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Linguistics Interferences on Learning of Arabic Grammar: Implication for Students of Arabic in Nigeria

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Abstract

This is an expository proposition on linguistics interference on learning of Arabic grammar being a fundamental process towards acquisition of foreign language and using the language effectively, goal of students of Arabic in pre-tertiary institution in Nigeria. The ability to effectively understand Arabic grammar role, which consists of set of guideline, explains how Arabic words are formulated, structured and used, the eight parts of speech help in getting understanding of Arabic language and communication effectively there are many problems of linguistics in Arabic grammar that hindering the effective use of Arabic language. The three major problems among the linguistics interference in Arabic grammar are : phonetic, grammar-dictation and syntax problems. It was therefore concluded that, good Arabic grammar is essential to effective communication; knowledge of Arabic grammar help students of Arabic to express their thoughts and ideas in a clear and concise manner, it also helps them to communicate more adequately with other Arabic speakers when correct Arabic grammar used, people or Arabic speakers and learners will like to understand and take the message or communication seriously.

Introduction

Grammar is a set or group of guidelines for speaking and writing any language. These guidelines assist in framing the sentence while oral or pen communication (Gordon-Pershey, 2022). Arabic grammar is the set or group of rules that explains how Arabic words are used and it also provides a standard on how Arabic words, phrases and sentence should be arranged together for proper understanding and meaningful statement. Arabic grammar is the study of science that deals with sentence stricture. It indicates how to arrange words to make meaningful sentences (Mohamed, 2023).

There is a proper way of structuring the Arabic sentence and improper way of doing it. And, it is very important to know the techniques and ways of joining words together that are sanctioned by the language. In a sentence or a phrase in Arabic, each Arabic word is giving a meaning and then the structure is giving more meaning. For example, "Qalamu zaydin" __ we can look at the Arabic words and know the meaning of qalam and the meaning of zayd. From the Arabic structure, we understand the meaning of belonging __ i.e. the pen belongs to zayd. The translation of the phrase qalamu zaydin is "zayd's pen" two meaning came from the words and one came from the structure.

Similarly, if we say "waladun sagirun", we know the meanings "small" and "boy" from the Arabic words. And from the Arabic structure, we understand a third meaning, that the descriptive word small is being attributed to the boy.

Table: 1

Common Linguistic Interference Issues in Learning Arabic Grammar

Phrase	قَلَمُ زَيْدٍ	وَلَدٌ صَغِيْرٌ
Translation	Zayd's pen	Small boy
Meaning coming from the structure	Possession	Description

Arabic words and non-word understand from studying Arabic grammar, and to introduce the subject of Arabic grammar starts by making out the language.

Concept of Arabic Linguistics

Arabic is a language with hundreds of millions of speakers around the world while involves native and non-native speakers. It is a Semitic language which is itself a branch of the Afro-Asiatic language family which means, Arabic does not share linguistics ancestry with English but instead with Hebrew and Amharic. Prior to the origins of islam, relatively little is known about the history of Arabic, as it was primarily passed down orally by nomadic people instead of being written. Islam has historically had a major impact on the spread of Arabic which was originally native to the Arabian Peninsula. As well as religion, Arabic has historically spread through both military conquest of early muslim jihad groups and trade of early muslim traders, which is typical of many languages.

Sasha and Christopher, (2023) post that the 7th century, from about 609-632, the Qur'an was revealed to the prophet Muhammad from Allah through the angel jibril. Muhammad then, spread the Qur'an to the world around him and it quickly became the most important Arabic language text in the world. After the pre-islamic Arabic period that it's history was not fully cleared to us, the history of the Arabic language becomes much clearer after 632 CE.

The Qur'an is traditionally written in a dialect now called classical Arabic, known as fusha in Arabic, this quickly became the most influential dialect of Arabic-speaking world. Islamic poetry of the few centuries solidified and standardized the punctuation and spelling of classical, and ensured it's elevation and expansion as the dialect of islam's highly educated scholars. And later fusha would serve as the basis of modern standard Arabic, the most widely spoken dialect of Arabic in the world day. And between the powerful bureaucrats and highly educated priests during the spreading of Islam and the Arab conquerors set up Arab territorial governors and administrators, Arabic became the language of high culture, arts, philosophy, science, politics, and medicine from Northern Africa to West Asia.

