FINDING SYNTACTIC RAPPROCHEMENTS IN ENGLISH AND ARABIC SENTENCING FORMATIONS

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Abstract: Teaching English Language for Arab Adults represented very important issue for learners and immigrants due to their age and learning capability. Therefore, the research purpose is to explore the impact of using the similar aspects of syntactic (word orders) between Arabic and English languages to improve English language learning level of adult learners and students who have very limit English language knowledge backgrounds. The word order or grammar adopted would be called "Spoken Grammar" or verbal grammar for both L1 & L2. The targeted learners would be assessed by several methods such as interviews, per-tests & post-tests, and observations. They would be exposed to both Arabic and English formations to find out the benefit of the study. As a result, the students would be able to use these shared word-orders to build their own learning through simple sentences.

Key words: Arabic, English, Word Order, Similarities, and Teaching.

1. 1. Introduction

English language learning represents a dream for many English Language Learners (ELLs). One of these ELL categories are the Arab youth and adults. English learning becomes a necessity for many to communicate with the new society and culture. As Peregoy and Boyle mentioned that Many of learners have challenges to acquire English Language because;

(1) their first language components based on the phonology, morphology and word-order (syntax) are different from English language.

(2) In Arab states, many EFL teachers usually have limited (basic) knowledge about English language acquisition and western culture for using a code-switching method for teaching Arab learners.

(3) ELLs feel that their first language are not valuable enough to learn second language because of big syntactic and semantic differences between L1 & L2. That caused kind of depression among Arab students.

(4) The youth and adult acquisition and comprehensive capabilities are lower than children who acquire language smoothly and faster (Peregoy&

Boyle, 2013). These challenges have persuaded this research project trying to find out a teaching method (approach) through looking for the syntactic rapprochements between English and Arabic languages to assist those learners to acquire the basics of English As a second language via their mother Arabic knowledge.

As a researcher, I would like to highlight English language teaching in many Arab countries for long last decades was based on Traditional Grammar Method (TGM) at the high school and college levels. According to Taheri &Sadighi, TGM of teaching and learning English language was main dominant method. TGM "applied for analyzing sentences, commonly comprises five features: (1) specifying elements of the sentence, classifying them as subject, predicate, object, attribute, adverbial, etc.; (2) recognizing part of speech of each word; (3) indicating the inflection of the words; (4) identifying the correlation between the words; and (5) describing the order of words" (2015).

"Basically, this approach to sentence structure analysis is theoretical in nature and classifies words and parts of sentences mainly on the basis of their meanings" (Taheri &Sadighi, 2015). Apparently, TGM was useful in translating and transferring written texts from foreign language to English language and visa verse (Wong, 2004) but it wasn't much valuable in speaking, listening or presenting domains. As a result, the researcher noticed that the outcomes of English language acquisition for four years' college study based on TGM strategy were so limited and not enabled to communicate, comprehending or interacting verbally with other students especially when a student lives in foreign country which is not using English familiarly.

Despite of limited language communication, TGM gives valuable experience in morphology and word-order of English language (Wong, 2004) which can assist to enrich this research to find out a teaching method based on syntactic similarities or what called "rapprochements".

As an ELL and an educator later, the daily practical exposure and interaction with fluent English native speakers has given the learner much more comprehensive input. This fact has been supported by study of Rasmussen, who mentioned that "the communication is a mutual scaffolding, because it provides support for both students and teachers in the social learning environment where communication is an aid to understanding. The communication can be viewed as scaffolding which invites participants to develop and test their own constructions in communication with others" (Rasmussen, 2001). This leads that communicative approach of acquiring language is more productive.

As Renukadevi mentioned this issue,
"Communicative Language Teaching (CLT) approach is currently one of the most popular methods in the teaching field. It is an approach in which the focus is mainly on communication and developing students' ability to express their thoughts and ideas in an effective way. In order to achieve this goal, CLT helps the students use the target language (L2) in a variety of contexts and situations. Its primary focus is on helping learners create meaningful communication rather than forcing them to imbibe the syntax of the foreign language" (Renukadevi, 2016).

