021 AD), and the Sudanese debt has reached 201% of the GDP (BBC, December 17, 2020 AD).
The Sudanese Ministry of Finance has set general policies for the 2021 budget, the most important of which are addressing all forms of tax evasion, rationalizing tax exemptions, and directing bank financing towards the productive sectors. The budget policy also stressed the need for the Ministry of Finance to have jurisdiction over all public funds and to review laws that contradict this principle, and that the mandate of the Ministry of Finance should include all institutions, including the armed forces companies (Ali, 2021). By handing over his companies to the government and transferring them to Nations,2020), and the International Crisis Group called on donors to provide urgent assistance or risk the transitional government to collapse (Creta,2020).
The economic crisis was reflected in the relationship of the two parties: the military and the civilian to the authority, who exchanged accusations publicly. While the

civilians accused the military of controlling most of the country's economic resources, the military asserted that the economic crisis was caused by the weakness of the civilian government headed by Hamdok, and its inability to address the economic crisis.

1. Achieving peace:

Article 8 of the constitutional document related to the tasks of the transitional period stipulated "working to achieve a just and comprehensive peace and ending the war by addressing the roots of the Sudanese problem and addressing its effects." On the third of October 2020, the transitional government signed an agreement with the armed movements affiliated with the (Revolutionary Front). The most prominent movements that signed the agreement were: the Justice and Equality Movement led by Dr. Jibril Ibrahim, the Sudan Liberation Army Movement - Minni Arko Minawi wing, the Northern People's Movement - Malik Agar wing, in addition to the East and North tracks, and later the transitional government began negotiations With the Sudan People's Liberation Movement-North led by Abdel Aziz Al-Hilu, which refused to sign the Sudan Peace Agreement signed in Juba in October 2020, and the transitional government had not reached an agreement with the (Sudan Liberation Movement) led by Abdel Wahed Mohamed Nour until this writing.
The peace agreement signed between the two parties, which included 8 protocols, dealt with a number of issues such as: transitional justice and compensation, land ownership, development of the pasture and grazing sector, wealth and power sharing, and the return of refugees and displaced persons.

The agreement gave the Revolutionary Front 3 seats in the Transitional Sovereignty Council, in addition to 5 ministers and 75 seats in the transitional parliament. The agreement also stipulated the integration of armed movements into the Sudanese army, and the agreement gave them 20% of jobs in the civil service. The agreement excluded the leaders of the movements from Article 20 of The constitutional document that prohibits anyone who holds a position in the transitional authority from running in the upcoming elections (Al-Sharq al-Awsat newspaper, 10/4/2020).
There is no doubt that reaching a peace agreement to stop the war, which had profound humanitarian, economic and social effects, was, in and of itself, an appreciable progress towards Sudanese national unity. However, achieving the desired peace faces many challenges. Among the most prominent challenges facing the peace process are the following:
a. The delay in the formation of the new power structures stipulated in the peace agreement, the peace agreement provided for the formation of a new transitional government, the re-formation of the Sovereignty Council, the appointment of new governors in the regions, and work to integrate fighters into the Sudanese army, but most of these provisions will not be implemented according to the agreed timings. in the agreement matrix. Sher Abu Nammu, head of the negotiating delegation of the

Sudan Liberation Movement led by Mona Arko Minawi, says, "We have spent more than three months now, and unfortunately things have not gone away." Noay, 2020).
NS. The deteriorating economic conditions and the continuous decline of the Sudanese currency, which was manifested in inflation, which reached 250% at the beginning of the year 2021, with the spread of the Corona epidemic, all made it difficult to implement the commitments included in the peace agreement.
NS. The issue of achieving peace is related to the issue of transitional justice to liquidate the legacy of the former regime, but accusing some of the current leaders of participating in violations that took place in conflict areas makes it difficult to achieve this goal.
The agreement provided for the start of the process of merging and demobilizing forces after 60 days of signing, but the scarcity of financial resources required for the merger process prevented the implementation of this order at the time specified in the agreement, and in an attempt by the movements that signed peace agreements to put the government in front of the fait accompli, reached The forces of some of these movements, with all their military equipment, moved to Khartoum, and an armed group took control of the "Olympic Committee" building, and almost caused a crisis after being asked to leave the site.

The armed manifestations in the streets of Khartoum, which coincided with the manifestations of lawlessness, raised citizens' fears, and fears escalated of a military clash within one of these groups in the capital, Khartoum, but the police managed to control it.

In his first periodic briefing to the UN Security Council, Volker Perthes, head of the United Nations Mission to Support the Transitional Phase in Sudan (UNITAMS), warned of the dangers posed by the presence of several armies in Sudan, stressing that Peace will not be achieved in light of this fragile security situation, and observers point out that there are, at least, five armies roaming the streets of Khartoum (Al-Sharq al-Awsat newspaper, 15454).

1. Achieving transitional justice:

According to the United Nations definition, transitional justice includes "the full range of processes and mechanisms associated with attempts by society to understand its legacy of large-scale past abuses in order to ensure accountability, establish justice and achieve reconciliation, and it includes […] And examining the personal record to reveal abuses" (Benyob, 2012).

The International Center for Transitional Justice defined it as "the set of judicial and non-judicial measures implemented by different countries to address the legacies of grave human rights violations. These measures include prosecutions, truth commissions, reparations programs, and various forms of institutional reform" (the Center International Transitional Justice International, 2020).

Transitional justice aims, in general, to achieve the following objectives:

1. Uncovering the truth and presenting a comprehensive historical account of the truth of what happened.

2. Acknowledgment of the mistakes that have been committed.

3. Identification of those responsible, and accountability for violations and abuses that occurred.

4. Achieving reconciliation.

5. Ensure the non-repetition of human rights violations, including the guarantees undertaken through institutional reform.

6. Restoring confidence in state institutions.

7. Strengthening the rule of law.

8. Providing compensation to victims (Benyoob, op.cit., p. 9).

The era of the third military government, which lasted for thirty years (1989 - 2019), witnessed widespread violations of human rights. This period witnessed bloody wars that included South Sudan, Darfur, South Kordofan, Blue Nile and some areas of the north, and these wars left hundreds of thousands of civilians dead. , the population was forced.

The locals were forced to leave their villages and resort to displacement camps that lack the most basic necessities of life such as food, medicine and personal security, which led to the loss of more lives, and prisons and detention centers witnessed cases of unprecedented torture in what were known as ghost houses, and demonstrators were subjected to mass killings, as happened during the days of the revolution. In addition to the huge numbers of young people killed in the massacre of the leadership sit-in, the disappearance of hundreds of citizens and thousands of wounded. Human rights were violated during Al-Bashir’s rule and in the days of the revolution and after it, in a remarkable way, which calls for speeding up and seriousness in the transitional justice procedures to reveal the facts, hold those responsible for violations accountable, and to ensure non-repetition of violations, and to implement comprehensive societal reconciliation.

Aware from all parties of the serious abuses that occurred during the (rescue) period, the constitutional document included clear texts on transitional justice, as it stated the following:

1. The transitional authority is committed to enforcing the rule of law, applying the principle of accountability, and redressing grievances and usurped rights.

2. During the transitional period, state agencies are obligated to hold accountable the employees of the former regime for all crimes committed against the Sudanese people since June 30, 1989, in accordance with the law.

3. Dismantling the enabling structure of the June 30, 1989 regime and building a state of law and institutions.

4. Forming a national investigation committee [...] to conduct a transparent and accurate investigation into the violations that took place on June 3, 2019.

5. Formation of the Transitional Justice Commission.

6. Initiating the implementation of transitional justice procedures and accountability for crimes against humanity and war crimes, and bringing accused persons to national and international courts in implementation of the principle of non-impunity.

The subject of transitional justice has been emphasized in several places in the constitutional document, which is the main guideline for the transitional period, but the implementation of the principles of transitional justice is still far from being realized on the ground, and the most important indicators of that are the following:

1. The Transitional Justice Commission has not been formed as of this writing, although it represents the entrance to a new democratic era that transcends the negatives of the past and opens a new page in Sudanese history. Perhaps the reason for this is the delay in the commission law, which took a long time to prepare, and is still a draft It has not yet been approved.

1. A committee was formed to investigate the events of June 3, 2019, but the committee was unable to submit its final report until this writing and requested an extension several times, perhaps due to pressures on this committee.

In fact, despite the strong popular support calling for justice, it is often not achieved, and history tells us of the evasion of those responsible for war crimes and crimes against humanity during the First World War, and the evasion of the fascists in Italy after the fall of their regime, and the evasion of the majority of leaders The communists in Eastern Europe after the collapse of their regimes, except for the case of Romania, and in Argentina, the military suspended the military courts that had been formed by the government after the transition to civilian rule (Benyoob, op.cit., p. 10). The military may not accept the prosecution of their employees for the violations that occurred during the years of war in several parts of Sudan, just as happened in Argentina in the eighties of the last century, and as happened in South Africa, where the security authorities insisted on not continuing negotiations with the black majority until after Obtaining guarantees that its employees will not be prosecuted in the future, and they have what they wanted.

In fact, one of the challenges facing the implementation of transitional justice is the prevailing understanding in general of the contents of this justice and its restriction to the legal aspect, but transitional justice includes other aspects: social (positive discrimination of the marginalized), financial (compensation for victims to enable them to engage in a normal life) and psychological (By establishing psychological treatment centers for victims of violations in war zones) (Barimah, 2019). Contrary to the prevailing opinion, which limits it to "holding trials," it includes the formation of truth commissions, rehabilitation of victims, national reconciliation, and legal, judicial and political reform (Al-Jazouli, 2019) It is a comprehensive and complex societal process, in which the entire people must participate, especially victims, survivors, and survivors of "gross" violations of human rights, the effects of which are addressed by transitional justice (Al-Baqir, 2020).

In addition, transitional justice in Sudan faces other challenges represented in the lack of a sufficient number of qualified personnel to investigate human rights violations and to withstand pressure from those involved, in addition to the scarcity of financial resources allocated to these tasks that require a lot of financial resources necessary to obtain The information and data required that lead to access to the facts on which the judgments are based later.

At the same time, a pressing question arose about who manages the foreign relations file in the transitional government, as it seemed clear that there are multiple centers for external decision-making in the transitional government, and the most obvious case was the meeting of General Abdel Fattah al-Burhan with Israeli Prime Minister Benjamin Netanyahu in Entebbe What was raised about their agreement on normalization between Sudan and Israel, which sparked a dispute between the military component and the civilian component, which considered what Al-Burhan had done does not reflect the government's opinion, but rather a personal initiative that bears sole responsibility.

In fact, there is no clear picture about the center of the decision in this dangerous file, as it is noted that the management of external relations is shared between the different parties. For example, it was noted the emergence of the role of Al-Burhan in the file of the border with Ethiopia, and the dominance of Prime Minister Abdullah Hamdok over the file of relations with the states The United States and the European Union, and the Renaissance Dam file, and Lieutenant-General Mohamed Hamdan Dagalo (Hemedti) playing a greater role in the file of relations with Chad and South Sudan, while the three of them compete in the issue of relations with Saudi Arabia, Egypt and the UAE, and some believe that, in many cases, "the share of Each of the ruling partners in Sudan, according to the desire of the external party, the stakeholder, to deal with any of them or to avoid any of them" (Emirates Center for Studies, 2020).

Although there is no indication that a fundamental dispute could erupt between these parties on the issue of foreign relations, as the issue has recently taken a form of exchanging roles, the complexity of the external files and their intertwining with the length of the transitional period may lead to future disputes over the management of this important file.

However, the external aspect should not be neglected, as external interventions play a major role during the stages of democratic transition, as international and regional forces begin to intervene intensively in order to direct matters in a way that achieves their interests, and the opportunity is often favorable for such interventions due to the fragility of the situation during the stages of democratic transition. In general (Snyder, 1998).

In this regard, Azmi Bishara believes that external interventions can contribute to thwarting the democratic transition in Sudan, especially since some of the regional forces that have been interfering extensively in Sudanese affairs since the fall of the Bashir regime are among the countries that initially oppose the democratic transition due to their own internal conditions, and some of these countries It contributed to changing the regime from within in coordination with some of its parties (Abu Shouk, 2021: 20.21).

Third: Opportunities and Prospects for Democratic Transition in Sudan:

The failure of the previous regime: economically, politically, and securityly. Corruption spread among the elite, who control the political affairs, and the power was concentrated in a small, corrupt and isolated group. The regime adopted some slogans of reform, but its attempts were formal and lacked seriousness, which eventually led to the escalation of popular protests that led to the fall of the regime, and thus the change took place from the bottom up and ended with changing the symbols of the regime, but Sudan is still far from the desired democratic transformation, and it is feared To cause a setback in the process of democratic transition in Sudan.

There is no doubt that the current transitional phase in Sudan represents the most complex phase in the history of modern Sudan, due to the weight of the legacy that the transitional government inherited from the previous regime, which was manifested in: the deteriorating economic conditions, the lack of the minimum necessities for a decent life, and the continuous betrayal of the expectations of citizens, the politicized ethnic That struck all parts of the country, the complete international and regional isolation of Sudan, the apparent weakness and the almost complete absence of political parties and civil society from the political arena, the weakness of the democratic culture among the people in general, and the insecurity that affected large parts of the country, including the capital, Khartoum.

At the same time, there are some opportunities for the transitional government, which can be exploited to contribute to achieving the desired democratic transition in Sudan, and perhaps the most prominent of these opportunities is the national consensus that was achieved during the revolution against the former regime, where all political groups forgot their differences and focused on achieving one goal, which is to topple the regime. At the same time, the success of the political and military forces - in joint coordination - in overthrowing the regime raised the morale of these forces on the one hand, and convinced them of the importance of national unity and solidarity in order to achieve the major goals, which they tried to build on in the phase that followed the fall of the regime. Also, among the most important opportunities for the transitional government is the unprecedented external support it has received, which was manifested in the removal of Sudan's name from the state sponsors of terrorism, the generous financial support provided by Western countries to the transitional government, and the clear international efforts that sought to cancel Sudan's debts.

In the context of the transitional government’s endeavor to expand the political base and compensate for what it lost after the alienation of part of the allies, it was keen to reach peace with (the armed struggle movements) to support the popular base of the government, and one of the leaders of Freedom and Change expressed this by saying that the government today “is based on a political base. Arida, after the accession of the Revolutionary Front, which includes four armed movements and five political alliances, in addition to the consensus of the political forces that

It falls under the umbrella of the forces of freedom and change, and its sense of the importance of facing the challenges of the next stage” (Ali, 2020).

But the success of the democratic transition in Sudan depends, to a large extent, on the availability of a political vision that recognizes the dangers facing the country and works to expand the base of participation during this delicate stage of the nation’s life, and on the ability of the transitional government to deal positively with all the intertwined and complex files that have been referred to. And to face the heavy legacy left by the regime.

In order to achieve the requirements of a smooth democratic transition, it is necessary to speed up the completion of the structures of the transitional period, because the delay in completing these institutions will lead to the failure of the transitional government to address the grave tasks that it must undertake, and if we bear in mind that the delay in establishing many transitional institutions was On the pretext of postponing this until after the signing of the peace agreements, there is no longer a convincing justification for not completing these institutions now, especially since more than six months have passed since the signing of the agreement with the (armed struggle movements) until this writing. Fulfilling the entitlements of peace is what foreshadows the risks that may arise from not fulfilling these entitlements.

At the same time, it is necessary to address the deteriorating economic conditions, as these deteriorating economic conditions were the main reason for the revolution, and instead of improving conditions, it became clear that things are going the opposite of what the revolutionaries expected, as the economic conditions witnessed further deterioration, and the inflation rate increased dramatically Unprecedented, and although the government is required to pay the costs of peace, it is required, at the same time, to provide a minimum decent standard of living at this stage. This requires a package of urgent measures to address the economic situation, undertaken by the government, taking advantage of opportunities to open up to the international community.

Because national unity in Sudan depends to a large extent on fulfilling the entitlements of peace to ensure its continuity and our right to the blood of the people, this file should be dealt with as soon as possible to prevent any setback in this regard, and justice for the victims of wars in different parts of Sudan must be done by implementing the principle of transitional justice. Prosecuting human rights violators during the past thirty years, paying attention to the file of the revolution's martyrs, especially the file of the sit-in, and bringing those responsible for these crimes to justice.

Since international and regional isolation is the main reason behind most of the tragedies that Sudan has experienced, it is necessary to pay sufficient attention to this file, and to develop a specific strategy to advance Sudan's foreign relations, with the need to

Work to unify the center of external decision-making to prevent any conflict of positions between the ruling forces on the one hand, and to ensure that the interests of Sudan are achieved in the desired manner.

