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The Influence Of Mother Tongue In The Teaching And Learning Of Arabic Language In Selected Secondary Schools Of Yobe State

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ABSTRACT
This research, aims to investigate the influence of mother tongue on students in teaching and learning of Arabic language in some secondary schools of Yobe state, Nigeria. Ninety secondary school students were randomly selected from nine secondary schools in the state to complete the self- designed instrument constructed for data collection in this study. The research employed frequency counts, percentages statistical tools for the analysis of the collected data. The expected findings of the research include: the impact of mother tongue interference on writing and speaking of Arabic language among the selected secondary schools in Yobe state, the way in which mother tongue hinder effective communication among students in classrooms, and how mother tongue influence the academic performance of students.
Keywords: Arabic language, mother tongue, teaching, learning, secondary schools

INTRODUCTION

Language as a means of communication contributes immensely to the national building and development. It also provides us with a capacity of representation as mode of interactions in our economics, political and developmental situation.

The prevailing situation of majority of the students studying Arabic language in some secondary schools of the state is crucial and pathetic. Speaking proficiency inevitably involves accuracy on pronunciation, proper use of vocabulary, and grammar.

Accuracy in speaking is preferential by many as compared to language fluency. It is difficult for a native speaker (non- Arab) to make a substitution of his language equivalents for Arabic vowels because of minimal vowels in Arabic alphabets. The misarticulating of vowels sounds is primarily due to their first (native) language on L2 learning. It can be inferred from the discrepancies between Yobe state languages and Arabic language that the native students may not produce some Arabic stops accurately, especially regarding the aspiration or voicing" (Abdelhal, 2017, p.8).

Mother tongue as defined is the language that person speaks best, and so is often the basic for socio-linguistics identity. Also it is the language which group of people considered inhibiting, and which eventually becomes their natural instrument of thought and communication.

Many language teachers have not come closer to the students makes mistake or find it difficult in learning Arabic language they could easily where the problem of the student come from and how to correct and make the student understand the second language better.

In order for the student to speak fluently or write correct and convincing Arabic, teacher has to set standard for the students so that they would be able to have competent use of the language. However, it will be of great importance if there should be a review in language policy of on education which should contain recommendations that will make students to have enough exposure to the subject quite early from the primary school.

Problem statement and Justification

Arabic teachers find it so difficult to depend on Arabic language only in teaching to non-Arab (native speakers) students. This is due to most of the student not really comprehending Arabic language. Moreover, teachers of Arabic as a foreign language find difficulties in teaching Arabic without referring to the mother tongue in some aspects. They also state that their students encounter many problems in comprehending Arabic as a foreign language by using mother tongue by their teachers in a classroom setting. This finding indicates how students mother tongue interferences their abilities in learning Arabic language.

Objectives of the study:

The objectives of this study include the following:

1- To investigate the impact of mother tongue interference on the writing and speaking of Arabic language in some secondary schools in Yobe state.
2- To investigate how mother tongue influence students' academic performance.
3- To investigate how mother tongue hinder students from mastering the grammar of Arabic language.

LITERATURE REVIEW

After reviewing the previous studies, it had been established that second language learners have to face language learning issues with profound effect of their mother tongue. The L1 of the students, which influences the acquisition of the L2 in several divergent situations, may have different phonological and morphological systems. These differences between the L1 and L2 may depend on the intensity of resemblance between the two languages (Al- Bussaidi & Al- Saqqaf, 2015).

Being conversant in multiple languages somehow gives an individual some additional advantages in many spheres of his life. Language acquisition processes involve many factors, in particular, the cognitive, social, and linguistics aspect of learning. In the word of Dijk (1995), "Discourse is not limited to verbal action but also involves meaning interpretation, and understanding". The interlingual "error results from language transfer, which is coursed by the learners' native language" (Rong, 2019). Students commit mistakes from language transfer. It is only due to their native languages " interference, besides several other factors such as students' " personal characteristics and environmental factor" (Alahmadi, 2014) that influence the language learning process and " can be counted as the main sources of error production".

Identifying the errors and rectifying them exclusively lies on the shoulder of the language instructors, who are responsible for correcting them and for letting the learners be aware of their mistakes. It can be assumed that with the teachers vigilant monitoring of students' oral communication, many of the errors can be resolved at the preliminary levels of their graduation program. A practical and conducive learning environment in the classroom provides students with fruitful interaction between them and their teachers, and the classroom presentations help develop their speaking skills (Yiman, 2019).

METHODOLOGY

The study was carried out based on field research in Yobe state, Nigeria. The nature of the study is survey research. The report was principally quantitative, and was include detailed case studies based on the questionnaires provided, and structured interviews was carried out in nine secondary schools in the state to complete the self- designed instrument constructed for data collection.

Sampling procedure: The research made use of simple random technique in choosing groups of students in the study. The population of the study were all the students in secondary schools of Yobe State. Multi-stage sampling technique was used. In the first stage, one (1) local government area was selected in each zone of the state. In the second stage, one (1) secondary school was purposely selected due to teaching of Arabic language in the school. In the final stage, 40 students were randomly selected from each of the schools making the total sample size of 120 students.

