

## ARABIC NARRATION BY JAPANESE-SPEAKING LEARNERS

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### Abstract

There is an unmistakable upward trend in the population of Japanese-speaking learners of Arabic, reflecting the population growth of native Arabic speakers and recognition of the importance of Arabic languages and cultures as a field of study. The eagerness of Arab corporations to engage in business with Japanese organizations also continues to expose an increasing number of Japanese speakers to nations and cultures of the Arab world. Other reasons include growing attention on the Arab world's important role in international society. All of these factors have contributed to a heightening of interest in Arabic language learning among Japanese speakers.

The aim of this study is to investigate Arabic narration by native speakers of Japanese, primarily focusing on adverbial expressions that were used by Japanese-speaking learners when they were asked to narrate events depicted in the picture book, 'The Frog Story'. This paper first identifies three Arabic adverbial clause types, classified based on morphosyntactic and functional differences. This is followed by an examination of the different ways in which the learners' narrations of the events were coded via adverbial expressions and verbs.

The first type of adverbial expression is what in Arabic is known as *alḥa:ʔl-mufrad* or the 'accusative adverb', which for the purpose of this paper is referred to as the 'noun/participle adverb'. This phrase type comprises a verb participle combined with an accusative case and containing no tense information. An exciting conclusion of this study is that Japanese learners of Arabic tend to utilize this adverb type more frequently than native Arabic speakers do.

The second type of adverbial expression, known in Arabic as *jumlatuʔl-ḥa:l* or the 'adverbial sentence', is referred to as the 'explicit subject adverbial clause' in this paper. This clause type comprises a conjunctive particle, a subject pronoun, and a verb. The verb is always imperfect, and the subject need not be coreferential with the main clause subject. Results of this study indicate that Japanese learners of Arabic tend to use this adverbial clause type less frequently compared to native Arabic speakers. This may be due to learners not being aware that the subject of the adverbial clause need not be coreferential with the main clause subject.

The third type, also known as the 'adverbial sentence', is referred to as the 'non-explicit subject adverbial clause' in this paper. This clause type consists of only a verb in the imperfect tense, and has neither a conjunctive particle nor a pronominal subject. This clause type was not found in the learners' narrations, suggesting that the learners are not familiar with the fact that this kind of clause even exists in Arabic.

**Keywords:** Arabic language learners, native Japanese speakers, Standard Arabic, Adverbs, Verbs.

### 1. INTRODUCTION

Verbal and adverbial expressions are critical elements that complete the meanings of sentences, and are essential in any language. Native speakers are able to master these expressions naturally through everyday

exposure, in addition to receiving instruction in their first language education, but what about non-native speakers? Non-native speakers have no option but to rely on instructional sources such as textbooks. However, while textbooks written in Japanese provide lessons on traditional Arabic grammar, there tends to be very little if any information covered on the functionality of Arabic adverbial expressions. Traditionally (Naema1973, etc.) Arabic adverbial expressions are categorized into single adverbs (see 1.1), semi-sentence adverbs (see 1.2), and sentential adverbs (see 1.3). Sentential adverbs are further grouped into nominal sentences (see 1.3.1) and verbal sentences (see 1.3.2).

### 1.1. Single (Accusative) Adverb

The single accusative adverb takes on the form of an indefinite noun, and is fusional in accordance with the quantity and gender of the modified entity. Although this adverb indicates the condition of the agent, that applies only to the condition while the action is being performed, and not the fundamental condition of the agent. Take, for example, the sentence in (1). '*mubtasim(an)*' indicates the condition of the teacher, but applies only to the temporary condition during the time of the teacher's reply, and does not describe the fundamental or permanent characteristic or condition of the teacher. The grammatical marker of this noun/participle adverb is the accusative case. Nouns used for this adverb type are elements derived from verbs such as gerunds, active participles, and passive participles. In (1), an active participle is derived from the verb '*ibtasama* (to smile)', in other words describing the meaning 'smiling person'. For the purpose of this paper, I will term this type of adverb as the 'noun/participle adverb'.

- (1) ?aja:ba<sup>^</sup> l-usta:ð-u                      *mubtasim-an*  
 replied    def-teacher-nom.    smiling (with smile)-acc.  
 The teacher replied smiling.