In Detroit Metropolitan Area of Michigan. As an educator, I've noticed that many of Arab youth and adults, who haven't joined schools are struggling to acquire English literacy and many are still challenging in spite of the teaching centers use "Immersed Method" (IM) to acquire L2. IM through which "teachers use the new language for instruction as a means of second language development for their students" (Peregoy& Boyle, 2013).

MI is very useful and productive for children, but it may not be suitable to meet the adult learners' need who usually have a limit language knowledge due to their ages which made them unable to acquire flood of English language adopting by IM. As a result, the studies mentioned that "it may be difficult or nearly impossible for adult ELLs to turn off their highly dominant L1 when processing the L2, the observed effects of age of acquisition may in fact be driven by competition between the two languages" (Jia, Aaronson, & Wu, 2002).

Moreover, the "students may be At-risk "by the following learner characteristics: 1) below average general ability, 2) poor first language ability, 3) low socio-economic status, and 4) ethnic minority group status" (Genesee, 1992). Most of these factors are existed in the life of refugees from Arab countries in the west countries. On other hand, second language can be more acquirable when teachers give a chance to use first language of learners. We can see this fact has been achievable through 'Sheltered Methods' in which "students come from varying native language backgrounds and the teacher is trained in both subject-matter content and ESL methodology" (Peregoy& Boyle, 2013).

All previous studies have focused on many aspects of learning and teaching methods depending on external methods which apply on the thinking of students. That means that the student as recipients for previous made molds of teaching which are useful in different ways but not all ways.

The main objective of the research is to scaffold the learning level of Arab learners for acquiring second language through examining a new teaching method by using same spoken word order in both Arabic and English to learn second language.

1. 2. The research question:

The new trail that research tries to implement it is how can it scaffold the second English language acquisition of Arab Adults or youth by using Arabic spoken word order similar to English? On other hand, when we apply the suggested hypothesis within specific field, the question can be designed as followed;

Can English Language Knowledge level of 5 Arab young with 20-22 years old within ESL Program be increased through using some specific spoken word-order (syntactic formulas) similar to their Arab language based on pretest, teach spoken order, and posttest during 8 sessions (40 minutes per one) within 4 weeks to be able to acquire basics of English language?

1. 3. The Hypothesis:

The researcher will examine teaching specific group of young Arab refugees joining ESL program, who have very limited English knowledge with basic literacy knowledge in their Arabic native language, how to use the same basic spoken word-order of Arabic to acquire basic word-order (syntax) English knowledge through using pretest, targeted word-orders teaching, posttest. The timetable of research will be done within 8 weeks. Each session takes 40 minutes.

To be mentioned, the research will examine two word-order formations used in both English and Arabic spoken languages to acquire second language. They are;

A. The Formation of simple sentence; Subject+Verb+Complement (SVC) is already existed in second type of verbal sentence model of Arabic sentence.

B. The formation of order sentence in English is similar to spoken and organized word-orders of Arabic sentences.

All the information are explained in Appendix A.

2. 1. Literature Review

There many studies have shed lights on the importance and appreciation of first language in teaching and acquiring the second language (Maken&Kleyn, 2010; Freeman & Freeman, 2002; Scott & la Fuente, 2008;Krashen 1982). On other hand, the studies haven't focused on the importance of the shared forms or components between languages which (shared forms) can be used to acquire L2 as it a target of this study.

2. 1. 1. Summary of previous studies:

In the literature review, it is important to focus on some studies which can support our research.

1. According to Maken&Kleyn study, the English language learners, who become subtractive, would have significant challenges for their academic literacy acquisition because not caring of native language (2010). This study has focused on Long Term English Language Learners (LTELLs) who were students attending schools in the USA for seven or more years and still require language support services. They have been subtractive, in that, their native language have not been fully developed in school. Instead, they have been largely replaced the native language by English (2010).