Before heading to the election boxes, it is necessary to work on creating the appropriate environment for the development of political parties and assisting them in that, and to work seriously in order to create the environment for the formation of a national bloc that will be able to achieve the aspirations of the people and make the transitional phase a success on the one hand and participate effectively in the upcoming elections on the other hand.

Conclusion:

After thirty years of military rule, the Sudanese opposition was able to eliminate the rule of Sudanese President Omar Hassan Ahmed al-Bashir and establish a transitional government based on an alliance between the People's Armed Forces and the Forces of the Declaration of Freedom and Change, which is scheduled to continue until the elections and the handover of power to an elected government in the year 2024 AD.

The transitional government faces a set of challenges, the most important of which is the nature of the government's composition itself and the lack of trust between its parties, which was manifested in many situations, as well as the almost complete absence of national political forces represented by political parties and civil society organizations, due to the policies of the previous regime that aimed to weaken and divide it, in addition to To some foundational and structural problems related to each other.

Among the deep challenges facing the transitional government in Sudan: addressing the issues of economic deterioration and improving the standard of living, sustaining peace, achieving transitional justice, and improving Sudan's foreign relations.

At the same time, the transitional government has great opportunities that, if appropriately exploited, can contribute to addressing the challenges that have been referred to, and among the most important of these opportunities is the broad popular consensus on this government from the revolutionaries who are hostile to the previous regime and who are keen on the continuation of the democratic system and blocking the road ahead. Any attempt to return the old regime in any way, and this unanimity helped the people's patience with the hardship of living that is intensifying its episodes day after day.

In addition, the current government has had unprecedented international and regional support due to the hostile policies of the former regime, international accusations of supporting terrorist movements, and his involvement in a number of terrorist acts.

The most famous of these is the attempted assassination of the Egyptian President in Ethiopia in 1995. The international community's support for Sudan was manifested in removing its name from the US list of state sponsors of terrorism, and in providing bridge financing by the United States of about 1.15 billion dollars to help Sudan pay its arrears to the World Bank, and at the Berlin Conference Which sought to provide European support to Sudan in terms of economic and political terms, and which came out with an agreement to provide an amount of 1.8 billion dollars to support the transitional government in Sudan.

The future of the democratic transition in Sudan depends on the ability of the transitional government to confront the great and multiple challenges it faces, foremost of which is the ability to manage the dispute between its components, address the stifling living crisis, and pay the dues of peace leading to its continuation and sustainability, and its ability to manage the file of foreign relations in a flexible manner and balanced. In this regard, the paper recommends the following:

1. Accelerate the completion of the transitional period structures.

2. Address the deteriorating economic conditions by developing emergency plans that are in the interest of the citizen and stop the continuous erosion of the legitimacy of the transitional government.

3. Take urgent measures to bring justice to the victims of the revolution and wars in various parts of Sudan by implementing the principle of transitional justice, and prosecuting human rights violators.

4. Develop a specific strategy to advance Sudan's foreign relations and unify the external decision-making center.

5. Preparing the climate for the formation of a national bloc that will effectively participate in the upcoming elections.

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Disclosure of the reasons for the low success rates of sixth-grade students(scientific, literary) From the teachers' point of view

Prepared by

Dr.Qies Fadhil Abbas AL_Musawi
Mustansiriya University/College of Education
Department of Psychological Counseling and Educational Guidance
Dr.qies.almoswy@uomustansiriyah.edu.iq

Abstract

The current research aims to reveal the reasons for the low success rates of sixth secondary grade students (scientific / literary) from the point of view of male and female teachers, as well as revealing the significance of the differences according to the variables of sex (males, females) and specialization (scientific, literary). In order to verify the objectives of the current research, the researcher prepared a scale of low success rates, and the psychometric properties of the scale were verified by extracting honesty and reliability. Among the reasons that lead to the low success rates, the results also showed that there are statistically significant differences according to the gender variable (males/females) and in favor of females, and there are no statistically significant differences according to the specialization variable (scientific / literary).
Keywords: Scale of low, Psychometric properties , Statistically significant.

Research problem

There are obstacles that prevent students from playing their full role, which contributes to their feeling of inability to provide the level that others expect of them. When this happens, the relationship that binds the student to his studies takes a negative dimension that has devastating effects on the educational process as a whole, and this feeling leads to a low academic level for them, which leads to a decrease in success rates.

The problem has become a global problem that most societies suffer from, and the low and low achievement of students is due to many, overlapping and influential reasons, whether directly or indirectly, such as the teacher, the student's personal, social and economic conditions, and the method of teaching that the teacher follows in delivering information to the learner, as he says Fisherstone, who was one of the first to pay attention to the problem of underachievement, said that twenty students out of every hundred students had weak academic achievement, and that percentage was confirmed by taking random samples from different communities (Jizmawi, 4:2006).

The problem of low success rates is one of the most important problems that hinder the modern school and prevent it from performing its mission to the fullest. This problem occurs in almost every classroom, as there is a group of students who are unable to keep pace with the rest of the colleagues in obtaining and absorbing the prescribed curriculum, and this group often turns into a source of rioting and disturbance, which may cause disruption of the educational process within the classroom or disruption of study in general within The school (Haridy, 2003 and Ali, 2001).

Research importance

The phenomenon of low success rates in the finished grades of the secondary stage is one of the most complex educational phenomena, and it is noted that this phenomenon has increased with the increasing speed of technological progress. Reaching results that would help to overcome or reduce this problem. In fact, education has a major role in reducing the poor educational attainment of some students, and the correct education is the one that combines the individual and social goal, and it develops the individual until he strengthens the goals and objectives of the righteous group (Al-Tamimi, 14:2011).

The educational process is thorny and complex, and multi-sided and multifaceted, and unless all the components of this process are going as they should be, and unless their requirements and good conditions are met, it will suffer a defect that will result in the futility of its returns and effectiveness, and therefore does not bear fruit on The desired face, and it does not achieve its goals and does not meet the aspirations of its children as it should, (Abu Allam, Sharif 204:1983).

Civilized nations have realized the importance and danger of low achievement rates and have made every effort to confront it, by developing strategies to solve this problem because this problem has a negative reflection on the student's personality, present and future. Perhaps what increases the severity and importance of this problem is the feelings of frustration that accompany many students with achievement The low may express itself in the form of leaving and disturbing the teacher and the school and may reach the point of delinquency and delinquency (Abu Allam,1983:204).

Several studies have dealt with the subject of achievement, all of which indicated a clear decline in it that can be traced back to various factors. Some studies indicated that the student's position in the classroom is related to the level of his academic achievement, as the study (Barakat, 2009) indicated that there are statistically significant differences. The students' academic achievement is due to their position in the class and in favor of

The students who sit at the front of the class (Barakat, 23:2009), some of them also referred to the negative effects of low achievement, such as the study (Arabiyat and Zagloul 2006). Which indicated that there are statistically significant differences in the level of self-esteem due to the academic level (Arabiyat and Zagloul 2006, 2006:37-53), and academic achievement is of great importance because it controls the type of future that awaits the individual, in addition to the fact that passing the preparatory stage is an opportunity that does not repeat for the student, Low academic achievement is a disturbing issue, because it has many consequences related to the future of an entire generation, and the biggest challenge is to find appropriate solutions to address low achievement, and to know the real reasons that make high academic achievement difficult, and many parties share the problem of low achievement. And it is not the problem of the weak student alone, but rather the problem of the student, the parents, the teacher, and the administration, and this problem cannot be solved without concerted efforts, trying to put points on the letters, and finding a radical solution to the low academic achievement, using high-end professional educational methods (Al-Kaabi, 56: 2005).).

Therefore, the importance of the current research is determined:

1- Educational importance as it is one of the basic factors in achieving the demands of society.

2- The importance of academic achievement as it is one of the variables that threaten the educational process.

3- The importance of the preparatory stage in order to accommodate large numbers of students.

4- Curriculum developers and their supervisors.

5- Those responsible for setting ministerial questions in educational institutions.

Research aims

The current research aims to identify:

1. The reasons for the low success rates for the sixth grade (scientific, literary) from the point of view of male and female teachers.

2. The significance of the differences in revealing the reasons for the low success rates for the sixth grade (scientific / literary) from the point of view of male and female teachers according to the variables of gender and specialization.

Search limits

The current research is limited to male and female teachers of sixth grade students (scientific, literary) for the 2016/2017 academic year.

Define terms

Academic achievement:

It is the extent to which students comprehend the experiences they have gained through certain academic courses, and it is measured by the degree that the student obtains in the achievement tests prepared for this purpose (Al-Laqani and Al-Jamal, 1999).

Underachievement:

It is the decrease or decrease in the academic achievement of students below the normal average level for one or more academic subjects as a result of a variety of reasons, some of which are related to the student himself, and others are related to the family, social, academic and political environment (Dhiab, 2004:4).

Middle School:

Preparatory study begins after middle school and begins with the fourth preparatory grade, meaning that the sequence begins after the third intermediate and consists of 3 stages: "Fourth Preparatory Class - Fifth Preparatory Class - Sixth Preparatory Class".

Preparatory stage in Iraq:

It starts from the fourth preparatory grade and consists of 3 stages (fourth, fifth, sixth.. preparatory) In the third grade after the end of the intermediate stage, the student chooses either the scientific or literary study and there are two branches in the scientific study as the student begins to specialize in the fifth grade either to the biological scientific study Or to applied scientific study, and the study subjects increase in it, as science, mathematics and the English language expand. It is followed by the sixth grade, which is considered the most important stage in education and the most important stage in a person's life, as his fate is determined at the end of the year by ministerial exams that the student must test, and the average that he obtains determines the college or university in which he studies.

Theoretical framework

First: The concept of poor academic achievement:

It is difficult to define a comprehensive, unified definition of the concept of poor academic achievement, as it is one of the most difficult problems to understand, diagnose and treat because its causes are multiple and intertwined, and it has educational, economic, social, cultural and psychological dimensions.

He emphasizes this definition (Dhiab, 2006), but in some detail, he defines poor academic achievement as the low or low percentage of a student's academic achievement below the normal average level for one or more academic subjects as a result of a variety of reasons, including what is related to the student himself.

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General academic impairment: This type is linked to intelligence, as the IQ of those with this type ranges between (70 to 85).

2- Special academic weakness: it is the academic delay that occurs in a specific subject such as arithmetic or science, and this type is related to the traumatic situations that the student goes through, such as the death of a family member or the events that we live through such as killing, displacement, etc...

3- Permanent academic delay: where the achievement falls below the level of his ability over a long period of time.

4- Situational academic delay: which is related to certain situations where the student’s achievement is less than his ability due to bad experiences such as transfer from one school to another or the death of a member of his family (Abed, 2008:49).

Reasons for poor academic achievement:

First: the reasons that belong to the student himself:

Physical causes include: injuries during childbirth, lack of oxygen, infectious diseases, misuse of medical drugs during pregnancy, malnutrition, as well as genetic factors, and may also be due to sensory disorders, or cognitive disorders resulting from a defect in the central nervous system However, there is a difficulty in determining a specific organic cause for the academic delay or any other specific educational problem, as well as:

* Weakness of attention and lack of participation with the teacher during the explanation of the lesson within the class.

* Neglecting homework and not studying at home.

Weakness of the student's knowledge of good study habits and the ability to choose the appropriate method for himself and his abilities

* Weakness of the student's self-knowledge and his strengths and weaknesses.

* The student does not organize his time.

Feelings of frustration, helplessness, failure and low self-esteem.

The need for psychological support, encouragement and reinforcement.

* School maladaptation and school problems (problems with colleagues - running away - absence - aggression - being late for morning work).

* Fear and inability to deal with the teacher.

* Weak self-confidence, hatred of the teacher, and curricula that contradict the concepts of the student.

* Bad behavioral habits (theft - lying - justification - deviations).

Deficiency in memory, which appears in the inability to store and memorize information.

Lack of attention, which appears in the inability to focus.

* Weakness in the ability to think deductively.

* Emotional imbalance, fear and shyness that prevents the student from participating
* The influence of bad companions, where the student loses the motivation to study

and obeys them and behaves in rebellious and disobedient behavior, which leads to weakness.

* Students drop out and escape from school due to the presence of attractions outside the school.

* The wrong way of dealing with the parents, which may kill the personal ambition of the children to achieve the best.

* Loss of personal motivation to study due to the circumstances that society is going through.

The student's low level of intelligence, which leads to his neglect of his lessons and his inability to keep pace with his colleagues, and this causes academic delays, lack of comprehension and lack of understanding.

Excessive movement, inability to stay for a while in a specific place, preoccupation with playing, amusement, impulsiveness, and not listening to the teacher’s explanation.

* The student does not gradually get used to reading in kindergarten or at home, and reading becomes a heavy thing.

* Weakness of language, difficulty understanding what is said, the importance of the Arabic language and the use of classical in our daily lives (Al-Tamimi, 2011:33).

Second: Reasons for the teacher:

The teacher is the mainstay and cornerstone of the educational process. He is responsible for the students’ achievement levels in this subject. Either his role is positive or negative in the learning process. The teacher is an educated, broad-minded, flexible person who, with the ability, experience and know-how that God Almighty has bestowed on him, can overcome many difficulties and find effective solutions to the obstacles that may stand in his way, whether they are methodological, administrative or obstacles originating from the student. The teacher is an artist, actor and creator who always challenges the students’ minds, sharpens their determination and motivates them to develop, creativity and innovation. He knows perfectly well that he is in an intellectual cultural battle in which he can, with his faith, struggle, continuity and patience, turn defeat into a permanent victory. He knows that there is no impossible in this life and that there is no impossible except in the dreams of the helpless. (Abu Riash, 2007: 201).

There are those who say that the main reason for the low level of achievement is the teacher, and you cannot notice an apparent weakness in the class of the outstanding teacher. The director of the educational process can, through sincere work and constant reliance on God Almighty, achieve most, if not all, of the desired goals.

Students’ achievement levels decline if the teacher does not have a strong personality and is aware of the meaning of good classroom management in which the teacher studies the behaviors of his students. The student does not slander and reprimand him for every small and large and mocks him in every incoming and outgoing. He pays more attention to the positive aspects of his behavior than to the negative aspects, and is always characterized by justice, intelligence, firmness and objectivity.

NS. Students' achievement levels decline if a teacher is not constantly acquainted with new methods and strategies in teaching; the teacher becomes old and loses his value at the moment when he is unable to develop his abilities and ideas.

NS. The level of achievement is low if he finds a harsh teacher who makes his students averse to him and his subject, so they have a feeling of hatred for this teacher and the subject he teaches instead of turnout and love.

NS. The level of achievement declines if he finds a teacher who makes success in exams the goal and preoccupies himself with summarizing and enabling his students to memorize automatically that enables them to pass the exams.

NS. The level of achievement declines if he finds that the teacher who follows one method without taking into account that there is a disparity in the abilities of the individual students.

NS. The level of achievement is low if there is a teacher who does not believe in the sanctity of teaching and who is not satisfied with this noble divine profession.

x. The level of achievement declines if the subject teacher is passive and does not respond to directions, lazy in performing the activities requested of him that help to improve the educational process.

Dr. The level of achievement declines if the teacher neglects to prepare lessons in writing, and this reflects negatively on mental performance, which results in boring lessons for him and his students that lack planning and organization. There is a lot of movement, chaos prevails, and problems and difficulties appear, which can be treated (Saleh, 1972:23).

Third: School reasons: (the educational system).

Among the school causes that lead to academic delay are the following:

* Disruption of the relationship between teachers themselves, or between teachers and administration, or between teachers and administration on the one hand, and students on the other, all of this atmosphere leads to academic delay.

* After the study materials are far from reality, the curricula and teaching methods are not suitable, the general school atmosphere is not suitable, the examination

system is not suitable, as well as the lack of attendance and the frequent absence and flight.

The lack of educational aids and school equipment, the difficulty of the study materials, corporal punishment, the large number of duties, the lack of interest in studying and the low motivation to study.

The Seven Principles of Good Teaching Practices:

1- It is the sound teaching practices that encourage interaction between the teacher and the learners: it is clear that the interaction between the teacher and the learners, whether in the classroom or outside it. It is an important factor in engaging learners and motivating them to learn. Rather, it makes them think about their values and future plans.

2- Good teaching practices that encourage cooperation between learners: It was found that learning is more enhanced when it is in a group form. Good teaching is like good work that requires sharing and cooperation, not competition and isolation.