### 1.2. Semi-sentence Adverb

As the name indicates, the semi-sentence adverb is an adverbial phrase that uses a preposition.

- (2) yajibu<sup>^</sup>    ððiha:b-u    *bi-l-mala:bis-i<sup>^</sup>*                      *rrasmiyat-i*  
 must        going-nom.    with-def-clothes-gen.    formal-gen.  
 You should go to this restaurant in formal attire.

This adverb always comprises the combination of a preposition and a noun. This type of adverb is not used when modifying motion events, and thus is not discussed in this paper.

### 1.3. Sentential Adverb

#### 1.3.1. Nominal adverb

A nominal adverb is an adverbial clause that uses a verb, but because the clause begins with a noun, it is classified as a nominal phrase<sup>1</sup>.

This adverbial clause comprises the conjunction '*wa* (and)', a pronoun ('*huwa* (he)' etc.), and a verb. See for example (3):

- (3) maʃa:    *wa*    *huwa yuyanni:*  
 walked    and    he    sings  
 He walked while singing.

The sentence in (3) describes an event "walked", along with an incidental event "singing" that occurred simultaneously.

#### 1.3.2. Verbal adverb

This adverb type is differentiated by the fact that it lacks conjunctions (such as '*wa* (and)') and pronouns (such as '*huwa* (he)')

- (4) qa:ma                                      yaqfiðu

<sup>1</sup> In Arabic, sentences are classified according to the part of speech of the element that appears at the start of the sentence. In a sentence using a verb, if a noun appears at the start of the sentence (in other words, if the word order is SV), then the sentence is a nominal sentence, and if a verb appears at the start (if word order is VS), it is classified as a verbal sentence.

Stand.perf.3sing.ml. jump.imper.3sing.ml.

He stood up to jump/jumping.

In traditional Arabic grammar, the difference between ‘nominal adverbs’ and ‘verbal adverbs’ is not considered to be of significance. Nor is this differentiation taught to language learners of Arabic. What this study revealed is that differentiating these adverb types is in fact meaningful, in addition to being helpful for learners, as discussed in detail later in this paper.

Introducing learners to these adverb types recognized in traditional Arabic grammar is a starting point. However, as demonstrated in the next section, the findings of this study indicate that merely providing learners with instruction on the aforementioned formal characteristics does not lead to learners correctly understanding and using adverbs. To address this issue, in this study, the types of Arabic adverbial expressions were re-classified, defining the functional characteristics of the respective adverb types. Instruction on those new classifications and functional characteristics were then provided to the learners, before performing the narration exercise again. The results showed an improvement in the learners’ proficiency, in terms of their usage of adverbial expressions and verbs.

The findings of this paper can be meaningfully applied in two different areas. First, in the field of Arabic language education, where the proposed new classification method for adverbs could help elevate proficiency of relevant expressions such as verb semantics. Second, in the field of linguistics, where revealing the functional characteristics of adverbs, traditionally defined only in terms of form, could have a major impact.

## 2. NARRATION OF JAPANESE SPEAKING ARABIC LEARNERS

The material used in the narration experiment for this study was a picture book with no text titled “Frog Story: Frog, where are you?” containing many motion events. The investigation method was to instruct learners to narrate the content of each picture by describing it in Arabic, record the spoken content, and conduct an analysis. Participants included 10 Japanese speakers that are intermediate level learners of Arabic (6 women and 4 men in their late 20s to early 40s). Data was also collected from 10 native Arabic speakers (5 women and 5 men, all in their 30s and 40s).

“Frog Story” is about a young boy who lives with a dog and keeps a pet frog in a bottle. One night, while they sleep, the frog escapes from the bottle. When the boy wakes up in the morning, the frog is gone. The boy and the dog venture out to search for the frog. On the way, they encounter a number of challenges, such as being chased by bees, being attacked by a deer, and falling from a tree and a cliff. They ultimately find the frog along with the frog’s family, and return home with one of those frogs.

The elements involved in the motion event include the moving figure, the path of movement, the reference point associated with the movement (ground), and the manner of movement. This provided the study with interesting points of comparison between the different ways in which the Arabic learners and native Arabic speakers described the story.