The study **findings** replicated were;

A. Despite "LTELLs are orally bilingual when using language for social purposes, they typically have limited literacy skills in English or in their native languages, the overwhelming emphasis on English in school over native language significantly contributed to the length of the time it takes them to acquire academic English (Maken&Kleyn, 2010)

B. As a result, It is important for those ELL students to get opportunities for having native language and literacy development in school. That would develop and maintain their academic study in language arts and content classes in second language (2010).

About the **critique** about what mentioned, these two findings have obviously shed lights on the importance of native language in acquiring and enhancing the academic knowledge of English language.

Although the importance of native language, the study didn't provide an idea about the importance of "using" native language or its grammatical formations to bridge to the second language. As a result, it didn't offer the native language as a teaching method for acquiring second language.

2. On terms of Freeman and Freeman, "students, who have a strong educational background and literacy in the first language, would do well academically at a relatively <u>faster pace</u> because they already have developed the academic language and first language literacy" (2002). The theory says, "first language literacy skills will transfer to the English literacy skills they are developing. Also, although many students have learned English as a foreign language in their original countries, they still lack conversational fluency in English" (2002). Freeman and Freeman did find that "the limited formal schooling in these student's home countries caused difficulty in first language reading and writing experiences" (2010). As a consequence, several drawbacks have been resulted: "lack of the basic concepts of different subject areas, falling behind grade level in math, facing difficulty in developing conversational fluency in English, low scoring on standardized tests and, finally, lacking the necessary understanding of the dynamics of school organization" (2002).

For**<u>replication</u>**, through the study, it is an obvious that the first language has fundamental role to build the knowledge in general and then it affects the level of second language acquisition. The lack of native language knowledge leads to clear drawbacks of developing second language as well.

About **<u>critique</u>** on what mentioned, the study hasn't mentioned to the crucial role of native language in acquiring second language, but the study hasn't explained the methods how to support acquiring second language.

3. The study of Scott and la Fuente have explored the ways students used the LI and their (L2) to solve a grammar problem (2008). The study have tested two ELL groups. The first students group, who were allowed to use the LI in their learning, have worked collaboratively in a balanced and coherent manner. The second students group, who were required to use the L2 in their learning, has exhibited fragmented interaction and little evidence of collaboration.

Findings from the stimulated recall sessions suggested that reading, thinking, and talking appeared to be simultaneous and integrated processes for the students in the first Group, whereas these processes appeared to be sequential and competing for the students in the second Group. In addition, using LI for these kinds of tasks reduces cognitive overload, these findings invite teachers to tackle the "problem" of the LI in the foreign language classroom (2008).

Despite of the importance of talking mistakes done by student during their learning, the study didn't give an idea about how the similarities could be useful in learning second language.

4. Krashen's hypothesis regarding first language has explained that the first language sufficiency has an influence in a way of acquiring second language (1982). This principle is very helpful for understanding the value of first language for foreign students. Moreover, it is important to let them

feel that their language is still valuable and can be real bridge to the second language but that depends on the way of teaching the learner receives.

Moreover, it is a productive method when the educator informs learners what is the process of language acquisition that he/she uses to make them behave as teachers who teach themselves (1982). In his recent theories, Krashen has strongly supported this idea when he said "I now think it is very important to make a strong effort to inform students about the process of language acquisition, so they can continue to improve it on their own (revised edition, 2003).

Despite of these fabulous results which confirmed the role of L1, Krashen didn't mention the role of what this research focuses on.

5. In the process, "readers use their background knowledge and reading strategies to arrive at an interpretation and to achieve their purpose for reading" (Peregoy& Boyle, 2013). This fact, "both first and second language readers look at the print and use their knowledge of sound/symbol relationship, word orders, grammar and meaning to predict and confirm meaning" (2013). That means that word-order represents a syntax which regards the path to explore the meaning.

This finding is so valuable to focus on the first language to bridge to second one, but it is still depending on the predictions through searching with grammar and meanings randomly. It is not mentioning to specific formula to follow as this research looks forward.

Generally, all studies mentioned above don't mention or highlight the role of using the similarities of Arabic and English syntaxes for learning and teaching English language.

