Diglossic Impact on Palestinian Children's Acquisition of Modern Standard Arabic (MSA) Bound Morphemes

تأثير ظاهرة الازدواجية اللغوية على اكتساب الأطفال الفلسطينيين للمقاطع الصرفية المتصلة في اللغة العربية الفصحى

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A Thesis Submitted in Partial Fulfillments of the Requirements for the Degree of Master of Arts in Linguistics

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بناءً على موافقة عمادة البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيك لجنة الحكم على أطروحات الباحثة: د. سعد شملح لدرجة الماجستير في كلية الآداب/ برنامج الدراسات اللغاتية والترجمة، لسانات لغة إنجليزية وموظفها: تأثير ظاهرة الإزدواجية اللغوية على اكتساب الأطفال الفلسطينيين للمقاطع الصرفية المتصلة في اللغة العربية الفصحى

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وبعد المناقشة التي تمت اليوم الأحد 17 ربيع الثاني 1441 هـ الموافق 15/12/2019م الساعة الواحدة مساءً، في قاعة مكونة من 48 فتى طيبة، اجتمعت لجنة الحكم على الأطروحات المكونة من:

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Diglossic Impact on Palestinian Children's Acquisition of Modern Standard Arabic (MSA) Bound Morphemes

Abstract

Diglossia is a linguistic phenomenon in which two distinct varieties of the same language are spoken within the same speech community (Ferguson (1959). These varieties are the high variety (H) and the low variety (L). The former refers to the type of language used by educated people in formal situations and serious issues such as political conferences or TV news, whereas the latter refers to the various dialects of the language and used in everyday communication.

This research investigates diglossic impact on Palestinian children's acquisition of Modern Standard Arabic (MSA) morphology, the MSA bound inflectional and derivational bound morphemes in specific. Besides, the study aims at exploring whether explicit grammatical instruction improves Palestinian children's performance regarding using MSA bound morphemes.

One hundred and thirteen Palestinian students constituted the convenient sample of the study. They were all males in the primary stage: 37 from the fourth grade, 37 from the fifth grade and 39 students from the sixth grade. Participants were all enrolled in Al-Shariqa Governmental Primary School for Boys in Gaza City in the scholastic year 2017-2018.

For the purpose of answering the research questions, a descriptive analytical approach was adopted, utilizing a mixed-methods design (i.e., combining both qualitative and quantitative methods). In order to assess Palestinian students' ability to use MSA bound morphemes correctly, an Arabic language achievement test was administered to the participants. In addition, observation cards were used to answer questions related to teachers' use of diglossic language and the type of instruction used to explain MSA grammatical lessons for the participants. Observations were conducted inside the fourth, fifth and sixth graders' classrooms.

The findings revealed that diglossia negatively affected students' acquisition of MSA bound inflectional and derivational morphemes. The participants’ scores in the achievement test were poor and unsatisfying since the percentage of correct answers was less than 50%. In addition, explicit instruction did not significantly improve Palestinian students' performance in using MSA bound morphemes. Therefore, Palestinian policy makers, educators and parents should address the challenges Arabic language faces due to the prevailing diglossic situation.
تأثر ظاهرة الازدواجية اللغوية على اكتساب الأطفال الفلسطينيين للمقاطع الصرفية المتصلة في اللغة العربية الفصحي

ملخص البحث

ظاهرة الازدواجية اللغوية هي وجود مستويين مختلفين من اللغة نفسها يتحدث بهما في المجتمع اللغوي نفسه. أحد هذين المستويين يعد الأرقي (L) و الآخر يعد الأدنى (H)، أما المستوى الأرقي فهو ما تستعمله اللغة المثقفة في المواقف الرسمية وفي القضايا المهمة، كالمؤتمرات السياسية، ونشرات الأخبار المتفقة. أما المستوى الأدنى فيشير إلى مختلف اللهجات المستعملة في التواصل اليومي (فريجسون، 1959).

