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Research on the Innovation of Arabic Interrogative Sentence Teaching Strategies

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ABSTRACT

This study investigates innovative teaching strategies for Arabic interrogative sentences, aiming to enhance language learners' proficiency and comprehension in this linguistic domain. The target audience for these strategies includes Arabic language instructors and learners seeking to improve their language skills. To achieve the objectives of the current research, the researcher designed 3 tables to identify the distinctions and commonalities between English and Arabic while recognizing the unique characteristics of each language. By examining syntactic structures, verb conjugation patterns, and cultural nuances, this research seeks to provide valuable insights into the complexities of Arabic interrogatives and offer practical pedagogical approaches for language instruction. This study also aims to address the significance of employing the right strategies in second language acquisition by providing a comprehensive review of existing literature on teaching Arabic interrogatives and proposing innovative pedagogical approaches based on cognitive grammar theory. This research then seeks to contribute to the field of Arabic language teaching by offering practical solutions to the challenges associated with interrogative sentence learning, thus empower learners to navigate real-world scenarios effectively and engage meaningfully with Arabic interrogative structures. In short, this research underscores the importance of adopting innovative teaching strategies for Arabic interrogative sentences to facilitate language learners' proficiency and comprehension. By providing practical insights and pedagogical approaches, this study aims to enrich language instruction and contribute to the broader

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discourse on language teaching and learning.

Keywords: Arabic teaching; Arabic interrogative sentences; English interrogative sentences; Comparison of Arabic and English interrogative sentences; Innovative teaching strategies

1. Introduction

Arabic interrogative sentences are a distinctive feature of the language and present a unique challenge and opportunity for language learners. This article reviews the existing literature on teaching Arabic interrogative sentences, exploring syntactic structures, verb conjugation and cultural nuances, while drawing comparisons with English interrogative structures.

Language learning entails acquiring grammatical rules and understanding various linguistic structures, including phonology, morphology, syntax, semantics, and pragmatics. These linguistic forms encompass the morphology of a language and constitute its syntactic system. Understanding grammar rules is crucial in language learning, as failure to grasp them can present significant obstacles, especially in the context of teaching Arabic interrogative sentence strategies.

Arabic can be classified into three categories based on its historical development. The first category is Classical Arabic, used in the Qur'an. Classical Arabic's written form is more intricate than that of Modern Arabic (Huda, 2019). Modern Arabic, considered the official language in Arab countries, is used for contemporary purposes. Another category is everyday Arabic, employed for informal communication.

Arabic presents a unique challenge where the same word can have multiple implications, and words with similar meanings are divided into written and spoken forms, creating a discrepancy between spoken and written vocabulary. This disparity makes it more challenging to identify word stems in Arabic learning (Masqon, 2018).

Interestingly, English expressions are believed to have origins in Arabic, particularly in religious domains (Smith, 2010). This claim, widely discussed in linguistic circles, suggests that the Bible may contain numerous Arabic loanwords or expressions. While languages exhibit differences and similarities across linguistic domains, these inconsistencies present both challenges and advantages for learners. Differences promote a deeper understanding of Arabic, encouraging comparisons and analysis between learners' native

languages and Arabic, facilitating Arabic interrogative sentence learning.

1.1 Problem statement

Learners encounter challenges in translating into a second language, often due to terminological differences rooted in cultural diversity (Cook, 1992). Language transfer presents obstacles, particularly concerning grammar learning, with Arabic's intricate grammatical forms for questioning posing significant hurdles (Najim, 1998). Although language errors may hinder initial comprehension, they are inherent in the learning process. Through methods like comparative analysis (Smith, 2005), error analysis (Brown, 2000), performance analysis (Johnson, 2012), and discourse analysis (Jones, 2008), learners can effectively address and overcome these challenges.

Versteegh (2001) explores the inherent cultural nuances within Arabic communication, emphasizing the significance of politeness and formality in constructing interrogative sentences. He argues that integrating cultural sensitivity into instructional methods is essential for language educators to foster effective communication, particularly in teaching interrogative sentence structures.