2. 2. Theoretical and Conceptual Framework

Vygotsky's concept of the zone of proximal development (ZPD) would be our conceptual framework to achieve the research. The researcher is using the implications of the zone of proximal development for teaching in the classroom based on the pretest, teaching curriculum designed, and posttest. For more clarification, figure 1 & 2 are explaining the Vygotsky's concept that researcher follows on the study to apply his hypothesis.

Moreover, the zone of proximal development (ZPD) is an important
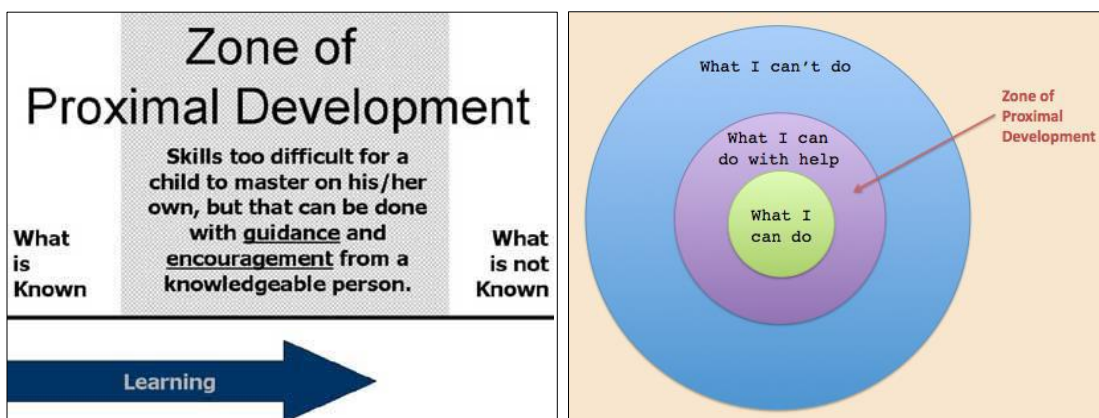
principle of Vygotsky's work, ZPD is defined as the range of tasks that a learner can perform with the help and guidance of others but cannot yet

perform independently (Escandon& Sanz, 2011). Within the zone of proximal development, there are two levels. First, we have <u>the actual development level</u>. This is the upper limit of tasks which can perform independently. The second level is <u>the level of potential development</u>. This is the lower limit of tasks that one can perform with the assistance of a more competent individual (Camperell, 1981). In this study, the researcher developed a lesson plan about the word-orders of both Arabic and English. Then, researcher have given simple example of similarity of word-orders in both L1 & L2 on verbally and written in some cases for teaching students how to use their cognitive knowledge in their Arabic native language to transfer it into the English language. Also, the teacher gives more examples about the similar aspects of sentences in both Arabic and English. Then, the teacher gives the students an opportunity to think about it. First of all, the researcher has explained to the participating learners that their L1 should be used and present in their thinking to acquire the components of L2. The students should feel kind of pride when they heard that their native language can be useful and still applicable to acquire a second language such English. After doing many exercises, the potential developments of ZPD started sparkling in their thinking and open a door of comprehension. In addition, teacher should give an opportunity for the students to work in grouping to stimulate their capabilities to speak (Escandon& Sanz, 2011).

2. 3. Participants

The targeted group consists of are 5 young Arab refugees who are 20-22 years old and have a good Arabic language knowledge. They can write and read with basic skills. In English, they know English alphabet and have very limited words like school, book, pen, play, and class but they couldn't classify the nouns, verbs, pronouns, or articles in proper way.

At the meantime, the controlled groups is consisting of 15 young having the same level of Arabic and English Language knowledge. They will be tested and evaluated according to regular curriculum followed.

The possible acknowledgment about the characteristics of the participants mentioned above are useful and relevant to the project for two main reasons. First, through their English shortage, the teacher could use simple English words and using target word-orders to see the extent of his hypothesis. Second, through their Arabic knowledge, the teacher has used to replicate and enhance their English skills. At the meantime, using their first language is enhancing their confidence to keep it usable.

