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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.

I. 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.

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Sulaiman Mohammed

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