

## Modern Linguistics: It's Impacts in Studying Arabic Skills

<sup>1</sup>AMINULLAHI, Ahmad Rufai (PhD.), BADMUS, Azeez Adebayo

&

<sup>3</sup>OLAYIWOLA, Qudus Wale

<sup>1,2,3</sup>Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti State, Nigeria

<sup>1</sup>E-mail: [aminullahi.ahmad@bouesti.edu.ng](mailto:aminullahi.ahmad@bouesti.edu.ng) Phone No: +2348037400194

<sup>2</sup>E-mail: [badmus.azeez@bouesti.edu.ng](mailto:badmus.azeez@bouesti.edu.ng) Phone No: +2348060040836

<sup>3</sup>E-mail: [olayiwola.qudus@bouesti.edu.ng](mailto:olayiwola.qudus@bouesti.edu.ng) Phone No: +2348135892656

### Abstract

*The role of Linguistics is very essential in learning Arabic language skills. Therefore, this article aims to sketch out the role of modern linguistics in learning Arabic language skills. This study uses a qualitative approach with descriptive methods with the type of library research. The results of this study indicate that modern linguistics has an important role in learning Arabic language skills, namely in phonological analysis, understanding, analyzing, and applying phonological principles in studying sound systems in Arabic; language structure and language varieties; analysis of morphology and syntax formation, to understand morphological structures, word formation rules, morpheme meanings, morphological variations, and morphological patterns in Arabic, and to analyze syntax and sentence structure in more depth; semantics and pragmatic analysis, to understand word meanings and semantic structures in language; and also to understand how language is used in social and communicative that is pragmatic analysis. Conclusively, so, it can be deeply known that modern linguistics plays a vital role in phonological, morphological analysis and formation of words, analysis of syntax and sentence structure, analysis of semantics and word meanings, and pragmatic analysis and use of language.*

**Keywords:** Arabic language Skills; structure; roles; Modern Linguistics

### Introduction

Languages exist on a wide continuum of conventionalization with blurry divisions between concepts such as dialects and languages. Languages can undergo internal changes which lead to the development of sub varieties such as linguistic registers, Accents, and dialects. Similarly, languages can undergo changes caused by contact with speakers of other languages, and new language varieties may be born from these contact situations through the process of language genesis

Language is therefore a communication system for humans; humans use it as a means of conveying messages, ideas, and information. Language uses symbols (sounds, writing, or gestures) in its use which have a certain meaning and are arranged according to grammatical rules. Language can be in the form of speech or writing. Spoken language refers to the use of voice and intonation to communicate, while written language refers to the writing used to convey messages. Language is not only owned by humans, but is also found in several other animal species. However, human language is characterized by its complexity and flexibility, which allows one to communicate a wide variety of ideas and concepts in highly detailed and abstract ways <sup>(1)</sup>.

Therefore, if one is able to speak foreign languages is becoming an increasingly important requirement at this time which Arabic is one of the foreign languages, and also one of the major international languages in Nigeria which is very important to learn, not only studied by Muslims but also by non-Muslims who have various purposes including: economics, politics, and culture.

Today Arabic is universally recognized language occupying a position, which is not less in status and rank than such International Language as English, French or Germany. It has long been adopted by African Union (AU), Oil Producing &Exporting Countries (OPEC), United Nations (UN). Arabic also is official language of Non- Aligned Movement (NAM), Confederation of African Football (CAF), Federation of International Football Association (FIFA) <sup>(2)</sup>.

In this case, Arabic is a language that has a rich history and cultural heritage. Currently, it can be called one of the classic languages in the world and until now people are still studying and

exploring its existence and Allah SWT Himself takes care of it so that it continues to exist in every era<sup>(3)</sup>.

Having a good understanding of Arabic and fluent language skills is very valuable for someone today. In order to achieve this goal, it is important to understand the role of modern linguistics in learning Arabic language skills. Modern linguistics, as a field of study that studies the structure and use of language, has an important contribution in understanding Arabic in more depth. Through systematic research and analysis, modern linguistics helps uncover the principles and rules that underlie Arabic, such as phonology, morphology, syntax, semantics, and pragmatics. It is a branch of linguistics that focuses on the study of language in the present context. Modern linguistics includes the latest approaches and methods used to understand, analyze and explain language phenomena in modern society. In essence, modern linguistics involves the study of the structure, varieties function and use of language in today's social, cultural and technological contexts.