يهدف هذا البحث لتعريف على أثر الازدواجية اللغوية على اكتساب الأطفال الفلسطينيين للمقاطع الصريفية المتصلة في اللغة العربية الفصحي، وما إذا كان التدريس المباشر للنظر في أداء الأطفال الفلسطينيين في استخدام المقاطع الصريفية في اللغة العربية الفصحي.

اختار الباحثة العينة المتاحة للدراسة وتكون من 113 طفلًا فلسطينيًا وهم موزعون كالتالي: 37 طالبًا من الصف الرابع، 37 طالبًا من الصف الخامس و39 طالبة من الصف السادس. جميع الطلاب من الذكور المسجلين في مدرسة الشارقة الأساسية الحكومية للبنين في العام الدراسي 2017-2018.

للإجابة عن أسئلة الدراسة تبنت الباحثة منهج الورشة التحليلي المتعدد الأساليب، وذلك باستخدام الطريقة الكمية والطريقة النوعية لجمع البيانات. قبض على تأثير الطلبة بظاهرة الازدواجية اللغوية في اللغة العربية الفصحي، تقدم الطلبة من عينة الدراسة لتمكين تحصيلهم باللغة العربية يقسم مدى قدرتهم على استخدام المقاطع الصريفية العربية والاستراتيجية الخاصة باللغة العربية الفصحي بشكل سليم. كما وظفت الباحثة نموذج من قوائم الملاحظة؛ تعزز المناقشة الخاصة بالإجابة عن أسئلة الدراسة. هدف الملاحظات إلى الإجابة عن أسئلة متعلقة باستخدام المعلمين لمستويي اللغة العربية: الفصحي، والعامة، وكذلك التعرف على الاستراتيجية المستخدمة في شرح دروس القواعد العربية للطلبة من الصفوف الرابع والخامس والسادس.

كشفت النتائج أن ظاهرة الازدواجية اللغة تؤثر سلباً على استعمال الطلاب المقاطع الصريفية، وقد بدأ ذلك جلياً في نتائج الطلاب التي جاءت غير مرضية، حيث تدل نسبة التحصيل العامة لأقل من 50%. كما وجاء في نتائج الدراسة أن التعليم المباشر لم يحسن أداء الطلاب في استعمال المقاطع الصريفية المتصلة في اللغة العربية الفصحي بشكل مرضي، وعليه فقد نصحت الباحثة بضرورة أن يقوم صناع السياسات التعليمية والمعلمون والآباء الفلسطينيين بمعالجة التحديات التي تواجه اللغة العربية بسبب ظاهرة ازدواجية اللغة السائدة.
Dedication

To my dad and mum, my greatest source of inspiration and to whom I owe all my success,

To my beloved husband for his patience, understanding and full support,

To my lovely daughters,

To my sisters and brothers,

To my father-in-law,

To the soul of my mother-in-law,

To my sisters and brothers- in-law,

To all my friends and colleagues,

And to whoever taught me a word.
Acknowledgement

I am grateful to Al-Mighty Allah, Who lightened my way through the process of writing my thesis.

My acknowledgement goes to my thesis supervisor, Dr. Hassan El-Nabih, for his support, guidance and valuable comments throughout the processes of writing my thesis. Besides, I would like to thank the examiners Dr. Mosheer Amer and Professor Hassan Abo-Jarad for their appreciated feedback.

My thanks also go to my colleagues who helped me when analysing Gazan Arabic spoken vernaculars and to the teachers and students whose classes I observed.

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List of Abbreviations

AP Active Participle
ASVs Arabic Spoken Vernaculars
CA Colloquial Arabic
CAH Contrastive Analysis Hypothesis
L1 First Language
L2 Second Language
LAD Language Acquisition Device
MSA Modern Standard Arabic
PSA Palestinian Spoken Arabic
RPD Rural Palestinian Dialect
SVO Subject Verb Object
TGG Transformational Generative Grammar
UG Universal Grammar
VSO Verb Subject Object
## Symbols and their equivalent Arabic pronunciation