### 2.1. Verbs and Adverbs in Arabic Learners’ vs. Native Speakers’ Narrations

To investigate how the aforementioned adverbial patterns appear in the spoken expressions of Arabic language learners, ‘Frog Story’ was used. Intermediate level Arabic language learners were asked to provide their own narration to the picture book, and the expressions of verbs and adverbs in their narrations were examined. This narration experiment revealed interesting findings about the learners’ speech patterns: A strong tendency to use adverbs; a somewhat frequent appearance of ‘gerund/participle’ adverbial expressions; being less accustomed with the usage of ‘explicit subject adverbial clauses’; and the total absence of ‘non-explicit subject adverbial clauses. For example, the boy and dog searching for the frog in every nook and cranny of the room (Image 1.) was expressed by learners as:

(5) a. baḥaṯa:                      ṣan^ id^d^ifdaṣ-i                      fi^ l-yurfat-i                      bi-l-ka:mil-i  
 search.perf.2dl.ml.    about def.frog-gen.                      at def-room-gen.                      with-def-perfect-gen(completely)

Both of them searched for the frog in the room completely.

b. yabḥaṯu^                      l-walad-u                      ṣan^ id^d^ifdaṣ-i                      ka:mil-an  
 search.imper.3sing.ml.    def-boy-nom.                      about frog-gen.                      perfect-acc.

The boy searched for the frog completely.

Of the ten learners, seven used almost identical adverbial expressions, ‘bilka:mili’ and ‘ka:milan’, which mean

'completely' (5.a, b). The latter is highly productive gerund/participle adverbs, but what these adverbs depict is the full completion of a task, and the nuance of searching every nook and cranny is lost.

Next, the learners used adverbs, to describe in detail, a picture showing the dog falling from the window while the boy looks out of the window (Image 2.). The element detailed via adverb use differed depending on the individual learner.

- (6) a. qafaza<sup>^</sup>                    l-kalb-u                    mina<sup>^</sup> fjubba:k-i                    wa  
 jump.perf.3sing.ml def-dog-nom.    from    def.window-gen.    and  
 yanz<sup>^</sup>uru<sup>^</sup>                    l-walad-u                    ?ila<sup>^</sup> l-kalb-i                    qal?iq-an  
 see.imper.3sing.ml.    def-boy-nom    to    the-dog-gen.    worrying  
 The dog jumped from the window and the boy looked at the dog worrying.
- b. qafaza<sup>^</sup>                    l-kalb-u                    mina<sup>^</sup> fjubba:k-i                    faj?at-an  
 jump.perf.3sing.ml.    def-dog-nom.    from    def.window-gen    suddenly  
 The dog jumped from the window suddenly.

To describe this picture, the learners and the native speakers alike expressed the fall of the dog as the main event. Nine of the native speakers did not use an adverb, whereas among the learners there was a tendency to use adverbial expressions. The adverb in 6a describes the condition of the boy, and in 6b the condition of the dog.

Of the ten learners of Arabic, three had learned Arabic via self-study living in an Arab country as a foreign student, rather than through formal training at a language school or at a university in Japan. Although those three learners made relatively few grammatical mistakes or lexical errors, results of the narration experiment showed that they rarely used the adverbs covered in this paper. Furthermore, the learners who had studied Arabic formally at a university were more skilled in terms of how they used the adverbs. This suggests that when it comes to the types, usages, functions, etc. of adverbs, formal academic training at a university is more conducive to appropriate mastery than self-study or even learning at a language school.

To describe the picture of the boy and dog departing on a journey to search for a frog (Image 3.), adverbs were used as well, as shown in the next example:

- (7) za:ra                    ya:ba li-yabhaθa                    ?an<sup>^</sup> id<sup>^</sup>d<sup>^</sup>ifda<sup>^</sup>  
 visit.perf.3sing.ml    forest to-look for.imperf.3sing.ml    about def.frog  
 wa huwa    yuna:di:  
 and he    call.imperf.3sing.ml  
 He (the boy) visited the forest in order to search for the frog, and he was calling.

