

The Use of Arabic Loanwords in Teaching Reading Skills from the Teachers' Perspective

Nasiru Mainasara, Ab Halim Mohamad, Abdul Rauf Hassan &
Wan Muhammad Wan Sulong

Faculty of Modern Languages and Communication, Universiti Putra Malaysia

Corresponding Author Email: w_mhd@upm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i4/15547>

DOI:10.6007/IJARPED/v11-i4/15547

Published Online: 07 December 2022

Abstract

Previous research findings revealed that students studying Arabic at Umaru Ali Shankafi Polytechnic and Shehu Shagari College of Education Sokoto State, Nigeria, have weak reading ability in the Arabic language. Significantly, which leads us to believe that this issue is real. The study's objectives are to examine the perspectives of Arabic language teachers on the use of Arabic loanwords in the teaching of reading skills and to determine the relationship between the teaching of reading skills with the use of Arabic loanwords and motivating students toward learning Arabic language. The study uses both a descriptive and an inferential quantitative technique. The study sample was made up of (50) teachers of Arabic from the Shehu Shagari College of Education and the Umaru Ali Shinkafi Polytechnic Sokoto. The findings for the first objective established the impact of Arabic loanwords in teaching reading skills to Arabic learners, with the arithmetic mean value ranging between (3.71-4.16). The Spearman correlation coefficient revealed the findings of the second objective which highlighted the positive relationship between the use of Arabic loanwords and encouragement to learn, where the statistical significance came at the level ($\alpha = 0.05$), which achieves the positive direct relationship from (x) (Arabic loanwords) to (y) encouragement to learning of the Arabic language. In light of the findings, the study recommended employing these loan words in reading skills to Hausa speaker's learners of the Arabic language.

Keywords: Teaching Arabic, Reading Skills, Arabic Loanwords, Hausa Language, Learning Motivation.

Introduction

The linguistic loaning or borrowing phenomenon is considered to be one of the means responsible for the language's growth and development, and it is no less significant than the two phenomena of measurement (القياس) and derivation (الاشتقاق) phenomena, particularly in terms of vocabularies (Anis, 1966).

The phenomenon of loaning or borrowing is a natural occurrence in which languages develop and grow. This is proven by the Quran using foreign words in it, so, the Quran eliminates the slightest doubt that linguistic loaning or borrowing is normal, it is essential and a feature of linguistic existence (Malmus, 2019). Loaning or borrowing is the process of transferring linguistic objects from one language system into another, a process occurring if

two cultures are in contact over a period (Hoffer, 2002). It means borrowing from one language to another when cultural exchange and cultural exchange overlap (Mutawalli, 2001).

However, previous studies have shown that there are huge numbers of Arabic loanwords in the Hausa language, such as enumerated in (Elshazely, 1987) who counted 4000, Arabic loanwords in the Hausa language. The study (Sakanau, 2015) shows that the number of Arabic loanwords is more than twenty percent (20%). However, (Harouna, 2017) indicates that the number of Arabic loanwords amounts to one-third of the total Hausa language vocabulary. These Arabic loan words exist in various areas in Hausa, among these areas for example, but are not limited to education, commercial, religious, social, cultural, and legal fields, examples of some of the loan words in the field of religious faith, Islam, *eid*, prayer, *hajj*, and *zakat*. While In the field of commerce, including merchant, usury, benefit, halal, prohibited, fraud, injustice, degree, value, loss, health, sickness, interest, price, spoil, gain, witness, onion, saddle, sugar, etc. (Alhijazy, 2005).

Despite a large number of Arabic loanwords in the Hausa language, Native Hausa speakers suffered a lot from the difficulties of reading Arabic language phrases and sentences as correctly, as explained by several previous studies, in addition to the researcher experience as an Arabic teacher for Hausa Arabic learners. These studies include (Adidmij, 2015; Abubakar, 2010; Khadir, 2008), etc.

