

## Spelling Errors among Hausa-Speaking Arabic Learners

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### Abstract

This study aimed to analyse spelling errors among students of Arabic as a second language. The analysis has been done by identifying its causes and the factors that lead to its occurrence and suggesting appropriate ways and strategies to overcome these errors. The researchers relied on the descriptive approach in this study. The analysis has been done using the test tool for the research sample and the interviews that have been conducted with Arabic language teachers and specialists in applied linguistics. After analysing the data collected by the researchers from the calendar tool, we found the reasons why students of the Arabic language at Sule Lamido University, Jigawa State make spelling errors. They are of two types: linguistic and non-linguistic reasons. The linguistic reasons are linguistic interference, incomplete application of the rules, false assumptions, overgeneralization, etc. As for the non-linguistic reasons, they are: students' strategies, lack of curriculum, and failure to use appropriate modern teaching methods. Following the interview, appropriate methods for overcoming these errors were proposed, including: hiring and training qualified teachers; using cooperative learning and the selective method instead of the standard method; reconsidering the curriculum; and intensifying the exercises where students made mistakes.

**Keywords:** Arabic Language, Hausa Language, Jigawa, Spelling Errors, Teaching.

### Introduction

Written errors are among the most important problems faced by students of the Arabic language in northern Nigeria. Perhaps this is due to the differences in the nature of the Arabic language and the Hausa language at the linguistic levels such as the phonetic level, the morphological level, and the grammatical level. This is in addition to cultural and environmental differences (Garba, 1987:01).

Arabic language students at the University of Sule Lamido, like other students, face these difficulties. The study of linguistic errors and determining their quality is an integral part of modern linguistic studies, and it receives great attention from applied linguists in general. and clerical errors in particular, as they are useful in identifying the mistakes of learners of

the second foreign language and in order to plan appropriate lessons in keeping with the circumstances of their learning the second language, Furthermore, the research depicts learners' linguistic development as well as their educational strategy.

Hausa Learners of the Arabic language and others elsewhere in northern Nigeria face many difficulties when writing in Arabic, caused by their weakness in understanding and applying the rules of spelling and other rules of the Arabic language. It has become a phenomenon worth stopping at and identifying its dimensions to determine its causes.

### **Definition of Error and its Divisions**

Before delving into the method of error analysis in depth, we should address something very important in this field: the error itself, that is, it is a subject of analysis based on the method of error analysis that many linguists have used since ancient times, and it is when attempting to The student practices those learned languages. In terms of its use, error can be divided into three types: slip, mistake, and error.

### **Slips of the Tongue (LAPSES)**

It refers to errors that result from the following: lack of concentration, poor memory, and fatigue. Abd al-Salam defines lapses as "a slip of the tongue or precedent of the tongue, which the speaker corrects in his speech or in his writing as soon as it occurs, and it bears psychological and neurological indications about how the expression is planned in the mind of the speaker and in his performance, whether he is a native speaker of the language or a foreigner to it." The lapse happens because of psychological factors like stress and other things. It is related to linguistic performance and not because the learner isn't good at language or doesn't know grammar (Abd al-Salam, 1998, p. 80).

### **Mistakes**

It is the deviation produced by a perfect native speaker or a foreigner close to him when writing or speaking and is caused by inattention, lack of interest, fatigue, or a deviation in a specific characteristic of linguistic performance. "This type of error can be corrected by the speaker himself if he pays attention to it, or his listeners alert him, or he can correct his speech" (Abd al-Salam, 2010: 91).

### **Errors**

It is "the speaker's departure from the rules of the language and its system, and these are errors resulting either from corrupt learning or from ignorance of those standards that control and govern the language, and linguistic errors are distinguished, unlike other errors, in that they are regular and appear constantly in the speaker's language" (Balaid, 2003: 133).