<table>
<thead>
<tr>
<th>The symbol</th>
<th>Arabic equivalent</th>
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<tbody>
<tr>
<td>nna</td>
<td>نون النسوة – نّ</td>
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<td>جين (الجمع)</td>
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<td>un</td>
<td>تنوين الضمّّ</td>
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Chapter One
Introduction
Chapter One
Introduction

1.1 Background and Context

*Diglossia* is a sociolinguistic term coined by Marcais (1935), then used and defined in more details by Ferguson (1959). It is a linguistic situation in which two distinct varieties of the same language are spoken within the same speech community. These varieties are the high variety (H) and the low variety (L); each has its specific role in the society. The H variety is used by educated people in formal situations and serious issues such as political conferences or TV news, whereas the L variety is used for everyday communication. Diglossia is exemplified in four languages: Arabic, Modern Greek, Swiss German, and Haitian Creole (Ferguson, 1959).

The diglossic phenomenon can be studied within two linguistic disciplines. The first is psycholinguistics, which studies diglossia to explore its impact on language mental processing, language acquisition, language learning and language production. The second is sociolinguistics, which examines all issues related to social uses of language such as the ways people use language to communicate, the language choices people make in different social situations, the way language reflects social identity and the linguistic variations used within the same language (diglossia).

The research conducted by psycholinguists and sociolinguists with focus on diglossia highlights the notion that diglossia leads to distortion in language acquisition, language learning and language production (Al-Zughloul, 2000). Besides, it results in social troubles like difficulty in communication and lack of comprehension among language communities (Al-Brri et al., 2015; Suleiman, 2003).

The gravity of diglossia on early language acquisition is latent in the idea that children in their critical period of language acquisition are exposed to the low variety of language as a mother tongue. Ortega (2014:12) argues that "Children acquiring their first language complete the feat within a biological window of four to six years of age." Within the diglossic phenomenon, simultaneous period of language acquisition is characterized by the interaction between language as an innate faculty (that man is
Chomsky (1965) suggests that language is an innate faculty as all humans are born with a set of rules about language, referred to as Universal Grammar (UG). The UG is the basis upon which all human languages build. Chomsky added that innate facilities do always exist in humans potentially. The interaction between the innate faculty and the social input results in simultaneous acquisition and production of the mother tongue (L variety) before the acquisition of the H variety.

After the age of six, acquisition starts to decline and children join official schools to receive systematic intentional learning of several courses one of which is the H variety of language. However, acquisition has stronger and more prominent effect when compared to intentional learning. Pallier (2007) argues that humans are more efficient at language learning in the first years of life (time of acquisition). In other words, acquisition age is an important indicator of ultimate proficiency; the older one starts to learn a language, the less proficiency he/she achieves. As a result, if exposure to language is delayed until after five years and up to puberty, then development would not benefit from the natural mechanism of language acquisition but it would be driven by a different set of cognitive processes such as memorization, comprehension and analysis (Pallier, 2007). Consequently, success in language development will not be achieved, and this is the case in diglossic situations.

In short, in a diglossic environment, children learn the high variety intentionally, not simultaneously, after the low variety has taken dominance in their early childhood. Thus, the high variety of language is learned as a second language, which needs intellectuality, concentration and different cognitive abilities. Such a situation is problematic as it threatens students’ proficiency in using the high variety. Fragile use of the high variety or substituting it with other low varieties leads to several communication and social problems.

Arabic, the concern of the study, has two main varieties: the (H) variety referred to as Modern Standard Arabic (MSA) and the (L) one referred to as Arabic spoken

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1 Some researcher refer to MSA as Alfusha or Literary Arabic or the outer language.
vernaculars (ASVs). MSA is supposed to be the first language in the Arab world. However, as a result of the dominance of ASVs over the H variety, children are exposed to ASVs before and with higher frequency than MSA. Consequently, in the critical period (hypothetically the first six years of life) Arab children acquire ASVs instead of MSA. The supposed first language (MSA) and second language (ASVs) are switched and not absorbed in the normal sequence as explained before because Arab children acquire ASVs then learn MSA formally at schools as a second language (Ibrahim & Aharon-Peretz, 2005; Nevat et al, 2014; Amara, 2010).