3- Sound teaching practices that encourage active learning: it has been found that learners do not learn through listening and writing notes, but through speaking and writing about what they learn and linking it to their previous experiences, and even applying it in their daily lives.

4- Sound teaching practices that provide quick feedback: the learners' knowledge of what they know and what they do not know helps them understand and evaluate the nature of their knowledge. Learners need to reflect on what they have learned.

5- Sound teaching practices are those that provide enough time for learning (time + energy = learning): It was found that learning needs enough time, and it was found that learners need to learn time management skills, as time management is an important factor in learning.

6- Good teaching practices are what set high expectations (expect more, get more response). It turns out that it is important to set high expectations for learners' performance because this helps learners to achieve them.

7- Sound teaching practices are those that understand that intelligence is of several types, that learners have different learning methods, and that sound teaching practices that take into account that diversity and difference (Abu Riash, 210: 2007).

Characteristics of low academic achievement:

Omar Abdel Rahim (2004) has indicated that among the characteristics of low academic achievement is:

1 In most of his cases, he is lenient in everything, even in the most basic and necessary matters for him.

2 He stands in all his cases defending himself and his actions due to lack of self-confidence and ability to achieve.

3- One of his prominent characteristics is that he is submissive to others and has no self-reliance or self-initiative spirit.

4 He can be easily provoked, so he revolts in the face of others quickly, and his change is rapid, as he switches from one situation to another in the simplest way.

5- Aggressive, passive and eccentric, he seems bored quickly, and this means lack of stability in the work he is doing.

6 He cares about others more than he cares about his own affairs.

7 Repress his emotions and feelings so as not to appear weak.

8- They show sadness, pessimism and excessive anxiety for the simplest reasons.

9- A lot of doubt and suspicion, and a thinker and a contemplator at the same time (Abed, 2008:43).

Second: previous studies

Among the studies that indicated low academic achievement:

Ramy Youssef study: Social skills and their relationship to perceived self-efficacy and general academic achievement among a sample of middle school students in the Hail region of Saudi Arabia.

The study aimed to determine the relationship between social skills, competence and academic achievement. It concluded that there is a correlation between social skills and academic achievement. The study made recommendations, including: the necessity of providing students with social skills and providing programs for their development.

Corrad and Smith study (2008, Smith & Gorard) with the aim of revealing the reasons leading to the low achievement in mathematics among students of the basic stage in Britain, and the study sample consisted of (2312) male and female students from various British government schools, and the study reached several results, including that the percentage of The general success in mathematics was very low, and that there were no statistically significant differences in the level of achievement in mathematics among students due to the variables of grade, gender, and race. The student held negative attitudes about mathematics.

The study of Al-Somali (2004) aimed to identify the effect of watching television on the decline in the level of academic achievement. The results of the study revealed a relationship between television viewing and academic achievement, and that the more children watched television, the lower their academic achievement, although it was not proven that the absence of television necessarily was responsible for the children's achievement of higher grades.

As for Murad's study (2004), it aimed to find out the reasons for the low level of academic achievement in mathematics among first-year secondary school students, and to determine the extent of the observed decline in an objective way, and to know the reasons leading to it and to identify the problem based on that. have included

The research sample consisted of (367) female students of the first grade of secondary school in the city of Makkah, (45) female teachers of mathematics in the first grade of secondary school, and (12) educational supervisors from the mathematics subject supervisors in the Office of Educational Supervision in the Department of Education in Makkah Al-Mukarramah Region. The results of the study showed that there are several reasons for the low achievement in mathematics, the most important of which are: weak capabilities, lack of sound knowledge of the nature and characteristics of the female age stage, lack of understanding of their social, economic and cultural backgrounds to guide female students, knowledge of individual differences between them, and failure to prepare class questions in light of female students' levels. The educational supervisors' continuous lack of knowledge of everything they find in the fields of educational supervision in various educational fields, such as teaching methods, evaluation, and the use of educational aids, and not being satisfied with experience and academic qualifications. Weak.

Research Methodology and Procedures

First: Research Methodology:

The study of any phenomenon or problem requires an accurate and comprehensive description of this phenomenon so that the researcher can form a clear picture of the relationships causing it. The current study is one of the types of descriptive approach that will be interested in studying the phenomenon as it is in reality, as the researchers adopted this approach by studying the causal relationships between the variables of the study (Daoud, 1990, p. 156).

Second: the research community:

The research community consists of male and female middle school teachers (scientific / literary) from the schools of the General Directorate of Education of Rusafa First in the province of Baghdad, and their number is (2593) male and female teachers, with (993) males and (1600) females.

Third: The research sample:

The current research sample consists of (200) middle school teachers and teachers in the education of Rusafa First, they were selected by the stratified random method, with (77) males and (123) females, and table (1) shows this.

Fourth: The survey:

An open question was asked to an exploratory sample of male and female teachers who teach the sixth stage (scientific / literary) in government schools in Baghdad Governorate, Rusafa First Education Directorate, consisting of (30) male and female teachers, and the question: What are the most important reasons that you think are behind the low rates of education? Success for sixth grade students (scientific / literary) related to (student, teacher, educational system)?, and the aim was to collect the questionnaire items in its initial form.

Fifth: The search tool:

After analyzing the male and female teachers' responses to the previous question, the researcher had a number of reasons that teachers put forward as reasons that lead to the low level of success rates for sixth-grade students (scientific / literary), as they presented a set of reasons that were formulated and organized in paragraphs to represent the study tool in its initial form. (40) Paragraphs, (Appendix/1).

Sixth: Honesty and Constancy:

1- Honesty:

Honesty is one of the main indicators that a good test should characterize, as it is one of the basic and important characteristics of psychological and educational standards and tests when constructing them (Al-Zobaie et al., 1981, p. 39). Psychometrics specialists believe that it is necessary to verify some of the standard characteristics in the preparation of scales, whatever the purpose of their use is (Abu Allam, 1986,

s. 159). The honest scale is the scale that measures what was prepared to measure or achieves the purpose for which it was prepared, and the fixed scale is the scale that measures with an acceptable degree of accuracy (Awda, 2002, p. 335). As the researcher distributed the questionnaire in its initial form to a group of arbitrators in the fields of counseling, mental health, psychology, measurement and evaluation, their number reached (13) arbitrators, (Appendix 2), and after taking the professors' notes, a section of the paragraphs was deleted and another section of the paragraphs was modified (Appendix 2). /3). The value of the chi-square was extracted for one sample for each paragraph, to find out the significance of the differences between the opinions of the arbitrators in terms of the validity of the paragraph or its lifting. The paragraphs that obtained an agreement percentage (83,33) were kept, and the differences between supporters and opponents were statistically significant at the level (0). ,05) and in favor of those who supported its validity, thus retaining (27) paragraphs and rejecting paragraphs (4,5,10,13,15,18,25,27,28,29,32,37,39) because their calculated value is less than the tabular value The amount of (3,84) is at a significance level of (0.05), so they were deleted, and Table (2) shows this.

The opinions of the arbitrators on the validity of the paragraphs of the scale to reveal the reasons for the low rates of success

Stability:

It means the test in measurement or observation, and its non-contradiction with itself and its consistency in what increases us information about the behavior of the individual (Abu Hatab, 1978, p. 101). Thus, it is one of the requirements of the research in order to give consistency in the results when you apply it a number of times (Al-Gharib, 1962, p. 561). To verify the stability of the scale, the researcher used the Alpha Cronbach method, which is a more general method for estimating the stability.

Put the total scores on it, then apply the Cronbach's alpha equation to the scores of the sample members, which numbered (200) teachers and teachers, and it reached (0.78), which is a good stability coefficient according to the standard of the coefficient of co-explained variance, (Ababneh, 2009: 118-119).

Seventh: The scale in its final form

After verifying the validity and reliability of the scale for revealing the reasons for the low success rates and following the scientific conditions in constructing psychological scales, the scale became composed of (27) items, in which the highest score obtained by the respondent is (135), and the lowest score is (27), and with a theoretical average of (81) degrees, (Appendix/4).

Eighth: Statistical means:

The researcher used statistical methods that are consistent with the objectives of the current research through the computer program (SPSS), as follows:

1- Chi-square test, for the purpose of knowing the percentage of arbitrators' agreement on the items of the scale.

2- Alpha-Cronbach equation, to find scale stability coefficients.

3- Arithmetic mean, find the arithmetic mean for each paragraph.

4- Standard deviation equation, to find the standard deviation for each paragraph.

5- Binary variance analysis, to find the significance of the differences between gender (male/female) and specialization (scientific/literary).

Presentation and interpretation of results

This chapter includes the presentation, interpretation and analysis of the research results according to the research objectives.

The first objective: To reveal the reasons for the low success rates for the sixth grade (scientific, literary) from the point of view of teachers.

To achieve this goal, the researcher extracted the arithmetic mean and standard deviation for each paragraph of the scale, as the researcher adopted the acceptance test for the paragraphs (Likart five-point scale), which depends on calculating the length of the distance, which is (0.80), so the distribution of the weighted mean becomes, (Al-Farra, 27:2009). As shown in Table (3).

The researcher arranged the items in descending order from the highest arithmetic mean to the lowest arithmetic mean, and this was arranged according to the rank obtained by each paragraph of the scale, and the scores of the arithmetic mean ranged from the highest score to (4,52) and take a level of strongly agree to the lowest score It reached (3,47), which takes an agreeable level, which indicates that all the items of the scale were approved by the male and female middle school teachers for the sixth grade of middle school (scientific / literary), as shown in Table (4).

Arithmetic mean, standard deviation, and ordinal sequence for each paragraph

Table (4) shows that Paragraph (18) was in the first place (many students enter the ministerial exam without merit, which leads to their failure), as the arithmetic mean for it reached (4,52) with a standard deviation of (3,65), and the researcher believes that this is the reason Natural because the criterion for entering the ministerial exam is quantitative and not qualitative. Paragraph (23) was in the last rank (some questions are beyond reasonable and difficult), as the arithmetic mean for it reached (3,47) with a standard deviation (1,06) the researcher believes that this is the reason On the last rank because the ministerial questions are drawn from the content of the curriculum.

The second objective: to identify the significance of the differences in revealing the reasons for the low success rates for the sixth grade (scientific / literary) from the point of view of male and female teachers according to the variables of gender and specialization:

To achieve this goal, the researcher used a two-way analysis of variance with an interaction of the degrees of the scale of low success rates from the point of view of male and female teachers according to the variable of gender (males / females), and specialization (scientific / literary), table (4).

Table (4)

The results of a two-way analysis of variance with an interaction of gender and specialization degrees in revealing the reasons for the low success rates

It is clear from Table (4) that the calculated t-value for gender degrees (54,294) is greater than the tabular t-value of (3,841) at a significance level of (0.05) and with two degrees of freedom (1-196), which indicates that there are differences between males and females and in favor of Females, as the arithmetic mean for females was (113,46) and with a standard deviation of (11,449) which is higher than the arithmetic mean for males of (101,68) and with a standard deviation of (10,292). The researcher believes that this result is natural because Iraqi society is characterized by masculinity, and this is what the results of the current study clarified, that the reasons for repetition from the point of view of females are more or higher than males. . Whereas, the calculated value of the degrees of specialization reached (1,370) degrees, which is smaller than the tabular value of (3,841) at the level of significance (0.05) and with two degrees of freedom (1-196), which indicates that there are no differences between the specialization (scientific and literary) in The measure of detection of low success rates, and the researcher believes that this result is natural, since most preparatory schools in Iraq include both majors (scientific and literary).

Recommendations and Suggestions

Recommendations:

According to the results of the research, the researcher can recommend the following:

1. Encouraging students and motivating them plays a major role in the academic achievement process.

2. Paying attention to the development of teachers by engaging them in training and development courses in accordance with modern theories.

3. Providing educational means that contribute to arousing the learner's motivation.

4. Re-examine the laws of the Ministry of Education in terms of the three roles.

5. Activating the role of the educational counselor in guiding and instructing students not to be preoccupied with the means of entertainment.

Suggestions:

To complement the research results, the researcher suggests conducting a study entitled the following:

1. Conducting a similar study for students of unfinished stages.

2. Conducting a comparative study between the governorates of Iraq to see the extent of low educational attainment.

3. Academic achievement and its relationship to (motivational trends, job satisfaction) among (students, teachers...).

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Public turnout on social media during the quarantine period of the Corona pandemic from the point of view of website users in Algeria, Egypt and Saudi Arabia

Prepared by

Associate.Prof.Dr.Adra Aalo Aiouadj
King Abdulaziz University -Saudi Arabia

aalouadj@kau.edu.sa

Associate.Prof.Dr.Hasnaa Saad Mansour
King Abdulaziz University-Saudi Arabia

dr.hsaad2009@gmailcom

Abstract:

This study aimed to identify the nature of the role played by various social media towards the topic of the Corona pandemic (Covid 19) since its appearance, especially in the Arab countries, where the two researchers started this research during the period of the spread of this epidemi**c** and during of the quarantine period in Egypt, Saudi Arabia and Algeria, and this After noting the increasing reliance of the audience on social networks during this period to obtain news and information about the pandemic.

The study was interested in identifying functional aspects that link social networking sites and the audience dependence on these sites during the spread of this epidemic, in addition to searching for the roles played by these networks during that exceptional period, leading to an attempt to reveal the effects of them, whether cognitive, emotional or even behavioral. With an attempt to deduce the extent of differences between the answers of the users of the three Arab countries.

Keywords: social media sites, the Corona pandemic, the public, turnout, dependence.

An introduction

With the emergence of the Corona virus in the Chinese city of Wuhan, social media platforms have emerged as important digital communication channels that individuals rely on to access information related to the truth of the virus. Quarantine imposed in most countries of the world.

In that exceptional period of human life, everyone noticed the increasing demand for traditional and new media, as the research of the Global Web Index Center for Research on the Use of Websites found that nearly 50% of the public in Western countries increased the use of websites, including social media, for research. About the news, especially with regard to the risks of the Covid-19 epidemic and how to avoid them, as estimates indicated at the time that the use of social networking sites will increase by 45% by 2021, to rise from 2.65 billion users to 3.96% billion users (2020, (Statista), where social networking sites have become It forms the link between users to satisfy the social needs that social distancing has imposed denial of.

Of course, the same was true at the level of Arab countries, especially with quarantine and social distancing in most of these countries, as these networks accompanied the Arab user strongly, especially with his increasing reliance on them in the field of health awareness and education.

Accordingly, this study came to examine the degree of public turnout and dependence in Arab countries on social media during the quarantine period of the Corona pandemic in obtaining information and news related to the virus, and the resulting effects in light of the two theories of dependence and the knowledge gap.

1/ Search problem

With the spread of the Corona virus (Covid 19), and its penetration of all borders and countries, countries rushed to implement home quarantine procedures as one of the effective mechanisms to limit its spread among individuals, this situation was common to most countries of the world. Since the beginning of the epidemic on their lands, the Arab countries have announced a quarantine for their citizens, as it was initially uneven between these countries in form and time; But the common thing at that time is the urgent need for direct and immediate health awareness for all segments of society in order to contain the disease and limit the spread of the pandemic.

This was done by employing all media and communication means, whether traditional or new, to deliver media and persuasive messages to all target audiences, in order to raise their awareness of individual and societal responsibility in the preventive aspect and to encourage citizens to abide by the precautionary measures taken.

The issue of Corona and its developments has received wide media coverage from various social networks, whether Facebook, Twitter, Instagram ... etc., especially with the increasing exposure of individuals to these sites; According to a lot of research and studies, people's use of social networking sites has increased during quarantine periods in most countries of the world and not only at the level of Arab countries, and what is certain is that this turnout was for multiple justifications and motives that we are trying to identify and on other important aspects in this study whose research problem revolved around Knowing the intensity of users' turnout in: Algeria, Egypt, Saudi Arabia on social networking sites during the quarantine, the degree of their dependence on these sites for information about the emerging corona virus, and the effects of that use, especially in terms of behaviour.

2/ Study questions

The study attempted to answer the following questions:

- What is the average turnout of the study sample in Algeria, Egypt and Saudi Arabia on social media during the quarantine imposed due to the Corona pandemic?

-What are the communication sites that the study sample relies on to investigate the news of the Corona virus?

-What is the interest of the study sample vocabulary in following the developments of the Corona virus in Algeria, Egypt and Saudi Arabia?

- To what extent does the sample rely on social media to obtain information about the emergence of the Corona virus in Algeria, Egypt and Saudi Arabia?