It is clear from the previous paragraph that the difference between error, slip of the tongue, and error is that the first stems from a lack of ability and knowledge of the language, and often this stems from learners of a second language. And others, including the native speakers of the language, may fall victim to a slip of the tongue and a mistake. Thus, slips of the tongue and inaccuracies are not parsed because they are not just from L2 learners.

### **The Origins of The Error Analysis Approach**

The method of error analysis is the science that studies the errors caused and issued by students of a particular language, whether they are native speakers or others. The Arabic language is for non-Arabs. Western studies and scientific research in this field are abundant,

owing to the successful attempt to spread the English language in many countries around the world occupied by speakers of this language. In the past, especially England, and more recently, America, has occupied Islamic and Arab countries intellectually and economically (Hijazi, 120: 2018).

In reality, this curriculum arose among the ancient Arabs for the purpose of criticism and the search for error (melody), which took precedence over all other goals. In addition, the appearance of the melody and its commitment to people at that time served as a basic motive for them to carry out its statistics with the aim of setting standards for linguistic acquisition, but there was no room for explaining the error or providing remedial solutions to the resulting problems. Likewise, the failure of grammatical analysis in an attempt to address the error in the use of the Arabic language caused the emergence of the method of analysing mistakes among the Arabs, as the melody is the result of the development of the language, the expansion of its use, and the multiplication of the number of its users among the members of the new Islamic societies at the time, and each group of them had multiple linguistic backgrounds (Abdul Salam, 88: 2010).

Error analysis has been given several definitions in modern linguistics, including this one by Abu Khudairi: "It is the study of learners' mistakes on assignments or written tests in order to count and classify them and figure out what caused them so that they can be prevented or fixed" (Abu Khudairi, 1994: 48).

Al-Dawish says, "It is called post-contrastive analysis because it analyses the mistakes of students of foreign languages after they have committed them, in reality and actually, hypothetically, as in linguistic contrast." It is also called explanatory (interpretive) analysis because the study in it identifies and clarifies the errors, and the linguist tries to explain the reasons for their occurrence and classifies them according to their types (Al-Dawish, 1994: 01).

### **Literature Reviews**

In order to obtain information and rules about spelling and clerical errors represented in errors (in writing hamzat al-wasl and hamzat al-qat, and errors in drawing some letters), the researchers have looked at some research, studies, and books related to this field, which are what is mentioned in the research on "Analysis of Pronunciation and Spelling Errors." The Hosoi learners have written spelling errors that the Hosoi Arabic language learners fall into at the (International University of Africa, 2014). The research concluded that the students (the research sample) fell into spelling errors as a result of various factors, including the far-reaching difference between the Arabic and Hausa languages in terms of spelling rules. The researcher recommended conducting other academic research related to the oral and written linguistic errors that the Hausa students fall into. Othman (2010) studies in his research the linguistic and editorial errors among the Arabic language learners from the Hosoi in the Arabic secondary stage in Nigeria, using the Emirate of Zazzau as a model. The researcher used an interview with experts in the field of teaching Arabic to non-native speakers as well as a questionnaire addressed to Arabic language teachers in Islamic Arab schools in Nigeria in order to benefit from their perspectives and write questions. The research sheds light on the types of errors that Nigerian learners of the Arabic language fall into, including spelling errors and grammatical errors, and the factors of errors that include the mother tongue (Hausa language) entering the learned language (Arabic language) and methods of treatment, including the intensification of exercises and the use of educational methods that involve the teacher and the student together. Abdullah (2003) studies in his research entitled "Analysis

of the Errors of the Written Expression of the Students of the First Level in the Intermediate Diploma at Bayero Kano University, Nigeria," the errors of the students of the first level in writing the written expression. The researcher followed the descriptive-analytical approach. The researcher concluded that students make spelling, grammatical, and morphological errors. This made the researcher recommend conducting research that studies spelling, grammatical, and morphological errors among Nigerian students. Bourouj (2013), the author of Common Linguistic Errors among University Students at Arabi El-Mahdi University, ummu el-Bouaghi, Algeria, investigates the most common linguistic errors among undergraduate students at Arabi El-Mahdi University, ummu el-Bouaghi, Algeria. The researcher followed the descriptive method. The researcher concluded that common errors express a phenomenon that deserves study, as it sheds light on the causes of errors, and that studying errors provides the researcher with evidence on how to learn or acquire language.