In this sentence (7), a learner used an explicit-subject adverbial clause to express an event (calling out for the frog) occurring simultaneously with the main-clause event (the arrival in the forest) (Image 3). In contrast, four native speakers used non-explicit subject adverbial clauses to describe the same event, as seen in two examples below (8)<sup>2</sup>:

- (8) a. xaraja:                    ma?an    yabhaθa:                    ?an<sup>^</sup>    id<sup>^</sup>d<sup>^</sup>ifda<sup>^</sup>  
 get out.perf.3dl.ml    together    look for.imper.3dl.ml    about    def.frog  
 fi<sup>^</sup>l-ya:ba<sup>^</sup>                    l-qari:ba    mina<sup>^</sup>    l-manzil  
 in def-forest    def-close    from    def-house  
 They went out together looking for the frog in the forest close from the house.
- b. ya:dara                    Karim    wa    Life    al-manzil    wa    θahaba:  
 leave.perf.3sing.ml Karim    and    Life    def-house    and    go.perf.3dl.ml

<sup>2</sup> Due to page constraints, sentences of only the sentences of two of the native speakers have been included as examples.

ila<sup>^</sup> l-ya:ba yabħaθa: Ğan Mimo  
 to def-forest look for-imper.3dl.ml about Mimo

Karim (the boy) and Life (the dog) went out looking for Mimo (the frog).

In (8.a, b), the event of 'searching for the frog', which is the boy and dog's purpose for entering the forest, is expressed by a non-explicit subject adverbial clause. In the native speakers' expressions, there was also a tendency to give names to the characters of the picture book.

In describing the subsequent event an adverbial clause was used as well. When searching for the frog in the forest, the boy finds a hole (a lair of an animal), and peek inside to search for the frog, but the dog can't keep its attention off of a beehive (Image 4.). In articulating this event, of the ten native Arabic speakers, four used an explicit subject adverb, and four used a non-explicit subject adverb in part of their narration (9), whereas not a single adverb appeared in the narrations of ten of the Arabic language learners (9').

(9) a. wajada<sup>^</sup> l-walad ħufra, fa-ħa:wala<sup>^</sup> stikġa:fi-ha:,  
 find.perf.3sing.ml. def-boy hole therefore-try.perf.3sing.ml. discovery-gen.3sing.fem.  
 wa<sup>^</sup> l-kalbu yastakġifu xaliyyat-a<sup>^</sup>nnaħl  
 and def-dog discover.imper.3sing.ml. beehive

The boy found a hole, so he tried to look inside, while the dog stared at a beehive.

b. wa bainama: yabħaθu Malek fi: ha:ðihi<sup>^</sup> l-ħufra,  
 and during search.imper.3sing.ml. Malek in this.fem. def-hole  
 ra:ħa Life yaġbaθu bi-ġuġġi<sup>^</sup>ddaba:bi:r  
 go.perf.3sing.ml. Life play.imper.3sing.ml. with-wasp's nest

While Malek (the boy) was searching in this hole. Life (the dog) went to see the wasp's nest.

(9') a. yanz<sup>^</sup>uru<sup>^</sup> t<sup>^</sup>t<sup>^</sup>ifl ?ila: da:xila ħufra s<sup>^</sup>ay:ra,  
 look.imper.3sing.ml. def.child to inside hole small  
 wa fi: nafs<sup>^</sup>lwaqt al-kalbu yahtammu bi-xaliyyat-i<sup>^</sup>nnaħl  
 and at the same time def-dog be interest in.imper.3sing.ml. with-beehive

The child was looking into the hole, and at the same time, the dog was interested in the beehive.

b. na:da<sup>^</sup> l-walad Ğala: d<sup>^</sup>ifdaġi-hi tija:ha<sup>^</sup> l-ħufra,  
 call.perf.3sing.ml. def-boy on frog-poss.3sing.ml. towards def-hole  
 wa nabaħa<sup>^</sup> l-kalb ila: xaliyyati<sup>^</sup>nnaħl  
 and bark.perf.3sing.ml. def-dog to beehive

The boy called for his frog towards the hole, and the dog barked at the beehive.