- What is the nature of the accounts - spreading the topics of the virus - that users of social networking sites prefer to follow in Algeria, Egypt and Saudi Arabia?

-Is there a knowledge gap between the respondents about the reality of the Corona virus in Algeria, Egypt and Saudi Arabia?

- How does the study sample evaluate the role of social networking sites in public awareness of the Corona virus (Covid 19)?

-What are the effects of the respondents' turnout - the study sample - on social media during the imposed quarantine period due to the Corona pandemic?

3 / Objectives of the study

Through this study, the two researchers sought to achieve the following objectives:

- Standing on the intensity of users' turnout for social media during the Corona pandemic in Egypt, Algeria and Saudi Arabia.

- Knowing the most important communication sites that the study sample relies on to investigate the news of the Corona virus.

- Knowing the extent of the study sample's interest in following up on the developments of the Corona virus in Egypt, Saudi Arabia and Algeria.

Knowing the fact that the sample relied on social networking sites to obtain information about the emergence of the Corona virus in Algeria, Egypt and Saudi Arabia.

Determining the nature of the accounts - spreading the topics of the virus - that users of social networking sites prefer to follow in Algeria, Egypt and Saudi Arabia.

- Exposing a knowledge gap between the respondents about the reality of the Corona virus in Algeria, Egypt and Saudi Arabia.

- Knowing the evaluation of the study sample for the role of social networking sites in educating the public against the Corona virus (Covid 19).

- Knowing the effects resulting from the turnout of the respondents - the study sample - on social networking sites during the imposed quarantine period due to the Corona pandemic.

- Presenting a comparative study between the three countries under study on the subject being studied.

4/ The importance of studying

Since every scientific research highlights its implementation and establishes its conduct based on the nature and importance of its topic, the research in this topic came out of its great importance, according to the following points:

This study coincides with a global health pandemic that has affected the entire world, and social distancing has become the best prevention and treatment in the absence of a vaccine for the virus, as well as in light of many countries imposing home quarantine on their citizens with some limited exceptions, and therefore we are in light of this given In this study, we search for the extent of the increasing demand of users on social networking sites during this pandemic, in order to reveal the most important effects of this demand in terms of cognitive, emotional and behavioral aspects.

- The importance of the research topic, which allows us to provide data and statistics about the role of social networking sites during the spread of epidemics and the occurrence of disasters.

- This study examines the role of social networking sites in the awareness aspect of the Corona virus, as the bet of many countries during the pandemic was to focus on citizen awareness, especially with the increasing negative effects of the pandemic on local and global economies and the presence of increasing demands to lift and suspend the stone.

- This research delves into the topic studied from various angles and research problems, with a comparison between those dimensions and angles at the level of three Arab countries.

The importance of the study comes in light of the lack of academic studies that dealt with the dialectic of social networking sites and the Corona pandemic at the level of the Arab world at the beginning of the pandemic (while conducting the study).

5/ study assignments

Based on the questions posed, we offer the following hypotheses:

- First hypothesis: There is a correlation between the study sample's demand for using social networking sites and interest in Corona topics.

The second hypothesis: There is a relationship between the study sample’s interest in Corona topics through social networking sites and the evaluation of the role of sites in educating the public against the Corona virus (Covid 19).

The third hypothesis: There is a correlation between the study sample's dependence on social media to obtain information about the emergence of the Corona virus and the resulting effects.

Study concepts

· The audience:

The public is a group of people exposed to the media (Emmanuel Fraisse, 2003, p37))

And the public in the communicative process, according to d. Muhammad Karat is the element that receives the communicative or informational message, interacts with it and is influenced by it. It is the party to which the message is directed and its symbols are resolved. There is no doubt that understanding the audience, its characteristics and circumstances plays an important role in understanding the meaning of the message, and the degree of its impact on the mentality of that audience. The success of the communicative process should not be measured by what the sender provides, but rather by what the receiver does behaviorally. We cannot expect the audience to automatically believe and comply with the media message, as it may reject it, or respond to it, if it is consistent with its tendencies, trends and desires, and some audience may take a position of indifference towards the message and not interact with it.

. https://al-sharq.com/opinion/24/05/2014 /

Turnout:

Language:

The turnout is a more accepting source, the turnout for the lesson means interest in it and diligence https://www.almaany.com/

- Procedurally: The demand in this research is intended to increase the public's exposure and use of social networking sites during the period of home quarantine that was imposed due to the Corona pandemic.

Corona virus is a large strain of viruses that may cause disease in animals and humans, and it is known that a number of corona viruses cause respiratory diseases in humans ranging in severity from the common cold to more deadly diseases, especially such as Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome (SARS). The recently discovered coronavirus causes COVID-19 (bug, 2020, pg: 496).

● COVID-19

According to the World Health Organization, the Corona virus, Covid 19, is one of the types of coronavirus strain known scientifically as Corona that targets the respiratory system, and the term 19COVID consists of several parts, and each part carries a meaning; “CO” is an abbreviation for corona, “VI” is an abbreviation for virus, “D” is an abbreviation for disease, and the number “19” is relative to the year in which the disease was announced (https://popsciarabia.com/)

Quarantine

It is isolation and staying in one place and not leaving it to prevent the spread of infectious diseases among individuals, and quarantine is one of the health strategies that many countries resorted to during the spread of the Corona virus (Covid 19) in order to reduce the chances of infection, especially in the absence of a vaccine at the time.

7/ Previous studies

At the beginning of conducting this research, there were not yet studies directly related to the topic in question, but as a result of the delay of the two researchers in publishing the topic due to special circumstances, a sample of studies published later on the topic were included, which are:

*** Study of Muhammad Lutfi Zakaria Al-Shimi (2020)**

The study sought to determine the impact of the Egyptian public's reliance on the official pages of the Egyptian Ministry of Health site Facebook in the framework of the theory of reliance on the media, and the disclosure of the communication strategies used by the Ministry of Health of these platforms to communicate with the masses and provide them with information and counter rumors in the context of a form of crisis communication emergency CERC risk, The study relied on the survey method, and used two questionnaire tools for a sample of 376 individuals, and content analysis of 263 publications on the sample pages of the study, and the study reached the following results:

- High rates of dependence on Facebook as a source for information, and the emergence of positive evaluation to the Ministry of Health pages, in addition to the rise of interest reports and data daily updated (Reduction Strategy uncertainty), and the procedures and measures personal protection, and promoting effective behaviors (effective strategy), as opposed to Weak attention and lack of focus on information about the virus, its symptoms and modes of transmission (risk message strategy), and the groups most vulnerable to infection or infection (risk warning strategy, Muhammad Lutfi, 2020) (El-Shimy, 2020).

* Hamza Belbay study (2020): On the role of preventive media through social media in preventing the Corona virus (Covid 19) in Algeria:

The study focused on highlighting the extent of the interest of the official page of the Directorate of Civil Protection in health and preventive issues, and on the Facebook site, in order to reveal its media treatment in the time period from 03/06/2020 to 06/20/2020 and by analyzing 130 publications from the official page. For the Directorate of Civil Protection as a model for communication pages, its vocabulary was chosen intentionally and through the analysis it became clear that social media sites, especially the official page of the Directorate of Civil Protection of the State of M'sila, gave great attention to preventive and health issues, as the percentage was estimated at 56.92% (Bilbay, Hamza, 2020)

*** Study of Ali Mohamed Fouda (2020)**

The importance of this study comes in knowing the extent to which this new medium (social networking sites) with all its different platforms are able to provide young people with information, especially about this pandemic that has occupied the whole world, and has led to a significant increase in the rate of media use, especially social networking sites, given that The Corona crisis is a global crisis that has made the whole world united by one fate, and everyone is searching for a lifeline from this pandemic.

Where the problem of the study crystallized in examining the level of youth's dependence on social networking sites in obtaining information about the Corona pandemic, which has attracted the attention of the whole world, in light of what is confirmed by the evidence of the Kingdom of Saudi Arabia's global leadership in the use of "Twitter", so that the research problem crystallizes in: What is the level of The reliance of Saudi youth on social media to obtain information about the Corona pandemic? It aimed to identify the impact of the new media (social networking sites) in spreading health culture, to identify the disadvantages of the new media and its damage to society, and how to avoid such problems from the point of view of young people, and the most important topics that young people were exposed to as a result of their reliance on social networking sites as a source of information About Corona, as well as identifying the most important sources that young people rely on in following up on the Corona pandemic. In obtaining information about Corona, it is Twitter, and 40.3% of them see it as "Instagram", 36% of them see it as "Snapchat", and 34% of them see it as "Facebook" (Fouda, 2020). .

*** Study of Abdul-Malik Abdul-Aziz Al-Shalhoub (2020)**

This study aimed to identify the role played by the Saudi Ministry of Health in educating members of the Saudi society about the Corona pandemic, the effectiveness of the media and communication methods and technological patterns used by the Ministry of Health in raising awareness of the Corona virus, and to what extent the Ministry of Health's media messages contributed to building health awareness. Members of Saudi society have this virus, and the impact of the media performance of the Ministry of Health on the extent to which members of Saudi society benefit from the information provided by the Ministry of Health in raising awareness of the Corona virus.

The results of the study confirmed that the communication and media practices of the Saudi Ministry of Health in managing the Corona pandemic crisis and building health awareness among members of Saudi society were very successful and were at the level of the event and played a large and important role in building the Saudi individual and his knowledge, emotional and behavioral formation about the Corona virus in a great way, and messages and means worked And the media methods and technological patterns used to increase the balance of Saudi society members of information and experiences that weave its healthy attitudes, opinions and behaviors about the Corona virus. This success also confirms the tremendous ability of the Saudi Ministry of Health to plan effectively to manage this crisis and follow the principles of effective organization based on the scientific method, which resulted in effective communication practices in educating members of the Saudi community with the Corona virus. Efficiency and effectiveness, as it is a strong pillar of its success (Al-Shalhoub, 2020).

Ramadan Araz and others study (2020)

The study focused on the impact of social media on inducing panic during the Covid 19 pandemic in Iraqi Kurdistan by determining how social media influence mental health through a survey of 516 individuals online in the Kurdistan Region, and the results confirmed that social media have a role in spreading panic. And fear because of Corona, and it also has a potential negative impact on the mental and psychological health of the public, and Facebook was the most used social network in spreading panic (Araz, Ramazan Ahmad&others, 2020).

***Kaila& Krishna Prasad study(2020)**

The researchers were interested in the flow of information about the virus through Twitter during its spread, by analyzing the content of tweets related to the virus and the various solicitations and feelings that they carry. Chief among them is fear and panic, and the most visible positive emotion through Twitter was confidence in reaching the vaccine. The government, health authorities and institutions have also succeeded in using Twitter effectively to disseminate accurate and reliable information about the virus (Kaila, Krishna, 2020).

* Aspects of benefiting from previous studies: The two researchers benefited from previous studies in several aspects, including:

Good understanding of the subject being studied.

- Knowing the research aspects that were focused on in previous studies. Thus, other research aspects that were not addressed were selected.

Choosing the appropriate tools for data collection, especially the design of the questionnaire.

- Forming a perception about the selection of appropriate theories for research.

- Comparing the results of the current study with the results of previous studies that were presented.

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8/ Theoretical background of the study

This study relied on the following theories:

A- Theory of media dependence

The theory of media dependence aims to reveal the reasons why the media sometimes have strong and direct effects, and at other times they have indirect and somewhat weak effects. Social small and large relate to each other, and then try to explain the behavior of the parts in relation to these relationships.

As the name of the theory suggests, the main relationship that governs it is the dependence relationship between the media, the social system and the public, and these relationships may be with all media systems, or one of its parts, such as: newspapers, magazines, radio, television, cinema (Makawi, 2009, p. 314) .

This theory is based on the following assumptions:

● The greater the unrest in society, the higher the public's demand for the media.

● The more the media system in society is able to satisfy the needs of the masses, the more the public will turn to the media.

● The levels of audience turnout to the media vary according to the audience's goal and trends.

The theory of media dependence has been linked to a set of studies carried out by researcher Sandra Paul Rokich, in which she explained that the media is classified as a source of power that influences individuals, and that contributes to providing them with a set of information on various topics. Rokich, researcher Melvin DeFleur, participated in developing a model for the theory of media dependence, which was based on the study of the main components of the media, which are the media, society and the public (Mazahra, 2018, pp. 217-219).

According to this theory, the effects of the media on the recipients are manifested in three levels:

Cognitive effects: they appear through the increasing cognitive aspect of the recipient, through the following: ambiguity, formation of direction, order of priorities, breadth of beliefs....etc.

Emotional effects: They are embodied in several emotional effects, including emotional apathy, fear and anxiety, moral support and alienation.

- Behavioral effects: They are the final product of cognitive and affective influences, which are reflected in the behavior of the recipient through activation and inactivity.

The two researchers relied on this theory to monitor the extent to which the study sample relied on social networking sites to know the developments of the Corona virus and ways to prevent it, and to monitor the resulting cognitive and affective behavioral effects.

B- The cognitive gap theory

This theory assumes that the flow of information from the media within the social system causes groups of the public with a high economic and social level to acquire this information at faster rates than groups with a low economic and social level. Thus, the knowledge gap between the different groups of the public tends to increase rather than decrease, and this assumption confirms that groups with a low social and economic level do not remain poor in this information in general, but rather acquire relatively less information from higher levels. (Ismail, 2013, p. 84)

Many studies and research have supported the ideas of this theory, especially in the United States of America, Europe, America and the Middle East, where it was found that economic and social factors have an important role in acquiring knowledge. We mention (Mazahra, 2018, p. 221): social and economic level, educational level, degree of interest in topics, volume of exposure to the media, extent of exposure, degree of motivation, balance of information and personal experience, nature of the topic or issue raised, intensity of media coverage and demographic variables.

This theory was relied on to measure the cognitive differences that exist among the respondents on the subject of Corona, as this theory is based on the idea of the disparity that exists between individuals and groups in knowledge, and the impact of exposure to mass media in the presence or increase of this disparity (Ismail, 2013, p. 84).

9/ Fields of study

The limits of the study were in the following areas:

A/ spatial domain: The study covered three Arab countries, namely Saudi Arabia, Egypt and Algeria. The two researchers chose these countries intentionally because of the ease of encouraging respondents to respond to the electronic questionnaire form.

B/ Time range: Since the emergence of the epidemic and almost simultaneously in the Arab countries, the first signs of the researcher's idea appeared on this subject, especially with the increase in the subject's ability to search in practice, as a result of the increasing periods of individuals' use of social networking sites, and the increasing reliance on them to obtain knowledge information about the virus and after controlling The methodological aspect of the topic, the two researchers started designing the questionnaire, and after completing all its requirements, its link was distributed on March 25 to April 25, 2020, after which the stage of communicative processing and drawing conclusions came at the end of May 2020.

A/ The human domain: the research sample was represented in the available sample, which is estimated to number 583 items, distributed as follows: 208 items from Saudi Arabia, 191 items from Algeria, 184 items from Egypt.

10/ Type and method of study

There are many methods that researchers rely on to find solutions to the various problems of their research, according to their different topics and different goals. Based on this, the two researchers considered that the most appropriate approach that can contribute to answering the questions raised and achieving the desired goals is both the descriptive approach and the comparative approach. As the descriptive approach is one of the most widely used approaches in media and communication research because of the clarity of its steps and its availability to use various statistical methods in analyzing the collected data. It is a method that seeks to determine the current status of a particular phenomenon, then works to describe it, and then it depends on the study of the reality or the phenomenon as it exists in reality and is concerned with describing it accurately, and this means that the descriptive method tells us what is currently present. :50)

As for the comparative approach, it is the method used by researchers to interpret and analyze similar phenomena in terms of defining each of them and identifying similarities and differentiation between them in order to reach scientific results (Bakr, 2003, :37).

So, this study is a descriptive study that seeks to describe and diagnose the respondents' dependence on social media during the Corona pandemic and the degree of their turnout to the sites, especially during periods of home quarantine imposed by countries, in addition to researching the effects of this exposure. Through the two approaches, we will be able to know the extent to which there is a knowledge gap between the respondents on the topic being studied, especially since the research was at the beginning of the emergence of the virus in the Arab countries, the field of study.

11/ Research community and study sample

The research community in this study is represented in all users of social networking sites in the following Arab countries: Algeria, Egypt, and Saudi Arabia, and because it was not possible to access all the vocabulary of this community, it was relied on the sampling method from this community by choosing an appropriate type of non-probability samples, which are The available sample, which is the sample that the two researchers were able to access, and accordingly this type of survey allowed us to access 584 items in the three Arab countries, distributed as follows: Algeria 192 items, Egypt 184 items, and Saudi Arabia 208 items.