### **Modern Linguistics**

The modern field of linguistics dates from the beginning of the 19th century. While ancient India and Greece had a remarkable grammatical tradition, throughout most of history linguistics had been the province of philosophy, rhetoric, and literary analysis to try to figure out how human language works. It is considered to be an applied science as well as an academic field of general study within the humanities and social sciences.<sup>(4)</sup> Traditional areas of linguistic analysis correspond to syntax (rules governing the structure of sentences), semantics (meaning), morphology (structure of words), phonetics (speech sounds and equivalent gestures in sign languages), phonology (the abstract sound system of a particular language), and pragmatics (how social context contributes to meaning).<sup>(5)</sup> Sub disciplines such as biolinguistics (the study of the biological variables and evolution of language) and psycholinguistics (the study of psychological factors in human language) bridge many of these divisions.

Linguistic features may be studied through a variety of perspectives: synchronically (by describing the shifts in a language at a certain specific point of time) or diachronically (through the historical development of language over several periods of time), in monolinguals or in multilinguals, amongst children or amongst adults, in terms of how it is being learned or how it was acquired, as abstract objects or as cognitive structures, through written texts or through oral elicitation, and finally through mechanical data collection or through practical fieldwork<sup>(6)</sup>.

In addition, modern linguistics involves an understanding of the influence of social, cultural, and historical contexts on language use, as well as their implications in practical aspects such as language teaching, translation, and cross-cultural communication<sup>(7)</sup>.

Linguistics encompasses many branches and subfields that span both theoretical and practical applications. Theoretical linguistics (including traditional descriptive linguistics) is concerned with understanding the universal and fundamental nature of language and developing a general theoretical framework for describing it. Applied linguistics seeks to utilize the scientific findings of the study of language for practical purposes, such as developing methods of improving language education and literacy.

### **The Study of Language Structure**

At the beginning of the 20th century, attention shifted to the fact that not only language change, but language structure as well, is systematic and governed by regular rules and principles. The attention of the world's linguists turned more and more to the study of grammar—in the technical sense of the term the organization of the sound system of a language and the internal structure of its words and sentences. By the 1920s, the program of 'structural linguistics', inspired in large part by the ideas of the Swiss linguist Ferdinand de Saussure, was developing sophisticated methods of grammatical analysis. This period also saw an intensified scholarly study of languages that had never been written down. It had by then become commonplace.

The last half-century has seen a deepening of understanding of these rules and principles and the growth of a widespread conviction that despite their seeming diversity, all the languages of the world are basically cut from the same cloth. As grammatical analysis has become deeper, we have found more fundamental commonalities among the languages of the world. The program initiated by the linguist Noam Chomsky in 1957 sees this fact as a consequence of the human brain being

'prewired' for particular properties of grammar, thereby drastically limiting the number of possible human languages.

### **Language varieties**

Languages exist on a wide continuum of conventionalization with blurry divisions between concepts such as dialects and languages. Languages can undergo internal changes which lead to the development of subvarieties such as linguistic registers, accents, and dialects. Similarly, languages can undergo changes caused by contact with speakers of other languages, and new language varieties may be born from these contact situations through the process of language genesis.

### **Contact varieties**

Contact varieties such as pidgins and creoles are language varieties that often arise in situations of sustained contact between communities that speak different languages. Pidgins are language varieties with limited conventionalization where ideas are conveyed through simplified grammars that may grow more complex as linguistic contact continues. Creole languages are language varieties similar to pidgins but with greater conventionalization and stability. As children grow up in contact situations, they may learn a local pidgin as their native language. Through this process of acquisition and transmission, new grammatical features and lexical items are created and introduced to fill gaps in the pidgin eventually developing into a complete language.

Not all language contact situations result in the development of a pidgin or creole, and researchers have studied the features of contact situations that make contact varieties more likely to develop. Often these varieties arise in situations of colonization and enslavement, where power imbalances prevent the contact groups from learning the other's language but sustained contact is nevertheless maintained. The subjugated language in the power relationship is the substrate language, while the dominant language serves as the supersaturate. Often the words and lexicon of a contact variety come from the supersaturate, making it the lexifier, while grammatical structures come from the substrate, but this is not always the case.