While Arabs share one standard Arabic language (MSA), different vernaculars are used. These vernaculars "are mainly regional varieties and they vary from one country to another and from one city, town, or village to another" (Saiegh-Haddad et al., 2011:7). Besides, she argues that this duality between MSA and ASVs in the Arabian societies invades language at all levels; morphological-syntactic, phonological, and lexical-semantic. Thus, while Arabs are supposed to understand each other's culture and language easily, diglossia creates language barriers that hinder understanding. This dual situation of mixture between MSA and ASVs reflects the diglossic situation of the Arab world.

Such a perplexing diglossic situation in the Arab world has drawbacks on Arab students. They have difficulty understanding and using MSA vocabulary and grammar unless they are taught how to do so in the academic life. Usually, they revolve around the intended word by adding ungrammatical morphemes, exchanging grammatical with ungrammatical morphemes, phonemes or changing the word as a whole. This trouble in using MSA among Arab students has been investigated by several scholars such as Abu-Rabia (2000); Bader (2007); Haddad (2005); Hasem & Al Huri (2015); and Palmer (2008).

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1 Different words can be used to refer to ASV such as: Ammiya, Arabic dialects, spoken Arabic or the inner language.
1.2 Statement of the Problem

Palestinian students have not survived ASVs interference in MSA which results on a prevailing diglossic situation. The prevalence of this diglossic phenomenon has been noticed by the researcher of the current study and her colleagues through direct contact with Palestinian students and through investigating their written work. To exemplify, when referring to a group of girls swimming, students would say: 

البنات بسبحا = Albanat bisbaho = the girls are swimming. However, the correct structure is آلبنات تسبحُ = Albanatu tasbahnna. Thus, students misused the imperfect feminine MSA bound inflectional morpheme \{ta\} and replaced it with \{bi\}. They also replaced the plural feminine MSA bound inflectional morpheme \{–nna\} (noon al-neswa) with the \{u\}. To assert the existence of the problem, the researcher examined related previous studies, such as the one presented by Palestinian and Arab scholars, particularly, the participants in The Conference of Language Status in Palestine (2006) in which they confirmed that the status of MSA among Palestinian students is deteriorating, and that the percentage of weakness is rising. Moreover, Amara (2010) reported that the existence of multiple dialects created various troubles to Arab Palestinian students in using MSA because what they speak is different from what they read and write at schools, a problem which students face when they enroll in the first grade.

The present research endeavours to shed light on the impact of the diglossic situation upon Palestinian children's acquisition of MSA morphology, particularly, the use of MSA bound morphemes (i.e., inflectional and derivational morphemes). MSA bound morphemes are morphemes which cannot stand alone as one unit (e.g.; the imperfect inflectional MSA bound morpheme \{ya\} in the verb yaktub= كتب is writing) unlike the free (unbound) morphemes that can stand alone as a meaningful unit (e.g.; the verb ktb= كتب = wrote). Inflectional morphemes are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word (Yule, 2010), whereas derivational morphemes are used to "make words of a different grammatical class from the stem” (Yule, 2010:8). Arabic morphemes are supposed to be acquired by Arabs along with the Arabic language as a mother tongue, but this is not the case. To master the Arabic language, one needs to study it in a formal way (Alsahafi, 2016), being learned only in the academic life.
In other words, the main problem of the study is that Gazan pupils in the primary stages misuse the inflectional and the derivational morphemes of MSA Arabic. The researcher found that there is an urgent need to study this linguistic phenomenon in the Palestinian society hoping to find means of remedial plans. Moreover, the researcher chose this topic out of her concern that it is a necessity to minimize the usage of low varieties, which is threatening and weakening MSA. If these threats are not taken seriously, MSA in the Arab world will deteriorate and become remnants of a language, which, in turn, will threaten the Arabian identity and unity. While attempting to suggest solutions for the problem of the study, the research also investigates whether explicit instruction in the elementary school stages can improve students’ use of MSA.