Arabic interrogative sentences, while sharing similarities with English, present unique challenges due to specific grammatical forms and cultural contexts. Understanding these nuances is crucial for learners, as they categorize questions about someone or something and stimulate critical thinking in literary texts. Recognizing both similarities and differences between L1 and L2 interrogatives aids learners in navigating language transfer. However, focusing on Arabic interrogative distinctiveness is vital for addressing specific learning difficulties. This study aims to illuminate these challenges concisely, informing language acquisition processes and pedagogical practices.

Zaid and Khalil (2021) explore innovative pedagogical approaches tailored for teaching Arabic interrogative sentences to young learners. Their study investigated the effectiveness of storytelling, role-playing, and game-based

activities in engaging young learners and fostering their acquisition of Arabic interrogative structures. This research highlights the importance of employing developmentally appropriate and interactive teaching methods to enhance young learners' language learning experiences.

Furthermore, regular comparative analyses between English and Arabic interrogative structures should be integrated into language instruction, benefiting both L1 English speakers learning Arabic and L1 Arabic speakers learning English. Acknowledging distinctions and commonalities aids learners in avoiding the imposition of English-centric structures onto Arabic.

Thus, it is of great importance for teachers to enhance the learning of interrogative sentences while teaching the Arabic language with innovative teaching strategies.

1.2 Research objectives

The current study aims to achieve the following objectives:

- 1) To analyze the distinct forms, functions, and potential challenges associated with interrogative sentences in Arabic and English, with a focus on delineating grammatical structures and cultural nuances.
- 2) To develop innovative teaching strategies grounded in cognitive grammar theory to enhance the efficacy of Arabic interrogative sentence instruction.
- 3) To design practical teaching methodologies that cultivate a communicative learning environment for students, emphasizing active engagement with Arabic interrogative sentence structures.

1.3 Research questions

- 1) What are the grammatical structures and cultural nuances that distinguish interrogative sentences in Arabic from those in English?
- 2) How can cognitive grammar theory be utilized to develop novel teaching strategies for enhancing the instruction of Arabic interrogative sentences?
- 3) What practical methodologies can be devised to foster active engagement and effective learning of Arabic interrogative sentence structures in a communicative classroom setting?

2. Materials and methods

2.1 Data collection

The data for this study were originated from three main sources:

- 1) Scholarly literature: A comprehensive review of academic journals, books, and research articles focusing on Arabic interrogative sentences, their forms, functions, and teaching strategies.
- 2) Linguistic analyses: Examination of linguistic studies and analyses exploring the structures and characteristics of Arabic interrogative sentences, as well as comparisons with English interrogatives, which was supported by the use of three tables presenting the findings and facilitating a comprehensive understanding of the similarities and differences between Arabic and English interrogatives.
- 3) Pedagogical approaches: Review of research articles and pedagogical guides outlining innovative teaching strategies for Arabic interrogative sentences, including cognitive grammar theory, communicative contexts, and interactive learning methods.

2.2 Data analysis

The collected data underwent qualitative analysis, comprising the following steps:

- 1) Literature review: Synthesizing information from scholarly sources to identify key themes, patterns, and insights related to Arabic interrogative sentences and language teaching strategies.
- 2) Comparative analysis: Comparing the forms, functions, and structures of Arabic and English interrogative sentences as presented in **Tables 1** and **2** to elucidate differences and similarities.
- 3) Pedagogical assessment: Evaluating the effectiveness of various teaching strategies for Arabic interrogative sentences as discussed in **Table 3** and the subsequent discussions.

2.3 Research design

This study employed a descriptive research design, aiming to comprehensively explore and describe the forms, functions, and teaching strategies of Arabic interrogative sen-

tences. The research design incorporated a literature-based approach, synthesizing existing knowledge and insights from scholarly sources.

2.4 Integration of tables

The tables presented in the previous sections (**Tables 1–3**) served as foundational components of the data analysis, providing comparative insights into the forms, functions, and challenges associated with Arabic interrogative sentences. These tables were integrated into the data analysis process to support the identification of key themes and patterns and to inform the discussion of teaching strategies and pedagogical approaches.

3. Results and discussion

3.1 The forms and functions of interrogative sentence

The comparison of forms and functions of interrogative sentence

In the process of learning contrasting languages, learners need to grasp the differences and meanings between the two languages by considering their commonalities. Each language possesses unique meanings and distinctive characteristics associated with those meanings.