Problem Statement

The problem of this study is exemplified by how poorly Hausa-speaking Arabic learners from Umaru Ali Shankafi Polytechnic and Shehu Shagari College of Education in Sokoto State, Nigeria, are to read and comprehend Arabic. As a result, these students are unable to accurately read Arabic phrases, sentences, and paragraphs. In essence, they are unable to understand what the content means. Additionally, studies by Abu Bakr (2010), Ahmad (2009), and others show that pupils are lacking the motivation to learn Arabic skills of the Arabic. According to Aisha (2016), this problem existed throughout all educational levels in Northern Nigeria, proving that despite the efforts taken to address the issue, nothing changed as expected. The study (Jami and Musa, 2016) highlighted the characteristic of poor self-confidence while making mistakes while reading in Arabic to the existence of the same problem.

In this vein, the study intends to examine the views of Arabic language teachers on the use of Arabic loanwords in teaching reading skills and clarify the relationship between learning the speaking skills that employ loanwords and their effectiveness in motivating learners of the Arabic language.

Research Question

1. What is the Arabic language teachers' perspective on using Arabic loanwords to teach reading skills?
2. Is there a correlation between the motivation of Arabic students to learn and the use of Arabic loanwords in teaching reading skills?

Research Objectives

1. To analyze the teachers' perspective on using Arabic loanwords to teach reading skills.
2. To explain a correlation between the motivation of Arabic students and the use of Arabic loanwords in teaching reading skills.

Research Hypothesis

The usage of Arabic loanwords in teaching reading skills is significantly correlated with students' motivation to learn Arabic at the level of ($\alpha = 0.05$).

Literature Review

Arabic loan words in the Hausa Language

No language is exempted from the loaning or borrowing phenomenon which has long been so common in all languages (Farhat & Rabin, 2019). The loanword is referred to as *al-Iqtirad* in Arabic which means linguistically revolves around lending, exchanging, and reverberating, and it is used to lend money to an individual to return it within a period negotiated between the borrower and the receiver (Ibn Manzur, 2005). Loanwords are borrowed words from one language to another (Mutawally, 2001). Loaning is a migration of a word to another language from its original language for use as a representation of the context set against it, in its original language. In other words, is a process of transferring linguistic objects from one language system into another, a process occurring if two cultures are in contact over a period (Hoffer, 2002). By the various meanings, the term linguistically loaning or borrowing is a transition of words or a linguistic entity from one language to another, whether the transferred item is being altered or not modified.

The Hausa language is forced to use some foreign terms to build its linguistic dictionaries and extend its scope of expression to keep up with the evolution of life, and for this, the language borrows from neighboring languages. Moreover, a language speaker may need to communicate some ideas, the speaker feels the need to use an expression or a phrase or a word in himself. He looks for the phrase, word, or term in his mind's dictionary and at that moment he does not find this term in his vocabulary, so he must borrow a foreign word or foreign dialect to allow him to interact with others (Bawa, 2010).

The Arabic and Hausa languages belong to one linguistic family, as shown by many researchers, including Greenberg (in Blench, 2016) in his classification of language family, under the Afro-Asiatic family Chadic language family classification. This element, therefore, inspired the borrowing of many Arabic vocabulary as a result of contact and touch. Moreover, The Arabic *A'jami* language of Hausa is believed to have been specifically inspired by Moroccan Arabic and its language (Blench, 2016). This means that the borrowing phenomenon for the Hausa language was also influenced by this factor.

Arabic as part of the Afro-Asian family of Languages, shared some features, with the Hausa language as highlighted by (Blench, 2016), below are some of such features:

- In Arabic /-ta/ is suffixed with feminine nouns; in Hausa / t/ is the definite article for feminine nouns and /ta/ is the basis for possessive pronouns referring to feminine nouns for female nouns.
- The first-person singular object pronoun in both Arabic and Hausa is /-ni/, e.g. in Arabic *aa'tanii*: (أعطني), in Hausa [*yaa baa ni*: He gave me (it)].
- Arabic and Hausa have a /m-/ prefix which forms nouns of place, instrument, and agent. e.g., in the Arabic language word: *Majnun* (مجنون), and *Mahaukaci* in the Hausa language which mean insane in English (Alhijazy, 2005).