One reason for this difference between the Arabic language learners and the native Arabic speakers may be that different agents are involved in the two events. In the adverbial clause used by the learners, the agent appearing in the event described is different from the agent involved in the event depicted in the main clause. When the agents participating in the two events are different, as in (9'), *fi: nafs<sup>^</sup>lwaqt*, which means 'at the same time', preceded by a coordinate conjunction *wa* "and" was used, rather than an adverbial clause. This suggests that among Japanese-speaking Arabic language learners, there may be a lack of awareness of the fact that explicit subject adverbs can be used even where the subjects are not coreferential.

## 2.2. Beyond Adverbial Expression: Verb Usage in Arabic Learners' Narrations

Let us now discuss the usage of elements other than adverbial expressions. These include verbs and verb+preposition collocations, nouns, and conjunctions of sentences and clauses.

First, we will examine verbs used by Japanese learners of Arabic, to find out how they differ from those used by native Arabic speakers. Although Japanese learners are not well accustomed to the VS word order in Arabic, the narration experiment revealed a more frequent use of the VS word order among the learners

compared to the native speakers. However, differences from native speakers were noted in how the learners used verbal aspects. Among the learners, five used verbs in the imperfect aspect, three used the perfect aspect, and two used noun predicate sentences (copular sentences) with no verb. In contrast, the native Arabic speakers all used the past continuous aspect, especially for the verbs meaning 'reside' and 'live'. See for example (10), where learners expressed what they saw in the picture of a child and a dog observing a frog in a container (Image 5.). (11) is the speech of native Arabic speakers describing the same picture.

- (10) a. yaskun                      tʕifl    maʕa    kalb    wa    dʕifdaʕ...  
 live.imper.3sing.ml.    child    with    dog    and    frog  
 The child lives (is living) with the dog and frog.
- b. yaʕʕabu^                      l-walad    wa^    l-kalb    maʕa^    dʕdʕifdaʕ...  
 play.imper.3sing.ml.    def-boy    and    def-dog    with    def.frog  
 The boy and the dog play (is playing) with the frog.
- c. ja:hada                      tʕifl    wa    kalb    dʕifdaʕ    fi:    zuja:ja...  
 watch.perf.3sing.ml.    child    and    dog    frog    in    bottle  
 The child and the dog watched the frog in a bottle.
- d. fi:    ʕa:ti    laila,    ka:na^                      l-walad    wa^    l-kalb  
 in    one    night    be.perf.3sing.ml.    def-boy    and    def-dog  
 yataʕammalu:na^                      dʕdʕifdaʕ    fi^    zzuja:ja...  
 watch carefully.imper.3pl.    def.frog    in    def.bottle  
 One night, the boy and the dog were carefully watching the frog in the bottle.

- (11) a. ka:n    ya:ma:ka:n,    ka:na                      huna:ka    walad  
 once    upon    a    time    be.perf.3sing.ml.    there    boy  
 yaʕi:j                      maʕa    kalbi-hi                      wa    dʕifdaʕ...  
 live.imper.3sing.ml.    with    dog-poss.3sing.ml.    and    frog  
 Once upon a time, there was a boy who was living with a dog and a frog.
- b. ʕa:ta    masa:,    ka:na                      Muhammad    wa    kalbu-hu  
 one    night    be.perf.3sing.ml.    Muhammad    and    dog-poss.3sing.ml.  
 yaʕʕaba:ni    maʕa^    dʕdʕifdaʕi^    sʕsʕay:i:r...  
 play.imper.3dl.    with    def.frog    def.small  
 One night, Muhammed and his dog were playing with a small frog.

It isn't only in Arabic, but in Japanese as well, that verbs like 'reside' and 'live' denote a state rather than an activity. That is why for these verbs, using the (imperfect) past continuous aspect is natural. In describing how upon awakening in the morning (Image 6.), the boy noticed that the frog wasn't in the container (12), only one of the learners used the appropriate verb, and this is likely due to the influence of Japanese.

