

Grammatical Errors among University Students: Causes and Sustainability of Treatment

Dr. Mostafa Mohamed Abo Elnour Abdel Mawla

Abstract--- *This study aims to develop the grammar level of undergraduate students through the basic skills of the Arabic language (listening - speaking - reading - writing), and that is by identifying the causes of grammatical errors among students of this stage, and discussing them through what we found them with grammatical errors reading, writing and speaking Listening to the lecture halls, duties and various assessments, they are from different Arab nationalities in a number of universities in the United Arab Emirates, and trying to avoid the causes of grammatical weakness by knowing them and developing appropriate solutions for them, in addition to monitoring the most common grammatical errors common to their use Daily and straighten, To open the way for researchers and scholars to study reading and writing weakness by identifying the manifestations of grammatical weakness and appropriate treatment methods, and paying attention to teaching Arabic language on modern scientific and pedagogical bases to develop its teaching and making intensive efforts to do so, as well as attention to monitoring the level of students and work to improve it and emphasize educational developments that It works to investigate the causes and phenomena and give it an accurate scientific explanation for the sustainability of classical Arabic among our children. The study adopts the descriptive analytical approach in addition to the semi-experimental approach, as the research is based on describing and analyzing students 'errors in the grammatical level as well as trying to remedy these problems and discuss their reasons for the sustainability of this treatment.*

Keywords--- *Sustainability of Treatment, University Students, Grammatical Errors.*

I. INTRODUCTION

Praise be to God who has made Arab us to SANA, and increasing them an honor and a beautiful statement, revealed its striking male Koran, the generosity of human, and guided the Koran, and the knowledge of the statement, and sent the Prophet Muhammad disclosed people to SANA Ojmlhm a statement, Wahba Rabbo conciseness of speech Vvaq people as well as the beautiful, Vallahm bless him and bless him And his family and companions have an understanding of language and revelation:

Language consists of basic skills that cannot be completed without them, as language learning depends on learning and acquiring those skills; these skills are listening, reading, speaking and writing, and each of the language skills has characteristics and features that are specific to them, but these skills complement each other In order to achieve proper performance in language learning and practice, therefore, the acquisition of these skills and their development is essential in the process of language learning, and strategies that develop these skills must be developed. Therefore, the acquisition of these skills and their development is necessary in the process of learning the language, and it is necessary to develop strategies that develop these skills; therefore, problems in the language are

*Dr. Mostafa Mohamed Abo Elnour Abdel Mawla, Assistant Professor, Ajman University, Arab United Emirates.
E-mail: m.abdelmawla@ajman.ac.ae*

still being launched throughout the Arab world complaining of the weakness of school pupils and university students in reading, especially with regard to the Arabic language, and is located There are university graduates, in the educational field at its various levels and in the media by its various means, which made the situation worse every day, and the need to tackle this phenomenon increases at different levels.

The grammar is one of the most important sciences of the Arabic language, as it helps in identifying the health or weakness of Arabic structures, as well as identifying matters related to words in terms of their structures, and the aim is to avoid making mistakes in authorship, the ability to understand, and grammatical rules have great importance in The mastery of the language and the safety of performance, but it became for many students a problem that is one of the biggest problems of learning Arabic and even education in general, so this research was to discuss the language mistakes of our students and the most important reasons for them as well as discuss the sustainability of their treatment.

The mistake in language and grammar has become an important concern that affects the eyelids of interested people, teachers, parents, university professors, and other members of the nation, and the complaint about this weakness has arisen in many Arab countries. Reality and future, it is feared for the nation, its personality, its creed and its entity, and its connection to its heritage and roots.

The problem of study and the importance of research

I chose the university stage in order to reveal the most important grammatical errors common to them, and answer the following problem: What are the grammatical errors common to university students? There are a number of questions about this problem: What are the reasons that led to the spread of these errors among university students? Are these reasons related to the university stage only? Are these errors a result of basic and pre-university education?

Is it the outcome of a social phenomenon related to society and what is produced by the media?

Then what are the most important means of treating these causes to achieve sustainability?

So the importance of this study was; it is trying this study to show the degree to which undergraduate students in the United Arab Emirates can acquire language communication skills, specifically at the grammatical level.

The Arabic language is one of the living languages of the world, which is distinguished from others by its association with the book of God, the Holy Qur'an, which gave it vitality and made it known and prominent among other international languages. It took it upon itself to carry the heavenly message and communicate it to all mankind after it was honored by God Almighty and the Holy Qur'an was revealed with an Arabic tongue Shown

The research objectives are as follows: 1. Determine and discuss the causes of grammatical errors for undergraduate students. 2. Knowing the level of undergraduate students in Arabic grammar and their application of grammatical rules. 3. Find solutions to remedy these errors.

Study questions: Study questions can be identified in the main question, which is the degree to which undergraduate students in the United Arab Emirates can acquire language communication skills (listening, speaking, reading, writing) in general, and the grammar level in particular.

The limits of the study

The study is limited in its theoretical part to grammatical errors, but in the applied side, it is limited to undergraduate students and what it found in their use of grammar, reading, writing and speaking, and that was during the second semester (last spring) of the academic year 2018/2019.

Previous studies

Among the most important previous studies that are relevant to the subject of the research are the following: Dr. Nihad Al-Mousa, Researches on the issue of error and the weakness of students in the Arabic language, Dar Al-Ulum, Riyadh, 1984, as well as Ahmed Mukhtar Omar, Errors of the Contemporary Arabic Language for Writers and Broadcasters, The World of Books, Cairo, 1991. As well as Linguistic Mistakes in the Arab Media, Dr. Dawood Abdo, the Arabic Language Academy on the Internet, was written. [05 Apr 2016 - 07:47 AM], and I just mentioned these studies as they relate to the topic, and I have come here to find what is common among my students at the university level in the UAE of different nationalities

Study concepts: The current study included several terms, the most important of which are:

A - Language skills: They are the basic skills for language communication, and they include four skills: listening, speaking, reading and writing, and between these skills are mutual relations⁽¹⁾.