Significance of Arabic loan words in teaching reading skills for the native Hausa speakers. Reading has historically been regarded as a potential support skill in foreign language teaching (Taima, 2004) meaning it has mainly been perceived as a means of enhancing the linguistic skills of Arabic learners rather than being useful on their own, even

less as complementary modalities. Reading is therefore seen as a supplementary activity in which learners are encouraged to discover new possibilities for meaning-making (Yunus, 2015). There are many ways in which the loanwords can support Arabic vocabulary learners, some of them as follows:

1. In the psychological aspect, Thorndike (1949) suggested in his theory of learning that learning can occur when there is a connection between the behavior of the learners and what should be learned. Qatami (2005) suggests that we can understand that there is a connectivity between the previous experience (Arabic loan words in Hausa) and the original Arabic words (Arabic vocabulary) in the Arabic language. As such, Arabic loanwords have a significant role to play in the learning skill of reading in the Arabic language vocabulary. In other words, the Arabic loan words already exist in the original Hausa language, resulting from which the Hausa native speakers had previous experience learning how to read them (Mohammad, 2012).

From the above theory, it is very clear that Arabic loanwords have a psychological role to play in teaching and learning Hausa native speakers, more precisely in reading skills. The use of Arabic loan words can change the negative mindset about Arabic language difficulties. Undoubtedly, a positive understanding of learning influences the quality of learning, as otherwise may contribute negatively to the learning experience (Taima, 2004).

2. Learning motivation using Arabic loan words: It is a well-known fact that similarities between the loanwords and the original words can improve learning behavior in the student's inner psychology (Zahir, 2012).

3- Fostering interest in learning by using Arabic loan words: Some studies established that Arabic loanwords have a significant role to play in teaching and learning vocabulary e.g. the study by (Yunus, 2015) which established that the use of loan-Arabic vocabulary in the lessons of Arabic teaching to the Hausa native speakers is of great importance in facilitating learning of Arabic through the use of similarity points between the Arabic loanwords and the original Arabic words.

Another study indicates the shared phenomenon between two languages which has a significant role revealed in the study (Suleiman, 2013) which aimed at exploring the common sounds shared between the Arabic and Hausa languages in order to know the impact of these sounds in the preparation of the Arabic syllabus for native Hausa speaker learners of Arabic. The study revealed that seventeen (17) speech sounds were shared by the Arabic and the Hausa language, while the Hausa language had identical seven voices (7), and Arabic had an identical eight-voice sound (8). The study showed that shared sounds play a significant role in learning the Arabic language sounds for Hausa native speakers.

Another factor is the criteria for vocabulary selection. This means that The Arabic loanwords meet the requirement of word selection. To confirm this, some guidelines for vocabulary selection as outlined by the curriculum scholars (Taima, 2004) as follow:

- i- Select words that are common to students, or simply helpful to learn. Choose terms frequently heard by students, and hence convey common vocabulary (Hoffer, 2002). In this sense, Arabic borrowed terms in Hausa are so common that the collection criteria are indeed met.
- ii- Avoid applying words that are rarely used by students (Taima, 2004).
- iii- Choose words that are vital to academic performance that is not usually individually learned (Jedami, 2010). Emphasize words important to the student's comprehension of the

reading section or research cycle. This guideline is also met up by the Arabic borrowed in Hausa since the words are used on a daily basis (Alhijazy, 1999).

iv- Select words that are important for academic performance and that are not usually individually learned (Jedami, 2010). Emphasize words that are crucial to the comprehension of the student's reading passage or research class, such as terms defined as "basic information"

v- Identify terms necessary for the comprehension of a set of readings. Say, "If readers weren't familiar with the context of this word, could they still understand the passage?" If the answer is "Yes", it is definitely not important to grasp the main principles or ideas of the collection (Taima, 2004).

Methodology

This research was performed using quantitative approaches. This was meant to analyze the teachers' perspectives on using Arabic loanwords to teach reading skills and to explain the existing correlation between the motivation of Arabic students and the use of Arabic loanwords in teaching reading skills.