Although all the literature reviews that were presented sought to achieve educational goals as they tried to analyse students' mistakes in different educational stages with the aim of identifying the mistakes that students make, identifying their causes, and then proposing solutions to avoid or overcome these mistakes, the content of this article is still desperately needed in order to fill in the gap left by the literature reviews presented.

Furthermore, all the aforementioned literature reviews seek to identify these errors and the factors contributing to their occurrence and then suggest ways to overcome them. They also suggest the factors affecting the improvement of the situation, which will lead to the proper performance of the language for the foreign language learner, which is consistent with the current study and other studies. There is a similar study to the one mentioned above, but the current study is different in the following ways:

- Environmental variance, where the current study was conducted in northern Nigeria at Sule Lamido University in Jigawa State, northern Nigeria, for first-year undergraduate students, suggests the omission of literature reviews in this type of study, so it judges the necessity to consider the quality of the analysis and the written errors at this high educational stage. The current study relied on the qualitative approach in achieving the objectives of its research in terms of relying on the test and personal interview for collecting data, which differs from previous research with a quantitative, descriptive, desk-based approach that is not based on research tools.
- The current study focused on concluding the effect of spelling and writing errors on mastering written language skills, extracting a more effective method, and motivating obsessive learners to learn. Literature reviews did not give priority to this feature.

Based on these gaps in previous research, this study seeks to answer the following questions

- What are the spelling mistakes that students make in the Arabic language at Sule Lamido University in Jigawa State, Nigeria?
- What are the reasons that lead to spelling errors that students make in the Arabic language at Sule Lamido University in Jigawa State, Nigeria?
- What are the appropriate methods to overcome the spelling errors of the students of the Arabic language at Sule Lamido University in Jigawa State, Nigeria?

### **Research Methodology**

The descriptive analytical method was used by the researchers to achieve the study's objectives, which were to clarify spelling errors among Hausa-speaking Arabic learners, the factors that cause them to fall into them, and to conclude that the proposed method in

teaching Arabic to the children of Hausas and other Arabic language learners in Nigeria will mitigate the phenomenon of errors after knowing its types and causes. To complete their research, the researchers prepared a test in which they asked the research sample to write an article that they used to discover and identify the errors in which the research community is located and to interview Arabic language teachers in some universities in northern Nigeria to learn about the opinions of these teachers about ways to help overcome the errors that occurred. the research sample. Thus, the research has two non-human tools in addition to the human tool (researchers). The research includes three tools in total (a test, an interview, and researchers).

## Results and Discussion

Examples of mistakes made in writing the rules of Hamzat al-Wasl, Hamzat al-Qat', and drawing letters

Table 1

*Spelling errors related to hamzat al-wasl*

Description of the error	Correct	Error
The word Ismi (اسمي) is written with a hamzat al-wasl, not with a hamzat al-qat`	اسمي موسى	إسمي موسى
The infinitive of the five-pointed verb Al-labtadaapiyya (الابتدائية) is written with hamzat al-wasl, not with hamzat al-qat`	الابتدائية	كلمت المدرسة الابتدائية
The infinitive of the five-pointed verb Al- linhitaat (الانحطاط) is written with hamzat al-wasl, not with hamzat al-qat	الانحطاط	الإنحطاط العلم
The infinitive of the six-pointed verb Al-listimraar (الاستمرار) is written with hamzat al-wasl, not with hamzat al-qat	الاستمرار	الإستمرار في الدراسة
The infinitive of the five-pointed verb Al-likitisaab (الاكتساب) is written with hamzat al-wasl, not with hamzat al-qat	الاكتساب	لإكتساب أُلجر

We observe from Table (1) the spelling errors related to writing Hamzat al-Wasl, which the students (the research sample) fell into. It appears from the table that the students made a mistake when they wrote hamzat al-wasl as hamzat al-qat', so they wrote the hamza where it should be omitted. They wrote hamza in the kalimah Ism (إسم); this kalima Ism (اسم) in Arabic is one of the nouns that must omit the hamza when written. They repeated the hamzat in the sources of the five- and six-fold verbs (.), and these hamzat, like the hamza at the start of the five-act verb (.) should be deleted.