B - Linguistic weakness: It is the minimal ability of students' linguistic ability to the minimum that they cannot use the language functionally at its various levels (vocal-morphological-grammatical-lexical); it includes all areas of communication weakness: weakness in listening, speaking, reading and writing.

T - Grammar: Ibn Asfour defined him as: "A science extracted by the standards derived from extrapolating the words of the Arabs connected to knowing the rulings of its parts that consist of it"⁽²⁾, and he is aware of the origins in which the conditions of the Arabic words are known in terms of expression and construction.⁽³⁾

W- Linguistic error: It is deviating from the official rules and controls recognized by the specialists and those like them who are concerned with the language and our perception. What went out of these rules or what deviates from them in terms of faces is a melody or a mistake⁽⁴⁾.

C - Grammatical error: It is a deficiency in controlling and writing words within the well-known grammar and caring for the type of word without expressing it in the sentence⁽⁵⁾.

FIRST CHAPTER

The causes of common grammatical errors in undergraduate students and their treatment

On the most important causes of grammatical errors among Arab university students in general, and Emirati women in particular, the following:

¹(1) Rushdi Tuaima. Language skills: their levels, teaching, and difficulties. Arab House of Thought, Cairo, 2006

²Ibn Asfour, Al-Muqrab, investigation by Adel Ahmed and Ali Moawad, Dar Al-Kutub Al-Alami, Beirut, 1st edition, 1998, p. 67.

³Mustafa Al-Ghalayini, The Arabic Lessons Mosque, The Modern Library, Beirut, 3rd floor, 1995, p. 90

⁴Kamal Bishr, The Language Between Evolution and the Idea of Right and Wrong, The Egyptian Arabic Language Magazine, The Egyptian-Arabic Language Complex Publications, Cairo 1988, Vol. 62, p. 135.

⁵Fahd Khalil Zayed, Common Grammar, Morphological and Dictation Errors, Dar Al-Yazudi Scientific Publishing and Distribution, Jordan, 2006, p. 71.

1- The professor at the pre-university stage and at the university level itself

The shortcomings here are in the general / pre-university education stage as well as in the university education stage itself. The shortcomings here lie in the following points:

- Assigning all of the class materials to one teacher (special for the general education stage) and sometimes he is in university education. A professor of Islamic culture studies the communication skills course in the Arabic language or a professor of public relations and media he studies the Arabic language and media course despite his linguistic weakness and his significant distance from the language. And when some language is not taught by the language, the students hate it, and some teachers mock some Arabic issues. Which affects all of this negatively on the souls of students and their level of educational achievement.
- Some teachers were unable to train students due to lack of time.
- Negligence in correcting students' answers, both written and oral.
- Failure to adhere to standard language in school in general and in class in particular.
- Attribution of Arabic education to non-specialists.

Here, the remedy for this matters for the professor at the university level is that it is not based on teaching the Arabic language course except for those who specialize in the Arabic language, i.e. restricting the teaching of Arabic sciences to specialists, and this cannot be tolerated even if this course is within the general education courses or within the general requirements of the student University, as for the pre-university professor, it is possible to treat what is related to it by preparing teachers well educational preparation, in addition to raising the level of scientific teachers with courses that deal with what they are studying.

The course professor and teachers must also continue to achieve literacy. The teacher must be well versed in what he teaches. He made proficiency in modern and written writing a condition for assigning a teacher. And the emphasis on teachers to stick to Arabic in their speech.

A prize can be allocated to the most committed in Arabic. And holding courses for those who demonstrate language weakness. And the formation of a committee of linguistically distinguished in each school to monitor the level of teachers. The responsible authorities at the regional level shall establish a prize for the best teacher committed to Arabic. And lowering the quorum for Arabic teachers in general preparation and obliging them to frequent and correct applications. It improves teachers' continuity with oral and written directions. And care to prepare competent teachers of the line. The teachers' institutes and colleges needed to pay attention to the Arabic curricula and the necessary training, both orally and in writing. Increase the time to teach Arabic. He must know Arabic who believes in it.

2- The admission system in some universities

Some universities accept students with weak levels in colleges that prepare teachers, and there is no distinction when students accept between good and bad education, and that students who are prepared for education are not used to accompany the book and patience to read it and refer to references and sources because of its excessive return to summaries and notes. However, the acceptance of weak students and non-discrimination in this can be due to the pressure on the officials, but I dealt with a number of universities within the country that do an assessment test

for students when they enter the university and put them at a certain level on it, the student is placed in the foundational / or intensive Arabic language course(They are different designations that I found in more than one place such as the Mother College for Family Sciences in the Emirate of Ajman, and the second term in the Imam Malik College for Sharia and Law - Dubai) and others, and it is known that all students in the country are studying the course of "communication skills in the Arabic language" and some universities make it in two departments 1, 2.

3- Academic plans and curricula: represented by the following

- Neglecting some topics of grammar and drainage.
- Weak scientific material, poor selection of rules according to the scientific need, and inadequate texts despite dealing with marginal aspects, which avoids them.
- The lack of time for teaching grammar and exchange.
- The weak relationship between the curricula of colleges that prepare teachers, the curricula of colleges that prepare teachers, the curricula of general education, the exaggeration in facilitating the rules, in line with the calls for facilitation, and the lack of students' archives of the Qur'an, hadith and eloquent poetry. The merging of Arabic courses in some departments into one exam that led to the neighborhood of some of them. Education curricula include. It may be here that the causes of weakness mentioned here are not limited to plans and curricula.