The Population and Sample Size of the Study

The population is made up of (50) lecturers from Umaru Ali Shinkafi Polytechnic Sokoto and Shehu Shagari College of Education Sokoto state in the northern parts of Nigeria. Each of the two institutions has about fifty lectures in the department of Arabic, and the study randomly selected (25) persons from each institution to fill up the questionnaire. This resulted in a final sample size of (50) male and female teachers.

Research Instrument

To obtain the data that answer the research questions, a questionnaire is designed to scrutinize the teachers' perspective on using Arabic loanwords to teach reading skills and to determine the existing correlation between the motivation of Arabic students and the use of Arabic loanwords in teaching. The Likert Scale is used to indicate the participant level of agreement which is made in five points of inquiry namely: (1) Strongly disagree; (2) disagree; (3) not sure (4) agree; (5) strongly agree.

Consistency of Questionnaire internal validity

Based on academic research, the Pearson correlation equation was used to determine the internal questionnaire's validity and determine the stability of its consistency with regard to the statements of its axes. The results showed close correlation coefficients, which acknowledged that all of the correlations have statistical significance among all of the questionnaire's axes. The findings revealed that all items on this axis had correlation coefficients that varied from 0.730-0.850, which indicates a strong correlation between them. As a result, the items related to this skill are characterized by internal consistency and are valid to demonstrate the effectiveness of the borrowed Arabic words in teaching the reading skill as well as to clarify the opinions of Arabic language teachers regarding the relationship between the use of Arabic words and the motivation of Hausa-speaking Arabic learners to learn.

Data Analysis

When it comes to the analysis, the research used SPSS version 21 to examine the descriptive data associated with the study's objectives. The first objective focuses on the distribution of

ratios, frequencies, arithmetic averages, and standard deviations. The second objective aims to determine a correlation between the motivation of Arabic students and the use of Arabic loanwords in teaching. Correlation is a type of inferential statistics that demonstrates the relationship between two or more variables, the strength of that relationship, and whether it is positive or negative (direct or inverse relationship), strong or weak (Junita & Robert, 2006).

Results and Discussion

The data below answers the first objective which is to analyze the teachers' perspective on using Arabic loan words in teaching reading skills.

Table 1

The teachers' perspective on using Arabic loanwords In teaching reading skills

Serial No	ITEM	Mean	SD
1.	Reading Arabic from right to left is made easier by using Arabic loanwords.	3.92	1.230
2.	The use of loan Arabic language makes it easier to teach students how Arabic sound symbols relate to letters.	4.10	0.855
3.	Students learning Arabic are assisted in learning how to read Arabic script by the borrowed Arabic words.	3.96	0.916
4.	The pronunciation of the missing Arabic sounds in Hausa, such as <i>Thaal</i> , <i>Sad</i> , and <i>Thaa</i> , is helped by using Arabic loan words	3.88	1.070
5.	The pronunciation of related Arabic sounds like <i>Thaal</i> , <i>Zay</i> , and <i>Za'</i> is made easier by using Arabic loan words.	4.14	0.939
6.	The reading of Arabic and Hausa words with shared sounds, such as <i>Sin</i> and <i>Ra</i> , is helped by the use of Arabic loanwords.	4.08	0.891
7.	Arabic loanwords to aid in teaching Hausa speakers how to pronounce the missing Arabic consonants, such as <i>Dal</i> , <i>S</i> , and <i>Tha</i> .	4.06	0.88
8.	Hausa-speaking students of Arabic benefit from the use of borrowed Arabic terms to assist them to learn how to read Arabic.	4.16	0.392
9.	Hausa-speaking Arabic students benefit from the use of borrowed Arabic words in their instruction of Arabic word reading.	3.94	1.205
10.	By incorporating the borrowed Arabic words into them, you may use them to teach people how to read Arabic paragraphs.	4.18	0.705
11.	To accurately understand weak, stressed, and Munna, use borrowed Arabic words.	3.71	1.205
12.	Arabic vocabulary can be taught by using borrowed words in context.	4.06	0.705