Hamzat al-Wasl is only pronounced at the beginning of a word, and it is not pronounced in its degree, so it is not written, but it is sufficient to write the Alif. This error is both an

addition and a partial error because it does not prejudice the meaning or impede understanding. Perhaps one of the reasons why students fall into these writing errors is that their mother tongue lacks Hamzat al-Wasl.

Table 2

*Spelling errors related to hamza al-qat'*

Description of the error	Correct	Error
The word Ana (أنا) is written with a hamzat al-qat`, not with a hamzat al-wasl.	أنا	انا طالب في قسم اللغة العربية
The word Aktubu (أكتب) is written with a hamzat al-qat`, not with a hamzat al-wasl.	أكتب	قال له أستاذه اكتبُ الدرس
The word Yas alu (يسأل) is written with a hamzat al-qat`, not with a hamzat al-wasl.	يسأل	عن تطوري في التعلم يسألني
The word Ikhraaj (إخراج) is written with a hamzat al-qat`, not with a hamzat al-wasl.	إخراج	وكان اخراجه من الفصل ضروريًا
The word Al-iman (الإيمان) is written with a hamzat al-qat`, not with a hamzat al-wasl.	الإيمان	الايمان بالقدر من أركان الايمان

Table 2 shows the spelling errors that the students (research sample) made when writing the hamzat al-qat'a. According to the table, the students made a mistake by writing its hamzat as hamzat al-wasl and were content with writing alif (ا). These words are hamzat hamzat al-qat'a, but the students wrote them as hamzat al-wasl, indicating that they were content with writing the alif. The word Ana (أنا) is not one of the nouns whose hamza is written as a hamza wasl, so it must not be satisfied with the alif, and Aktubu (أكتب) a present verb, and the hamza is one of the letters of the present, and it must be written, and (ask) a present verb, and the hamza in the eye of the word is not a hamza wasl, because there is no hamza wasl. In the middle of the word, and (Ikhraaj and Al-Iman) are two sources of a quadruple verb on the weight of actions, and their hamza is a cut-off hamza that must be written.

These are omission errors because they omitted the hamza and were satisfied with the alif, which are total errors because they may hinder understanding, disturb the intended meaning, and confuse the matter on the recipient. In addition Uktub (أكتب) with hamzat al-wasl one reader may read it write, and another reader write, the words Al-iman and Al-ikhraaj (والايمان والاخراج), one reader may read it output and faith, and another reader output and faith.

Perhaps one of the reasons students make these mistakes is the teachers' factor. The researchers noted that the difficulties in distinguishing between hamzat al-wasl and hamzat al-qat'a that the students face are due to the teachers, because some of these teachers are incompetent, so they do not differentiate between hamzat al-wasl and hamzat al-qat'a, while others are lenient and do not care about applying the rules for writing hamzat al-wasl and hamzat al-qat'a, and they do not pay attention. What is the consequence of not applying the rules? Also, the curriculum may be one of the reasons for falling into these errors, as the dictation curriculum is very small and not intensive, through which students cannot be able to write free from the errors of writing "hamzat al-qat" and other spelling errors. This does not help in eliminating errors in writing the two hamzat, al-Qat' and al-Wasl.