The remedy is to increase attention to Arabic sciences in general education. And with precision in selecting topics in the curricula, caring for studying sounds and the outputs of letters and their attributes and training in them, attention to applications with melody appearances, increasing hours of the Arabic language, adjusting the Arabic curricula in colleges to prepare teachers to suit their purpose, increasing the hours of language teaching in universities, the report of Arabic in colleges that are not specialized in it, And ensure that students memorize a range of good texts, and take care of the grammar, spelling and dictation subjects and facilitate their teaching unfairly.

He also linked the curricula of colleges for teachers with books set in general education, separation in exams between Arabic sciences, expansion of the opening of Arabic departments and colleges, advocacy for teaching Arabic in education and culture courses, and creating programs to demonstrate the advantages of Arabic and the need of a Muslim. And he left reliance on foreign theories when developing the Arabic curricula until it was found to be valid.

Reconsidering education curricula to be realistic. Making education curricula responsive to the needs of students who will become teachers ⁽⁶⁾, and the contemplative of these methods of treatment finds some repetition in them and some of them can be included in some, and some of them are not free from contradictions such as rejecting foreign theories, because these theories are only valid by applying them.

⁶The phenomenon of general weakness in the use of the Arabic language, pp. 24-31.

4-Textbooks: The weakness here is as follows

- Lack of experience of the authors of general education books.
- The language of some books is not appropriate for the student's age.
- Linguistic errors are common in them
- Inaccuracy in choosing suitable texts.
- Dependence on notes in universities is common in many times.

This weakness can be remedied from these aspects through the work of the book-writing committees, in addition to ensuring that books are corrected and verbally sound at all levels of language. Taking into account the use of words appropriate to the student's awareness and the formation of translations to ensure this. And stressing the ease and eloquence of the book. Emphasize that book topics include ideas, language, and size. And the choice of texts and eloquent methods for reading and texts. Record book texts in correct reading tapes for students to imitate. And choosing a book on spelling rules and another on language errors to distribute to students and conduct competitions between them among students. The Arabization of the university book. And reject notes in the university and rely on the original books.⁽⁷⁾ Modern examples must be chosen to explain and apply in addition to the heritage, in order for the student to feel the vitality and modernity of the language and keep pace with the requirements of the times.

5-Teaching methods

The weakness here is in the teaching method itself, which is represented in the lack of attention to oral and written training, in addition to neglecting students' grammatical, morphological and spelling errors, while the teacher's failure to hold students accountable for their mistakes. And provide students with abstracts⁽⁸⁾.

And it was possible to remedy this by taking great care and keenness to teach the student the skills of reading and writing again in the first semester of entering the university stage by reviewing the basic grammar of the letter, then the word, then the sentence. With the reading and writing application set exactly. And assigning them to recite aloud with the exact formula and parsing, and alert them to their melody. And that the teacher read to the students some pieces patiently with the expression and adjust the formulas. And to teach them some pieces collectively. And take care of the principles of spelling and calligraphy. Accurate selection of texts for grammar and spelling, and assign students to read and write pieces several times at home.

And it was possible to remedy this by taking great care and keenness to teach the student the skills of reading and writing again in the first semester of entering the university stage by reviewing the basic grammar of the letter, then the word, then the sentence. With the reading and writing application set exactly. And assigning them to recite aloud with the exact formula and parsing, and alert them to their melody. And that the teacher read to the students some pieces patiently with the expression and adjust the formulas. And to teach them some pieces collectively. And

⁷Looking: The phenomenon of general weakness in the use of the Arabic language, pp. 32-36, and also looks at: Mohsen Ali Attia, teaching the Arabic language in the light of performance activities, Dar Al-Manhaj for Publishing and Distribution, Amman, Jordan, 2007, p. 71. 3. Abu Aws Al Shamsan, Confronting Language Impairment, The Arabic Language Academy Publications on the Web, Books [04-01-2017 - 09:18 AM]

⁸Looking: The phenomenon of general weakness in the use of the Arabic language, pp. 37-44.

take care of the principles of spelling and calligraphy. Accurate selection of texts for grammar and spelling, and assign students to read and write pieces several times at home.

In addition, all teachers must participate in correcting grammatical, morphological and spelling errors and hold students accountable for their writing and answers.

It is also possible to develop the grammatical and morphological level of students by assigning them to write articles to write in the home, and to allocate an hour for oral speaking. With the help of sound recordings. Here, the focus will be on writing skills such as clarity of calligraphy, spelling and expression, and the use of appropriate formulas to express ideas and address topics in a healthy Arabic language in terms of content, how to handle, clarity of vision, quality of casting, revealing general culture and how to benefit from them.

6-University student

It is the most important reason for this problem, as it is the focus of the educational process and its most important goals, and through our interaction with students we found that the reasons for this weakness are the following:

- The students were inspired by the difficulty of the Arabic language in general and the science of grammar in particular, and even their intense fear of it, because of what they found before during their studies in the general education phase of the increase in the details or the teacher's display of the grammatical or morphological base and how to employ it in daily speech and link it to reality; On the motivation of students, which led to his weak desire to receive Arabic sciences.

Learning them in foreign schools from the initial educational stages, but from four years to eighteen (the stage of admission to the university).

- The lack of commitment of the Arabic to talk to each other.

Keep songs and poems written in colloquial form.

- It was assumed that following up on students' language mistakes is confined to Arabic teachers⁽⁹⁾.

The student's inferior view of the Arabic language and its failure to keep pace with the times; rather, we find among our students who ask: Did we learn Arabic at all ?! What is the benefit of learning it ?!