### **Dialect**

A dialect is a variety of language that is characteristic of a particular group among the language's speakers. The group of people who are the speakers of a dialect are usually bound to each other by social identity. This is what differentiates a dialect from a register or a discourse, where in the latter case, cultural identity does not always play a role. Dialects are speech varieties that have their own grammatical and phonological rules, linguistic features, and stylistic aspects, but have not been given an official status as a language. Dialects often move on to gain the status of a language due to political and social reasons. Other times, dialects remain marginalized, particularly when they are associated with marginalized social groups. Differentiation amongst dialects (and subsequently, languages) is based upon the use of grammatical rules, syntactic rules, and stylistic features, though not always on lexical use or vocabulary. The popular saying that "a language is a dialect with an army and navy" is attributed as a definition formulated by Max Weinreich.

We may as individuals be rather fond of our own dialect. This should not make us think, though, that it is actually any better than any other dialect. Dialects are not good or bad, nice or nasty, right or wrong – they are just different from one another, and it is the mark of a civilized society that it tolerates different dialects just as it tolerates different races, religions and sexes.

### **Standard language**

When a dialect is documented sufficiently through the linguistic description of its vocabulary and grammar, which has emerged through the consensual laws from within its community, it gains political and national recognition through a country or region's policies. That is the stage when a language is considered a standard variety, one whose linguistic patterns have now stabilized from within the consent of speech community participants, after sufficient evolution, improvisation, correction, growth, and, above all, codification by its speakers. Standard languages may also develop multiple standard varieties, e.g. Standard English English and Standard American English, Standard Canadian English, Standard Irish English. These languages are called pluricentric languages and develop in a process called "language making". Occasionally linguists do not agree on how to conceptualize standard varieties, e.g. standard German (see One Standard German Axiom), which should not be too surprising as language experts, too, have a stake in the language making process.

### **Relativity**

As constructed popularly through the Sapir–Whorf hypothesis, relativists believe that the structure of a particular language is capable of influencing the cognitive patterns through which a person shapes his or her world view. Universalists believe that there are commonalities between human perception as there is in the human capacity for language, while relativists believe that this varies from language to language and person to person. While the Sapir–Whorf hypothesis is an elaboration of this idea expressed through the writings of American linguists Edward Sapir and Benjamin Lee Whorf, it was Sapir's student Harry Hoijer who termed it thus. The 20th century German linguist Leo Weisgerber also wrote extensively about the theory of relativity. Relativists argue for the case of differentiation at the level of cognition and in semantic domains. The emergence of cognitive linguistics in the 1980s also revived an interest in linguistic relativity. Thinkers like George Lakoff have argued that language reflects different cultural metaphors, while the French philosopher of language Jacques Derrida's writings, especially about deconstruction, have been seen to be closely associated with the relativist movement in linguistics, for which he was heavily criticized in the media at the time of his death.

### **Arabic Language Learning and Skills**

Arabic is a Semitic language spoken primarily across the Arab world. Having emerged in the 1st millennium BC, it is named after the Arab people; the term "Arab" was initially used to describe those living in the Arabian Peninsula, as perceived by geographers from ancient Greece <sup>(8)</sup>.

Since the 7th century, Arabic has been characterized by diglossia, with an opposition between a standard prestige language—i.e., Literary Arabic: Modern Standard Arabic (MSA) or Classical Arabic<sup>[c]</sup>—and diverse vernacular varieties, which serve as mother tongues. Colloquial dialects vary significantly from MSA, impeding mutual intelligibility. MSA is only acquired through formal education and is not spoken natively. It is the language of literature, official documents, and formal written media. In spoken form, MSA is used in formal contexts, news bulletins and for prayers. This variety is the lingua franca of the Arab world and the liturgical language of Islam. It is one of six official languages of the United Nations <sup>(9)</sup>.

So therefore, learning Arabic is the process of acquiring knowledge, skills, and understanding of the Arabic language, which involves the study and application of aspects of the Arabic language, including grammar, vocabulary, pronunciation, reading, and writing, listening, and speaking in Arabic. The main objective of learning Arabic is to enable individuals to communicate with native Arabic speakers and understand texts written in that language. Arabic language learning can also involve an understanding of the culture, history, and social context in which the language is spoken <sup>(10)</sup>.