- (12) a. yadan,    la:ħazʕa                      ʕadam    wuju:d-i^                      dʕdʕifdaʕ    fi:  
 tomorrow, observe.perf.3sing.ml.    not    existence-gen.    def.frog    in  
 yurfat-i-hi.  
 room-gen-poss.3sing.ml.  
 The next morning<sup>3</sup>, he realized the frog was not in the room.
- b. wa    la:ħazʕa^                      tʕtʕifl-u                      yiya:b-a^                      dʕdʕifdaʕ

<sup>3</sup> In the actual data, the word meaning 'tomorrow' is used instead in error.

and observe.perf.3sing.ml. def.child-nom absence-acc. def.frog

And, the child realized the absence of the frog.

c. ʕarafa: ʔanna^ dʕdʕifdaʕ ɣair mawju:d baʕda ʔan^ istaiqazʕa:  
 know.perf.3sing.ml that def.frog not found after that wake.perf.3sing.

After he woke up, he knew that the frog was not there.

d. fiʕ-yawmiʔtta:li:, istaiqazʕa^ l-walad wa kalbu-hu  
 in the following day, wake.perf.3sing.ml. def-boy and dog-poss.3sing.ml.  
 wawajada: wiʕa:ʔ-a^ dʕdʕifdaʕ xa:lyan.  
 find.perf.3dl. container-acc. def.frog empty

The following day, the boy and the dog woke up, and found the container empty without the frog.

The most appropriate verb for describing this situation is *wajada* (to find). However, if this were a Japanese expression it would be natural to use *kizuku* (to realize) or *wakaru* (to understand) which are verbs of cognition, and that influence can be seen in the learner's Arabic expressions. The words used by the learners, *la:ħazʕa* (equivalent to 'to realize') and *ʕarafa* (equivalent to 'to know') are both different in nuance from the corresponding Japanese verbs, and therefore are unnatural when used in this context. The verb *la:ħazʕa* is used in situations where an agent notices something as a result of observing an object. The meaning of the verb *ʕarafa* is also likely not the same as what the learner intended to express. The meaning of this verb includes the acquisition of knowledge (12.b), as well as speculation upon assessing a situation (12.c). Therefore a native Arabic speaker would likely note that these are not the appropriate verbs for describing a situation that the boy would comprehend immediately upon awakening in the morning.

### 3. DISCUSSION

In this study, the usage of adverbs and verbs by Japanese-speaking learners of Arabic was investigated, and compared with that of native Arabic speakers. The comparative analysis revealed that the learners used noun/participle adverbial phrases more frequently than did the native speakers. Additionally, learners used explicit subject adverbial clauses only when the subjects of the main clause and adverbial clause were coreferential, and used no non-explicit subject adverbial clauses at all. The usage of adverbial expressions appeared to be related to educational history. The results suggest that individuals who receive formal training in a university have a tendency to be able to use adverbs with relative naturalness.

**Table 3: Adverb usage per adverb type and university study experience: Japanese learners of Arabic vs. Arabic native speakers**

Adverb category	Japanese learners' usage count		Native speakers' usage count
	Studied Arabic in university	Has not studied Arabic in university	
Noun/participle	15	3	11
Explicit subject	9	0	15
Non-explicit subject	0	0	7
Total usage count	27		33
	24	3	

Adverbs play a major role in completing and specifying the meaning of an expression in every language. However, most textbooks for language learners of Arabic do not provide specific or clear instructions on the usage of adverbs. This paper proposes ways to explain the function of adverbs that would be easily understood by native Japanese speaking learners of Arabic. This would contribute not only to Arabic language education but also the field of linguistics. This proposal includes the following new classification method for adverb types.

The first category is the noun/participle adverb (referred to in traditional Arabic grammar as ‘accusative adverb’). This adverb type indicates the condition of the main event itself, completing the expression of meaning<sup>4</sup>.

Instructors can introduce this information along with Diagram 1, which can be used as a reference to facilitate understanding.

The second adverb type is the explicit subject adverbial clause, which is characterized by the ability to describe an event that is separate from the event expressed by the main clause verb. In other words, the event expressed by the main clause and that described by the explicit-subject adverbial clause are two separate events that happen concurrently, as shown in Diagram 2.

The third type of adverbial expression is the non-explicit subject adverbial clause. This clause type consists only of a verb in the imperfect, and lacks both a conjunctive particle and a pronominal subject. Conventionally, clear information on what differentiates a ‘non-explicit’ subject adverbial clause from an ‘explicit’ subject adverbial clause have not been provided to learners. The differentiating factor can be defined as follows: The non-explicit subject adverbial phrase describes a situation or event that is causally related to the main clause event. This adverbial clause type was not found in the learners’ narrations, suggesting that Japanese learners of Arabic are not familiar with the fact that this type of clause is even available for use in Arabic.