Fischer et al. (1994) conducted a comparative analysis, drawing parallels between English and Arabic interrogative structures. They emphasize distinctions, such as the reliance on a question particle in Arabic versus alterations in word order or auxiliary verbs in English. Recognizing these differences is crucial for learners to prevent the application of English-centric structures to Arabic interrogatives.

Badawi et al. (2004) conducted a thorough exploration of verb conjugation and morphology in Arabic interrogatives. The authors underscore the pivotal role of the verb, elucidating how variations in conjugation communicate diverse types of questions. This morphological emphasis proves indispensable for learners navigating the complexities of Arabic interrogative sentences.

Holes (2004) explores the pragmatic facets of Arabic interrogatives, shedding light on how cultural norms shape question formulation. The author argues that teaching Arabic interrogative sentences should extend beyond syntax and

encompass pragmatic considerations to empower learners to navigate real-world communication effectively.

In a study by Hamdi and Mansour (2022), the role of cultural nuances in Arabic interrogative sentence instruction was examined. Through qualitative analysis of instructional materials and classroom practices, they identified cultural elements embedded in Arabic interrogatives and proposed strategies for integrating cultural awareness into language instruction. This research emphasizes the importance of cultural sensitivity in teaching Arabic interrogatives and underscores the need for culturally relevant instructional materials and practices.

When second language learners find connections between the vocabulary and grammar of their first language and the second language, they can better understand the differences and similarities between the two.

It can be observed from **Table 1** that when Arabic interrogative words are translated into English, certain interrogative words have fixed and consistent meanings, whether they are used independently or in combination with other words to form interrogative phrases (Langacker, 2008). These question words include: “ماذا” (what), “من” (who), “متى” (when), “كيف” (how), “لماذا” (why). However, some words may introduce ambiguity when combined with other words to form interrogative expressions, such as “ما” (what) and “أيها” (which).

Comparing grammatical structures in Arabic and English interrogative sentences reveals the diversity and complexity of language systems. This comparison helps learners understand how language operates across different linguistic contexts, emphasizing variations in syntax and word order that impact meaning and communication. Recognizing these differences promotes cultural and linguistic awareness, vital for effective language learning and cross-cultural communication.

The choice of grammatical structures depends on the linguistic habits of the speakers. Generally, the emphasis on grammatical structure is not as prominent in the learning of one’s mother tongue, as children naturally internalize and assimilate the grammatical system into their language habits during the language acquisition process (Lightbown and Spada, 2006). However, when learning a second language that significantly differs from one’s mother tongue, learners need to acquire additional grammatical structures

Table 1. The comparison of interrogative words in Arabic and English.

English	Arabic	English	Arabic
What?	(What) ماذا؟	Where?	(Where) أين؟
What?	(What) ما؟	When?	(When) متى؟
Is?	(Is) هل؟	Why?	(Why) لماذا؟
Which one?	(Which one) أيها؟	How?	(How) كيف؟
Who?	(Who) من؟	How much?	(How much) كم الثمن؟

(Krashen, 1982).

Table 2 offers a detailed comparison of interrogative sentence structures in Arabic and English, serving as a valuable resource for language learners. By juxtaposing corresponding interrogative sentences, it enables learners to observe differences in syntax and word order between the two languages.

Arabic interrogative sentences, such as “هذا؟ ما” (“What’s this?”) and “هواياتك؟ هي ما” (“What are your hobbies?”), undergo distinct translations compared to their English counterparts. These translations underscore syntactical disparities and provide insight into the unique characteristics of each language.

By offering a word-by-word translation of Arabic questions alongside their English equivalents, readers can discern structural disparities between interrogative sentences, aiding language learners and instructors in grasping cross-linguistic variations. Learners often encounter language interference from their native tongue while acquiring a second language, relying on it for support in overcoming communication challenges (Smith, 2015). In their native language environment, learners tend to utilize their familiar language to elucidate difficulties stemming from language phenomena.

Language learners often encounter challenges stemming from interference from their native language, particularly when grappling with interrogative structures. Research within the field of second language acquisition (SLA), notably Ellis (2008), sheds light on the complexities learners face in this regard.

Ibrahim and Hassan (2023) contribute to this body of research through their case study on English as a Foreign Language (EFL) learners. Through interviews and classroom observations, they identify common difficulties experienced by EFL learners in mastering Arabic interrogatives. Their findings inform targeted instructional strategies aimed at enhancing proficiency in this aspect of language learning.