It is worth mentioning that according to the disciplines of the Palestinian Arabic curriculum, Arabic grammar is taught at schools in two different ways: implicitly (from the first to the fourth graders), and explicitly (from the fifth grade onwards). The Palestinian Arabic language curriculum is based on explicit grammar teaching starting from the fifth grade where separate classes are dedicated to grammatical instruction. Following the disciplines of the curriculum, teachers explain grammatical lessons explicitly, illustrating rules clearly. Examples of grammatical lessons of the school books are included (See Appendices 8 & 9). Unlike the lower grades (from the first to the fourth grade) where titles of grammatical topics are excluded from the table of contents (Appendix 7). However, grammar is taught implicitly through imitation and exemplification (as the researcher noticed via direct observation) following the curriculum principles of low grades (from the first to the fourth grade). In brief, as to align the curriculum to instruction, implicit grammar teaching strategies are used before the fifth grade, whereas explicit grammar teaching strategies are used with the fifth grade onwards.

1.3 Objectives of the Study

MSA is a lingua franca which is used among Arabs to communicate with one another regardless of their geographical area, nationality or spoken regional dialect (Ryding, 2005). Thus, using MSA is a very curial issue for the Arabic Islamic world since it facilitates communication and preserves the Arab identity. Consequently, the aim of the study is:
- To investigate whether diglossia affects Palestinian children's acquisition of MSA bound morphemes.
  - To investigate whether diglossia affects Palestinian children's acquisition of MSA bound inflectional morphemes.
  - To investigate whether diglossia affects Palestinian children's acquisition of MSA bound derivational morphemes.

- To investigate if explicit instruction significantly improves Palestinian children’s use of MSA bound morphemes. The researcher examined the fourth graders acquisition of MSA taking inconsideration that they are exposed to explicit Arabic grammar teaching yet. Then, the researcher examined the fifth and the sixth graders’ use of MSA bound morphemes, who are exposed to explicit Arabic grammar teaching. Thus, examining fifth and sixth graders’ responses to the achievement test aims at measuring if students get benefit from the explicit instruction provided for them or not.

1.4 Research Questions

The study aims to answer the following main questions:
1. Does the diglossic situation affect Palestinian children's acquisition of MSA bound morphemes?
2. Does explicit instruction significantly improve Palestinian children’s use of MSA bound morphemes?

1.5 Justification of the Study

Arabic language is a symbol of Arab identity and national unity. However, Arabic is encountering enormous linguistic, cultural and educational challenges (Kadi, 2018; Al-Omani, 2016; Taha-Thomure, 2008). These challenges degenerate the Arabic language, crushing its importance and effectiveness. One of the means of countering those challenges is to investigate the causes of weaknesses. Consequently, the researcher believes that it is her national duty towards her language, her religion and her nation to investigate the diglossic situation as a serious challenge that Arab children face while acquiring MSA morphology.
1.6 Significance of the Study

The study is significant because of the following reasons: First, the research sheds light on one of the aspects of linguistic weakness in Arabic language among Palestinian learners arguing that this weakness is attributed to the diglossic phenomenon. Second, Ferguson (1959) suggests that studying diglossia helps to understand the process of linguistic change and the present interesting challenge of the synchronic linguistic assumptions. Synchronic linguistics refers to the study of a language at a "given point in time", which could be the present or any certain point in the past. Thus, studying diglossia synchronically and over time will disclose factors that strengthened and boosted the phenomenon of diglossia through years which, in turn, will help to find applicable procedures to curtail these factors and minimize diglossic negative effects on the Arabic language. Third, the study tries to bridge gaps in research since no research has been conducted on the impact of diglossia on Palestinian students' acquisition of MSA bound (inflectional and derivational) morphemes.

1.7 Limitations of the Study

The study has limitation concerning the topic, the participants, the time and place of the study.