Table 1: Sampling Procedure

Senatorial Zone	L.G.As Selected	Selected Schools	Selected Students
Zone A	Damaturu	School for Higher Islamic Studies Damaturu	40
Zone B	Potiskum	School for Higher Islamic Studies Potiskum	40
Zone C	Gashua	School for Higher Islamic Studies Gashua	40
	Total Sample		**120**

Method of data analysis: The analysis of the data was carried out through the use of questionnaire and tabulated all information in order to facilitate an easy analysis. The research questions raised for research study was analyzed using frequency counts and percentage.

RESULTS AND DISCUSSION

Table 2 shows the results on the impact of mother tongue interference on speaking of Arabic language in the study area. The results show that most (63.3%) of the students find it difficult to communicate in Arabic language due to their mother tongue, majority (83.3%) of them didn't find it easy to speak Arabic language and majority (79.2%) of the students found pronouncing Arabic words difficult for them. This implies that mother tongue has great impact on speaking of Arabic language in Yobe State.

Table 2: Impact of Mother Tongue Interference on the Speaking of Arabic Language in some Secondary Schools of Yobe State

	ITEMS		Frequency	Per cent
1	Do you find it difficult to communicate in Arabic Language?	YES	76	63.33333
		NO	44	36.66667
		TOTAL	**120**	**100**
2	Is it easy for you to speak in Arabic language?	YES	20	16.66667
		NO	100	83.33333
		TOTAL	**120**	**100**
3	Can you differentiate Arabic sentence structure and that of English?	YES	80	66.66667
		NO	40	33.33333
		TOTAL	**120**	**100**
4	Have you learned Arabic language in Primary school?	YES	70	58.33333
		NO	50	41.66667
		TOTAL	**120**	**100**
5	Is pronouncing some Arabic words difficult to you?	YES	95	79.16667
		NO	25	20.83333
		TOTAL	**120**	**100**

Source: Field Survey, 2023

Table 3 shows results on how mother tongue hinders effective communication among students in classroom. It was found out that majority (79.12%) of the students stated that they don't speak in Arabic among themselves in the school, most (63.3%) of the students stated that they were taught different Arabic courses in school and more than half (54%) of the students stated that they have formed a tutorial class with their colleagues in school. This implies that the students in the study area always communicate with their mother tongues at the school compound with their colleagues.

Table 3: How Mother Tongue Hinder Effective Communication among Students in Classroom Outing

	ITEMS		**Frequency**	**Per cent**
6	Do you speak in Arabic among your colleagues?	YES	25	20.83333
		NO	95	79.16667
		TOTAL	**120**	**100**
7	Are you being taught different courses of Arabic language?	YES	76	63.33333
		NO	44	36.66667
		TOTAL	**120**	**100**
8	Have you ever formed a tutorial class with your colleagues in class?	YES	65	54.16667
		NO	55	45.83333
		TOTAL	**120**	**100**
9	Have you ever taught the differences between Arabic sounds and that of your language,	YES	60	50
		NO	60	50
		TOTAL	**120**	**100**
10	Do you have full desire in learning Arabic language,	YES	115	95.83333
		NO	5	4.166667
		TOTAL	**120**	**100**

Source: Field Survey, 2023

Table 4 shows the results on mother tongue influence on students' academic performance on Arabic language. The findings revealed that majority (77.5%) of the students cannot pronounce Arabic words as their teachers do due to their mother tongues, most (63.3%) of the students always scored above 50% in their Arabic language tests and most (63.3%) of the students observed differences between Arabic and their mother tongues in sentence construction. This implies that, the academic performance of the students were average due to mother tongue influence.

Table 4: Mother Tongue Influence Students' Academic Performance

	ITEMS		Frequency	Per cent
11	Can you pronounce Arabic words as your teachers?	YES	27	22.5
		NO	93	77.5
		TOTAL	**120**	**100**
12	Did you always score above than 50% in your Arabic tests?	YES	76	63.33333
		NO	44	36.66667
		TOTAL	**120**	**100**
13	Are focussing more on grammar when learning Arabic?	YES	76	63.33333
		NO	44	36.66667
		TOTAL	**120**	**100**
14	Have you observed some differences between Arabic and your language in sentence construction?	YES	70	58.33333
		NO	50	41.66667
		TOTAL	**120**	**100**
15	Can you differentiate between sentence structure and your language ones?	YES	93	77.5
		NO	27	22.5
		TOTAL	**120**	**100**

Source: Field Survey, 2023

CONCLUSION

The study concludes that the students in the three schools were found to always communicate with their mother tongues at the school compound with their colleagues and their academic performance were average due to mother tongue influence. Notwithstanding, findings also showed that mother tongue has negative impact on speaking of Arabic language among secondary school students in Yobe State, Nigeria.

RECOMMENDATIONS

Based on the conclusions, the study recommends the following:

1. The school management should encourage speaking of Arabic within the school premises.
2. Parents should encourage their wards/children to speak Arabic language at home so as to enable them improve their academic performance.
3. Parents should also enrol their children into extra lessons on Arabic language after school period.

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