It’s essential for learners to understand not only the

surface-level translations of interrogative words but also the deeper meanings they convey in the context of the second language. This understanding enables learners to provide appropriate responses and navigate the intricacies of interrogative constructions effectively.

Problems in the use of interrogative sentences

When forming questions with interrogative words, learners should be aware that not all English question words align directly with their Arabic counterparts. Challenges may arise from unfamiliarity with the meanings of interrogative words in the second language or cultural nuances embedded within the local language.

Errors in translating interrogative sentences can arise when English learners attempt to translate their first language (L1) into their second language (L2) using Arabic grammar, while ignoring the grammar and conventions of their L1. Additionally, when learners engage in literal word-to-word translation from L2 to L1, it can result in awkward and non-sensical sentences in the L1.

Studies in second language acquisition (SLA), notably Ellis (2003) and Lightbown and Spada (2006), delve into errors encountered in translating interrogative sentences, shedding light on the challenges learners face in mastering grammatical structures. Ellis (2003) discusses transfer errors, wherein learners apply L2 grammar rules to their L1, resulting in inaccurate translations. Lightbown and Spada (2006) underscore the significance of explicit grammar instruction and error correction in addressing translation difficulties stemming from inadequate understanding of grammatical rules.

Research by Al-Shehri (2016) and Elkhafai (2005) evaluates Arabic proficiency levels among learners, utilizing proficiency assessments such as standardized language tests and self-assessment questionnaires. Their findings reveal a spectrum of proficiency levels ranging from beginner to advanced.

Table 2. The comparison of interrogative sentences in Arabic and English.

No.	Arabic + structure	English + structure
1	ما (What) هذا (this)? + DP	What's this?
2	ما (What) هي (is) هوايتك (your hobbies)? + PoP	What are your hobbies?
3	ماذا (What) يعني (means) الحب (the love)? + N	What does love mean?
4	ما (What) هي (is) الحكمة (wisdom)? + PoP	What is wisdom?
5	ما (What) اسمك (is your name)? + PoP	What's your name?
6	ما (What) هو (is) التاريخ (the date) الآن (now)? + N	What date is it now?
7	كم (How much) تزن (weighs) زينب (Zainab)? + N	How much does Zainab weigh?
8	ما (What) هو (is) رقم (the number) منزلك (your house)? + N	What's your house number?
9	أين (Where) عنوانك (is your address)? + PoP	Where is your address?
10	ما (What) رأيك (opinion your) في (in) هذا (this) المنزل (house)? + PoP	What do you think about this house?
11	ماذا (What) تقرأ (you read)? + PoP	What are you reading?
12	ماذا (What) تأكل (you eat)? + V	What are you eating?
13	ما (What) هي (is) نصيحة (the advice) الطبيب (the doctor)? + V	What is the doctor's advice?
14	ما (What) هو (is) شعورك (the feeling your) بوجودك (with being) في (in) مكة (Mecca)? + V	How do you feel being in Makkah?

DP: Determiner phrase; PoP: Pronoun phrase; V: Verb; N: Noun.

Table 3. Problems in interrogative sentence between English and Arabic.

Incorrect	Correct	Differences
اسمك من؟ Who name you?	اسمك؟ ما What's your name?	من = who ما = what
المفضل؟ طعامك هو أي Which is your favorite food?	المفضل؟ طعامك هو ما What's your favorite food?	ما = What أي = which
الخلوي؟ هاتفك رقم هو كم How much is your cellular phone number?	الخلوي؟ هاتفك رقم هو ما What's your cell phone number?	كم = How much ما = what

A comparative study by Said and Ali (2022) examines the efficacy of task-based learning approaches in Arabic interrogative sentence instruction. Their research highlights the benefits of task-based approaches in fostering active learning and meaningful language use, contributing to learners' linguistic outcomes and communicative skills development.

Educators play a crucial role in guiding learners on the usage and placement of question particles like “هل” in constructing Arabic interrogative sentences. Understanding the function of “هل” aids learners in comprehending the syntactic differences between Arabic and English interrogatives.