Data collection tools:

The study relied on a questionnaire tool that included the following topics:

The demand for social networking sites increased during the home quarantine due to the Corona pandemic.

Interest in following up on Corona topics on social media.

- Adopting the sample on the communication sites to obtain information about the emergence of the Corona virus and the nature of the preferred accounts.

- Evaluation of the study sample for the role of social networking sites in public awareness of the Corona virus (Covid 19).

The effects of social networking sites on the sample with regard to following up on Corona virus topics.

There is a knowledge gap in the sample about the Corona virus.

The validity and reliability of the questionnaire

First: Stability: To ensure the stability of the axes, the researcher used the Alpha Cronbach correlation coefficient for each axis, and the result was as follows:

The degree of stability of the study scales ranged from 51 to 77, and the statements that were confirmed to be the reason for the weakness of each axis were omitted, which indicates the homogeneity of the vocabulary of each axis independently, and also the study sample's understanding of the vocabulary of each axis in the same way, which confirms the validity of the results that will be reached to her.

Second: The validity of the questionnaire: The study used two methods to measure the validity of the questionnaire:

A- Apparent honesty (arbitrators)

The questionnaire form was presented in its initial form to a group of arbitrators from fellow researchers, in order to modify the questionnaire items as they saw fit, either by deleting, adding or modifying, and the approval rate of the arbitrators on the questionnaire's paragraphs was not less than 93%. This means that the questionnaire axes are valid for application to the study sample.

B - The sincerity of internal consistency

To calculate the extent of the structural consistency of the study measures, the relationship of each axis element to the degree was measured

College of the axis the following is a presentation of the degrees of internal consistency of the study scales.

13- Study results:

We present the results obtained as follows:

First: The results of the study according to the questions:

The answer to the first question: What is the rate of turnout of the study sample on social networking sites?

This question was answered through two dimensions: the first is related to the rate of browsing the social networking sites weekly, and the second is related to the daily browsing rate as follows:

Table No. (07) shows the rate of turnout of the sample on social networking sites

Extrapolating the data from Table No. (7), it becomes clear to us that 89.9% of the sample browse social networking sites daily, which means that they constitute an essential part of their lives, and the daily browsing rate has increased in the three countries in close proportions, although the Egyptians are at the forefront by 93.5%, then The Saudis are 89.9% and finally the Algerians are 86.5%, but if we analyze these numbers in the light of the study sample, we will discover that the sample was from the youth group (between 18-45 years) and it was higher in the Egyptian sample than in the Saudi sample and vice versa in the category (45-60). It is known that young people use social media the most, and therefore it is not possible to be certain that Egyptians use more than Saudis.

In general, the arithmetic average of the weekly browsing rate increased to reach the relative weight of the arithmetic average 75.6%, and this explains the result of the sample's evaluation of the role of communication sites in raising awareness of the Corona pandemic with a positive role.

Table No. (08) Shows the duration of the sample browsing social networking sites

جادوال هونا

The results of Table No. (08) show that 39.4% of the respondents browse social networking sites at a medium intensity (1-3 hours per day), followed by 32% surfers (3-7 hours), while the percentage of users at a low level (less than Hours) did not exceed 7.2%, which indicates a high rate of browsing the sample for communication sites, and the relative weight of the arithmetic average reached 66.91%. Although the study sample is not only young people, but the percentage of young people (from the age of 18-30) did not exceed 37.3%, and it is known that this category is the highest use of communication sites.

It also became clear that the Saudis are more likely to browse the communication sites than the Algerians and the Egyptians, and this may be due to the higher level of income in Saudi Arabia than in Egypt and Algeria, which allows its members to permanently subscribe to the Internet service, while the Algerians and Egyptians depend on its use at specific times.

The second question: What are the sample sources for following up on Corona news?

This question was answered through tables (10, 09, 11), where Table (09) was concerned with the sources of the sample to follow up on Corona news, Table (10) was interested in knowing the social networking sites that the sample followed, and Table (11) was concerned with the nature of the social networking accounts used From the researchers on the Corona pandemic.

Data indicate that social networking sites come at the forefront of the sources on which the sample relies in knowing the developments of the Covid 19 virus, with a large difference from other sources; Where the relative weight of the arithmetic mean of this source reached 89.04%, and Saudi Arabia was the most used of this source, then Algeria and then Egypt.

The Ministry of Health website option came in second place and the Friends option came in third place, with a slight difference in the arithmetic mean between them, where the arithmetic mean for them reached 72.47% and 70.67%, respectively.

What is striking is the decline of traditional media as a source of news, especially the press, especially in Egypt, where only 7.6% of Egyptians reported using newspapers as a source of news about this pandemic. The research sample

Egyptian students) followed the Corona pandemic through the new media, and social networking sites came at the forefront of the means from which they drew their information about it, and also a study (Saleh 2021, p. The results of (Al-Shalhoub, 2020) also confirmed that the Internet is the first source of information on the Corona virus for the Saudi public.

The results show that Facebook topped the list of use among the study sample with a relative weight of the arithmetic average of 73.67%, which indicates a high percentage of use, followed by WhatsApp and YouTube with a relative weight of the arithmetic averages 63.87%, 63.01%, respectively, and Tik Tok came in the last rank with a relative weight of the arithmetic average of 32.15 % .

Twitter also ranked first in Saudi Arabia, while Facebook ranked first in Algeria and Egypt, and this result differs with the study of Wadd Mohammed, which revealed that WhatsApp occupies the first place in Saudi Arabia by 15%, although it agrees with the studies of Al-Shahlob and Ali Fouda that Twitter is the first site To elicit information about Covid 19 among the Saudi public, and it agrees with the study of Ben Aichouch, which confirmed the dependence of Algerians on Facebook as a main source for tracking news of the Corona virus, and the study of Al-Matbouli and the study of Al-Shimy, which confirmed that the Egyptians depend on Facebook in the first place to follow Corona news.

By extrapolating the data, it becomes clear to us the sample's preference for following the pages of the local authorities first, with a relative weight of the arithmetic average of 79.24%, which indicates that there is interest in the news of Covid 19 in the geographical environment closest to the respondents, and the Saudis were the most interested in these pages, then the Algerians, and finally the Egyptians, and this result is a positive indicator of public awareness Al-Araby stressed the importance of relying on reliable and specialized government sources, as this development reflects in the form of the relationship between the citizen and his government and his trust in government institutions and agencies.

What supports this result is what El-Shimy's study indicated that since mid-February 2020, and with the daily developments of the crisis and the spread of the virus, the number of Egyptian followers and interactors on the pages has doubled.

The official page of the Egyptian Ministry of Health, where the official page of the Ministry of Health got more than 04 million likes, and the number of its followers reached about 7 million followers, an increase of one million followers with the spread of the virus, and the Al-Shalhoub study, which found that the Saudi Ministry of Health website comes at the forefront of the sites followed by the public. Saudi.

The option to follow the pages of international bodies and the option to follow the doctors' pages came in the second and third place, respectively, with a relative weight of the arithmetic averages of 71.70% and 70.97%, respectively, and it became clear that the Algerians' interest in these pages exceeded the interest of the Egyptians and the Saudis, whose interest in them was close.

The third question: What topics do the public prefer to follow on social media sites related to the Corona virus?

By extrapolating the data, it becomes clear to us that following up on the news of the spread of the Corona virus in the country of the respondents received the largest percentage of interest, as the relative weight of the arithmetic average for this phrase reached 95.75%, and Algeria came in the forefront of the three countries that are interested in this aspect, followed by Saudi Arabia and then Egypt with a large difference from these two countries, The two researchers explain this due to the bank's delay in announcing the presence of HIV infections (the study data was collected in April 2020 and also its delay in taking precautionary measures), and therefore it was not sufficiently available or widespread for the audience of the communication sites to follow. After that, we find the option to prefer official news about the developments of the virus with a relative weight of the arithmetic average of 91.78%, and Saudi Arabia was at the forefront of the three countries whose children are interested in this news. From the dissemination of news through social networking sites, as the study (Al-Shimy 2020) indicated that the Kingdom of Saudi Arabia was interested in distributing the numbers of HIV infections according to each governorate and the places of infection in each governorate, which gave an indication to the public of the accuracy of the statistics.

The option to pay attention to sarcastic comments came in last place with a relative weight of 60.57%, and this result is logical given the state of panic that dominated the world and did not leave much space in front of the audience for sarcastic comments.

Fourth question: What is the degree of reliance of the study sample on social networking sites to investigate Corona news?

The data shows that 43.7% of the respondents rely on social media to learn about Corona news, compared to 22.3% who rejected this idea, so the relative weight of the average dependence reached 70.8%, which indicates that the sample relies to a degree close to large on social networking sites, and these agree The result is with the study (Al-Shalhoub 2020), which found that the Saudi public depends to a large extent on the Saudi media to know Corona news by 79.2%, and the table below shows the reasons for this dependence.

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The data shows that the sample maximizes the role of social networking sites in raising awareness of the Corona virus to limit its spread, as the relative weight of the arithmetic average for evaluating the role of communication sites reached 81.98%, and it became clear that the Saudis rated the highest for this role at 83.7%, followed by a large difference of Egyptians 68% and Algerians 63 % in close proportions, and this means that social networking sites have succeeded in creating a space for themselves in the life of the Arab citizen, and have also been able to have a greater role than just communication and entertainment between people and that they can play an important role in crises and that the public appreciates this role.

Second: The results of the study according to the hypotheses

The first hypothesis: There is a correlation between the density of the sample's turnout on social networking sites and interest in the topics of the Corona virus.

The data indicate that there is a statistically significant correlation between the intensity of the sample browsing for communication sites and the sample’s interest in Corona virus topics, where the significance level reached 0.000 and the correlation strength reached 0.300, which indicates that it is less than the average, and thus the validity of the first hypothesis was proven.

The second hypothesis: There is a relationship between the sample’s interest in Corona topics through social networking sites and the assessment of the role of communication sites in educating the public against the Corona virus (Covid 19).

The data indicate that there is a statistically significant correlation between the sample’s interest in Corona topics and the assessment of the role of communication sites in educating the public against the Corona virus (Covid 19), where the significance level was 0.100 and the correlation strength was 0.4, which means that social networking sites have a role in raising the level of awareness of their followers about the importance of Precautionary measures and thus it became clear the validity of the second hypothesis.

The third hypothesis: There is a correlation between the sample's dependence on social media to obtain information about the emergence of the Corona virus and the resulting effects.

The data indicate that there is no statistically significant correlation between the sample’s dependence on communication sites to obtain information about the emergence of the Corona virus and the resulting cognitive effects, as the significance level reached 0.850, which is a non-significant value. The validity of the third hypothesis.

Third, the general results

The field study resulted in several important results, the most important of which are:

The increasing turnout of respondents during various social networking sites periods of home quarantine due to the spread of the Corona virus (Covid 19).

- Social networking sites ranked first in terms of the sources that respondents relied on in Egypt, Algeria and Saudi Arabia to know the developments of the Corona virus, with differences recorded between the three countries in terms of the sites used.

- Users of social networking sites prefer to follow the accounts of local health authorities to know the latest developments in the spread of the Corona virus (Covid 19), and in terms of the respondents' preferences to follow up on topics related to the

Corona virus Through social networking sites, they preferred to follow the spread of a virus in their countries in the first place.

The effects of the respondents' follow-up to the topics of Corona Covid 19 through social networking sites were varied, and they come at the forefront of these cognitive effects.

- A knowledge gap appeared between the respondents about the Corona virus, Covid 19, as the most correct information was recorded among the Algerians.

The respondents acknowledged the great role played by social networking sites in preventing the Corona virus, and this is through the intensity of publication about the virus during this period.

- There is a statistically significant relationship between the interest in the density of the sample's turnout on social networking sites and the interest in the topics of the Corona virus.

- There is a relationship between the sample's interest in Corona topics through social networking sites and the evaluation of the role of communication sites in educating the public against the Corona virus (Covid 19).

- There is a correlation between the sample's dependence on communication sites to obtain information about the emergence of the Corona virus and the resulting effects.

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Masculine and femininity of the verb with the Plural and semi- plural of nouns (syntactic semantic study)

Prepared by

A.Prof.Dr.Mohammed Eltayeb Omer Mustafa
Department of Arabic Language, College of Arts and Humanities, Taibah University, Kingdom of Saudi Arabia
mmustafaeed@gmail.com

Abstract

This study came under the title: Masculine and Feminizing the Verb with the Plural and its similarities (an applied semantic grammatical study). As for the importance of the topic, it stems from the balance between the saying of Al-Farra and the saying of Ibn Yaish. As for the reason for choosing it, it goes back to knowing the semantics of the predicate verb for a plural or its likeness, which helps in the linguistic taste of texts in general. The descriptive analytical method was followed in order for the study to reach its results. The study also presented examples from the Holly Qur'an, the Prophet's Hadith and poetic models. Then the conclusion, which contained the most important findings of the study.

Key words: plurals of few and many, plural noun and plural gender noun ، signs of femininity, inference.

An introduction

The Arabic language is rich in its many styles, and among these methods is the method of masculinity and femininity, which has found great care among linguists and grammarians. As for the linguists, they composed many works and works in it, such as Abu Bakr al-Anbari, al-Farra and other scholars. And Abu Bakr al-Anbari has this important saying that clarifies the status of this method, when he said: "[Know that] the perfect knowledge of grammar and syntax is knowledge of the masculine and [feminine because]: whoever mentions a feminine or a masculine feminine, the defect is necessary to him, as is his necessity of a nominative accusative or a lower case." Al-Anbari, 1981 AD: 51).

As for the grammarians, they gave it great care when talking about the isnad, especially in the subject of the subject by mentioning the places of masculine and feminine obligatory sometimes and their permissibility at other times. Since this study is concerned with reminding and feminizing verbs when they are attributed to the plural and it's like, this study came under the title: Reminding the Verb and Feminizing it with the Plural: (An applied grammatical semantic study).

The importance of this topic comes in balancing between the words of Al-Farra': "If the number of feminine and masculine decreases, the ya in it is better than the t. God the Mighty and Sublime said in the little feminine. The first feminine verb, if it is less, is with Ya'a, so it is said: The women are qommen" (Al-Fara', Dawn T: 124), and between Ibn Ya'ish's saying: "And the Kufis claim that the masculine is for the many, and the feminine is for the few" (Ibn Ya'ish, 2001: 376). There is no doubt that standing at this grammatical issue and reaching its results provides a service for Arabic in general and grammar in particular.

Perhaps one of the reasons for choosing this topic is to know the meanings of the different Arabic structures whose subject is plural or similar, and its verb is either masculine sometimes or feminine at other times, such as: the men rose, the men rose, the female students won, the female students win, the female students win, the female students win, the female students win, the female students win, and the female students are successful. And the students are successful and other structures. Many grammar books indicate the permissibility of masculine and feminine sometimes to separate the verb and its subject with a comma and at other times they mention that femininity is not real, so grammarians estimate it is omitted, which is (plural) or (group), without indicating the significance of that and this is what He made this study aims to reach the semantics of these structures. There is no doubt that standing at these structures and linking them to semantics helps in the linguistic taste of these structures, as they were mentioned, whether in the Holy Qur'an, the Noble Hadith, or Arabic poetry.

The importance of studying

Since the scientific research is solving a problem, verifying a matter, a distant approximation, a scattered collection, a brief simplification, or an abbreviation of an entirety, I found myself wanting to solve this issue, so I resolved to study this topic to provide some solutions and find answers to some questions such as:

Does the remembrance of the verb with the plural and it's like indicate the few and thus the saying of the fur is more likely or not?

Does the remembrance of the verb with the plural and it's like indicate the abundance, and the feminine with them indicate the few, and thus the saying of Ibn Yaris is more likely?

Are they equal?

· Is the saying that the remembrance of the verb with the subject of the ensemble is unique to the furry alone, or is there among the Kufic who say it? And if there is someone who says it, why is this saying of the furs famous?

Is the minority real as it is between three to ten and does not exceed it, as is the doctrine of the grammarians, or is there a metaphorical few?

Are there a relationship between many and few and the interpretation of grammarians (group) if the verb is feminine and (plural) if the verb is masculine?

This study included an introduction, four sections and a conclusion. In the introduction, it showed the reason for choosing the topic, its importance, the plan followed, and the approach. As for the first topic, it is a theoretical study in which:

defining the study terms, linguistically and idiomatically, then mentioning the signs of femininity, as well as the opinions of scholars on the plural attributed to the verb.