### **Arabic Skills**

The learner of the Arabic language, especially the non-native students, must learn the four skills that will undoubtedly help him to master the Arabic language in a short time, The learner should learn these skills with each other at the same time if he is able to do so. As we know that, the fundamental goal in learning Arabic is to understand language skills, these skills include: listening, speaking, reading and writing skills <sup>(11)</sup>

#### **• *Listening skills:***

This is the sensitive area a learner should master very well, as it is the first skill to start with. As Ibn Khaldun said in his introduction about the skill of listening that it is the most important skill ever, the child cannot speak the language until he hears the language from those around him. The deaf and the dumb are not able to speak the language because they did not listen to the language so, it is the real way to learn the language, the difference between student's awareness depends on their interest in leaning this skill. The student who keeps always on learning the listening skill in the language's linguistic program or on television or the Internet or with a teacher is a student who learns the language correctly and quickly.

- **Reading skill:**

It is one of the important skills that the learner must pay attention to. Reading is one of the most important means of transmitting knowledge in the past and in the present, but it was in the past one of the most important tools that conveys the science. The more the student increases the skill of reading, the more he has knowledge and knows more about the language and its tradition. Reading enables them of knowing the vocabulary and its meanings, and different language styles.

**There are two types of reading:**

1. First: the silent reading: which depends on reading with the eye and mind only without pronunciation, and this is used by students in advanced level in learning the Arabic language and the student in it tastes what he is reading and his goal is to increase his information and knowledge.
2. Second: literal reading: Student in it pronounce the letters in a loud voice and the goal of it is to listen to others and to correct the pronunciation, sounds, words and sentences. In any case both methods of reading are important to the student.

- **Writing skill:**

It is one of the four important skills that the teacher must care about, because through it he can know how the student expresses what he learned from vocabulary or sentences or culture in general. Through this skill, the teacher can train the student on how to write letters in different forms and in different places, like the beginning, the middle and the end of the word. The student can learn through this skill punctuation and how to organize speech and sentences. There are many ways to teach writing used by specialized teachers to educate, monitor, and train the students and testing their level through the so-called spelling. The student learns in the beginning the Writing and spelling skills until he reaches an advanced level of writing through which he can express a culture, ideas, feelings or suggestions, and perhaps reach literal writing.

- **Speaking skill:**

This is the fourth and final skill of the skills that must be learned by the student, which is one of the most important skills as specialists call it the fruitful skill so, it is undoubtedly that the biggest goal of any person wanted to learn a particular language, especially the Arabic language, is to speak as it is the first and most important goal in the study of the Arabic language. In the past, the Arabs used to send their children to the desert and places where the language is correct so that their children can learn Arabic from an authentic Arab source. The teacher and the student as well must make the studying of the conversation as a part in their studying plan. The conversation is the cornerstone in building the mastery of the Arabic language. The teacher should listen carefully to the pronunciation of the student, and should teach him the differences between the short vowels which are (fat-ha, kasrah, and dammah) and the long vowels which are (Alif, waaw, yaa) and also teaches him how to communicate with others in the streets of the Arab countries or anywhere else. Rather, the student may learn how to shed poetry and speeches, as well as learning when should he start talking and stops it in correct way, and how to choose the words that is appropriate to the meanings and the goal is that the student learn how to speak Arabic correctly, in addition how to think by the Arabic language as well.

## **The Role of Linguistics in the Learning of Arabic Language Skills**

### **Major levels of linguistic structure: Syntax and morphology**

Syntax and morphology are branches of linguistics concerned with the order and structure of meaningful linguistic units such as words and morphemes. Syntaxiticians study the rules and constraints that govern how speakers of a language can organize words into sentences. Morphologists study similar rules for the order of morphemes—sub-word units such as prefixes and suffixes—and how they may be combined to form words.<sup>(12)</sup>

Words, along with critics, are generally accepted as being the smallest units of syntax. But in most languages, if not all, many words can be related to other words by rules that collectively describe the grammar for that language. For example, English speakers recognize that the words *dog* and *dogs* are closely related, differentiated only by the plurality morpheme "-s", only found bound to noun

phrases. Speakers of English recognize these relations from their innate knowledge of the English language's rules of word formation. They infer intuitively that *dog* is to *dogs* as *cat* is to *cats*; and, in similar fashion, *dog* is to *dog catcher* as *dish* is to *dishwasher*. By contrast, Classical Chinese has very little morphology, using almost exclusively unbound morphemes ("free" morphemes) and depending on word order to convey meaning. (Most words in modern Standard Chinese ["Mandarin"], however, are compounds and most roots are bound.) These are understood as grammars that represent the morphology of the language. The rules understood by a speaker reflect specific patterns or regularities in the way words are formed from smaller units in the language they are using, and how those smaller units interact in speech. In this way, morphology is the branch of linguistics that studies patterns of word formation within and across languages and attempts to formulate rules that model the knowledge of the speakers of those languages<sup>(13)</sup>.