2. 4. The methods of Data collection

ESL program is flexible and conducting for assisting new ELLs to foster their achievement gap of English they suffer from. The new ELLs receive English language basic skills and the teacher have to use code-switching method for communicating, understanding and simplifying the English materials components. Furthermore, the study focused on developing English acquisition of ELL via finding the syntactic connections between Arabic and English languages and teaching them to acquire second language. That was through;

1. Showing the general <u>spoken</u> grammatical formations of both Arabic and English sentences. The definitions of linguistic notions are important to understand how the research works.

2. Focusing on one of the Arabic sentence formulas, as expected, it is "usable" and could be a bridge to learn English. It is second type of verbal sentence which consists of Subject plus Verb plus Object (SVO). The action research tends to regard SVO formula is more conducive to teach English because the structure is similar to English one.

3. When we say, it is "usable", it doesn't refer to writing or reading style of learning only. It is also usable in the "<u>spoken</u>" language. Moreover, the spoken language refers to daily colloquial language of Arabs. This type of sentence formation is similar to the grammatical formation of English sentence. The formation hasn't been almost highlighted enough in teaching by educators. The research tries to say, when you make your EL student thinking in the same grammatical way that he already has in mother language, that will facilitate acquiring second language and make teaching task much easier and enthused.

The sources and tools, that were usable on the research, have been explained in the figurebelow;
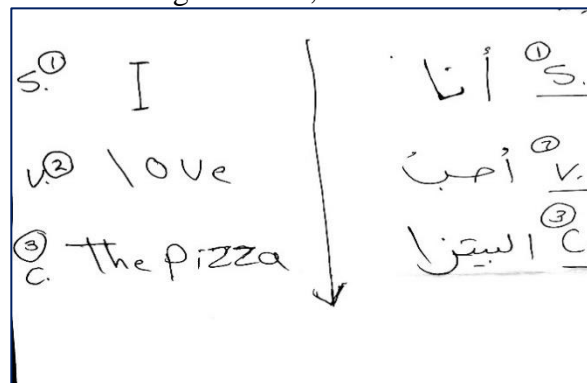
2. 5. Data Sources / Data Collection Tools

Interviews outcomes, student participation and activities resulted, journal reflections, pretest & posttest documents were the tools for collecting data and using them in recording the developments and results of the research. Through tools mentioned, the researcher could get the results required to foster the importance of the first language and the syntactic similarities existed among Arabic and English languages. Moreover, the outcomes were important to diagnose the pros and cons of the research guidelines and how he could conclude results, analyze them, amend them (if needed), and then getting findings.

3. Research Design and Applications followed by Lesson Plan guidelines:

<u>Task Objectives</u> are that students will demonstrate applications of speaking in complete sentences after teaching them at a class by performing as a group. Students will orally state the number of sentences related and try to write what they did. In addition, one of the sessions would be a field session at the school cafeteria for example. They order meals, and the type of food they have eaten. Students will be able to orally state the number of targeted sentences formations they are practicing. The task also includes;

1. Interviewing the students to explore their knowledge limit in both Arabic and English.
2. Making written and reading pretests in both English and Arabic to know their literacy knowledge and progression.
3. Teaching target word-order structures with simple expressions and vocabulary and then trying to use some target word-orders within timetable.
4. Posttests have been made every week to evaluate the progress.

Feedback of lesson plan explained that the students were able to enhance their English skillsbut they wished to continue for longer time to comprehend what they received.

Attention:- On other hand, it is so important to define the claimed rapprochements of main sentence's formations of both Arabic and English languages through shedding light on the shared points which can be used for facilitating and simplifying the target objectives' research as well as to pay attention both teacher and learners on how those points are important to know. Those grammar similarities have completely been explained in Appendix A as followed.

3. 1. Lesson Plan Applications.