- **Topic limitation:** The study is limited to investigating the target students' ability in using MSA bound morphemes (derivational and inflectional morphemes), and whether explicit instruction can significantly improve Palestinian children’s use of MSA bound morphemes. However, MSA free morphemes receive no special attention in this study.

- **Participants limitation:** The sample of the study was limited to 113 male students: 37 from the fourth grade, 37 from the fifth grade and 39 from the sixth grade, which might hinder generalization of the results.

- **Time and place limitation:** The study was conducted in the academic year 2017-2018 in one Palestinian governmental school in the west of Gaza City.

1.8 Basic Terminology

The basic terms related to the study are defined below. These terms are: diglossia and Arabic diglossia, sociolinguistics, psycholinguistics, language acquisition, critical
period, morphology, morpheme, MSA bound morphemes, free morphemes, derivational morphemes, inflectional morphemes, explicit instruction, implicit instruction and the fourth, sixth and fifth graders.

1.8.1 Diglossia and Arabic Diglossia

Ferguson (1959) indicates that diglossia is two varieties of the same language existing side by side in a community and used by speakers under different conditions and each variety has a different role to play. The varieties can be two different languages or two varieties of the same language. One of the varieties is termed as the high (H) or "noble" language used for writing, official communications and so on, and the other is termed as the low (L) language used in everyday communications. Four languages are considered diglossic: Arabic, Modern Greek, Swiss German and Haitian Creole.

As far as Arabic is concerned, Arabic diglossia is the sociolinguistic phenomenon which brings up the coexistence of two closely inter-related types of Arabic language. One is the high variety (MSA), which is used for formal communication and the other is the low variety (ASVs) (colloquial, dialects, spoken Arabic or Ammiya), which is used in Arab communities for daily communication and interactions.

1.8.2 Sociolinguistics

Sociolinguistics is the branch of linguistics that is interested in the relationship between language and society. It is concerned with "identifying the social functions of language and the ways it is used to convey social meaning."(Holmess, 2013:1).
1.8.3 Psycholinguistics

Psycholinguistics is "the study of the psychological and neurological factors that enable humans to acquire, use, comprehend and produce language" (Balamuruganl & Thirunavukkarasu 2017: 1). When studying language psychologically, researchers are concerned with the mental activity along with the use of language.

1.8.4 Language Acquisition

Language acquisition refers to human process of picking language (sound, words and grammar) subconsciously, without any explicit instruction and without being aware of its grammatical rules. It happens on the bases of what children hear when they are found in the environment of the target language. This happens in identical ways across different languages and in a limited amount of time, almost the first four to six years of childhood (Ortega, 2013).

1.8.5 The Critical Period

It is a "term used in biology to refer to limited phase in the development of an organism during which a particular activity or competency must be acquired if it is to be incorporated into the behaviour of that organism."(Singleton & Ryan, 2004: 32). It is a central concept in relation to the current study since brain plasticity in this period facilitates the process of acquiring languages. Though the starting and ending point of the critical period is debatable, researchers agree that it is between one day old up to seven years old and can be stretched to twelve years old (Singleton & Ryan, 2004; Ortega, 2013; Al-Sokari, 2015).

1.8.6 Arabic Morphology

According to Aronoff and Fudeman (2011: 1), "morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed". Arabic morphology, the concern of the study, is based on the root-pattern formation. In that, though Arabic roots consist of consonantal letters only, they still indicate meaning but the roots need the back up of a pattern (one or more vowels) to form a word. To illustrate, the root sh-r-b = شرب indicates a meaning related to drinking. However, the root needs the pattern { a-i-a } to
become *shariba* : a perfect verb which indicates the full meaning: "he drank" (Ryding, 2005). It also indicates gender (masculine), number (singular) and person (third person).

### 1.8.7 Morpheme

A morpheme is “a minimal unit of meaning or grammatical function” (Yule, 2010:8). The word is originally Greek *morphē* which means shape or form. Morphemes have various classifications such as: bound vs. free, root vs. affix, content vs. function, and derivational vs. inflectional morphemes (Hana, 2011).