Changes in sound and spelling between a base word and its origin may be partial to literacy skills. Studies show that the presence of modification in phonology and orthography makes morphologically complex words harder to understand and that the absence of modification between a base word and its origin makes morphologically complex words easier to understand. Morphologically complex words are easier to comprehend when they include a base word<sup>(14)</sup>.

Polysynthetic languages, such as Chukchi, have words composed of many morphemes. The Chukchi word "təmeyŋəlevtəpəytərkən", for example, meaning "I have a fierce headache", is composed of eight morphemes *t-ə-meyŋ-ə-levt-pəyt-ə-rkən* that may be glossed. The morphology of such languages allows for each consonant and vowel to be understood as morphemes, while the grammar of the language indicates the usage and understanding of each morpheme. The discipline that deals specifically with the sound changes occurring within morphemes is morphophonology<sup>(15)</sup>.

Natural language processing (NLP) is also an important part of syntactic analysis and sentence structure. Modern linguistics contributes to the development of algorithms and computational techniques for understanding syntactic structure and meaning in texts. By using computational analysis methods, a person can implement systems that can understand and generate human language automatically, such as machine translation and natural language processing applications. In addition, modern linguistics establishes links with fields such as psycholinguistics, neurolinguistics, and cognitive science. This collaboration allows combining knowledge of psychological and neurological aspects in language processing with syntactic analysis. In this way, we can gain a more comprehensive understanding of how sentence structure is understood and generated by humans. It can be concluded that the role of modern linguistics provides a powerful theoretical framework and analytical method for studying the syntax and structure of sentences. His contributions include the development of syntactic theory, the application of corpus-based approaches, natural language processing, and collaboration with related fields. With the help of modern linguistics, one can analyze the syntax and structure of sentences in greater depth, understand language differences, and develop technologies that can interact with human language effectively.

### **Semantics and pragmatics**

Semantics and pragmatics are branches of linguistics concerned with meaning. These subfields have traditionally been divided according to aspects of meaning: "semantics" refers to grammatical and lexical meanings, while "pragmatics" is concerned with meaning in context. The framework of formal semantics studies the denotations of sentences and how they are composed from the meanings of their constituent expressions. Formal semantics draws heavily on philosophy of language and uses formal tools from logic and computer science. Cognitive semantics ties linguistic meaning to general aspects of cognition, drawing on ideas from cognitive science such as prototype theory.

Pragmatics includes features like speech acts, implicative, and talks in interaction. Unlike semantics, which examines meaning that is conventional or "coded" in a given language, pragmatics studies how the transmission of meaning depends not only on the structural and linguistic knowledge (grammar, lexicon, etc.) of the speaker and listener, but also on the context of the utterance, any pre-existing knowledge about those involved, the inferred intent of the speaker, and other factors. In that respect, pragmatics explains how language users can overcome apparent ambiguity since meaning relies on the manner, place, time, etc. of an utterance.

The use of language is examined by taking into account the intent of allocation, that is, the purpose of the communication expressed. As well as the principles of cooperation, such as the principles of quantity, quality, relevance, and method, are important focuses of pragmatic analysis. These principles help to understand how speakers and listeners work together to achieve effective understanding. Pragmatic analysis also includes understanding meaning, that is, meaning conveyed implicitly in words <sup>(16)</sup>. Researchers noticed how spoken messages transcended the literal meaning of the words used and how these implications affected the interpretation and understanding of messages. Modern linguistics also studies pragmatic variations in language use. This variation involves differences in speech style, non-literal language use, and different communication strategies between speakers <sup>(17)</sup>. Pragmatic research also pays attention to changes in language use over time, both in social and cultural contexts. Pragmatic analysis and language use in modern linguistics have significant implications in language education. Pragmatic understanding helps in the development of more effective communication skills, a deeper understanding of language and culture, as well as an awareness of communication norms and ethics. In language teaching and learning pragmatic approaches and comprehension of language use play an important role in helping students understand and use language appropriately in a variety of communicative contexts. Overall, the analysis of pragmatics and the use of language in modern linguistics allow one to understand how language is used in social and communicative interactions. Through a systematic and in-depth approach, one can gain better insight into how language influences and is influenced by context, communication goals, social norms, and changes in language use over time.