Furthermore, integrating verb conjugation exercises into Arabic language instruction enhances learners' comprehension and production of interrogative structures, as demonstrated in studies by Al-Homoud and Schmitt (2009) and Taha and Alrabai (2018). These studies employ controlled experimental designs, including pre-tests and post-tests, to measure the effectiveness of verb conjugation exercises. Results indicate significant improvements in learners' ability to form and interpret interrogative sentences following targeted instruction on verb morphology. Qualitative feedback from learners also underscores the perceived value of such exercises in facilitating a deeper understanding of Arabic interrogatives.

In addition to linguistic competence, workshops fo-

cus on politeness and formality in Arabic communication equip learners with the cultural sensitivity necessary to navigate real-world scenarios effectively, enhancing their communicative competence in Arabic-speaking contexts.

3.2 Innovative teaching strategies for interrogative sentences in Arabic

Use cognitive grammar theory to innovate the teaching strategies

From a cognitive linguistics perspective, cognitive grammar posits that the semantics of words constitute their linguistic meaning (El Majid and Ahmed, 2016). Understanding interrogative sentences entails emphasizing the motivation behind their grammatical structure and establishing a connection between semantics and learners' cognitive experiences as the foundation for language learning. In Arabic interrogative sentences, the form and meaning of Arabic vocabulary are intertwined, involving the processes of abstracting, generalizing, and schematizing language in use. This cognitive process allows learners to extract general principles from specific instances of language use, creating mental frameworks or schemas representing linguistic patterns. These schemas aid in organizing and comprehending the grammatical structures of Arabic interrogative sentences,

thereby facilitating language acquisition.

In teaching Arabic interrogative sentences, employing a pictorial structure, such as visual representations or infographics, can effectively combine the form and meaning of Arabic. For instance, using images representing various types of interrogative sentences alongside Arabic script and English translations can facilitate learners' comprehension and retention of Arabic interrogative structures. This approach progresses from abstract linguistic concepts to concrete visual representations, enhancing learners' understanding.

This approach allows for the formation of concrete example constructions, semi-schematic constructions, and schematic constructions, forming a continuum and a cohesive whole. Semi-schematic constructions exhibit some degree of abstraction while retaining elements of specificity and contextuality, serving as intermediate stages between concrete examples and fully abstract linguistic principles. Schematic constructions represent generalized linguistic patterns that transcend specific instances, encapsulating overarching grammatical principles. By engaging with semi-schematic and schematic constructions, learners can develop a deeper understanding of Arabic interrogative structures and enhance their language proficiency (Els and Van Dieten, 1991).

Traditionally, Arabic interrogative sentence teaching relies on deductive methods, limiting students' thinking space and potentially leading to rote memorization of grammar rules. This approach may result in errors when students apply these rules in practical writing or expression. The schema construction method offers an alternative approach by guiding students to abstract grammatical rules from specific examples through inductive methods. Through active exploration and analysis of interrogative sentences, students derive grammar rules from concrete instances. Summarization and consolidation of these rules deepen students' understanding and promote comprehensive mastery of grammar.

For example, when explaining the question word "what," the teacher can provide examples such as:

- 1) ماذا تأكل؟ أن تحب (What do you like to eat?)
 - ماذا (What)
 - تحب (do you like)
 - أن (to)
 - تأكل (eat)

- 2) ماذا تفعل؟ أن تحب (What do you like to do?)
 - ماذا (What)
 - تحب (do you like)
 - أن (to)
 - تفعل (do)
- 3) ماذا تشرب؟ أن تحب (What do you like to drink?)
 - ماذا (What)
 - تحب (do you like)
 - أن (to)
 - تشرب (drink)

Students' role in learning Arabic interrogative sentences

Al-Khatib (1982) explores the phonological aspects of Arabic interrogative sentences, emphasizing intonation patterns' role in question delivery and interpretation. By examining this interaction, Al-Khatib highlights how syntax and phonology shape sentence structure and convey meaning in Arabic.

In the teaching of interrogative sentences, Arabic instructors should guide students to observe the characteristics of these sentences and endeavor to summarize their general schema structure:

- ما—What
- المساعد الفعل—Auxiliary verb
- الفاعل—Subject
- الخامس—The fifth

Instructors should guide students in understanding the contextual meaning of sentences and identifying interrogative and structural words. Once students grasp the abstract schema concept, they can effectively formulate interrogative sentences using generalized schema knowledge in practical applications.