Arabic Language and Interference

Language acquisition of foreign language acquisition is the way by which humans gain the ability to communicate in their target language. The process includes the natural process of learning the mother tongue and the artificial method of learning a second language. While the contradiction between the two natural and artificial processes is known as language transfer or mother language interference. This interference implies speakers or writers using knowledge from one language to another language. One of them is his mother tongue where as the other is the new

acquired language. Arabic language is considered one of the most influential another language on the process of acquiring second language as it is an old language with strong cultural roots, (Muhmud, 2023).

Arabic language interference are also penetrative words of some non-Arab speakers in to the Arabic sentence and the Arab use these amidst words as they (words) belong to them. And. these penetrative words that are not belong to the Arab can be detected by the arrangement of the letters or alphabet and weight of Arabic letters. Because. Arab groups say "Non- Arabic noun can detected as follow:

1- By transportation, when one of Arab groups loaned some non-Arab words and using them in Arabic expression.

2- By exceeding Arabic Nouns' weight, for instance the word "Nabliyin" a weight like this couldn't found in the Arabic nouns structure from Arabic language.

3- By first -two Arabic letters to be "Nun" and "Ra" like "Narjis". There is no Arabic first-two letters started with "nun" and "Ra".

4- By last – two letters to be "Dal" and "Zayi" like: "Muhandaz", such noun written in Arabic is not among of Arabic speeches.

5- By joining the letter "Sad" and "Jim" together to make Arabic word or Noun, like : "As sawlijan" and "Al-jas".

6- By joining the letter "Jim" together with letter "Qaf" like : "Al-minjaniq".

There are many names of drugs, medicines and minerals written in Arabic that many of them are Indian names like: "Al-misk". Also, there are many Persian nutrition, garments and furniture' names written in Arabic like "As-sikbaj" "Ad-dibaj" "Al-khawdhah" "Al-ibriq" "At-tast" and others they amidst them in their everyday expression, (Alfabanni, 2023).

Arabic Grammar and Parts of Speech
Arabic grammar is the breaking down of the building blocks or parts of speech and the use of those pieces to form complete sentence. When studying Arabic grammar it is very important to know that there are parts of speech to be recognized and understand for meaningful statements. Because, the Arabic language is made up of "kalmah" (Words) and these words are of 3 types. In Arabic language there are 3 parts of speech, but these three parts encompass all eight parts of speech of the English language. They are as follow:

1) Noun إسم   (ism)
i.   Noun   الإسم   (Al-ism)
ii. Pronoun   الضمائر   (Ad-damair)
iii. Adjective   الصفة   (As-sifah)
iv. Adverb   الظرف   (As-sarf)
v.   Interjection
     = Example: بيت (baytun) – A house
2) Verb فعل   (f'il)
i.   Verb (Same as in English)
     = Example: ذهب   _____ {Dhahaba} – "to go/went"
 3) Letter / particle – حرف
i.   Preposition – أحرف الجر {'aharuful – jar}
ii. Conjunction – العطف {Al-'atf}
     Example:
     إلى   ('la)   "to"
     فى   (fi)   "in"
     و   (wa)   "and"

 Implication of Teaching Arabic Grammar for Students

The spoken and written practices alike have their effect in mastering the foreign language. Arabic as an example of foreign language in the Nigerian system of education. The spoken practice should find its appropriate place in the acquisition and trained – to automatized use of the grammar structure of Arabic language in it's various registers. The Arabic qualified teachers need to define to what extent they will expand the Arabic language range and to help their students overcome any challenge may arise from the teaching of foreign language, (Sanni &Ashiru, 2019). The explicit teaching of Arabic grammar, with present – practice – produce steps and with a cautious distribution of the accents between learners' practice and production in real close situations, may assist the Arabic learners avoid what Larsen – freeman defines as "the inert knowledge problem" in the teaching of grammar (Larsen – freeman, 2023).