13.	Arabic language learners benefit from the use of borrowed Arabic words by developing mental images of reading Arabic.	3.90	1.025
14.	Hausa-speaking students of Arabic benefit from the use of borrowed Arabic words in their comprehension of the text's ideas.	3.86	1.025
15.	Arabic learners who speak Hausa can better grasp Arabic paragraphs by using borrowed Arabic words.	3.96	0.916
16.	To teach reading and comprehension skills effectively, borrowed Arabic words are helpful.	3.92	0.891
Total		3.48	0.798

The findings of the survey indicate that Arabic loanwords have great effectiveness in teaching reading skills, where it ranges from 3.71- 4.16. and has a total mean of 4,31 of its phrases. This is a clear indication that Arabic language teachers support the function that these Arabic loan words serve in aiding students' understanding and reading skills. The overall arithmetic averages riches (3,48) with a standard deviation of (0.798), which confirms the significance of employing these words in doing so. This also indicates the teachers' opinion of the effectiveness of these borrowed Arabic terms in teaching reading abilities.

The findings above were corroborated by the educational principles for teaching Arabic, which claim that teaching a foreign language relies on the concepts of "learning from the easiest to the most difficult" and "from the known to the unknown". Therefore, the largest proof of the significance of employing Arabic loanwords in teaching reading and comprehension abilities is provided by the Arabic loanwords. Additionally, based on the concept of stimulus and response, the results supported Thorndike's (1974) assertion. This indicates that the translated Arabic words are verbal stimuli, connecting them to the original Arabic words in terms of the simplicity of learning to read and understand the lexical meaning of Arabic phrases and sentences. As a result, it helps students of Arabic who speak Hausa to develop their reading and comprehension abilities.

The findings of this study are also consistent with the findings of other studies, such as but not limited to the study (Ahmad, 2009), and (Mainasar et al, 2021) which highlighted the findings that borrowed Arabic words play an important role in linking the sounds of spoken Arabic with their symbols and in teaching reading and writing Arabic.

To answer the second objective of this study namely "to explain a correlation between the motivation of Arabic students and the use of Arabic loanwords in teaching reading skills", Spearman's correlation coefficient is employed and the results are shown in the table below:

Table 2

Correlation between the motivations of Arabic students and the use of Arabic loanwords in teaching reading skills

Dependent variable: Motivation to learn Arabic	Direct correlation	Differences
1. Independent Variable: Borrowed Arabic Words in Hausa	1.00	.000
2. The Hausa-speaking Arabic learners' perspectives are altered from negative to positive by the borrowed Arabic words.	.948	.000
3. The use of borrowed Arabic words encourages Arabic language students	.909	.000
4. Learners of the Hausa language are inspired to learn the language by the borrowed Arabic words.	.924	.000
5. Hausa speakers who are learning Arabic are motivated to do so by the borrowed Arabic words.	.718	.000
6. Borrowed Arabic terms motivate Hausa-speaking Arabic students to put forth the effort to study the language.	.263	0.62
7. Hausa speakers learning Arabic are prompted to understand the historical connections between Arabic and Hausa via borrowed Arabic words.	.886	.000
8. The Arabic words that have been borrowed into Hausa words assist Arabic language students to understand the cultural connections between Arabic and Hausa.	.380	0.06
9. Borrowed Arabic words motivate Hausa-speaking learners of Arabic to learn about the religious relations between Arabic and Hausa.	0.67	.642

The aforementioned findings in the table were statistically significant at the level of 0.05, indicating that there is a significant direct correlation between the use of borrowed Arabic words and the motivation of Hausa-speaking Arabic learners to learn the language. Additionally, the table showed a strong direct link at the level (0.00) these results corroborate the claims made by Nigerian Arabic language teachers that Hausa-speaking students of Arabic might be inspired to learn through the use of borrowed Arabic vocabulary.