As for the treatment of this, it can be done through several methods, including diligence in motivating students in the Arabic language and removing the illusion of difficulty. And trying to facilitate the rules in a way that does not violate them by presenting them in the form of plans or concept maps - and I tried this with my students and found acceptance in them so that some of them said to me: For the first time I see grammar and syntax is not a syntax or about !! The teacher, I see, strives to describe the information / Al-Qaeda by linking it with their daily words. The Arab student is in a conflict between colloquial and classical - linguistic duplication - There are three levels of language used among our students: colloquial level, contemporary eloquent language, and old classical language, and despite the barriers that colloquial causes, it can be analyzed and screened - with the students themselves

⁹.Consider: the phenomenon of general weakness in the use of the Arabic language, pp. 60-65, as well as: teaching the Arabic language in light of performance activities, 153.

participating during the lecture - by making budgets between them and eloquent to determine the proper eloquence of the sick. And get rid of the intruder, and the vernacular is given to eloquent. I would like to discuss with my students the origin of the words and what they use on their different dialects (Egyptian, Syrian, Emirati, Jordanian, Moroccan and...) to find fluent Arabic words that have changed in some voices, and we assure me and they are that this level is not much, each dialect has some voices that deviated from eloquence Then we find words that were affected by a change in the morphological structure, and words that changed their syntactic movements (grammatical level). Among the methods of treatment are also "delaying the teaching of the emerging foreign language due to its negative impact on the students' linguistic achievement afterwards, accounting for students for their mistakes, caring for student performance when reading, establishing associations with linguistic activities, benefiting from the quarterly exams to address students' mistakes, caring for canons" Of students in Arabic, and using the honor board to highlight outstanding students and encourage students to read freely, Increasing memorization of texts, making use of summer centers to empower students, allowing the teacher to punish the student with the school's knowledge, showing the impact of Arabic on understanding Islamic sciences, holding language level tests to test students for university study⁽¹⁰⁾.

7- Examinations (in General Education)⁽¹¹⁾

The reasons for the weakness are that the year's business questions are inaccurate in terms of spelling, grammar, and neglect of student errors. And many degrees of work for the year. The large number of tests that are lost at the time of the study, and it is clear that the subject of the tests was taken superficially, as it suffices to note the grammatical and spelling errors that occur in the exam paper, while preparing the exam paper itself in terms of content and patterns of questions has a great role in linguistic weakness and other educational aspects, as the exams Memory-focused wastes measuring various language skills. As for the treatment of the reasons they mentioned, one of them is the emphasis on teachers to observe the integrity of their questions and the correctness of the answers of their students, And reduce the work of the year to ten degrees for each article. The student must be required to have a balanced achievement rate in the two semesters, and the student must be obligated with a minimum score in the first semester. Assigning grades for grammatical and spelling mistakes for students. And care for oral tests. The theoretical side is not neglected in the spelling test.

8-the society

Language is a social phenomenon arising from societal use. Therefore, the most linguistic factors are the reluctance of members of the Arab community to master the Arabic language or even learn it along with the lack of reading based on tongues, the narrow scope of Arabic education in universities and educational institutions, the loss of many Arab children jealous over them, and ignorance of the value of Classical in the fields of life, with ignorance of the strong relationship between Arabic and Islam, and the delusion of the inability of Arabic to meet the needs of the times, intellectual linguistic conquest, and the failure of the authorities concerned with the language to educate the community of its importance and its shortcomings in making the language up to date with the needs of

¹⁰Looking: The phenomenon of general weakness in the use of the Arabic language, pp. 60-65

¹¹Looking: The phenomenon of general weakness in the use of the Arabic language, pp. 66-69

translation and Arabization and Publishing, and the neglect of specialists in Arabic language and moral and material sciences, as well as the neglect of some leaders in the Arab countries in the Arab commitment to their talk, The colloquial tyranny over eloquence in many areas of life, the large number of expatriates who do not speak Arabic, and the insistence of many institutions on their employees to master the foreign language without Arabic.⁽¹²⁾

These reasons in their entirety have merit, but the issue of society's reluctance needs more time so it will not be long-term. As for the requirement of some foreign language institutions, transactions may require that, but if the institutions were forced to have their work in Arabic, the matter would be different, and the study neglected aspects Of the problem, the most important of which is the narrow scope of the work of Arab students in society. A study was conducted in the Arabic Language Department at King Saud University to identify areas of work for graduates from Arabic language departments, so it appeared that they are many fields, but they are disabled; because they are optional and not compulsory, including review and correction work in the printing presses. And publishing houses, newspapers, advertising, and various media devices. To neglect this, published works are filled with linguistic errors.

As for the means of treatment, one of them is to educate the community thanks to Arabic, clarify the importance of Arabic in the formation of the Arab personality and its impact on Islamic interconnection, the contribution of Arab departments to combating illiteracy, spreading fluent Arabic, educating mosque preachers about the place of language and urging them to preserve the language of the Qur'an, preparing the speakers in a good linguistic setting, He made proficiency in Arabic pronunciation and writing a condition in employment, broadcasting libraries in the neighborhoods, appointing language proofreaders in all government institutions, establishing clubs in the neighborhoods holding concerts in their eloquent language, prohibiting the use of colloquial books or tapes and their calling, commitment of the leader Balvsihh spoke, urged parents to allow their children to learn in the Arab sections, and provide an opportunity for expatriates to learn Arabic, And making Arabic a first language in hotels, companies and hospitals, obliging advertisers and shop owners to write their paintings in Arabic, setting a glossary of civilizational terms, and urging the concerned authorities in Arabic to revive the abandoned Arabic words, continuing to defend the attack on Arabic and discuss it scientifically and realistically, as well as raising the issue of specialists In Arabic financially and morally.