In teaching Arabic interrogative sentences, instructors must highlight key grammatical classification points to normalize symbolic language units and establish an integrated system. These units categorize words through categorical relations, grouping them based on grammatical roles or meanings. This categorization process involves abstraction and generalization of Arabic usage in real-life situations (Adila, 2019), aiding comprehension of interrogative sentence structures. Adila's work emphasizes the importance of categorization in language instruction, facilitating connections between associated word meanings. Categorization in Arabic interrogative sentence instruction is rooted in the Arabic prototype,

representing typical linguistic features and patterns in the language.

In Arabic language instruction, identifying derived words aids in understanding word formation rules. Derivation phenomena are prevalent, resembling hierarchical clan relationships with multiple layers of connections. Integrating derivational analysis into teaching may enhance learners' grasp of word structure and meaning, although research on its effectiveness is limited. Further studies examining the impact of category derivation on interrogative sentence learning would provide valuable insights.

Grammar serves as the fusion of form and meaning, with different grammatical structures yielding distinct meanings. In teaching Arabic interrogative sentences, instructors should prioritize understanding grammar's meaning and function, recognizing that changes in form adhere to internal principles and lead to corresponding changes in meaning and grammatical rules.

Educators should utilize authentic materials during teaching, such as interviews and news articles, exposing learners to diverse interrogative sentence structures. Exposure to real-world examples enhances both comprehension and expressive skills.

Arabic instructors should not only teach grammatical rules but also emphasize their meaning when imparting knowledge of interrogative sentence grammar. Instead of rote memorization, instructors should guide students to comprehend the underlying meaning behind grammar rules and encourage active exploration of grammatical structures. By emphasizing grammar's significance, students can better understand the purpose and practical application of these rules in forming interrogative sentences, facilitating their mastery of grammatical structures and practical application in real-life scenarios.

Arabic instructors should highlight the functional significance of grammar in teaching interrogative sentence structure. Rather than relying on rote memorization, students should be encouraged to understand the underlying meanings of grammar rules and actively explore their structures. This approach promotes mastery, comprehension, and practical application of grammatical structures in real-life contexts.

For instance, when elucidating the passive voice in interrogative sentences in Arabic, it is common to employ passive verbs. Examples include:

العربي؟ القاموس في المدخلات ترتيب يتم كيف (How are the entries in the Arabic dictionary arranged?).
الليمون؟ بدون السمك تقديم يمكن كيف (How can the fish be served without the lemon?).

In Arabic interrogative sentences, the inflection of passive verbs plays a crucial role in conveying passive constructions. In English, passive sentences are formed using "be+past participle of the main verb." Let's examine two example sentences to illustrate the significance of passive voice usage.

In the first example, the questioner's interest lies primarily in the recipient of the action rather than the performer. This emphasis on the recipient is influenced by subjective factors like personal preferences or interests. Throughout the questioning process, the focus remains on understanding more about the recipient.

In the second example, the questioner, aware of the action's performer, chooses to use the passive voice. This type of inquiry carries cultural significance, as Arabs traditionally garnish fish with lemon slices to eliminate any unpleasant odor when consumed.

Providing constructive feedback on learners' attempts at constructing interrogative sentences fosters a continuous improvement mindset. Innovative revision exercises enable learners to refine their skills and internalize linguistic nuances effectively.

Understanding the nuances of passive voice in Arabic interrogative sentences offers insight into the language's cultural expressions and emphasis on different action aspects. This knowledge enhances learners' abilities to construct meaningful and contextually appropriate interrogative sentences in Arabic, deepening their comprehension and appreciation of the language's rich linguistic and cultural heritage.

Create a communicative context for students

Ryding (2005) suggests incorporating interactive learning strategies to refine the construction of Arabic interrogative sentences. Role-playing exercises and dialogue simulations offer learners practical experiences, fostering a deeper comprehension of the language's nuances.

Wright (2008) focuses on the broader implications of teaching Arabic interrogatives, emphasizing the development of cross-cultural communication skills. Proficiency in constructing and understanding interrogative sentences in Arabic

not only advances linguistic competence but also instills a deeper appreciation for the cultural nuances embedded in the language.