As the Arabic qualified teacher needs to develop personal approach to the teaching of Arabic grammar for his students. The qualified Arabic teacher must puts his focus on the following points in order for students of Arabic to achieve their academic goals: the teacher's role in the classroom, the nature of effective teaching

and learning the difficulties learners face and they can be addressed successful learning activities and structure of an effective lesson.

There are 3 major linguistics interference problems facing by students of Arabic during learning Arabic grammar in the Nigeria classroom system. And, the 3 major problems are: phonetic, grammar-dictation, and syntax problems.

i. phonetic problem

This problem discovered during the drill of place of articulation when students of Arabic want to produce some Arabic sounds. Many of them cannot make different between "Da" and "La" during pronunciation of these sounds. For example: the last sentences of surah Al-fatiha "Wa la dalin" some says "wala la lin". And it is also common to some of the Arabic learners when they want to use or produce sound "Sa" and "Sha".

Examples of phonetic problem during the production of some Arabic sounds:

الصواب	الخطأ	الكلمة	الرقم
Shams	sams	شمس	1-
Dal	Lal	ضال	2-
Dhikr	Zikr	ذكر	3-
Zulfa	Sulfa	زلفى	4-
Huda	Uda	هدى	5-

ii. Grammar – dictation problem

This problem also arises when Arabic secondary schools' students are writing essay writting or they are in dictation drilling classes.

Examples of Grammar problem are:

Correct		wrong	word	No.
الصواب		الخطأ	الكلمة	الرقم
ذلك Dhalika		تللك Tilka	تلك الأستاذ	1.
الذى Ladhi		التى Lati	الكتاب التى	2.
هذه Hadhihi		هذا Hadha	هذا الكتب	3.
هي Hiya		هو Huwa	هو المشكلة	4.
قلماQalamAn		'aqlaman	تسعة عشر أقلاما أقلاما	5.

Examples of dictation problem:

correct	wrong	No
الصواب	الخطأ	الرقم
اللغة العربية	الغة العربية	1.
على السؤال	على السأل	2.
الموضوع	المودوع	3.
اللغوي	اللوغوي	4.

iii. Syntax problem

In grammar, an article is any member of a class of dedicated words that are used with noun phrases to mark identifiability of the referents of the noun phrases. The category of articles constitutes a part of speech. In English, both "the" and "a (n)" are articles, which combine with nouns to form noun phrases. Articles typically specify the grammatical definiteness of the noun phrase, but in many languages, they carry additional grammatical information such as gender, number and case. Articles are part of a broader category called determiners, which also include demonstratives (الإشارات) possessive determiners (ضمائر المحددة) and qualifiers (الصفات), (Rijkhoff, 2021). And the aforementioned did not allow the using of the definite Article and pronoun in a single Arabic word. And, Arabic students are usually mistake in combining the "the" definite article with possessive pronoun, they also mistake in structuring Arabic grammar especially when it comes to genitive (إضافة) an aspect of Arabic syntax.

Examples of Arabic syntax problem:

correct الصواب	wrong الخطأ	الرقم
لم يبق yabq	لم يبقي yabqi	1.
لن يذهبوا yadhhabu	لن يذهبون yadhhabun	2.
أبناء المسلمين muslimin	أبناء المسلمون muslimun	3.
معلمه mu'alimuhu	المعلمه Al-mu'alimuhu	4.
إلى أستاذي ʼustadhi	إلى الأستاذي Al-ustadhi	5.

Conclusion

Arabic grammar studies the rules and structure of the language, including parts of speech, sentence structure and others. Learning Arabic grammar is essential because it helps Arabic learners or students' communication clearly in the language

and effectively with other learners of Arabic in any situation. The golden key to good Arabic grammar is consistency, ensuring that the writing follows a uniform set of rules. And, it is upon the students of Arabic, to study Arabic grammar, phonetics, syntax, morphology and rules guiding Arabic dictation and structure; apply the Arabic grammatical rules when engage in reading, speaking and writing and produce Arabic sound with their manners of articulation. The better the students of Arabic get with their hold of Arabic grammar, the more confident they will feel when speaking or writing in Arabic. It will also help them avoid common mistakes that may cause confusion or linguistics interferences that may occur during learning and using the Arabic language.

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