During eight sessions of the research, there was focusing to inform the students about the importance of their mother language which can assist them to get the English as second language. The teacher has explained to them that their Arabic is useful to understand the meaning of vocabularies only, it would be so helpful to acquire another aspect of English language through the word order structures they would learn during the sessions. Some students didn't have any idea about the grammar or structures of English and that was helpful to teach them (spoken) English structures from citing to their (spoken) Arabic language structures which are completely similar to the English. The students have felt in a noticeable motivation when they heard that they can still learn through utilizing their mother language. The teacher was so aware to keep the motivation and happiness of the student on.

Before applying research hypothesis, the teacher has made pretest for the group in Arabic about their knowledge level. The test was a dictation including questions about their names, grades they reached in origin countries, their family members, and where do they live. Also, the group could read in Arabic smoothly.

All students have shown good basic knowledge of Arabic and they could pass the pretest successfully with no challenges. See the pretest copies of the group attached in Appendix B.

3. 2. Applications on Similarities of Target Syntactic Structures:-

3. 2. 1. Second Verbal Sentence Words Structure:

The plan included how to form phrase or simple sentence of English which is already part of the curriculum required during the session. The research focused on the similarity existing between English sentence (S.+V.+C.) and the second verbal sentence of Arabic language (S.+V.+C.) which is using in spoken language widely. For more clarification, see Appendix A.

The teacher has reminded the students how they inform about a person or an event in their native language of Arabic. Through several questions, the teacher has encouraged them to speak in their Arabic language. Then, the teacher tried to pay attention for the Arabic sentence structure of their sentences. Teacher asked each one of them to build a simple sentence in Arabic including verb "love" or "like". Then, they should say it in Arabic and trying to write them down in Arabic too if that is applicable. This class showed them the main components of their Arabic spoken sentence which starts with; Subject plus Verb plus Complement. "S.+V.+C." structure is very similar to English sentence structure. After that, the students exposed to English sentence syntax (word-order) and encouraged them to translate/interpret the Arabic sentence to English.

Firstly, the teacher has used one of examples that students could built in Arabic:

In Arabic "Anna UhebuUmy" which means "I love my mom"

          "Anna Uhebualpizza" which means "I love (like) the pizza".

During the explanation, the teacher was very aware for **not** using the writing direction of both Arabic or English language for avoiding any confusion of spoken language acquisition targeted. As known, the spoken language has no specific direction as written language has. For example, Arabic writing is from right to left but the English writing is from left to right.

That's why the teacher has created his own method to explain the spoken sentence components for both Arabic and English languages. The explanations of sentences were written from top to the bottom as shown in the figurebelow:
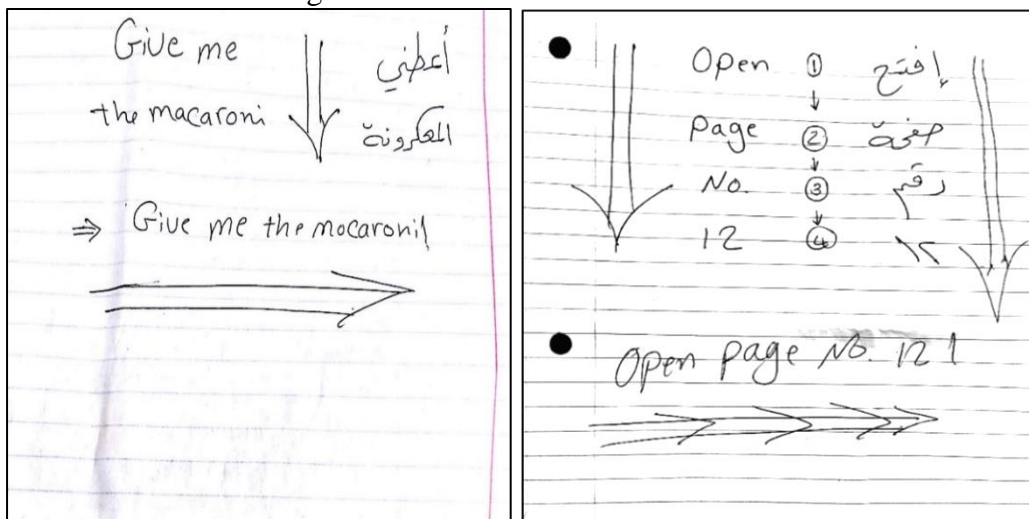
The teacher has explained the components of both languages beside each part to have student an input on the spoken ways for both languages. The students have felt that the way of teaching was different and encouraged. They have been urged to use the words from chart they made above and trying to compose their own sentences by using verb "love" or "like".