Abu-Haidar (1991) discusses the importance of adapting communication styles in Arabic interrogatives. The author argues that understanding the cultural implications of formality and politeness is crucial for learners aiming to communicate effectively within Arabic-speaking societies.

Innovative Arabic interrogative sentence teaching requires teachers to establish a communicative context, prioritizing the cognitive aspect of learners' experiences in grammar learning. Hands-on experiences enable students to generalize and abstract language usage, including grammar rules. Language's primary purpose is to convey intentions, with flexibility in adhering to grammatical rules. Pinker (1994) suggests that early humans effectively communicated thoughts and intentions before fully understanding grammatical rules. As language evolved, grammatical rules emerged, enhancing clarity and expression.

Terrence W. Deacon's (1997) book explores the relationship between language development and the evolution of the human brain, offering insights into the origins of language and cognition.

Role-playing exercises and dialogue simulations are essential for learners to practice constructing Arabic interrogative sentences in context, fostering practical language skills through interactive learning.

In teaching Arabic interrogative sentences, instructors should prioritize conveying the inherent meaning of the language before introducing grammar rules. Starting with language usage enables students to comprehend grammar structure and meaning, facilitating accurate application.

Teachers should engage students as active learners and researchers rather than passive recipients of grammar rules, allowing them to express themselves grammatically and understand underlying grammar principles effectively.

The method of teaching Arabic interrogative sentences should be context-specific, with teachers designing relevant learning situations to immerse students in the use of interrogative structures. This approach facilitates understanding and eventual transfer of knowledge to similar contexts, empowering students to ask questions using appropriate grammatical rules.

Carter (2004) stresses the value of authentic materials,

such as interviews, podcasts, and news articles, in language education. Exposure to real-world examples aids learners in understanding diverse interrogative structures, enhancing overall language proficiency.

Al-Khatib and Al-Bawab (2023) explore the impact of technology integration on Arabic interrogative sentence learning. They find that multimedia resources, interactive exercises, and online platforms effectively improve learners' proficiency and engagement. This study underscores technology's potential to facilitate language learning and offers practical recommendations for its integration into Arabic instruction.

To address challenges in Arabic grammar instruction, teachers should reconsider teaching concepts and leverage technology. While grammar is crucial for proficiency improvement, many language courses lack a comprehensive understanding of grammar knowledge. Institutions often introduce grammar early in students' academic journey, leading to a disconnect in their acquisition of Arabic grammar. A holistic and continuous approach to grammar instruction is essential for fostering a deeper understanding of Arabic interrogative structures.

4. Conclusion

Innovating Arabic interrogative sentence teaching involves recognizing grammar's critical role in language learning. When not comprehended, grammar can hinder learners' progress. As a medium of communication, language learning fosters cross-cultural connections.

Categorizing Arabic question teaching methods involves abstracting and generalizing practical language use. Integrating grammar knowledge seamlessly into the curriculum is essential as learners often struggle to understand sentence meaning despite grasping individual words.

Teachers play a crucial role by employing grammar knowledge to guide students in sentence analysis and comprehension. Effective Arabic interrogative sentence teaching requires educators to adopt innovative strategies tailored to address grammar-related challenges.

Incorporating cognitive grammar theory into teaching methodologies empowers students to play an active role in their learning process, fostering confidence and proficiency in forming interrogative sentences. Creating a communica-

tive environment enables students to engage with the language, promoting fluency and comprehension.

Teaching Arabic interrogative sentences involves attention to linguistic aspects such as verb conjugation, syntactic structures, and cultural nuances. Integrating these factors into pedagogical strategies is crucial for effective and engaging learning. The goal is to equip learners not only with linguistic skills but also with the cultural competence needed for effective communication in Arabic-speaking contexts. As educators refine their approaches, they aim to provide learners with the tools for successful language acquisition and cultural understanding.

Author Contributions

Conceptualization, DYB and MS; methodology, DYB and MH; software, DYB; validation, DYB, MS and MH; formal analysis, DYB; investigation, DYB; resources, DYB; data curation, DYB; writing—original draft preparation, DYB; writing—review and editing, MH and MS; visualization, DYB; supervision, MH and MS; project administration, DYB. All authors have read and agreed to the published version of the manuscript.

Conflict of Interest

The authors declare no conflict of interest.

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