

An Approach for Teaching English Language Grammar To Arab Young Learners

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Abstract: *Because English and Arabic are not from the same linguistic family, they display huge grammatical differences. Indeed, some elements in English grammar are not even found in Arabic. Therefore, Arab students face difficulties understanding these elements, particularly the usage and function of the verbs be, do, and have and applying the present perfect tense correctly. This paper aims to help Arab young learners overcome these difficulties by designing a new method to facilitate and accelerate learning English grammar. This method depends on teaching each verb as a main part of a unit rather than as a small part of a grammar rule that is covered at the end of a unit, which may not serve the unit's topic. In this way, students can learn the conjugation of the verb as well as how to form questions, make negatives, and, most importantly, apply it properly in real life. Further, the present perfect tense is connected with the present, present progressive, and present perfect progressive in one unit or one chapter in order for learners to better imagine the sequence of time.*

Keywords: *Arab learners, English grammar, Foreign language, Language acquisition, Language and culture.*

1. Introduction

It is clear from various research that native language has a positive or negative effect on learning a target language, especially at the beginning stages of acquiring the latter [12]. Learning a new language seems to rely on the grammar of the native language to some extent [12]. Individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and culture to the foreign language and culture [15]. Arab EFL learners commit inter-lingual errors more than intra-lingual ones [3]. Moreover, the principal barrier to the second language system is the interference of the first language system with the second language system. It is considered that interference is the result of CA and it causes errors [6]. In addition, interference (negative transfer) is the negative influence of the mother language (L1) on the performance of the target English language learner [15].

This effect depends mainly on the similarities between languages, such as those between English and French or Arabic and Persian. However, because some languages show major differences, such as English and Korean or English and Arabic, English should not be taught using a globally accepted sequence of restricted rules. Instead, teaching approaches should be more flexible and practical depending on the nature of the learner's first language as well as his or her culture and background [10].

Arab learners experience difficulties when trying to understand and comprehend the correct function and usage of the verbs *be*, *have*, and *do*, since there are no counterparts in Arabic [8]. As these verbs greatly influence English grammar, they are a challenge for most Arab learners. Further, the present perfect tense is completely new for Arab learners and this can become troublesome since they have no equivalent in Arabic [14].

Therefore, this paper suggests a novel approach to teaching the perfect tense and the verbs *be*, *do*, and *have* that is completely different from the traditional method. It is hoped that this method will be able to help young Arab learners understand and diagnose the perfect tense and copular verbs.

1.1. Methodology

1.1.1. Problem of the Study

The present paper discusses the difficulties that young Arab learners face when learning the perfect tense and when diagnosing the functions and usage of the verbs *be*, *have*, and *do*.

1.1.2. Objectives of the Study

- Facilitate and accelerate teaching English grammar to young Arab learners; and
- Develop new techniques and methods for teaching English grammar to young Arab learners.

An Approach For Teaching English Language Grammar To Arab

**Kassem Wahba, Zeinab A. Taha, Liz
England**



An Approach For Teaching English Language Grammar To Arab:

Teaching and Learning English in the Arabic-Speaking World Kathleen M. Bailey, Ryan M. Damerow, 2014-02-05 Co published with The International Research Foundation for English Language Education TIRF An important contribution to the emerging body of research based knowledge about teaching English to native speakers of Arabic this volume presents empirical studies carried out in Egypt Lebanon Oman Palestine Saudi Arabia and the United Arab Emirates UAE a region which has gained notable attention in the past few decades Each chapter addresses an issue of current concern and each includes implications for policy practice and future research Nine chapter authors are Sheikh Nahayan Fellows recipients of doctoral fellowships from The International Research Foundation for English Language Education TIRF This volume is the first in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF Teaching and Learning Arabic Grammar Kassem M. Wahba, Zeinab A. Taha, Manuela E. B. Giolfo, 2022-12-30 Foundational and comprehensive this volume provides a theoretical and practical overview of the current issues that dominate the field of teaching and learning Arabic grammar Bringing together authorities on Arabic grammar from around the world the book covers both historical contexts and current practices and provides principles strategies and examples of current Arabic grammar instruction across educational settings Chapter authors offer a range of perspectives on teaching approaches implementing research findings in the classroom and future challenges A much needed volume to help students teachers and teacher educators develop their knowledge and skills it addresses the most salient and controversial issues in the field including what grammar to teach how much grammar to teach how to address grammar in content based or communication based classroom and how to teach variation in grammar This resource is ideal for preservice Arabic language teachers as well as Arabic language professors and researchers **Teaching English to Young Arabic Speakers** Irma-Kaarina Ghosn, 2022-11-03 The book explores young Arabic speaking children s English language learning Through classroom based research and learner work samples the book analyses the interplay between cultural norms and the critical role that teachers play in orchestrating classroom discourse through skillful use of available instructional materials questioning strategies and feedback to learners The author shows the potential of instructional materials to influence young learners vocabulary reading comprehension and written production as well as the way they acquire the academic literacies needed in school subjects taught in English She reviews the spread of the practice of teaching English to young and very young children and the increasing demand for English medium instruction in the Arabic speaking region with a particular focus on the negative transfer from Arabic to English spelling and grammar The book also discusses the importance of story narratives arguing they are an ideal medium for language teaching because of their rich linguistic repertoire and the strong motivational force that stories have on young language learners and their cognitive growth essential to their later academic success Taken together the research findings and classroom vignettes suggest that children s language learning happens within a complex