### **Phonetics and phonology**

Phonetics and phonology are branches of linguistics concerned with sounds (or the equivalent aspects of sign languages). Phonetics is largely concerned with the physical aspects of sounds such as their articulation, acoustics, production, and perception. Phonology is concerned with the linguistic abstractions and categorizations of sounds, and it tells us what sounds are in a language, how they do and can combine into words, and explains why certain phonetic features are important to identifying a word <sup>(18)</sup>.

Modern linguistics helps in identifying and analyzing sounds in Arabic. Through phonological knowledge, modern linguistics helps learners recognize and distinguish consonant and vowel sounds in Arabic <sup>(19)</sup>. These include unique sounds in Arabic such as voiceless consonants, fricatives, emphatics, and long vowels. In addition, modern linguistics in studying the phonological system of Arabic can involve research on phonemes, allophones, and sound distribution in Arabic <sup>(20)</sup>. By understanding the phonological system of Arabic, learners can understand sound patterns in Arabic words and sentences, and use this knowledge to improve their ability to pronounce appropriately. Furthermore, modern linguistics helps in the identification and correction of sound errors. In phonological analysis, modern linguistics assists learners in identifying errors in the pronunciation of Arabic sounds and analyzing their causes <sup>(21)</sup>. With an understanding of phonological rules and sound differences in Arabic, such errors can be precisely identified and corrected. Another important role of modern linguistics is the application of phonological principles in the learning of Arabic language skills. Principles such as vowel harmony, consonant assimilation, emphasis, and Sandhi are used to teach and understand sound production and perception in Arabic <sup>(22)</sup>. By applying these principles, learners can improve their ability to pronounce Arabic sounds correctly.

In addition, modern linguistics also involves research in the field of Arabic phonology the research could provide new insights into the sound system in Arabic, regional variations, and phonological changes that occur over time. The results of this study can be used to improve the learning of Arabic language skills and enrich the understanding of Arabic phonology.

### **Conclusion**

Modern linguistics has contributed immensely to the learning Arabic language, in term of:

- Phonological analysis, namely understanding, analyzing, and applying phonological principles in studying sound systems in Arabic;

- The role of linguistics in morphological analysis and word formation in learning Arabic language skills, namely understanding morphological structure, rules of word formation, morpheme meaning, morphological variation, and morphological patterns in Arabic.
- Studying of language structure, language varieties and dialects to make the study of Arabic language standard.
- Analysis of syntax and sentence structure, with the aid of modern linguistics, one can analyze the syntax and sentence structure more deeply, understand language differences, and develop technologies that can interact with human language effectively
- Analysis of semantics and the meaning of words are to develop theories and models that allow a better understanding of the meaning of words and semantic structures in language.
- Analysis of pragmatic and the use of language in modern linguistics make one to understand how language is used in social and communicative interactions.

### Recommendations

It is recommended for those wishing to put more research on studies of the role of modern linguistics and its impacts in learning of Arabic language skills can look in to the following area:

- Look deeply in to the role of modern linguistics in analyzing Arabic phonology.
- Thorough research on analyzing Arabic morphology and word formation language learning.
- It is very necessary to involve semantic and syntax analysis and word meaning in the development of theories and models that strengthen the comprehensive understanding of Arabic.
- The research can make it priority to base on pragmatic analysis and the use of language in social and communicative interactions by adopting modern linguistic concepts and styles.