9-The media

Sinking the media with colloquial dialect means drowning in illiteracy, getting the media message out of meaning, dwarfing the role, and depriving the message of opening its horizons to the largest possible segment of people, especially in our country, the Emirates of human diversity, which needs the Arabic language more than Other, as we are facing an issue that is not divided into two halves, either to be or not to be, and in order for us to have to be a language spoken by our tongue, and spoken by our newspapers and other media⁽¹³⁾

¹²Looking: The phenomenon of general weakness in the use of the Arabic language, pp. 75-79

¹³Looking: UAE newspaper Al Ittihad, June 19, 2013 - 12:36 AM on the official website:
<https://www.alittihad.ae/article/59099/2013/>

We cannot ignore the tangible reality, which is the low level of what the Arab media provides in all its forms compared to what the foreign media provide due to the weakness of the miners and the control of the commercial side over a lot of production.

As for making the media language sound in theater, films and songs, it requires that the business be at a level of quality It succeeds in attracting the recipient, but as it is at the level it is, the fear of fabricated disclosure will make the matter worse and alienate people from it. Among the most prominent factors of linguistic weakness related to the Arab media:⁽¹⁴⁾

- Contempt of those who adhere to eloquence in some media outlets, shortening the media by educating people about the status of Arabic, explaining the need for it, resorting to the media to settle when reading them, the tune of broadcasters, actors and newspaper writers expressing and installing, displaying cartoon films in English, and using colloquials in some programs and series, A lot of publishing colloquial poems in newspapers, appointing broadcasters who are not fluent in Arabic, and many newspaper editors are not fluent in Arabic, assigning radio broadcast correction to non-specialists, neglecting the safety of what is published for children, and increasing the use of words and terms Foreign, and Arabic education programs offered in the media are not without flaws, and the lack of hours in the Arab media departments.

As for the means of treatment, it is to prevent what offends the Arabic in the media, and to increase the number of programs that love people in Arabic and remind them of the danger of slang, preparing serials in Arabic for all levels, preventing what is colloquial, translating cartoon films into Arabic, and presenting children's programs in Arabic appropriate to their level, accuracy In selecting broadcasters and program authors, preparing language courses for broadcasters and journalists, representatives should consider eloquence, and those who need them should be enrolled in language courses, and that Arabic education programs should be taken into account in broadcasts that are appropriate for the recipient and their providers are distinguished by eloquence, and supervision by language specialists.

Preventing advertising in a foreign language, easily caring for the language of children's magazines and their linguistic integrity, the media's commitment to the eloquent language in the foregoing, appointing language correctors specializing in journalism and broadcasting, and rewarding those with sound language from the media, while avoiding foreign words, taking up the palace, and preparing glossaries and pamphlets with errors Information among media practitioners, preparing brochures on the terms that are frequently used in the media, obligating the media with the decisions of the linguistic councils and the Arabization offices, offering programs that serve classical, limiting the classical to theater, films and songs, raising the status of Arabic in sections Information and the necessary time to absorb and train.

¹⁴Looking: the phenomenon of general weakness in the use of the Arabic language,89-80.

SECOND CHAPTER

Grammatical error models for undergraduate students

Grammar errors are common in undergraduate students, for example:

1 - From errors of uploads:

- the subject:

One of the mistakes that can occur here is the perpetrator's monument in the original expressions movements, which is the vibrio of the "hole", "the fragment", and the "stillness" that are supposed to be raised, but the diacritical signs other than the lifting, such as in the case of the conscience of the monument already and the actor's delay or in the case of separation Between the verb and the subject in one of the sentence supplements, such as: I am pleased to invite you. Another mistake is the erection of the subject or the deputy of the subject, such as: "the diligent superiority in the Arabic language test", and it is correct to raise⁽¹⁵⁾.

- **Almbtada:** Among the errors is also the monument of the beginner or the news without a memorial worker entering them, for example one of the students said: "Two thirds of the students protest against the date of the test," and the correctness is "two thirds" ⁽¹⁶⁾.
- The name was: As one of them said: "There were fifty books in my library," and the correctness is fifty;
- Khabar Enna : The original principle is that it is raised, but I heard about many students erecting it, as in some of them saying: "The Muslims are victorious." The right thing is victorious, but they are lenient in it, so they followed it as a monument in the name before it.

2-Al Mansobat Errors

- **object:** As some of them said: "I saw the Taliban", and the correct view is: "the two students" because Muthanna is erected and the sign is erected in effect.
- **Was told:** Where I saw one of the students writing a phrase from which he said, "The professors were present," and the correct view: "Attending." Because it was news that was installed and a sign erected by him because he collected a memorial Salem.

3-: Prepositional Phrase

I heard a lot of that as I found it in their writings. From traction by letter, some of them said: "It came with two words / two books / tired eyes /..., and the right traction is not lifting; And a jar sign.

It also came in their use of the sewer in addition to their saying: "I stood next to the two cars." The mistake here is to raise the addition to it (the two cars) and the correct traction so it will be (the two cars); Among that is what is common among our students in their hadith and writings from confusing prepositions, which indicates that they are far from correct speaking and that they are not investigating accuracy in writing and that they have not mastered the simplest rules of Arabic grammar, including from them saying:

¹⁵.Looking:Ahmad Mukhtar Omar, Errors of Contemporary Arabic, World of Books,3,2001,p. 157.