system of interactive variables and cultural norms and expectations Exploring Lexical Inaccuracy in Arabic-English Translation Yasir Alenazi, 2022-10-31 This book presents a case study on lexical error analysis in the translation products of Arab English majors at the university level with important implications for Arabic speaking countries It provides detailed analyses and explanations of the main lexical areas that cause specific difficulties for these students while also identifying their potential sources The respective chapters discuss several areas related to the context of the research the field of SLA error analysis language transfer error taxonomies language learning language teaching and translation training The analyses and findings presented here contribute to the linguistic field by developing a comprehensive list of lexical error categories based on form content and origin of influence regarding translation products In addition the book sheds light on the pedagogical aspects contributing to the enhancement of ESL EFL teaching in the Arab context as well as other contexts where English is taught as a foreign language The book will help educators and curriculum writers in designing materials and language researchers as a groundwork for their studies of L2 learners written products *Routledge Encyclopedia of Language Teaching and Learning* Michael Byram, 2000 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level **Resources in Education** , 1996-04 **Handbook of Research on Implications of Sustainable Development in Higher Education** Meletiadiou, Eleni, 2023-02-10 Research in the field of education for sustainable development ESD is of growing concern to meet the needs of the diverse student populations in various higher education institutions People around the world recognize that current economic development trends are not sustainable and that public awareness education and training are key to moving society toward sustainability Although ESD continues to grow both in content and pedagogy and its visibility and respect have grown in parallel education officials policymakers educators curriculum developers and others are called upon to rethink education in order to contribute to the achievement of the goals of sustainable development in higher education The Handbook of Research on Implications of Sustainable Development in Higher Education provides insight regarding the implications of ESD for teaching learning and assessment in higher education and demonstrates the value of adopting an ESD lens by broadening and strengthening the evidence base of the impact that this can make for students educators and society as a whole Covering key topics such as assessment globalization and inclusion this reference work is ideal for university leaders administrators policymakers researchers scholars practitioners academicians instructors and students **Research on English Language Teaching and Learning in the Middle East and North Africa** Kathleen Bailey, David Nunan, 2023-12-06 The tenth volume in the TIRF Routledge series this book features research on the teaching and learning of English in the Middle East and North Africa MENA With chapters written by TIRF Doctoral Dissertation Grant awardees and internationally known scholars the volume addresses contemporary challenges and considerations to teaching English in the MENA context With empirical research covering a

wide range of under studied contexts this book provides important insights and future directions to improve research and instruction Offering up to date research at the primary secondary and post secondary levels this volume is an essential resource for language education programs and pre service teachers Chapter 7 of this book is freely available as a downloadable Open Access PDF at [http www.taylorfrancis.com](http://www.taylorfrancis.com) under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

The Language of TESOL and Bilingual Education Alissa Blair,Anneliese Cannon,Janet Penner-Williams,Roseli Marqueti Matos Franco,2024-02-06 To sustain meaningful conversations about language education with students colleagues and other stakeholders within the widely ranging contexts of TESOL and bilingual education it is important that practitioners and experts are conversant with key terms and concepts Terminology related to TESOL and bilingual education is dynamic nuanced and evolving This is particularly the case as teaching and research in relation to multilingual learners continue to expand It is essential for educators of all kinds to be equipped with the necessary terminology and background knowledge

The Language of TESOL and Bilingual Education An Expanded Glossary of Key Terms and Concepts provides clear definitions and context for critical terms and concepts related to English language teaching and bilingual education while also highlighting their practical applications and implications for teacher education These connections facilitate a transition from a mere recognition and use of terminology to a more profound critical reflection on how these terms relate to one s own beliefs and instructional practices This volume is the perfect companion for any educator university student or scholar wishing to exercise their fine tuned understanding and expression of multilingual learner education using important terms and considerations for practice

Methods of Teaching English to Arab Students Najat Al-Mutawa,Taiseer Kailani,1989 This handbook discusses language areas such as vocabulary grammar pronunciation listening speaking reading and writing Particular attention is given to problems caused by cultural differences

Teaching Arabic as a Heritage Language Rasha ElHawari,2020-10-04 Teaching Arabic as a Heritage Language is a practical guide to Arabic pedagogy for Heritage Learners of Arabic Exploring the teaching of Arabic as a foreign language TAFL in North America and Europe it covers sociocultural topics such as diglossia and religion alongside theoretical approaches to Heritage Language Learning It also provides a new and detailed definition of the heritage language learner HLL of Arabic The role of the professor and the material are explored to ensure a successful learning experience The latest advances in HLL are considered together with the recent and recommended changes in classroom practice giving rise to the recognition of the individual needs of heritage learners This is an indispensable resource for instructors researchers and students in the fields of TAFL and TASOL as well as linguists interested in Arabic language learning and teaching