These results also support the findings of the study (Zahir, 2012), which demonstrated that the use of borrowed Arabic words in education removes the false idea that learning Arabic is difficult. As a result, students believe that studying Arabic is simple, which encourages them to learn it. The study (Mohammad, 2012) concluded that teaching Arabic using borrowed words enhances the ability of Hausa-speaking Arabic learners to learn Arabic with effort and motivates them to confront Learn it to understand religion and to understand historical trade. The results of the statements of this axis (the effectiveness of borrowed Arabic words in encouraging Arabic language learners to learn it) agreed with this conclusion.

Moreover, the substantial literature emphasizes the significance of loanwords (with special reference to Arabic loan words) and their impact on the learning of speaking skills in

a foreign language. In this regard, the above-mentioned results showed that the use of Arabic loan words in Hausa to teach Arabic speaking skills has a major role to play in simplifying learning. No wonder for getting these findings because there are many studies that confirmed this finding. For example, the results of Yunus (2015); Mainasara et al (2021) and the Suleiman (2013) support this finding. Nevertheless, the above finding is in support of Thorndike Edward's Theory of learning "connectivity" because there is a connection between the learners' behaviors (Arabic loanwords) and what should be learned (original Arabic words).

Conclusion

The findings of the analysis for the first objective indicate that Arabic loanwords have a great role to play in simplifying the teaching of reading skills, where the mean ranges between 3.71-4.16, and has a total mean (of 4.31) of its phrases. Moreover, the result of the second objective, indicates that there is a significant direct correlation between the use of Arabic loanwords and the motivation of Hausa-speaking Arabic learners to learn the language at the level of ($\alpha = 0.05$). These results demonstrate that Arabic loanwords have a significant impact on Hausa speakers' learning experiences, comfort level while studying, and perception of learning as a simple process. Additionally, Arabic loanwords improve pronunciation, tentative memory for reserving the meaning, and accuracy of comprehension of Arabic text in addition to making reading Arabic vocabulary, phrases, sentences, and paragraphs simpler and more accurate. The study concluded that learners at all levels should be encouraged to fully utilize Arabic loanwords, and teachers should instruct students to use Arabic loanwords in linguistic expressions both within and outside of the classroom.

References

- Abu Bakr, M. A. (2010). *Mushkilat taelim allughat alearabiat fi Nayjiria 'Problems of teaching the Arabic language in Nigeria'*. Riyadh: King Saud University Press
- Adidmij, A. H. (2015). *Dawaei taelam allughat alearabiat fi Nayjiria watahadayatiha 'Reasons for learning Arabic in Nigeria and its challenges'*. *The Journal of Lavan of the University of Lagos*, 2(1), 1145-155.
- Ahmad, H. (2009). *Dirasat al-taqabuliya baina al-lughati Hausa wal al-lughati al-Arabiya ala mustawa al-asalib*. (Master Thesis) University of Kordofan, Khartoum, Sudan.
- Aisha, B. M. (2016). *Mushkilat altaebir allughawii ladaa tullab allughat alearabia (alshamal algharbi) biwilayat Kanu Nayjiria: Al'asbab wahulula 'Problems of language expression among Arabic language students (Northwest) in Kano State, Nigeria: Causes and Solutions*. (Master Thesis) International University of Africa, Khartoum, Sudan.
- Alhijazy, M. H. (1999). *Mu'jam siaqiy lilkalimat al-Arabiyyah fii lughat al-Hausa*. Mecca: Maktabah al-Malik al-Faisal.
- Alhijazy, M. H. (2005). *Mu'jam al-Alfaz al-Arabiat fi lughat al-Hausa*. Riyadh: Maktabah al-Malik Fahad.
- Anees, I. (1996). *Min asrar al-lughat*. Cairo: Maktabah Angelo AlMisriyyah.
- Bawa, M. T. (2010). 'leadat al-nazar fi athar al-lughat al-Arabiyya fi lughat al-Hausa. *Journal of the Manifestations of the Arabic Language and Literature in Nigeria*, 2(1): 95-118.
- Blench, R. (2016). Greenberg's Universal project: The classification of the world's languages. Cambridge University Press, United Kingdom.
- Elshazely, M. S. (1987). *The Provenance of Arabic loan word in Hausa: phonological and semantic Study*. (Ph.D. thesis) at the University of London, United Kingdom.