As for the second topic, it is an application on selected models from the Noble Qur'an, the third topic is an application on selected models of the noble Prophetic hadith, and the fourth topic is an application on selected samples of poetry. The Qur'an was presented because it was the most eloquent of words and because it found great care from the commentators who, with their words, supplemented this study to reach its desired results. The hadith was presented on poetry; Because it is the second source of linguistic citation and I delayed poetry. Because he has the third degree of martyrdom.

The approach followed in this study is the descriptive analytical method to reach the desired results. When mentioning the selected models, I mention the model and then show what it contains of plural or similar, as well as mention the verb ascribed to it, whether it is feminine or masculine, then discuss it with mentioning the evidence and sayings that help to clarify it.

Previous studies: There are a number of studies that dealt with remembrance and femininity, including: The transformation of grammatical structures between masculine and feminine in similar verses in the Holy Qur'an, a study submitted by the student: Aryaf Ghazi to complete the requirements for obtaining a master's degree from the Middle East University in December 2012 AD, and the student arrived For the most important results: the Holy Qur'an, every word in it is intended by its pronunciation and placing it in its place, whether in the reminder, the feminine, the introduction, the delay, the definition or the denunciation... Likewise, the sayings of scholars and their attempts to explain these verses in which examples of masculine and feminine are mentioned with the common subject is evidence of their faith. The practical conclusive that the Holy Qur'an is not synonymous with it.

Among the studies are: Remembrance and Femininity in the Noble Qur'an (applied study) to obtain a doctorate degree at Umm Al-Qura University in the Kingdom of Saudi Arabia, presented by the student Muhammad Abdel Nasser, under the supervision of Prof. Dr. Muhammad Misbah Ahmed Nasr. Among the most important results: the pronoun returns to the plural of cracking, singular and feminine, considering the meaning of the group and a masculine plural, given the meaning of plural.

And both studies were devoid of the significance of the verb's remembrance or feminization on the few and the many, and this is what is unique to this study. As it did not appear to my knowledge that a researcher balanced between the words of Al-Farra and Ibn Yaish, which makes it a distinct study by placing a building block on which subsequent similar studies are built.

The credit for this study is due to Dr. Fadel Al-Samarrai, who stopped me on the saying of Al-Farra, which encouraged me to find out if there was another opinion on this issue until I stood by Ibn Ya'ish's saying, and then decided to strike a balance between the two sayings.

The first topic: the theoretical study:

Terminology of study

Definition of verb language:

is work; Ibn Faris said: "The Verb of Faa' al-'Ain and al-Lam is a sound origin that indicates the creation of something from an action and other than it."

Definition of the verb idiomatically: The Andalusian meteor said: "The verb limit is every word that indicates a meaning in itself, and its structure has been exposed to time" (Andalusian, 2001: 440).

Definition of masculine and feminine language:

Remembrance and femininity are two sources on the weight of the activation, because they have to be based on the weight of (verb). The first: (male) and the second: (feminine) and what was on the weight of (verb) is based on the weight of the activation; Ibn Yaish said: "Remembrance and femininity are two of the meanings" (Ibn Yaish, 1993 AD: 352).

Definition of masculine and feminine idiomatically: Al-Zamakhshari defined them in his saying: "The masculine is apart from the three signs: the t, the alpha and the ya, in about a room, a land, a pregnant woman, a red one, and a gift, and the feminine is not found in one of them." (Al-Zamakhshari, 1993 AD: 247

Definition of plural and similar idiomatically:

1- Definition of the Salem masculine plural: Shihab al-Din al-Andalus defined it, saying: "The limit of the plural of the Salam masculine: what indicates more than two, and the construction of one is safe in it, and the plural of the Salam masculine if it is a noun. And if it is an adjective, then it is stipulated that it be an adjective for a sane masculine devoid of the feminine ta'a and synthesis, and not from the door of a doer, a noun, a verb, a noun, or something in which the masculine and feminine are equal" (Andalusi, 2001 AD: 457).

2- Definition of the plural of the Salem Feminine: The Andalusian meteor defined it by saying: "The limit of the plural of the Salem feminine: What is plural with two thousand and three more" (Al-Andalusi, 2001 AD: 457).

Defining the plural of the few and the many idiomatically: Al-Zamakhshari said: "The plural of the ten few and less, and its examples are the most active verbs, such as bankruptcy, dresses, robbery, and slavery. And from it he collected the words "waw" and "nun" and "alif" and "t" (Al-Zamakhshari, 1993 AD: 235). And Ibn Yaish said: "And more than ten is too many" (Ibn Yaish, 2001: 224).

Definition of the plural noun and the plural gender: Al-Shehab al-Baidawi said: "The plural noun does not indicate what is above the two, and it does not refer to plural weights, whether it has singular or not. It is a plural gender name." (Al-Khafaji, No. T: 301)

The second topic: Examples from the Holy Qur'an:

Among his models is the Almighty's saying: {Say, "If the sea were ink for the words of my Lord, the sea would have exhausted before the words of my Lord were exhausted" (Surah Al-Kubra 109). The plural in this verse (words) and it is a plural of Salem and denial, to which the verb (runs out) is attributed, and it has two readings: with ta': (it runs out), and by ya: (runs out).

Remembrance and femininity are two sources on the weight of the activation, because they have to be based on the weight of (verb). The first: (male) and the second: (feminine) and what was on the weight of (verb) is based on the weight of the activation; Ibn Yaish said: "Remembrance and femininity are two of the meanings" (Ibn Yaish, 1993 AD: 352).

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As for (exhausted) by t, Al-Zajjaj said: “And the Almighty’s saying: (The words of God have not been exhausted) means that they are not cut off” (Al-Zajjaj, 1988 AD: 200).

The third topic: Examples of the hadith of the Prophet

This study concluded the most important results:

The preponderance of al-Far’s saying that reminding the verb with the plural and its likeness benefits the few, and feminizing it with it benefits the many.

What Ibn Yaish said about the Kufis is rejected, and the most correct is the opinion of Al-Farra.

Through the study, it was found that the opinion of Al-Farra represents the opinion of the Kufic school; Because al-Kisai, the leader of the Kufic school of thought, says so, and perhaps the reason why al-Far’ became famous for this saying was the circulation of his book about the meanings of the Qur’an.

The few are sometimes real as the grammarians put them between three and ten, and sometimes they are figurative in the sense that they are more than the set limit of the few, but comparing the meaning of the figurative few with its gender is little as if it is in the real few space from three to ten. They said what they said about the wife of Al-Aziz, their number was forty. And in the Almighty's saying (And mothers breastfeed).

The study was able, as a matter of reminding the verb and feminizing it with the plural and it’s like, to outweigh the few over the many in the house of Hassan bin Thabet, after the critical view of the house was directed to the masses and their weights and to the words and their lexical significance separate from the context;

Thus, she proved the importance of the actions with the crowd through the context, using the opinion of Al-Zajji and his sayings.

Perhaps there is a relationship between many and few and the grammarians' interpretation (collective) if the verb is feminine, and their interpretation (plural) if the verb is masculine; The difference is clear that the number of letters (group) is more than (plural); When that was the case, they gave the many an interpretation (group), and the few an interpretation (plural).

Recommendations

Conducting more applied studies, whether in the Noble Qur'an, the Prophet's hadith, or Arabic poetry in its different eras.

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Standing on the end of correct and defective words

Prepared by

Associate Prof. Dr. Abdullah Suleiman Muhammad bin Ibrahim
Languages Department - Arabic Language Division
College of Education - Sudan University of Science and Technology
galya4a@gmail.com

2021م

Abstract

This study came under the title: Endowment on the End of the Correct and Unhealthy Words, which aimed to study the endowment on the end of the right and knowledge and knowledge of the provisions, related to it, and know the opinions of morphologists and readers on this topic.

The researcher followed the inductive-descriptive approach, among the most important findings of the study are: Does not begin to speak, It does not stop on the move, Endowment on three languages, First: Replace the tanween alpha after opening it, The second: the deletion of the tanween and the sukoon of the other, And the third: to stop it by replacing the tanween with alpha after opening it, The researcher recommended studying the endowment, knowing its provisions, and applying it in the Qur'anic readings.

Key words:

Connection, omission, tanween, rhyme, intonation

The introduction

Praise is to God, praise worthy of His Majesty, and may God's prayers and peace be upon our master Muhammad and his companions and his family, and may the blessings of God be abundant. And yet:

For the science of morphology is for the sake of the sciences of the Arabic language, the most honorable, the most subtle and the most gentle, and it is the balance of the word that all those who work in the Arabic language need in terms of grammar, linguist, interpreter, hadith and rhetoric whenever they need it. Because it contains the laws, rules and measures in the light of which it is possible to know the origins of words from the excess that is included in them, and what happened to the letters of the word from stopping and heart, or raising, replacing or deleting, and other changes that occur to the structure of the word, just as knowing the letters is the origins of words. It plays the main role in knowing its arrangement in linguistic dictionaries, to reveal its meaning.

As for the importance of this topic, the researcher chose this research, which was titled: The Endowment on the End of the Right and Bad Words.

The study aims to the following

1. Studying the endowment for correct and defective words, knowing the rulings related to it, and knowing the opinions of the morphologists and readers on this subject.

2. There is no doubt that the endowment is indispensable in the morphological lesson, and among the readers of the Noble Qur'an.

3. Collecting the scattered from this topic in a mini-research, which is of great benefit to researchers and readers?

4. Shed light on the endowment, and its permissible and prohibited types.

5. Gathering evidence and evidence in which the endowment was mentioned and applied to it in order to facilitate its identification.

The importance of studying
It is not limited to the morphologists only, but also includes the readers, to know the rulings, manage the meanings, and spend the lessons and lessons.
After the narrative that he brought from evidence and evidence, the researcher urgently needs to prove the following headings in his research:
1. Endowment provisions and evidence
2. Common changes in endowment and their causes
3. The indication of endowment in poetry and prose
4. The indication of endowment in the Holy Quran
5. Endowment for transportation for the Kufic and Basryn
Types of endowments on the correct and defective words
Waqf: the interruption of the pronunciation at the end of the word, and what is meant here is optional, and it is not that which is repentance, denial, remembrance and singing, and most of it requires changes. (Al-Ashmouni, 1998)

Waqf on Menon:

Standing on the conscience:
Endowment on the missing noun:
Trailing stop:
Ibn al-Nazim said: One of the characteristics of the endowment is the increase of the ha' of silence, and most of what is increased after the other omitted verb: assertive, speak to give it, and not throw it, or endowment, like give, throw it, and after what is interrogative, as you say in: Allam, so I said: Allam. (Ibn Al-Nazim, 1998: 812)

On Roy:

Abu Hayyan Al-Andalusi said: It is in the state of recitation, and the endowment of recitation is specific to poetry (Al-Andalusi, 1998: 827). The chant is an increase in the voice, lengthening in it, and it is in singing and trumpeting, and its rhymes are suspicious. Some of Bani Tamim, and others stand by calming the narrator as they are pronounced in speech, as if it is not in poetry, and the people of Hijaz build a period after the letter Roy they sang or did not chant, then the rhyme if it was noun in an accusative position,

The most important findings of the study

1. The common changes in the endowment caused by it are: transfer, omission, iskan, da'eef, rum, ishamam, and badal.

2. It does not start with a still person to speak and does not stop on a moving one.

3. Al-Wasl may give a ruling, and that is a lot in poetry and little in prose.

4. Endowment in three languages: one of them: replacing the tanween alpha after a fatha, the second: deleting the tanween and the sukoon of the other, and the third: to make a waqf for it by replacing the tanween alpha after opening it, waw after a dammah, and ya after it was broken.

5. It is permissible to make a waqf on the correct, expressed noun, on the correct noun, the shortened, the incomplete, and the vowel, as well as the waqf on the narrator according to the poets.

6. The endowment by transmission has a difference of opinion among the scholars, as the Kufics permitted it, and it is the most correct according to the researcher, and the Basrians forbade it, unless the latter was neglected.

Recommendations:

1. The researcher recommends studying the endowment from the morphological aspect, and applying it in Quranic readings.

2. Getting to know the end of the correct and defective words, knowing the rulings related to it, knowing the ruling that is permissible according to scholars and readers, and knowing what is not permissible.

3. Reciting the Qur'anic verses and knowing the chain of transmission that the reciters have endowed with to implement the endowment in word and deed.

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EFL learner's Acquisition Due To Activity centered approach

Prepared by

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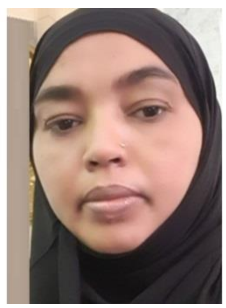


Dr.HIBA AHMED BALAL AHMED.

Saudi Arabia

E-mail: hibabalal@hotmail.com

Abstract

To find out the achievement of ESL learners according to activity-focused instruction, It was found that activity-based language teaching developed the students' language skills, demonstrate an appropriate approach to language teaching so that students can develop their abilities, and it was also found that there is a positive case on students' performance through the use of educational materials used in the curriculum factors that have been identified that negatively affect it. Accordingly, the researcher recommends increasing attention to the teaching process, especially in English as a foreign language classes, the researcher also suggested that there is a need for more as a second foreign language.

Keywords: Second language acquisition - Activity centered approach-Activity centered language teaching.

Introduction

Activity entered approach language learning has its origins in communicative language teaching, and is a subcategory of it. Educators adopted activity entered approach language learning for a variety of reasons. Some moved to activity centered approach syllabi in an attempt to make language in the classroom truly communicative, rather than the untrue-communication that results from classroom activities with no direct connection to real-life situations.

Although the students in the Sudan learn English in basic, secondary for a long time, they are unable to reach the expected proficiency level when they join tertiary higher education.

Since the EFL learners are “poor in their English and lack confidence in their ability to operate in their own English that used it as a foreign language. The researcher search for a suitable approach to build student’s confidence, here the researcher pays attention to the activity centered approach which solve the problem where learners are developed through performing. Activity centered instruction (ACI) is being used as an alternative approach to tackle the problem stated above. It is developed learners’ accuracy and fluency to help them communicate effectively in English. ACI has got some challenges of implementation. Some teachers do not implement it as it was intended. They are tempted to insert a grammar presentation stage into the lesson before students do the task. Students also feel that they will not be able to perform the task without being taught a particular grammar item beforehand.

Research problem

It necessitates looking for another method to language teaching that enables students to develop their proficiency in English language. Activity centered approach has got great attention of teachers, linguists and researchers.

Activity centered approach instruction is being introduced to a certain extent in universities and colleges. It seems that there are misconceptions with regard to task, activity and exercise among teachers.

Research Objectives

• To what extent English language teachers introduce or use an activity-focused approach to language teaching.
• How does an activity centered approach influence the acquisition or not of EFL learners?
• How activities are being implemented in the actual EFL classroom?
• The constraints that adversely affect the implementation of activity centered approach instruction.

Research questions

1- How effective is the use of task-based teaching in improving language skill?
2- Are teachers' uses of English language teaching materials in educational curricula effective in terms of acquiring skills for students?
3-What is the relationship between activity instructions and activity curriculum?

4-Is an activity centered approach an appropriate approach to language teaching and development?

5-What are the factors that can affect the implementation of teaching activity in Sudan?

Define search terms

Activity
Is a component of task which provides specific procedures of a task about what learners actually do during the activity accomplishment?
ACP
Activity centered approach.

Activity centered approach Language Learning and Teaching:

In the late 1970s and 1980s, these activities were often called "communicative activities" (Crocs, 1986). The term 'communicative activities' was gradually replaced by 'activities' (By gate et al., 2001). The interest in activities comes from the belief that they are “a significant site for learning and teaching” (By gate, 2000: 186).

ACLT is primarily motivated by the theory of language learning rather than the theory of language itself. However, there are several assumptions about the nature of language that ACLT underlies. The theories of language on which ACLT is based are widely explained in (Richards and Rodgers 2001: 226-228) and are put in brief hereunder.

Language is primarily a means of making meaning, i.e. communication.

- Multiple models of language (structural, functional and interactional) inform TBI. In other words, TBI is not linked to a single model, but draws on the three models of language.

- Lexical units are central in language use and language learning. Students need some vocabularies which are relevant to their task at hand and to report after the accomplishment of the task.

- Conversation is the central focus of language and the keystone of language acquisition. The use of language begins with simple conversation in a real life situation. During this time, the learner's linguistic and communicative resources will be activated and the acquisition of language would be prompted.