Table 3

*Spelling errors related to drawing letters*

Description of the error	correct	Error
The word Nash at (نشأة) is written with a Ta al-marbut, not with a Ta al-maftuha.	نشأة	وكانت نشأت الجامعه
The word Al-Jami'ar (الجامعة) is written with a Ta al-marbutah, not with a Ha'u al-muhmala Ha'u (هاء).	الجامعة	وكانت نشأت الجامعه
The word Mardha (مرضى) is written with a Yaa, not Alif al-maqsurah.	ما قرأت في أيام مرضي	ما قرأت في أيام مرضى
The word Al-nabiyyi (النبي) is written with a Yaa, not Alif al-maqsurah.	أحب النبي صلى الله عليه وسلم	أحب النبي صلى الله عليه وسلم
The word Akhar (آخر) is written with a Ka al-mu,ujama, not a Ha al-muhmala (هاء).	وأعطاني كتابًا آخر	وأعطاني كتابًا آخر

Table 3 shows the spelling errors associated with drawing letters that the students (research sample) made. It appears from the table that the students made a mistake in drawing the letters (نشأت، جامعته، مرضى، النبي، آخر النبي). A word Nash at (نشأة) you write with Ta'u AL-Marbouta (ة) not Ta'u al-Maftuha (ت), and write it with Ta' al-Maftuha is a mistake, a word Jami'a (جامعه) it ended with Ta al- Marbouta (ة) and it's not Ha (ه) and write it with Ha (ه) is a mistake.

Perhaps one of the reasons students make these mistakes is the difference between the mother tongue (Hausa) and the Arabic language. There is no Ta' al-marbuta (تاء) in Hausa language. There is no sound Al-kha (الخاء) in it; the researchers believe that one of the reasons for making these mistakes is the learners' strategy. They do not see that there is a difference between the ya' (ي) and the alif al-maqsurah (ى). The researchers understand that students do not differentiate between yaa and alif maqsurah and do not see the difference between them as important. The teacher's factor in students making these mistakes is not excluded. This is because many teachers do not pay attention to distinguishing between the ya' and the alif al-maqsurah. The difficulties in distinguishing between hamzat al-wasl permeate the students' minds without a doubt. Also, the curriculum may be one of the reasons for falling into these errors, as the dictation curriculum does not contain topics specific to writing Yaa' and Alif al-Maqsurah and the difference between them.

### Reasons for Making Misspellings

There are reasons that led to the occurrence of students (the research sample) in the previous written errors; these reasons do not differ from the well-known reasons that are considered the main or auxiliary influences for foreign language learners to commit linguistic errors. These reasons are of two types; Linguistic and non-linguistic reasons. As for the linguistic reasons that led to the occurrence of spelling errors in the current research sample, the linguistic reasons are as follows:

### Interference Language التداخل اللغوي

Al-Khouli explains the interference language by saying, "When a person learns a second language, they are exposed to the interference of the first language." Overlap appears when

performing the second language. In it, we see effects of the interference of the first language, and the interference proceeds from the most dominant language to the least dominant language. Interference is, in fact, a negative transmission because it is an undesirable phenomenon in linguistic performance. "Interference may occur from dialect to dialect." It was said that it is the negative effect of one language on another during learning; it has various forms and enters many levels of language (Al-Khouli, 2000: 208).

Examples of linguistic overlap among Hausa students studying Arabic include: Pronounced by Al-Sad (الصاد) and Al-Tha (والثاء) Sinan (سينًا), This is because the sounds of the al-sad and the al-tha are not present in his mother tongue (Hausa). As for the Al-sinun near them, he exists, He resorts to using it.

### **Ignorance of Rule Restriction** الجهل بقيود القواعد

Define Jack Richards' ignorance of rule restriction as the fact that the learner applies a rule that he previously acquired in a new context where it does not apply. It also classifies this type of generalisation as "transfer," as it applies what was previously learned in the chapter from the materials in a new situation. This is also represented in the use of the definite article (أداة التعريف أداة) where it adds the definite article in the name of the, such as: Hadhara Muhammad maa al Zaidu ila maktabiy (حضر محمد مع الزيد إلى مكتبي) (Muhammad came with Zaid to my office), the word Zaid is noun where it adds the definite (Sinnh et al., 1982: 123).