### References

1. Hakim, F. N. (2023). Dasar Ilmu Semiotik untuk Kajian Desain Visual. Penerbit Yayasan Prima Agus Teknik. <http://penerbit.stekom.ac.id/index.php/yayasanpat/article/view/402>
2. Amuni, O. K. (2004). *Arabic language in Nigeria: an educational and cultural heritage*. In Otunuyi, A. K. T, Barihi Adetunji, and Yusuf, T. O. (Eds) Studies on Arabic Acculturation In Nigeria. Part One. Ilorin, Taofiqullahi Publishing House.
3. Abdurrahman, A. (2016). Bahasa Arab: Keistimewaan, Urgensi dan Hukum Mempelajarinya. Jurnal Jurusan Pendidikan Bahasa Arab. <http://www.ejournal.radenintan.ac.id/index.php/albayan/article/view/361>
4. "*Linguistics Program – Linguistics Program | University of South Carolina*". *Archived from the original on 6 June 2022. Retrieved 3 June 2022*
5. "*Studying Linguistics | Linguistic Society of America*". [www.linguisticsociety.org](http://www.linguisticsociety.org). *Archived from the original on 8 March 2022. Retrieved 1 April 2022*
6. "*Philosophy of Linguistics*". *The Stanford Encyclopedia of Philosophy. Metaphysics Research Lab, Stanford University. 2022. Archived from the original on 14 December 2022. Retrieved 3 June 2022*
7. Alimin, A. A., & Ramaniyar, E. (2020). Sosiolinguistik dalam pengajaran bahasa: studi kasus pendekatan dwi bahasa di sekolah dasar kelas rendah. books.google.com. <https://books.google.com>
8. "*Modern Science – Linguistics*". *The History of Creativity. Archived from the original on 3 October 2022. Retrieved 3 June 2022*
9. "*Meaning (Semantics and Pragmatics) | Linguistic Society of America*". [www.linguisticsociety.org](http://www.linguisticsociety.org). *Archived from the original on 24 September 2017. Retrieved 25 August 2017*
10. Wekke, I. S. (2016). Pembelajaran Bahasa Arab di Madrasah. books.google.com. <https://books.google.com/books>
11. Hanun, A., & Herizal, H. (2020). Meningkatkan Keterampilan Berbicara Bahasa Arab Melalui Permainan Bahasa Isyruna Sualan. ... Arab Dan Pendidikan Bahasa Arab. <https://www.journal.ibrahimy.ac.id/index.php/Lahjah/article/view/573>



12. Tamesis, Dante. "Morphology". Archived from the original on 10 February 2023. Retrieved 10 June 2022.
13. Wilson-Fowler, E. B.; Apel, K. (2015). "Influence of Morphological Awareness on College Students' Literacy Skills: A path Analytic Approach". *Journal of Literacy Research*. 47 (3): 405–32. doi:10.1177/1086296x15619730. S2CID 142149285.
14. Emmanuel, Ortese. "In linguistics". Archived from the original on 10 February 2023. Retrieved 10 June 2022.
15. Mey, Jacob L. (1993). *Pragmatics: An Introduction*. Oxford: Blackwell (2nd ed. 2001).
16. A'yuni, N. B. Q., & Parji, P. (2017). Tindak tutur ilokusi novel Surga Yang Tidak Dirindukan karya Asma Nadia (kajian pragmatik). *Linguista: Jurnal Ilmiah Bahasa*.
17. Asih, M. K. (2017). Pemerolehan Kompetensi Pragmatik Bagi Anak Berbahasa Ibu Bahasa Inggris (Sebuah Kajian Psikopragmatik Studi Kasus pada Anak Video Blogger Usia 2-4 Tahun).
18. Ferguson, Charles A. (1959). "Diglossia". *WORD (Worcester)*. 15 (2): 325–340. doi:10.1080/00437956.1959.11659702. ISSN 0043-7956. S2CID 239352211 – via Tandfonline-com.
19. Unsiah, F., & Yuliati, R. (2018). Pengantar Ilmu Linguistik. books.google.com. <https://books.google.com/books>
20. Mantasiah, R. (2020). Linguistik Mikro (Kajian Internal Bahasa Dan Penerapannya).
21. Marlina, L. (2019). Pengantar Ilmu Ashwat. In Fajar Media Bandung (Vol. 1). [http://digilib.uinsgd.ac.id/30539/1/PENGANTAR\\_ILMU\\_ASHWAT.pdf](http://digilib.uinsgd.ac.id/30539/1/PENGANTAR_ILMU_ASHWAT.pdf)
22. Muhsyanur, S. P. (2020). LINGUISTIK HISTORIS KOMPARATIF: Suatu Pengantar Awal. books.google.com. <https://books.google.com/books>