It is believed, in ACLT, that activities play a central role in learning language. (Richards and Rodgers 2001: 228-9) put its key theory of learning as follows:

1. Activities provide both the input and output processing necessary for language acquisition.

2. Activity and achievement motivate students to learn and therefore promote learning.

3. Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes.

Richards and Rodgers further explain that specific activities can be designed to facilitate using and learning of particular aspects of language. More difficult, cognitively demanding activities reduce the amount of attention the learner can give to the formal features of the message, something that is thought to be necessary for accuracy and grammatical development. In other words, sometimes it is necessary to make activities difficult deliberately to shift learners' attention from accuracy to fluency to develop fluency.

The role of learner, teacher and instructional materials are among the basic components of an approach. In line with this, ACLT identified the main role of the student as central who accomplish the task. In fact, through this process, the learner plays a number of specific roles such as group participant, monitor, risk-taker and innovator, strategy user, goal-setter and self- evaluator (Oxford, 2006; (Richards and Rodgers,2001). The instructor also plays several roles. These include selector and sequencer of activities, preparer of learners for task, pre-task conscious-raiser, guide, strategy instructor and assistance provider (Scarcella and Oxford, 1992; Richards and Rodgers, 2001).

According to (Richards and Rodgers2001: 236), “Instructional materials play an important role in ACLT because it is dependent on a sufficient supply of appropriate classroom activities”. Since language instruction begins with providing learners with activities, the instructional material that consists of activities is very important to give the context of learning for students. The material can be either pedagogic (meant for classroom use) or authentic (used in real life). However, authentic activities are more favored as they train the learners with real-world activities and skills. Furthermore, they take the learners to the real world where language is used naturally and, in turn; let them feel that what they are learning in the classroom is useful and applicable outside the classroom.

Theoretical side

In Activity centered approach Language Learning (ACLL), learning is fostered through performing a series of activities as steps towards successful activity realization. The focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic, real-world needs. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic. In an ACLL framework the language needed is not pre-selected and given to the learners who then practice it but rather it is drawn from the learners with help from the facilitator, to meet the demands of the activities.

ACLL relies heavily on learners actively experimenting with their store of knowledge and using skills of deduction and independent language analysis to exploit the situation fully.

In this approach, motivation for communication becomes the primary driving force. It places the emphasis on communicative fluency rather than the hesitancy borne of the pressure in more didactic approaches to produce unflawed utterances. Exposure to the target language should be in a naturally occurring context. This means that, if materials are used, they are not prepared especially for the language classroom, but are selected and adapted from authentic sources.

The Activity centered approach Learning Framework shown below has been adapted from the Willis frame- work (1996).This task is defined as an undertaking that is authentic to the needs of the learners.

Activity centered approach (ACLT) is basically a theory of learning rather than a theory of language. It is a logical development of Communicative Language Teaching. The principals involved are:

1. Activities that involve real communication are essential for language learning

2. Activities in which language is used for carrying out meaningful activities promote learning.

3. Language that is meaningful to the learner supports the learning process. ACLT proposes the notion of ‘task’ as a central unit of planning and teaching. (Nunan 1989) gives the definition “The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

Activities have long been part of the mainstream language teaching techniques. ACLT, however, offers a different rationally for the use of activities as well as different criteria for the design and use of activities. The dependence on activities as the primary source of pedagogical input in teaching distinguishes it from other language teaching approaches.

Activity centered approach Learning in language teaching has become an important approach in the last years mainly because it promotes communication and social interaction although ‘task’ in learning languages dates back to the sixties. A well-known and widely practiced PPP approach to teaching language items follows a sequence of Presentation of the item, Practice of the item and then Production, i.e. use of the item (Harmer, 2001:80). This is the approach currently followed by most commercially produced course books and has the advantage of appearing systematic and efficient. Some researchers, however, argue that PPP approach only creates the illusion of learning because for any lasting learning to occur learners need much more communicative experience. The disadvantages with PPP that are raised by some members of language teaching community include:

- too simplified approach to learning a language – assuming it consists of rudimentary blocks and manipulated by grammar rules,
- overuse of the target structure,
- usage of existing language resources,
- Failure to produce the language correctly or not produce at all.

Activity centered approach Learning (ACL) refers to activities designed for learners doing authentic activities (Simpson, online). Learners are asked to perform a task without any input or guidance from the teacher. For task completion, learners have to use the language in a similar way as language is used in the real world outside the classroom. ACL approach does not contain predetermined language syllabus. Language items that learners need to complete activities successfully emerge in the process and can be recycled at the end of activities. Among possible advantages of ACL the following have to be mentioned:

a. there is no language control in production stage,
b. learners use their language knowledge and resources,
c. learners experiment with language during task completion,
d. learners' communicate and collaborate during activities,
e. target language emerges from students' needs,
f. ACL offers reflection on language usage.

The main advantage of ACL is language usage for a meaningful communication. In this respect, ACL is closely associated with Content-Based Instruction that combines language learning and content of subject matter. Both methodologies allow integrating all language skills, i.e. reading, writing, speaking and listening, into development of fluency towards accuracy.

An extensive up-to-date monograph on Activity centered approach Learning and Teaching by Rod Ellis appeared in 2003. According to (Ellis 2003:65), 'ACL is mostly about the social interaction established between learners as a source of input and means of acquisition, and involves the negotiation of meaning, communicative strategies, and communicative effectiveness'. (Ellis 2003:320) also outlines the teaching principles: level of task difficulty, goals, acquisition orientation, students' active role, taking risks, focus on meaning and form, need of self-assessment of progress and acquisition.

Quite a diverse attitude to ACL is expressed by (Nunan (1988:44): ‘the focus is on learning process rather than learning product’ and ‘there is little or no attempt to relate these processes to outcome’.

ACLT has been utilized not only because it has well-grounded assumptions, principles, and theories of second language acquisition, but due to the sound rationale behind its implementation (Jeon & Hahn, 2006). The application of ACLT is really a consequence of a better sense of the nature and procedures of EFL learning and also owing to the insufficiency of other approaches, for example, presentation-practice-product (PPP) (Hui, 2004). The result of employing a PPP model is that learners are still unable to apply the structure accurately though grammatical rules have been accounted for with care (Ritchie, 2003). Apparently, there exists a gap between students’ mastering a rule and executing it in communication, and it is doubtful whether the grammar-based PPP model is effective to language acquisition (Ritchie, 2003).

ACLT indicates that language learning is a dynamic procedure facilitating communication and social interaction rather than a product acquired by practicing language items, and that students learn the target language more effectively when they are naturally exposed to meaningful activities (Jeon & Hahn, 2006). Such a view of language learning caused the development of various activity centered approaches in the 1980’s e.g., (Breen, 1987; Candlin & Murphy, 1987; Nunan, 1989; Prabhu, 1987), and during the 1990’s, developed into a detailed practical framework for communicative classrooms where students performed activities through cycles of pre-task preparation, task acquisition, and post-task feedback (Skehan, 1996b). In particular, ACLT has been re-examined in recent years from distinct perspectives involving oral acquisition, writing acquisition, and acquisition assessment (Ellis, 2003b).

Despite its educational benefits in the language learning context, a task unnecessarily guarantees its successful implementation unless the teacher as facilitator of task acquisition understands how activities actually work in the language classroom (Jeon & Hahn, 2006). It likewise suggests that ACLT as an instructional approach is more than giving activities to learners and evaluating their acquisition. The teacher, who attempts to succeed in conducting ACLT, is requested to have adequate knowledge on the instructional framework related to its plan, process, and assessment (Hui, 2004).

As any approach of language teaching, Activity centered approach (ACLT) has its own assumptions on which it is based. (Feez 1998), cited in (Richards and Rodgers

2001: 224), and in Edwards and Willis (2005: 16), summarized the six basic assumptions of activity centered approach instruction (TBI) as follows:

The focus of instruction is on process rather than product.

Basic elements are purposeful activities and activities that emphasize communication, i.e. meaning.

Learners learn language by interacting communicatively and purposefully while they are engaged in meaningful activities and activities. Activities and activities can be either:

- those that learners might need to achieve in real life or,

- those that have a pedagogical purpose specific to the classroom.

Activities and activities of centered approach syllabus can be sequenced according to difficulty.

The difficulty of an activity depends on a range of factors including the previous experience of the learner, the complexity of the activities, and the degree of support available.

As we can see from the assumptions, an activity centered approach instruction underscores the importance of activities. They are activities that are selected to be the elements of teaching. Activities are considered as core point of the language syllabus.

The general goal of ACA as (Skehan 1996a) says is to enable learners to be more native-like in their acquisition of the target language. In order to reach this level, a learner should have a remarkable acquisition in both accuracy and fluency. Being accurate in using language has a considerable value in the development of fluency. In recent times, according to Leaver and (Willis 2004), there are some linguists that conclude that teaching grammar is not essential.

On the other hand, (Nunan 1989: 13) says, ". . . there is value in classroom activities which require learners to focus on form. It is also accepted that grammar is an essential resource in using language communicatively." This shows that teaching grammar, explicitly or implicitly, accounts for one's development of native-like language use ability like that of using the target language in meaningful way. Based on these, ACLT has three main goals: accuracy, complexity/restructuring and fluency (Skehan, 1996a, 1996b). Skehan elaborates the three goals of ACLT as follows:

Accuracy - concerns how well language is produced in relation to the rule system of the target language. It is concerned with a learner's capacity to handle whatever level of intra-language complexity he/she has currently attended.

Complexity/Restructuring - complexity refers to the elaboration or ambition of the target language. Restructuring is the process which enables the learner to produce progressively more complex language. This stage is a little bit further than accuracy. Here the learner expands what he/she realized about the rule of language linking with other underlying systems of the language.

Fluency - refers to the learner's capacity to produce language in real time without undue pausing and hesitation. Here the learner uses his/her language (using the above two) in order to communicate meaningfully in real life situation.

TBI emphasizes fluency in communication but the process proceeds from fluency to accuracy. This can be achieved at the expense of accuracy and complexity (Shehadeh, 2005; Oliveira, 2004). This implies that accuracy and complexity are stepping stones to arrive at fluency. Most of the times, as (Atkins, Hailom and Nuru ,1996) say, foreign language learners are afraid of using the target language (TL) lest they make mistakes and laughed at by their peers. If the students have good knowledge of form as well as use, they can develop their confidence of using TL. Therefore, a task designer should look for the balance between these language aspects when he/she designs language learning activities. Stressing this idea,(Skehan ,1996b: 22) says,

It is fundamental for the designer of activity centered approach instruction to engineer situations which maximize the chances that there will be a balance between these different goals when intentional resources are limited.

It is assumed here that these three goals are in some degree of mutual tension. We cannot give our full attention to each of these goals. This means that the pursuit of one of these goals can easily be at the expense of the others. Since the three goals are inseparable, maintaining balance is very essential. (Skehan and Birch, 2005), gives two suggestions for balancing the three goals: choosing activities which focus on particular goals and implementing activities sequentially so as to establish balanced goals development.

As it has been said so far, language has different aspects which are highly interwoven. Focusing on only one disregarding the other makes the language aspect to be useless by itself. So there should always be balance between accuracy, complexity and fluency. In activity centered approach instruction, activities should maintain the balance of these three goals so that the learner can have nearly native-like acquisition in the foreign language he/she learns (Leaver and Willis, 2004).

It appears that Prabhu's Communicational Teaching Project in Bengalore (Prabhu, 1987) was a major milestone in the process of "changing winds and shifting sands" (Brown, 2000: 13) towards this new language teaching paradigm (Leaver and Willis, 2004). In reality, the results of this project indicated that ACLT might represent a promising alternative to existing methods of the 1980s, as suggested by (Tarone andYule (1989).

Cathcart and Chaudrun 1988: 98) was one of the language oriented researchers who performed ACLT with empirical examinations. After observing eight Spanish-speaking kindergarten children in various activities for a year, Cathcart pointed out that "an increase in utterance length or complexity was found in those peer-peer interactions".

The results of a study conducted by (Rulon and McCreary’s, 1986),which compared between teacher-fronted and group work negotiation for meaning also endorse the reliability of ACLT. The point they made was that through group work focused on meaning, interaction is promoted, and, eventually L2 learning ensues.

(Fotos and Ellis, 1991) demonstrated that the adoption of "activity centered approach language teaching" to communicate about grammar is conducive to both learning and communication. They also found that communicative grammar-based activities helped Japanese college-level EFL learners increase their knowledge of difficult grammatical rules and facilitated the acquisition of implicit knowledge.

Bygate (1996) found evidence that repetition of a task affected accuracy in some interesting ways that were consistent with this account. Without any prior warning or indication that the task was to be repeated, and without any use of reference to the task in class of repeating a video narrative task, the speaker showed significant adjustments to the way she spoke. According to several experienced judges, her lexical selection, selection of collocates, selection of grammatical items, and her ability of self- correct was better when the task was repeated. During the first acquisition, the speaker was likely to have been more taxed by the task of holding meanings in memory, transferring the meanings into words and articulating them, under time pressure. During the second acquisition, the speaker was likely to have been able to take advantage of the familiarity of the content and with the processes of formulating the meanings, and was able to devote more attention to the lexicon-grammatical selection. Bygate also concluded that repetition of similar activities is more likely to provide a structured context for mastery of form-meaning relations than is a random sequencing of activities.

(Pica-Porter, Paninos and Linnel (1996) investigated the effect of interaction during the implementation of a task on promoting the process of comprehension between L2 students. The participants of this study were sixteen English-speaking intermediate students of French as a foreign language at the University of Hawaii. The findings of this study showed that the language produced by participants during the simulation was typical of negotiation for meaning. The results also indicated that the interaction between L2 students offer data of considerable quality, but may not provide the necessary input that would result in reconstruction of the learners' language. The study concluded that L2 students can be a source of modified and limited input and the interaction between them is not as rich as the interaction between native speakers and non-native speakers. (Pica et al. 1996) recommended that negotiation for meaning may have a beneficial role when used in combination with other pedagogical principles that promote language acquisition.

Lochana and Deb's (2006) project in a school run by the Basaveshwara Education Society in India also revealed evidence in support of a task- based approach to language teaching and learning. They developed an experiment in which non-activity centered approach textbook activities were converted into activity centered approaches in order to test two hypotheses: (1) ' Activity centered approach teaching enhances the language proficiency of the learners' and (2) 'Activities encourage learners to participate more in the learning processes'. Their findings suggest that ACL is beneficial to learners not only in terms of proficiency enhancement but also in terms of motivation.

(Joen and Jung, 2006) explored EFL teachers' perceptions of ACLT in Korean secondary school context. The data for their study were collected through questionnaires from a total of (228) teachers at (38) middle and high schools in Korea. The overall findings of their study revealed that despite a higher level of understanding of ACLT concepts, many Korean EFL teachers retain some fear of adopting ACLT as an instructional method because of perceived disciplinary problems related to classroom practice. They also concluded that teachers had their own reasons to use or avoid implementing ACLT. Based on the overall findings, they gave three important implications for teachers and teacher trainers: First, since teachers' views regarding instructional approach have a great impact on classroom practice, it is necessary for the teacher, as a practical controller and facilitator of learners' activities in the classroom, to have a positive attitude toward ACLT in order for it to be successfully implemented. Second, given the research finding that teachers lack practical application knowledge of activity centered approach methods or techniques, teachers should be given the opportunity to acquire knowledge about ACLT related to planning, implementing, and assessing. They suggested that teacher education programs, which aim at in-depth training about language teaching methodologies, should properly deal with both the strengths and weaknesses of ACLT as an instructional method ranging from basic principles to specific techniques. Third, when taking into account that one of the major reasons teachers avoids implementing ACLT is deeply related to a lack of confidence, much consideration should be given too overcoming potential obstacles that teachers may come across in a task- based classroom. They also recommended that teachers consider alternative solutions for classroom management such as leveled activities, peer assessment, and a variety of various task types including two-way information gap activities as well as one-way activities such as simple asking and answering.

Suxiang (2007) explored the effects of combining Activity centered approach with online English language teaching on Chinese university non-major English graduate students. He examined whether this combination promoted the students' interest in English learning and if it improved the students' basic skills in listening, speaking, reading and writing. The results of the study showed that the students' interest in English gradually increased, and it stimulated the students' potential ability in English learning, particularly their reading, writing, speaking and listening.

Hitutozi (2008) investigated Liberal Arts TEFL undergraduates from the Federal University of Amazonas. A study was designed and implemented to experiment with clustered activities as a means of maintaining peer-peer oral/aural interaction in the classroom levels. The results indicated that the learners were kept engaged in the meaningful interactions in the classroom for an extended period of time. A key assumption underlying the experiment is that the longer learners use the target language to communicate in the classroom, the more their interlanguage is enhanced.