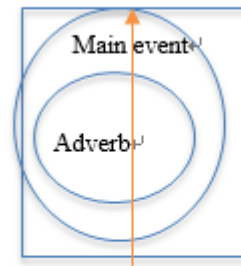
Based on the information above, Arabic language learners whose narrations had adverbial usage errors were introduced to functional and morphological characteristics of the respective adverbial expression types, via instruction that incorporated illustrations and diagrams. This follow-up instruction was then followed by an exercise to test understanding, and once an increase of proficiency rate was confirmed and improved understanding was determined, Arabic language learners were provided with the same picture book and asked to narrate it again. Arabic language learners who underwent this process experienced a clear decrease of errors, indicating that their level of proficiency of adverbial usage had grown closer to that of a native Arabic speaker.

#### 4. FINAL REMARKS

This paper studies expressions used by native Japanese speaking language learners of Arabic when describing events, investigating how adverbial phrases and verbs are used, how their usages differ from native Arabic speakers, and why the differences exist. Subjects of the study included three individuals who had experience either attending a language school or living abroad in an Arabic-speaking country and seven who had received formal training in Arabic at a Japanese university. Differences were identified between these two groups. In spite of the fact that the level of grammatical knowledge was almost identical between the two groups, results showed that the subjects in the former group were not using any explicit or non-explicit subject adverbs. Furthermore, usage of a noun/participle adverb occurred only once in this group. This suggests that the learners who had not received formal instruction for Arabic at a university were less familiar with how to use adverbs. Another interesting finding was that individuals who had studied Arabic at a university used noun/participle adverbial phrases at a higher frequency than native speakers.

Use of explicit subject adverbial clauses was found to occur at a higher frequency among native speakers. This is due to the different syntactic environment in which this type of adverbial expression is generated. Whereas native speakers used explicit subject adverbial clauses even where there were different subjects for the adverbial clause and main clause, learners used this type of adverbial clause only in instances where the subject of the main clause and the subject of the adverbial clause were coreferential. There may be a belief among learners that explicit subject adverbial clauses can be used only if the two subjects are coreferential, based on incorrect grammatical information.

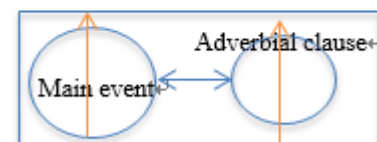
**Diagram 1: Noun/participle**



**Diagram 2: Explicit subject**



**Diagram 3: Non-explicit subject**



<sup>4</sup> The arrow in the diagram refers to time.



No instances of use of non-explicit subject adverbs were observed, and combined with the fact that this adverb type is not introduced in grammar instruction literature or textbooks, this result suggests that learners may not even be aware of the existence of this type of adverbial expression.

As the next step, further discussion is necessary on how to best present information on usage, functional, and syntactic characteristics of various Arabic adverbial expression types.

## 5. ABBREVIATIONS

acc:	accusative
def:	definite article
dl:	dual
fem:	female
gen:	genitive case
imper:	imperfective
ml:	male
nom:	nominative case
poss:	possessive
perf.:	perfective
rel.cl.:	relative clause
3sing:	third person, singular
1sing:	1st person, singular

## 6. IMAGE BIBLIOGRAPHY



Image 1.



Image 2.



Image 3



Image 4.



Image 5

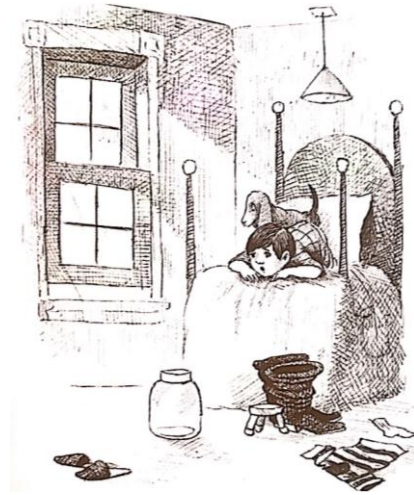


Image 6

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