¹⁶.Looking: Muhammad Hamas, Mustafa Al-Nahas, Ahmed Mukhtar Omar, Basic Grammar, Arab House of Thought, 1998, pp. 249-250

- They are responsible for what happened
- It yielded nothing

And raise the answer

Unable to implement this

- And abstained on the vote
- He must do this
- Stripped the city and found it

Focuses on / at this point,

His salary exceeds the average

- He answered the question

The use of "on" instead of "on" as in the example after "answered" is very common, but the use of B instead of "in" has become a widespread phenomenon both in the hadith and in writing. Examples include: stationed with them, live abroad, participated in the conference, and was born and raised with them.

Although the Arabic language permits the use of "by" in the sense of "in", I prefer the use of "in", the use of the original is more important than the use of the alternative. In particular, there is a difference between them in many cases. So "pass by train" is different from "pass by train." There is a difference between "participating in research in the conference" and "participating in research in the conference". Likewise between "He came back in a car" and "He returned in a car", and "The thief went with your shoes" and "The thief went in your shoes!"⁽¹⁷⁾.

4-ALMajzomat

I heard about many of them that the present tense is required and is one case, which is lifting (proving the noon), and this is considered the effect of the accent, and one of them writes: "They did not do any of this." For example, many in the writings of the students and their hadiths, I heard: To study and to go and not neglect and did not attend And...., and what is right is omitted - Al-Nun - because the verb here is already assertive, and this is the case for some of them in the event of lifting, so many students - Egyptians - write: "The glorified will always strive", and the right: "strive" with the firmness of the Nun because he did a wrestler raised As it was not preceded by an erudite nor assertive.

5-ALTwabea

It is in Adjective, AlAtf, and affirmation, and I found a lot of that in their writing, including

Including what one of them wrote: "I won a big prize," and the correctness: "a large one, as the adjective is a follower, followed by its expression in the syntax, as it followed in singularity, appointment, and gender".⁽¹⁸⁾

¹⁷ Language errors in the Arab media, d. Dawood Abdo, the Arabic Language Academy on the Internet, was written[05-04-2016 - 07:47 AM].

¹⁸ Looking: Suleiman Fayyad, Modern grammar, a simplified guide to the rules of the Arabic language, Al-Ahram Center for Translation and Publishing, 1st edition, 1995, pp. 157: 158.

And among them is their saying: I met wonderful friends, by raising the adjective instead of dragging it and the correctness "wonderful" because he collected the memoirs of Salem Majrouf.

Likewise, the lack of congruence between indecency and knowledge - which is few - such as: "I saw many beautiful animals," and the right: "Many animals are beautiful."

AlAtf

If I found them to raise the virtuous instead of dragging him, such as: "I greeted two students and two professors," and I do not know why the two professors were raised ?! No, their lift right? !! What I found in them with sympathy was their lack of commitment to match between knowledge and indecent behavior, and one of them writes - and I had asked them in one of the lectures and it was at the beginning of the week -: "I love reading very much, so I read in the weekend a book, a story and a novel." Likewise, some of them did not commit to matching sympathetic signs in the infinitive sign, as one of them wrote: "Muslims and polytheists are fighting", and the correctness is: "polytheists" because it is a pronounced sympathy and a sign raised by Waw because it compiled a memorial Salem.

6-Issue errors

Among the errors of the number and the number, which are very many, the most common of which is the movement of Shin "ten" and its settlement.

Matching errors are also common in students, such as not adding three to ten Vs when the enumerator is male and adding them when they are feminine: three weeks, five years, three women, and five camps. Some of these errors are the result of the speaker not knowing that al-Qaeda is related to the singular, for "camps", for example, are a feminine feminine Salem, but since he collected a "camp" it is actually a masculine collection.

Including their saying: "I read ten books, five stories, and three novels during this chapter, and most of them were reported using" one of "instead of" one of ", as in the following examples: one of the barriers, one of the hospitals, one of the programs, and one of the reasons (some of which resulted from Ignorance that masculinity and feminization is related to the singular).

There is no mistake that can be made in the number or number except some broadcasters and other speakers fall into it, with the exception of one error in which foreigners who studied the Arabic language fall, but the Arabic never occurs in it, which is the error in the number in terms of individual and plural. There is no one who says: "Three students" or who says: "Twenty students." The reason for this is that the Arab child acquires this rule before entering school. This applies to all the rules for the syntax of the sentence and the rules for the syntax of the word (exchange) that a child acquires before going to school. As for the other rules related to number, number, and other grammar of the Arabic language that he learned at school and university (which he did not acquire before entering school), mistakes in them are difficult to fix.

- The use of "twenties" (and their sisters) instead of "twenties" (and their sisters). 39 etc.), whereas the former refers to groups of twenty or thirty units, etc.

7-the present tense

Here grammatical errors abound in the writings of students and their conversation among themselves, as well as in their readings of the conflicting verbs in all their expressive states. Perhaps I have an explanation for this spread in their tongues and their writings that this is due to the effect of the local dialect of our students on their different nationalities, for example in relation to the five acts specifically and in which many of the Mistakes among students: Egyptians, for example, are lenient in that they delete the noun without the action being preceded by a position or firm and on the contrary, as I found other students - from the Gulf region - prove this noun in each case, whether it was raised, inscribed, or severed. From what I found in their writing: "They were playing. "The correct thing is "playing" with the firmness of the noon, because the act is not preceded by a position or firm, and the example of the team that is obligated to prove the noon in every case is written by the end of an article that I asked of them: "I advise my colleagues. My thanks to him for the refinement of the meaning, but I stopped him at this phrase, commenting on this error.