Birjandi and Ahangari (2008) examined the effects of task repetition and task type on fluency, accuracy, and complexity. The researchers assigned 120 students to six groups. The results and the analysis of variance indicated that task repetition and task type, as well as the interaction between these variables, resulted in significant differences in subjects' oral discourse in terms of fluency, accuracy and complexity. Reports of research findings such as these are likely to encourage teachers to feel comfortable applying ACL to their classrooms. It also fulfills fundamental conditions for learning a second language, namely exposure, meaningful use, motivation, and language analyses, as pointed out by Willis (in Willis and Willis, 1996)

Narita (2008) conducted research in an elementary school in Japan where she taught English as a foreign language. The classes were given lessons and activities in which they experienced realistic communicative situations, such as shopping activities and interview activities. The results showed that many students had a feeling of contentment and strong willingness to continue to study English in the future after completing the activities.

Methodology

Sources of Data

The main objective of this study was mainly focuses on To what extent English language teachers introduce or use an activity-focused approach to language teaching., In order to achieve the objectives of the research, University Juba - college of education were decided to be target of the study. They were chosen on the basis of their relative proximity to the researcher and on the researcher's belief that adequate information can be obtained as this college has long years of experience. The target population of the study was English language instructors.

Research Design and Procedures

The design of the study was experimental. To conduct the present study, two procedures were taken into consideration: First, the questionnaire of ACPLT view with trivial changes was prepared and an attempt was exclusively made to invite the teachers with MA degree in EFL teaching. The reason for this was, first of all, to control some of the variables threatening the validity and reliability of the research, and second of all, to make sure of the fact that the teachers will be able to deal consciously with the questionnaire and to assist their learners with the items and statements of the questionnaire.

Instruments Data Collection Procedure

In order to collect data from the samples of the target population, one questionnaire was employed as instrument of data collection.

Subjects

Since the research aims to explore, whether English language teachers use an activity-focused approach to language teaching.the researcher tries to achieve the objectives of the research, through one of the strongest institution, which is college of education in Juba University teachers. Researcher's belief the adequate information can be obtained as this college have long years of experience. The main population of the study is English language teachers and third year students. It is decided to collect the required data from (20) instructors.

Data Analysis

Once the teachers who participate in the study had been identified, the questionnaire was distributed to the teachers

The data collected by questionnaire is presented in tabular form,

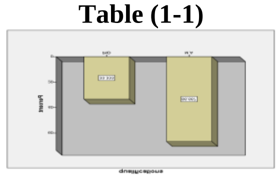
To achieve the objectives of the study and to verify the hypotheses, following statistical methods will be used:
1- Descriptive statistics including the techniques that will use to summarize and describe numerical data for the purpose of easier interpretation. The suitable measures needed in this analysis are mean, median.
2- Standard deviation as a measure of comparison

The Discussion of the Analysis of the Teacher's Questionnaire

Instructors' questionnaire has three main sections. The first one deals with activity types used in English classes. The second and the third sections are about the roles of instructors during different activities cycles and factors that influence implementation of activities respectively.

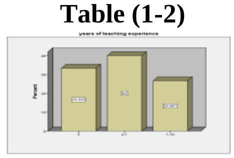
Question 1: Item (1) Instructors' academic qualification

Table (1-1)



From the above graph 67% of the teachers have master degree; while 33% have PhD.

Table (1-2)



Years of teaching experience for 33% about 3 years out of the total number of respondent, while 40% have experience ranged from4-7 years, and26% from have experience ranged from7-10 as seen in the above graph.

Table (1-3)

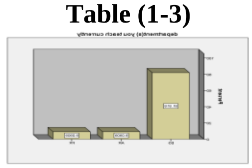
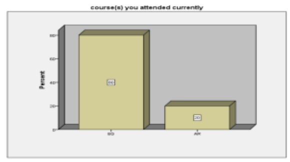


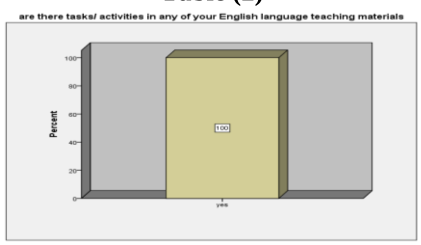
Table (1-4)



As you seen about 82% of respondent are teach in English department, while 18% are distributed in Arabic and French department, while 80% of samples attended course is English, 20% attended course is Arabic.

Item (2) Instructors' Responses to Whether Their English Language Course Materials Have activities

Table (2)

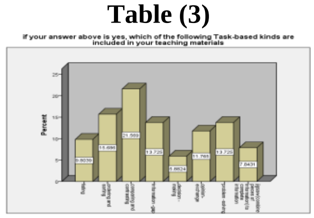


100% shows, all of the respondents reported that the English language course materials they use have activities, this activities usage by teacher of the activity centered teaching effect on student's performance in terms of improving their speaking skills, so there is positive effectiveness on student's performance through the usage of English language teaching materials.

Question 2: If your answer in question one above is yes; which of the following Task-Based kinds are included in your language teaching materials?

Item (3) Tasks Found in English Language Course Materials

Table (3)



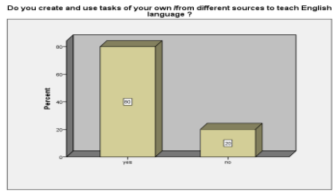
According to the above graph we can understand that almost all English language course materials have opinion exchange, decision making, comparing and contrasting, and problem solving activities. So the most important task-based which teachers included in their teaching material are comparing and contrasting (22%) of them said their material have, followed by ordering and sorting (15%), information-gap & problem-solving (14%), opinion-exchange (11%), listing(10%), only (7%)said there are jigsaw activities.

In general one can conclude from table (7) that the most common types of tasks found in Sudanese' English course materials are opinion exchange, decision making, comparing and contrasting, and problem solving tasks. Listing, and ordering and sorting activities are also included to some extent.

Item3: Do you create and use tasks of your own/ from different sources to teach English language?

Item (4) Instructors' responses to activities types they use out of their course materials

Table (4)



80% of the instructors create and use activities of their own from different sources to teach English language, while 20% of them don't create and use tasks from their own, thus greatly percentage reflect the ability of the teachers for creating suitable ways or approaches to teach the students. So, there is positive effectiveness on student's performance through the usage of activity –centered approach.

Question 4: If your answer in question three is yes, how often do you use the following Kinds of activity-centered material? `

Item (5) activity Instructors use out of Their Course Materials

(Table5-1)

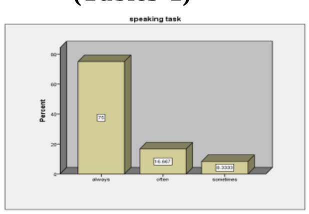
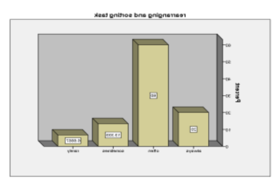


Table (5-2)



According to the percentage represented in the above 2 graphs respectively 26% out of the instructors always used these kinds of activity centered materials, 31% of them often used these kinds of activity centered materials

Question5- How often do you give/assign the following exercises whenever you execute activities?

Item 6: Assesses instructors' roles during three cycles of task: pre-activity, activity and post-activity (language focus). The data gathered about the three cycles are presented in one table to analyze it easily.

The following five graphs assess the instructors' role during pre- task phase

Table (6-1)

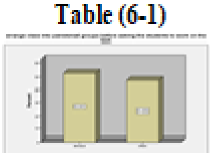


Table (6-2)

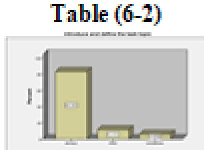


Table (6-3)

Table (6-4)

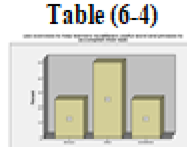
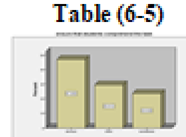


Table (6-5)



Concerning teacher's roles during pre-task cycle 45% of the respondents (according to the above 5 graphs) always arrange the class into pairs/small groups before students start doing the activity, introduce and define the activity topic, assist student to understand the message and objective of the activity, or use exercise to help the learners by using useful words and phrases, while41%reported often, and 14% said they sometimes do that roles. So the teacher roles that introduce in this section of instructor's questionnaire reflect the approaches usage by teachers, these approaches develops the students language proficiency.

When we compare instructors' responses to that of students' (table 4), we can see some disagreements. Most of the instructors reported that they always play the above roles, except giving activities to help learners recall/learn useful words and phrases. However, students' responses show that most of the instructors do not always ensure that all students understand what to do.

The following five graphs assess the instructors' role during activity phase

Table (6-6)

Table (6-7)

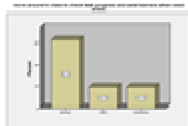


Table (6-8)

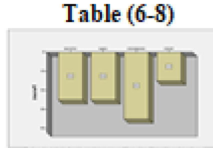


Table (6-9)

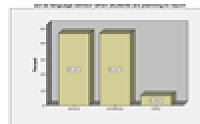


Table (6-10)

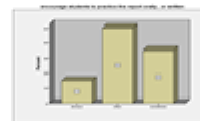


Table (6-11)

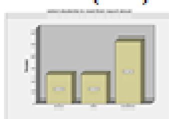


Table (6-12)

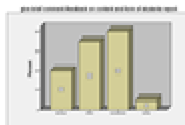


Table (6-13)

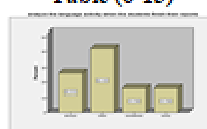
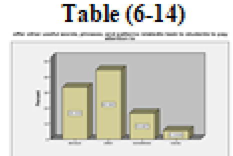


Table (6-14)



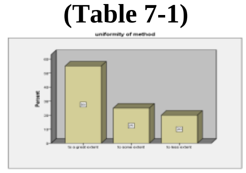
The above (14) graphs assess the instructors' role during activity phase and post- activity in instructions, by considering the percentage on the bars 31% out of the instructors always apply the activities in their instructions, such as facilitating and monitoring students work, move around the class to check task progress for assessment, get learners to report work, act as language advisor, encourage in practice orally though this is very important for students to reduce tension and be ready how to speak as soon as the reporter complete ,select student to read aloud, give brief feedback on content, analyze the language activity, while 28% of them said often, 34% said sometimes, and 7% of them rarely do the same instruction role.

As the information in the above three tables, though some instructors play the roles expected from them during each task phase, there are also many instructors who do not play their roles adequately during the three task phases. Since, in ACA not only the language aspects students learn but also the process of learning is very important (Skehan, 1998), teachers are advised to help their learners pass through different phases and stages of tasks.

Question 6: What are the factors that impact the implementation of activity- centered language teaching in Sudan?

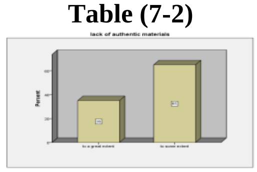
Item (7) Factors that Affect Implementation of ACA

(Table 7-1)



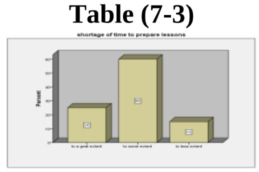
55% of instructors think that uniformity of method is a factor influence the implementation of activity centered oriented teaching with great extent, while 25% think some extent, and 20% think less extent.

Table (7-2)



Lack of authentic materials with great extent 35% of instructors saw that, while 65% think to great extent.

Table (7-3)



Shortage of time prepare lessons one of the factors that influence the implementation of the task-based teaching 60% of instructors saw that to great extent, also 25% saw to great extent, and 15% saw to less extent.

Table (7-4)

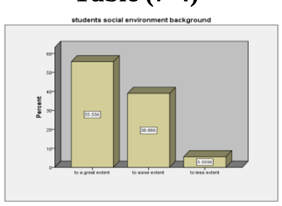
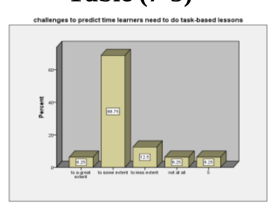
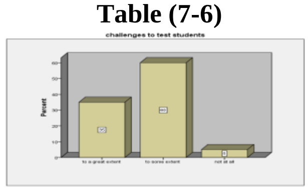


Table (7-5)



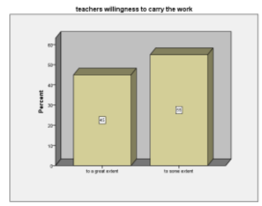
The challenges to predict time learners need to do activity-centered lessons also is factor influence the implementation of task-based teaching 69% of the instructors think that to some extent.

Table (7-6)



Also we think the challenge to test students is another factor influence the implementation of activity-centered teaching to some extent.

Table (7-7)



According to the above graphs the sample of the study believed that to some extent all these factors mentioned on the questionnaire neither negative nor positive effect on the implementation of the task-based English class.

Conclusion

Rather than try to know what “to do to” learners, as instructors, we must work with them to deepen their existing inherent motivation and knowledge. Seeing learners as unique and active, we emphasize communication and respect, realizing that through understanding and sharing our resources together we create greater energy for learning.

ACL aims at motivating language use and providing a variety of learning opportunities for students of all levels and capabilities.

The role of activities is to encourage learners to stimulate and use whatever language they already have, both for comprehension and for speaking and writing.

The language focus constituent enables learners to study exposure, and organize their knowledge of language structure.

The initial point of organization of the learners’ work is the task, and the language is not an end in itself but an instrument to complete the task.

In the first place, the teacher must create the global objectives. The teacher’s job at this phase is to increase the learners’ awareness and make them realize what talents and strategies independent learners own and use when they investigate a certain subject, when they seek information and are successful in finding it.

The students, who are familiar with learning information only for the sake of being tested, should be directed towards a practical acquisition or use of their knowledge.

In its natural form, that a curriculum should be based on activities and that learning should come out of the activities rather than preceding them, it perfectly reveals an approach to learning illustrated by supporters of focus-on-form, rather than those who base their curriculum on teaching a series of pre-selected forms. But the claims made for it sometimes appear more like theories than facts. Having learners carry out meaning-related activities is good for language development and for giving them opportunities for trying out language and getting feedback on their language use.

Activity centered approach to learning is advantageous to the student because it is more student-centered, allows for more meaningful communication. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the activities are likely to be familiar to the students (e.g.: buying a ticket), students are more likely to be engaged, which may further motivate them in their language learning.

There have been criticisms that an activity centered approach to learning is not appropriate as the foundation of a class for beginning students. Others claim that students are only exposed to certain forms of language, and are being neglected of others, such as discussion or debate. Teachers may want to keep this in mind when designing an activity centered approach learning lesson plan.

Recommendations

The researcher recommends the following

1. EFL classes should be given attention in light of the use of an activity-focused approach

2. Giving students adequate opportunities to practice activities for in EFL classes.

3. Revise curricula and English language course materials to add some new activities to teach the activity centered approach.

4. EFL teachers should focus equally on the different activities used in the course materials

5. Teachers should adopt an activity-centered approach to teaching speaking to their students.

6. English language trainers have to carry out all phases of activities, including planning and reporting phases for the assignment cycle, in order to effectively implement the activities that students can have the opportunity to learn the language in accuracy and fluency.

7. Students should be able to plan their activities in advance to reduce the burden on their cognitive ability during acquisition.

8. Adequate activities should be provided aimed at helping students acquire new skills and test hypotheses about the language skills of learners of English as a foreign language.

9. Students should be at the center of the learning process and should share more responsibilities in their task-based learning.

10. Students should be encouraged and motivated by (a) allowing some students to repeat the task in front of the rest of the class, (b) asking students to report on the task's outputs and outcomes.

11. Supportive feedback should be offered throughout the task cycle, not only to help students identify their weaknesses in practicing asks and ways of overcoming them, but also to encourage their strengths and consequently increase their motivation and involvement in language learning.

12. English teachers should always move around the classroom during student discussion to check if all students are participating in the group discussion

13. Ministry of Education, the college administration and other concerning bodies should arrange refreshment courses, workshops, panel discussions and the like for instructors and material developers in order to let them introduce to current innovations of language teaching.

14. Do further research to find out why high school students have poor background when they come to college.

Suggestions

The researcher suggests the following

1. Research to explore more in the effectiveness of EFL learner acquisition.
2. Further research to investigate the effectiveness of similar programs in developing students' listening, writing, reading and speaking skills.
3. Research to explore the effectiveness of other task-based education programs in middle and high school.

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