### **Incomplete Application of the Rules** التطبيق الناقص للقواعد

An important cause of linguistic errors is the incomplete application of grammar. Abdul Salam should be defined. By saying, "The student or the second language learner comes up with deviant linguistic structures, and this distortion resembles the degree of base development required to perform sentences acceptable to the learner or student.

This type of error occurs when the speaker or student neglects grammatical matters while speaking because of his eagerness to communicate with others. (Abdul Salam, 1994:84).

### **Wrong Assumptions** الافتراضات الخاطئة

The wrong assumptions of the second language learner, as defined by Abdel Salam It is "for the student or the language learner to come up with the structures of the target language, based on assumptions in which he relies on the grammar of his mother tongue," and he comes up with incorrect hybrid structures. It also falls under the category of developmental errors caused by language transfer and the mother tongue for learning. These errors accompany the learner in the stages of his attempts to get used to the transition from the habits of his mother tongue, a natural and correct transition according to the habits of the desired language. For example, a Hawsawi scholar would come up with this phrase Hazihilkamisa and Hazihishshiir (هذه القميص) و (هذه الشعر) It is masculine in Arabic and feminine in Hausa. He made a mistake in using the appropriate noun for the relative feminine singular because he was influenced by the mother tongue (Hausa). Where he used the noun itself in his language to refer to the masculine and feminine forms, there is no doubt that Hausa-speaking Arabic learners may make this kind of mistake. Chinese and another say, "The reasons for the occurrence of this use are related to a contrasting trend in language education" (1982, p. 127).



**Non-Linguistic Reasons****Learner's Strategy** استراتيجية المتعلم

Each learner has a style of learning the second language. In terms of receiving, perceiving, and communicating with others through it, this is called the learner's strategy. Every learner strives to participate in the second language through several linguistic reasons such as measurement, perception, and communication. Hence the error occurs when seeing that it is individual; it is subject to the strategy of each learner and differs from one learner to another. If this phenomenon is similar and mixed, then it is organised in some way and represents a problem that the analysis deals with. We can conclude from this that the learner's interaction with the second language is the primary cause of errors, where most other factors arise from. "When the learner strives to comprehend the second language, he transfers some laws to it from his original language or measures the unknown against the known, meaning that the learner is the main cause of errors; he is the one who brings them to her through his learning strategy" (Hijazi, 19: 2016).

**Curriculum factors and teaching methods** عوامل المناهج التدريسية وطرائق التدريس

It is noted that the curricula are crowded with non-functional grammatical and morphological investigations that do not benefit the learner in reading, writing, and expressing. As these grammatical topics are chosen without prior study to know the verbal and written styles that are employed in the language of the students, in addition to not specifying the difficulties that the students suffer from. He adds: "The general and specific goals are not clear enough to help teachers define their goals" (Ziyad, 2006:84).

**Personal Interview** المقابلة الشخصية

Teachers' opinions on ways to overcome spelling mistakes that students made (research sample) The teachers who were interviewed to express their opinions about ways to overcome spelling and writing errors that university students make are different and different, each according to his knowledge of and experience in teaching. The ways to overcome these errors are clear and unambiguous, and the researchers will analyse these opinions according to their sequence.

**Recruitment of Qualified Teachers** توظيف المدرسين الأكفاء

The phrase most commonly used and circulated among examinees is finding and employing qualified teachers entrusted with teaching dictation in middle and secondary schools, based on the fact that the reason for students falling into spelling and writing errors, according to those who saw it, is a lack of qualified teachers who teach dictation. The subject is for students wishing to teach in the preparatory and secondary stages. One of the qualities of a successful teacher is that he is proficient in the material he teaches, and as long as the dictation teacher in the preparatory and secondary stages is not characterised by a complete knowledge of the material, the students are harmed and do not distinguish right from wrong, and therefore they join the university carrying with them those mistakes and difficulties that they are supposed to have overcome. They are in high school. For this, qualified teachers must be employed. Saad and Iman (2014) speaking about the qualities that an Arabic language teacher must possess, say, "One of the most important factors that help an Arabic language teacher in the success of his work is the factor of scientific and practical ability, such as genius and his ability to adapt himself, farsightedness, imagination, insight, good looks, and softness of voice. These are qualities that must be available in the teacher of the Arabic language, and he