8-The act behaves with the subject

Regarding the common mistakes in the verbs, also what I found in them in the behavior of the verb with an actor, such as: "the students rise", and the right things rise the students. "

9-Obligation and infringement

Among the common mistakes in the verbs are also related to imperative and transgression, and from it the verb is known as it is transitive in itself, does not need a preposition, so adding the source to the verb makes it transgressive, as they say: your knowledge of something is better than your ignorance of it, and the right: "your knowledge of something is better than your ignorance of it."

Some of it is also related to the infringement with a specific preposition they say: it affected him, and you have a great influence, and this affects relations between countries, and he influenced him with your courtesy, and he affected us with his good speech, and he did not influence me losing it⁽¹⁹⁾, And the correct view is that this action goes beyond what is derived from it (in) or with (B). He said: He influenced him or him, and you have a great influence on him. In his loss, and Ibn Fares quoted in Hebraic Standards from Hebron ⁽²⁰⁾: Al-Mudhirah is whispered: a knife that is influenced in the soles of the Persian camel. The Almighty said: (They were more powerful than them on the earth) (Ghafir: 21) And he said: (They were more than them, and the most powerful and influential on the earth) (Ghafir: 82).

Among them is also their saying: "He should not do this." And the right: "He should not do such." As stated in the Almighty's saying: "The sun should not perceive the moon" (Yess 40:40).

¹⁹ Looks: Common Mistakes in the Uses of Prepositions, by Mahmoud Ismail Ammar, Dar Alam Al-Kutub, Ed. 1, 1419 AH - 1998 AD, Riyadh, Saudi Arabia., Pp. 51-52.

²⁰ Lexical Standards Dictionary of Ibn Faris (impact) investigation / Abdel Salam Haroun, Dar Al-Jeel, Beirut 1/141.

10-Pronouns

- Matching the conscience of the chapter to the news instead of matching it to the beginner, and its examples: the other point is dealing with reality, the only way is to use force, the only way is to support negotiations, and the mysterious point is the fate of these two soldiers, and regime change is the end.

Other errors:- Use "still" instead of "still" and its examples: We are still with you, and are still facing difficulties, and the road is still closed, and we still have some time. It is evident that those who make mistakes like this misrepresent that "no" before the last act benefits the supplication, as in "no fudd undocked." It is worth noting that this eloquent synthesis exists in the vernacular, as we constantly hear "God forbid" and "God forbid." I heard sentences such as "My Lord does not answer him."

- The introduction of "the" definition of "other than", such as: illegal procedure, unfriendly statement, and informal delegation. Although I do not agree with the opinion of the grammatists, which is considered "other than" added, and the word that follows is added to it, I do not permit the introduction of the "definition" of "other" in the previous expressions unless authorized by the linguistic councils, perhaps the grammarians considered "non" The negative and the following exile adjective, added and added to it, that the adjective is cloaked, which is an insufficient reason. So "other than" a negative instrument and what is after it is exile (a cogular), just as "no" is a negative instrument that defines the present tense after it, and "no" a negative object will set up the present tense after it, and "not" a negative instrument that raises the beginning after it and sets up the news, so too " Change the "negative" attribute after the negative attribute⁽²¹⁾.

.Add the name of the conductor after denial: it has powers that it exercises, and a bill that was submitted, and contains a charter that grants equality. I was surprised by this type of error because colloquial dialects conform to classical in the rule of matching the adjective to its description in definition and denial whether the adjective is a single word or a related sentence: a new covenant / the new covenant, a covenant granting equality / the covenant granting equality. The definite article is the "al" for the word and the noun for the sentence.⁽²²⁾

- Negating the future by adding "will" before "no" or "not", such as: "will not travel" or "will not travel" (instead of "will not travel"). And I mentioned this in my talk about generalizing the base.
- Delete J-appeal: It is not permissible to delete J-ya in this position. Unfortunately, the Qur'an was used in God Almighty's words: "Oh, sorry for Joseph." Our neglect is great. Unfortunately, our neglect is great.

The educational book is considered one of the most important aspects that reform and treatment should be directed to, because the success of education in instilling the reading habit among learners, would strengthen their language, address their linguistic weakness, and provide them with opportunities to see eloquent texts, and frequent contact with different expressions, so they are affected by that. The best influence, and it reflects on them to improve

²¹ Language errors in the Arab media, d. Dawood Abdo, the Arabic Language Academy on the Internet, was written. [05-04-2016 - 07:47 AM

²² See Chapter Seven, "The Name of the Connected Name, or the Definition Tool?" In: Dawood Abdo, Research in the Arabic Language, Lebanon Library, Beirut, 1973.

their language and develop their expressive capabilities and reduce their mistakes, and unfortunately, our Arab education failed to favor reading to the learner.

There are also many reforms related to the student and is to monitor the child's health condition, and contact parents when noting what indicates a visual or hearing impairment, while placing him in the front seats in the classroom, attention to informing parents about the levels of their children, and their progress in reading or How late they are. Likewise there are many reforms related to the writer and author and are represented in authorship according to conditions that take into account the inclinations and desires of pupils and take into account their mental abilities to try book topics on a class of pupils and take the opinion of teachers and adjust and develop accordingly before and after use, that the topics vary, so that every student finds what He likes it, to graduate in its vocabulary, structures and subjects according to the students' mental and linguistic abilities.⁽²³⁾

II. CONCLUSION

At the conclusion of this study, we can summarize a number of results and recommendations that I consider important in sustaining linguistic integrity and treating the problem of grammatical errors among our students at the university level, including:

- Grammar errors common in the university stage, speaking, writing, reading and listening.
- The grammatical errors are due to several reasons, including the teacher, university, course, curriculum, society, information and the student himself.
- The necessity of holding students accountable for grammatical errors in the answers and classroom and extra-curricular work in Arabic and other subjects.
- Developing the Arabic language in various media outlets, and tightening control over the choice of media and broadcasters.
- The necessity of spreading national awareness of the necessity of learning Arabic and mastering grammatical rules, because they are the language of identity and religion.
- The necessity of using the specific scientific, educational, technical and media programs and activities to treat grammatical weakness in the school and university environment.
- The necessity of concerted efforts and the cooperation of sincere and jealous people in this language.
- The importance of sovereign decisions that translate their results into programs, activities and plans that advance the teaching of the Arabic language inside the school, and take care of its safety outside the school. Until we obtain a university student with distinct language skills.
- Attention to developing students' tendencies and attitudes towards the Arabic language.
- The need now seems urgent to stand firmly to put an end to this weakness, and to seriously search for possible solutions to address the deficiencies in education, in the media, and in all governmental and private departments and institutions that are involved in feeding and perpetuating this weakness, so that the Arabic

²³ Walid Jaber (2003), Methods of Teaching Reading to Beginners, Weakness of Students in Reading, Retrieval Date (11/25/2013), from the Arab School website.

language does not become foreign to its children, Or that its use is restricted to the specialized elite circles, or the official private circles.

In conclusion, these results and recommendations are relative and may be right and wrong, and I hope that I have succeeded in highlighting a problem of learning and teaching Arabic and contribute to addressing it.

SOURCES AND REFERENCES

- [1] Ahmad Mukhtar Omar, Mistakes of Contemporary Arabic Language by Writers and Broadcasters, World of Books, Cairo, 1991. 2. *Ahmad Mukhtar Omar, Muhammad Hamas, Mustafa Al-Nahhas, Basic Grammar, Dar Al-Fikr Al-Arabi, 1998*
- [2] Abu Aws Al Shamsan, Confronting Language Impairment, The Arabic Language Academy Publications on the Web, Books [04-01-2017 - 09:18 AM]
- [3] Ibn Asfour, Al-Muqarrab, investigation by Adel Ahmed and Ali Moawad, Dar Al-Kutub Al-Alami, Beirut, 1st edition, 1998.
- [4] Ibn Faris, Dictionary of Language Standards (impact) investigation / Abdel Salam Haroun, Dar Al-Jeel, Beirut.
- [5] Imam University, the phenomenon of general weakness in the use of the Arabic language: a study prepared under the supervision of the Scientific Council at Imam Muhammad bin Saud Islamic University). The university has printed it in a booklet of small pieces, 1416 AH.
- [6] UAE newspaper Al Ittihad, June 19, 2013 - 12:36 A on the official website: <https://www.alittihad.ae/article/59099/2013/>
- [7] Hassan Shehata, Teaching Arabic between theory and practice, 3rd floor, Egyptian Lebanese House, 2004.
- [8] Khater Muhammad Rushdi and others, Methods of Teaching Arabic and Religious Education in the Light of Modern Trends, 1st Floor, Dar Al-Maarefa, Cairo, 1981 AD.
- [9] Dawood Abdo, Linguistic Mistakes in the Arab Media, Publications of the Academy of the Arabic Language on the Web, Books. [05-04-2016 - 07:47 AM]
- [10] David Abdo, Research in the Arabic Language, Library of Lebanon, Beirut, 1973.
- [11] Dawood Aziz Hanna, psychological and educational studies and readings, 1st edition, The Anglo Egyptian Library, Cairo, 1986.
- [12] Rushdi Tuaima, Language Skills: Levels, Teaching, Difficulties, Arab House of Thought, Cairo, 2006 AD.
- [13] Suleiman Fayyad, Modern grammar, a simplified guide to Arabic grammar, Al-Ahram Center for Translation and Publishing, 1st edition, 1995
- [14] Abdel Moneim Al-Omairi, strategies used in developing listening and speaking skills. Available at the following link: http://www.edutrapedia.illaf.net/arabic/show_article.thtml?id=839&print=true
- [15] Fathi Ali Youssef, The Arabic Language and the Islamic Religion in Kindergarten and Elementary School, 2nd floor, Dar Al Thaqafa for Printing, Publishing and Distribution, Cairo 1984.
- [16] Fahd Khalil Zayed, Common Grammar, Morphological and Spelling Errors, Dar Al-Yazudi Scientific Publishing and Distribution, Jordan, 2006 AD.
- [17] Kamal Bishr, The Language Between Evolution and the Idea of Right and Wrong, The Egyptian Arabic Language Magazine, The Egyptian Arabic Language Publications, Cairo 1988.
- [18] Mohsen Ali Attia, Teaching Arabic in the Light of Performing Events, Dar Al-Manhaj for Publishing and Distribution, Amman, Jordan, 2007 AD.
- [19] Majeed Ibrahim and Abdul-Jabbar Tawfiq Al-Bayati, an exploratory study on the role of the teacher and its activities in the light of the requirements of scientific and technological development, Center for Educational and Psychological Research, Baghdad 1974 AD.
- [20] Mahmoud Ismail Ammar, Common Mistakes in the Uses of Prepositions, Dar Al-Alam Al-Kutub, Riyadh, I 1, 1419 AH - 1998 AD.
- [21] Mustafa Al-Ghalayini, The Lessons of the Arab League, Modern Library, Beirut, 3rd floor, 1995.
- [22] Nihad Al-Mousa, Research on the Issue of Mistake and Weakness of Students in the Arabic Language, Dar Al-Ulum, Riyadh, 1984.
- [23] Walid Jaber (2003), Methods of Teaching Reading to Beginners, Students' Poor Reading, Date of Recovery (11/25/2013), from the Arabic School website.
- [24] Walid Jaber, Methods of Teaching Reading to Beginners, Students' Poor Reading, (2003 AD), Recovery Date (11/25/2013), from the Arab School website.