Handbook for Arabic Language Teaching Professionals in the 21st Century Kassem Wahba,Zeinab A. Taha,Liz England,2014-06-03 This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language Recent growth in student numbers and the demand for new and more diverse Arabic language programs of

instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well qualified professional teachers at the level of skill required Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades More resources and more varied materials are seriously needed in Arabic teacher education and training The goal of this Handbook is to address that need The most significant feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives It offers readers the opportunity to consider the role status and content of Arabic language teaching in the world today The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research Thirty four chapters authored by leaders in the field are organized around nine themes Background of Arabic Language Teaching Contexts of Arabic Language Teaching Communicative Competence in Arabic The Learners Assessment Technology Applications Curriculum Development Design and Models Arabic Language Program Administration and Management and Planning for the Future of Arabic Language Learning and Teaching The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers administrators graduate students and scholars around the world It is intended to create dialogue among scholars and professionals in the field and in related fields dialogue that will contribute to creating new models for curriculum and course design materials and assessment tools and ultimately better instructional effectiveness for all Arabic learners everywhere in both Arabic speaking and non Arabic speaking countries **Forum** ,1986

Understanding Arabic Alaa Elgibali,1996 Understanding Arabic is an exciting new collection of studies by authors who investigate and outline the practical corollaries of Badawi s theory of Arabic *Research in Education* ,1973 Emirati Arabic Tommi Tsz-Cheung Leung,Dimitrios Ntelitheos,Meera Al Kaabi,2020-12-29 Emirati Arabic A Comprehensive Grammar offers readers a reference tool for discovering and studying in detail the specific dialect of Arabic spoken in the United Arab Emirates It covers all major areas of Emirati Arabic grammar describing in detail its phonological morphological syntactic and semantic systems Each grammatical point is illustrated with numerous examples drawn from native Emirati Arabic speakers and is thoroughly discussed providing both accessible and linguistically informed grammatical description This book is a useful reference for students of Gulf Arabic and or Modern Standard Arabic or other Arabic dialects with an interest in the dialect spoken in the UAE researchers interested in Arabic language and linguistics as well as graduate students and scholars interested in Arabic studies **An Introduction to Linguistics** Dr. Muhammad Ali Alkhuli,2016-02-01 It is an introduction to morphology syntax phonetics phonemics semantics psycholinguistics and sociolinguistics with exercises It can be used as a textbook for university students the English Department In fact it is used as a textbook at several universities in Jordan *An Introduction To Semantics* Muhammad Ali Alkhuli,2008-01-01 This is a book on the nature of meaning sense similarity sense dissimilarity sense ambiguity analysis of meaning semantic fields etc It can be used as a textbook for

university students the English Department Descriptor s ENGLISH LANGUAGE SEMANTICS QUESTIONS AND ANSWERS

Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II Kassem M. Wahba, Liz England, Zeinab A. Taha, 2017-07-06 Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines the Handbook for Arabic Language Teaching Professionals in the 21st Century Volume II provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide Keeping a balance among theory research and practice the content is organized around 12 themes Trends and Recent Issues in Teaching and Learning Arabic Social Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs Goals Design and Curriculum Teaching and Learning Approaches Content Based Instruction and Curriculum Arabic Teaching and Learning Classroom Language Materials and Language Corpora Assessment Testing and Evaluation Methodology of Teaching Arabic Skills and Components Teacher Education and Professional Development Technology Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I including increasing and diverse demands motives and needs for learning Arabic across various contexts of use a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic and an increasing shortage of and need for quality of instruction Volume II addresses these challenges It is designed to generate a dialogue continued from Volume I among professionals in the field leading to improved practice and to facilitate interactions not only among individuals but also among educational institutions within a single country and across different countries

Language Education Policy: The Arab Minority in Israel M. Amara, Abd Al-Rahman Mar'i, 2005-12-11 In this book we will explore in more detail some aspects of the Arab Jewish divide which raise fundamental questions regarding the place of the Arabs and Arab language education in the Jewish State More specifically the aim of this book is to describe and analyze language education in the Arab society in Israel from the establishment of the state in 1948 until today For this purpose internal processes which are embedded within the Arab population itself were examined such as the socio economic condition of the population the diglossic situation in the Arabic language and the wide use of Hebrew among Arabic speakers Furthermore the book also deals with external processes such as the policy of control and inspection of the Ministry of Education over the Arab education system in general and on language education in particular the dominance of Hebrew and the definition and perception of Israel as a Jewish State The influence of both internal and external processes on language education and learning achievements will also be extensively discussed

Unveiling the Power of Verbal Beauty: An Mental Sojourn through **An Approach For Teaching English Language Grammar To Arab**

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