studies his subject on the basis of its functional importance in life. He is the one who cares about teaching his students the correct linguistic use, not by memorising rules and definitions. These are broad horizons in his scientific specialization, as he straightens tongues by teaching them, which requires him to adjust the movements of words and their endings according to the rules of the Arabic language, which are very broad in their syntax, and the beginnings and middles of words according to the rules of derivation and conjugation, and he is concerned with the quality of pronunciation, which necessitates knowledge of the rules of correct pronunciation and the exits of l34-33 (Saad and Iman, 2014).

Officials must ensure that these qualities are available in the teacher they hire to teach Arabic, who is not expected to fall into writing or spelling errors, and so on, because he is the one who brings up the students and those who follow his example. If this is done, undergraduate students from Sule Lamido University and other universities in northern Nigeria are not expected to make grammatical errors because they have already passed them before they enter the university.

### **Use Appropriate Teaching Methods** استخدام طرق التدريس المناسبة

One of the most frequent and popular phrases is that one of the most successful ways to overcome these errors is to use appropriate teaching methods, based on the fact that one of the most important factors influencing the grammatical errors that undergraduate students at Sule Lamido University and other universities in northern Nigeria fall into is the lack of appropriate teaching methods. It is well known that among the characteristics of the teacher is "a study of pedagogy and psychology, general teaching methods, and teaching methods specific to the subject of his specialization" (Ali, 1983: 17).

One of the proposed methods for overcoming clerical errors is the "integrative method," because it is not limited to one of the methods but rather aims to use a number of methods in the same educational process in order to realise its goal, and it is also called the "selective method." Some of them proposed a collaborative learning strategy because of the students' sense of freedom and cooperation among them and the social smell that eliminates shyness. The strategy of cooperative learning was defined as "a teaching model that requires students to work with each other, dialogue with each other regarding the subject matter, and teach each other, and during this effective interaction they develop positive personal and social skills" (Hussain, 1992:123).

### **Ensuring That Spelling is Taught in Junior and Secondary Schools**

One of the ways to overcome these errors is to ensure that spelling is taught in preparatory and secondary Arab schools in northern Nigeria, based on the fact that not teaching the subject in preparatory and secondary schools is a major factor in spelling errors, as they indicated that the subject is not taught in many schools and is taught in an unsatisfactorily few. The researchers watched this, noticing that dictation is not taught in some schools. for periods of time, sometimes for years, because the subject does not seem to be considered important in many secondary schools, which leads to this lack of skilled specialists in the subject, and if they existed, they would realise its importance.

### **Making Spelling among The Subjects Taught in Universities**

Dictation is not one of the subjects taught in universities in northern Nigeria, and perhaps the reason for this is that the subject is not considered important at the university level, based on the assumption that students have gotten rid of dictation topics and no longer need them.

The writings of the students (the research sample) in the article they wrote, in their graduation notes, and on social media indicate that they need dictation material, especially with regard to writing the hamzat al-wasl and al-qat' and all hamzas in their various forms. Dictation has a great status among the branches of language, as it is one of the important foundations for written expression, and if the grammatical and morphological rules are a means for the correctness of writing in terms of syntactic and derivational aspects and the like, then dictation is a means for it in terms of the linear image, and the spelling error distorts the writing and may hinder understanding of the sentence, as it invites contempt for the writer. The purpose of dictation is to train students to draw letters and words correctly while taking care of words that have a lot of mistakes. And he must achieve a share of the basic functions of the language, which are understanding and being understood. (Ibrahim, D/T: 193).