3. 2. 2. Imperative (Order) Sentence Word Structure:-

During last four sessions, there were focusing on another similarity of words structure of Imperative sentences.

The teacher has applied very common examples of orders in daily life and they are very much hearable at the school, park, and home. The orders were common in both Arabic and English languages. For example:-

"Come here!" & "Go out!" were first two sentences have been used. The students were so familiar with them. Firstly, the teacher has explained both sentences in Arabic and then in English. He stimulated them how they formed in Arabic and then he asked them to form same orders in English by using the same word orders in Arabic. Before he asked them to do so, he defined the meaning of verbs "Go" & "Come" as well as he defined to them the place adverbs "out" & "here".

In spoken Arabic, you say, "Ta'ala Huna" Verb+Adverb which is completely the same in English. You say, "Come here" (Verb+Adverb).

The second example was, "Eth'habLilKharij" (Verb+Adverb). That is in Arabic.

In English, you say,   "Go out" (Verb+Adverb).

Again the students feel that their language was valuable enough to define some important word structures in English. They loved to use two orders for fun as pairs and then they have been asked to build their imperative sentences after providing them with other verbs.

They have been provided with verb "give & take" with an object pronoun "me".

The group could use them with much more confidence.

The exercise has made as pairs; one of learners has asked another one to give or take something.

Give me the pencil! --------------- Give me the pen!

Take the football! --------------- Take the pizza.-----------------Give me the book!

The output of the group was productive and encouraged. They been asked to do other orders as homework trying to inform the group about what she/he probably heard in other class, in street, or park and stimulated them to comprehended.

In the last session, they could provide several sentences they built and heard.

The teacher and the group worked to analyze the sentence to be comprehended as shown below.

4. 1. Discussion Findings

The research has shown the target learners shown a good noticeable progress in acquiring the basics of English language through depending on the similarities and spoken grammar method followed in comparison with control learners who followed disciplined methods of teaching.

The learners have seemed comfortable with new teaching method depending on the word-orders of their native language. They were enthused to learn second language better than control learners' group. They could form simple sentences easily.

The vocabularies and sentences which have been used was practical and daily. The learners have found themselves much more encouraged to speak and listen to acquiring language.

Most of previous readings have confirmed the importance of first language to learn and acquire second language faster.

4. 2. Research Limitations

1. Main part of thesis was only focusing on Arabs as English Language learners who are willing to learn English as a second language. It wasn't considering other languages or communities.
2. It was targeted English learners who already have a basic academic knowledge on their native language and not caring much of illiterates.
3. The research time was not enough to give more teaching lessons or following the errors of students resulting from lack of L2 language knowledge.

4. 3. Conclusion: Recommendations & Implications

As other studies mentioned before, using native language knowledge for acquiring second language is very important and crucial to comprehend and to enhance second language acquisition.

The presence of native language gives a big motivation to learn L2. Also, the teacher should be aware of the type and volume of lesson plan used to avoid any further consequences could be happened if the teacher hasn't taken care of students' level. The practical examples much more crucial and supportive acquiring languages. Therefore, the teacher should be interested in using daily expressions and activities to create comprehensive input of learners.

Moreover, teacher should be aware of knowing the environments of students' background and effectiveness of teaching materials in acquiring L2. The comfortable environments of learning contribute strongly to get better a stimulation for the students. It has been noticed that teaching materials and curriculum should be classified and prioritized by the teacher based on the quality of student s and their capabilities.

The research has witnessed good result for the students who exposed to the spoken grammar method. Their results were better than control group of students. This result confirmed the importance of first language for acquiring second one.