- Farahat, M., & Rabih, Y. (2019). Aliqtirad allughawiy: Ishkaliaat wastiratijiaatuha. *Majallat Jamieat al'iikhwat Minturi, Qisintintat*, 19(1), 31-55.
- Harouna, T. M. (2017). *Aldalalat Fi allughtayn Alearabiat Walhusawia: Diraasat Muqaranah*. (Ph.D. Thesis) University of Sudan, Khartoum, Sudan.
- Hoffer, B. L. (2002). Language borrowing and language diffusion an overview. *Journal of Intellectual & communication studies*, 11(4): 1-37.
- Ibn Manzur, M. M. A. (2010). *Lisan al-Arab*. Beirut: Dar al-Sadir.
- Jami, M., & Musa, A. M. A. (2016). *Athar allughat alearabiat fi allughat alNayjiriya*: Khartoum: Alyurba University.
- Jedami, A. M. A. (2010). Hudud al-iqtirad al-lughawi. *Journal of Language Sciences*, 13(1): 181-340.
- Junita, H., & Robert, A.C. (2006). Qualitative Research in Applied linguistics: A practical introduction. Tokyo: Nanzan University.
- Khadir, A. M. (2007). *Al-tsaqafatu al-Arabiya fi Nij54rt, l .eria wa al-tahadiyat al-Muaasira*. Retrieved July. 10, 2020 from <http://midad.com/article/217228>.
- Mainasara, N., Mohamad, A. H., Hassan, A. R., & Sulong, W. M. W. (2021). Istikhdam al-alfaz al-arabiyyah al-muqtarodoh fi ta'lim maharat al-kitabah li muta'allimi al-Arabiyyah al-Hausawiyyin 'The use of Arabic loanwords in teaching writing skills for Hausa learners of Arabic'. *The Scientific Journal of King Faisal University*, 22(2), 308–15. <https://doi.org/10.37575/h/lng/0085>
- Malmus, A. (2019). Al-iqtirad al-lughawi fi Allughat Al-Arabiya. *Majallatu al-Manarat al-tsaqafiya al-dauliya*, 4 (2), 120-135.
- Mohammad H. F. (2012). *Effective strategies for enhancing EFL learners on conversational English*. (Ph.D. Thesis) at University of Gezira, Madani, Sudan.
- Mutawally, S. (2001). Usul al-bina' wa qawaeid al-tahlil. *Mujilatu Aldirasat Al-ifrikiya* 21(4): 269-289.
- Qatami, Y. M. (2005). *Nazariyyat al-taallum wa-alta'lim*. Beirut: Dar al-Fikr.
- Saknau, M. U. (2015). *Taghyirat maqatie alkalimat alearabiat almuqtaridat 'iilaa lughat Alhausa*. (Master Thesis) University Zariya, Kaduna. Nigeria.
- Suleiman, B. Y. (2013). *Dirasat taqabuliat bayn al-lughat al-Arabiyyah wa al-lughat al-Hausa alaa al-mustawaa al-sawtii wa atharuha fi 'iedad mawadi'*. (Master Thesis) International University of Africa, Khartoum.
- Taima, R. A. (2004). *Al-maharat Al-lughawiyyah: mustawayatuha, tadrisuha, suu'ubatuha*. Cairo: Matbaa'at al-Reda.
- Thorndike, R. L. (1949). *Personnel selection: test and measurement techniques*. New York: Wiley publishing.
- Yunus, O. (2015). Al-mufrad al-Arabiyy fi al-lughah al-nayjiriyyah wakayfiat istithmarihi fi ta'lim al-lughah al-Arabiyyah li ghayr al-natiqin biha. *The 9th International Conference on the Arabic Language*, Rauda Al Bustan Hotel, Dubai, United Arab Emirates, 09/08/2015.
- Zahir, A. (2012). Ikhtilaf dilalah al-kalimah al-mushtarikah baina al-Arabiya wa al-urdiyyat wa atharuhu fi taa'lim Al-lughah al-Arabiyyah. *Majallat al-dirasah Islamiyah*, 1(2):45-56.