The importance of teaching dictation is no less important than the importance of teaching grammar and morphology, because the purpose of grammar and morphology is understanding and comprehension. Just as understanding and comprehension can only be achieved through grammar and morphology, understanding and comprehension cannot be achieved through writing except through dictation, so dictation must be taught from the elementary to the university level.

### **Curriculum Factors**

Some teachers believe that the curriculum needs to be sifted and modified to suit the students' cognitive level and that the curriculum for the secondary grades is not in line with their cognitive level and that the size of the curriculum is too large. The researchers add that the curriculum did not take into account the common differences between Hausa speakers and children of Arabs, that is, the curriculum was designed similarly to the curriculum designed for children of Arabs, which did not help the students absorb what was in it and accurately understand the topics. According to Saad and Iman, "the curriculum is important in building the student mentally and physically, as it is linked to the state's higher education policy and the conditions and needs of society and what life requires of special preparation of human forces and the needs of the individuals themselves." (Saad & Iman, 24:2014). Among the foundations upon which the advanced curricula are based are:

- That the student, the teacher, the supervisor, and all parties to the educational process have a role in the process of authoring and applying curriculum.
- The take into account the developmental characteristics in the process of composing it" (Marwan, 2000: 120–145).

Based on the foregoing, the society's circumstances and needs must be taken into account in constructing the curriculum. Since northern Nigeria is not Arabic-speaking, the curriculum must be in line with its circumstances and the capabilities of its children, not as it is now, as it is equal to the curriculum designed for Arab news, which leads to failure and making spelling and other errors.

### **Summary of Research Results and Recommendations**

The errors that occurred in the research sample that was selected from the research community (first-year students in the Department of Arabic Language at Sule Lamido University in Jigawa State, Nigeria) were identified and then classified into the types of errors, along with the discovery of the factors that cause the occurrence of this problem and auxiliary

solutions to overcome them that were drawn from the second data collection tool (the interview). The researchers reached results that were summarised in the following points:

- Hamzat al-Wasl: The students wrote hamzat al-Wasl as hamzat al-qat' in verbs and nouns, so they wrote the hamza where it should be omitted.
- Hamzat al-Qat': They wrote hamzat al-Qat'a as hamzat al-Wasl, and contented themselves with writing the alif (I am writing to ask to bring out the faith). These words are hamzat al-Qat'a.
- Mistakes in drawing some letters: They made mistakes in drawing the letters, as they wrote Al-Ta'a Al-Morbatah, Taa Fatha, and omitted points from the letters.

### **Recommendations and Suggestions**

Based on what the descriptive results revealed regarding the spelling mistakes made by Hausa-speaking Arabic language learners among the students of the Arabic Language Department at Sule Lamido University in Jigawa State, Nigeria, and what the corresponding findings revealed regarding the opinions of Arabic language teachers in Northern Nigerian universities and the applied linguistics experts who were consulted to get their opinions and viewpoints regarding the teaching of spelling rules in general and the rules for writing hamzat al-wasl, hamzat al-qat', and drawing letters in particular, the study was able to offer some recommendations and proposals to improve the teaching of the hamzat, These include the following: Students should read Arabic materials and books to increase their linguistic wealth, practise using them, and use media devices. The rules for writing hamzat al-wasl, hamzat al-qat'a, and drawing letters were taught using a variety of instructional techniques, including television and computers. Students were also trained to give basic, medium, and then difficult phrases to demonstrate their mastery of the topic. The employment of written spelling standards in Arabic and Hausa may be compared in cross-comparison research to aid in this. In order for students to become accustomed to using the Arabic language, the teaching of the Arabic language in Nigeria must be done in the Arabic language, in accordance with the objectives, and only during the initial stages should the teacher use the intermediate language (the Hausa language). The suggested method for the teacher to use is the communicative method, or teaching the Arabic language in the context of the communicative approach.

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