Appendix A.
Grammatical formations of English and Arabic Sentences
Types of Arabic sentences
1. Nominal Sentence: which consists of two parts Subject (Mubtada'a) & Predicate (Khabar) without existing a "verb". It consists of two parts with no verb; two nouns, N.+Adj., or N.+Adv..
For example: علي طالب (Ali Taleb) means Ali is a student. When you look at the sentence, you find there is no verb 'to be' to connect between two parts of sentences.

On the contrary, these two notions are using for defining two parts of main English "verbal" sentence (Celce-Murcia &Learsen-Freeman, 1999). As a consequence, the ELL educator is going to find the Arab learners will be confused if the educator hasn't informed them about this overlap when the predicate in English must include the verb but in Arabic the predicate of nominal sentence doesn't include a verb. Such things are important to be understandable by educator and learner to avoid any confusion during teaching English.

2. Verbal sentence: It versus nominal sentence (Haywood &Nahmad, 1978). It has two models:-
A. It is formed by: Verb + Subject + Object (VSO). Most of the authors have focused on lexical formula of Arabic Verbal Sentence consisting of this type. For example,
ضربَ حسنُ الكرةَ (VSO) (tharaba Hassan al kurata); Hassan hit the ball.
B. It is formed by: Subject + Verb + Object (SVO). As we see, it is similar to English sentence formation as well as it is common "spoken" syntactic formation. To be mentioned, when we say 'spoken' model, we are explaining the way of speaking which doesn't impose to written direction which is opposite to English direction, i.e., we overlook at way of writing and focusing on spoken method which are similar in both Arabic and English on terms of second sentence model of Arabic sentence.

This second verbal sentence model has often been caring much by authors who translated or transferred the Arabic standard grammars to English version. Therefore, when teacher makes the student, whether EFL or ESL, thinking in the same grammatical way of his native language, that will make acquiring/learning second language much easier and productive. Example of the 2ⁿᵈ type,
توم يحبُ البيتزا (SVO) (Tom Yuhebu al pizza): Tom loves the pizza (SVO).
The grammar formation of the sentence is similar toenglish sentence. It initiates subject then verb then object. This type regards the main part of our study we want to proof it.

Moreover, through my followings and investigation regarding colloquial Arabic which are very common, Arab speakers are using second verbal sentence model in daily spoken language as well as they rarely speak with first verbal model. This fact will assist us to focus on this model cognitively for teaching English to Arab learners regardless the way of writing.
English Sentence:-

English sentence has only one main grammatical formula. It is similar to a second verbal sentence model in Arabic that consists of Subject, verb, and then object S. + V. + O. (or Complement) (Celce-Murcia &Learsen-Freeman, 1999)…..The chart below explains what mentioned above simply.
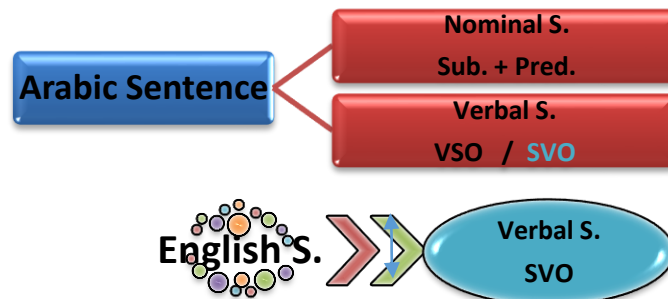
Both Second Verbal sentence of Arabic language and Simple English sentence have the same spoken word order sequence. This privilege would be used to facilitate English learning for Arab students.

Imperative sentence:

In English language, the is no obvious(overt) Subject noun phrase. It usually starts with Predicate which represent Verb Phrase (Celce-Murcia &Learsen-Freeman, 1999). This fact is completely similar to Arabic language. For example, The word order in spoken language of "Open the door" V+NP is similar to "Eftah al bab" V+NP. Therefore, the similarity by speaking can be used for learning English language.

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