#### 1.8.8 Bound Morphemes and Free Morphemes

Bound morphemes are those morphemes which do not stand independently-to make a whole unit- instead, they are always attached, such as the attached pronouns in Arabic (e.g., the bound inflectional dual morpheme *tu* in the perfect verb *كتبت* = I wrote). In contrast, free morphemes can stand independently as one unit (e.g., *ولد* = boy). A word can contain free and bound morphemes together. For example, the word *فلاستيني* = Palestinian consists of the free morpheme *فلاستين* ‘Palestine’ then the bound morpheme *{iyy}* preceded by the diacritic *کسرة* *kasra* to indicate the onomastic form of the noun *فلاستين* = *falaestin= Palestine* (Yosif, 2003).

#### 1.8.9 Derivational Morphemes

They are the type of morphemes which "change the meaning of the word or the part of speech or both" (Mills, 1998:2). They often create new lexemes. For example when the grammatical pattern morpheme *الifu* = / = *dris* = *درس* = *study* (an Arabic perfect verb) a new word is created indicating the active participle *دارس* = *the one who studies*

#### 1.8.10 Inflectional Morphemes

Yule (2010) defined inflectional morphemes as those morphemes which are not used to produce new words in the language, but rather to indicate aspects of the grammatical function of a word. Inflectional morphemes are used to show if a word is plural or singular, if it is past tense or not, and if it is a comparative or possessive form.
To exemplify, the word *mudarris* = مَدْرَسَ = teacher, indicates a singular indefinite masculine noun. However, when adding the inflectional morpheme *uon* is added, a plural indefinite masculine noun is created: *mudarrisuon* = مَدْرَسُونَ = teachers.

**1.8.11 Modern Standard Arabic (MSA)**

It is the high variety of Arabic language and a simplified version of classical Arabic, the language of Qur'an. MSA is the language of literacy in the Arab league countries. It is the medium of teaching, learning and writing books, newspapers, magazines, street signs, official documents, print religious practices, and business-related materials.

**1.8.12 Arabic Spoken Vernaculars (ASVs)**

It is the low variety of Arabic language and a distorted form of MSA at the level of syntax, lexicons and pronunciation (Al-Zughloul, 1980:205). ASVs are characterized by borrowing words and phrases from foreign languages such as English, French, Persian, Turkish and Hebrew (particularly in Palestine) (Tables 2.2, 2.3, 2.4). ASVs are referred to as: Ammiya, Arabic dialects, spoken Arabic or the inner language.

**1.8.13 Explicit Instruction**

Explicit instruction is defined as "structured, systematic, and effective methodology for teaching academic skills. It is called explicit because it is an unambiguous direct approach to teaching that includes both instructional design and delivery procedures." (Archer & Hughes, 2010:1). It is an intended way of teaching depending on rising students' awareness toward the required material.

**1.8.14 Implicit Instruction**

Implicit instruction is viewed as "indirect …, integrated, communicative, and focusing on student-centeredness" (Rahman & Rashid, 2017: 95). It is an indirect covert way of teaching where students are exposed to the target structure more naturally and in context.
1.8.15 Fourth Graders

The term refers to Palestinian students who are about nine years old and who have been using Arabic as a medium of learning in official schools for three years.

1.8.16 Fifth Graders

The term refers to Palestinian students who are about ten years old and who have been using Arabic as a medium of learning in official schools for four years.

1.8.17 Sixth Graders

The term refers to Palestinian students who are about eleven years old and who have been using Arabic as a medium of learning in official schools for five years.

1.9 Organization of the Thesis

After this first introductory chapter, four chapters follow. The second chapter handles the theoretical framework and previously related studies. The methodology of the study is discussed in chapter three. Chapter four is dedicated to stating the results and discussing the findings. Finally, the fifth chapter states conclusions, pedagogical implications, and recommendations.
Chapter Two

Review of Related Literature
2.0 Chapter organization

The present study is an investigation of the effect of diglossia on Palestinian children's acquisition of MSA bound inflectional and derivational morphemes. It is also an investigation of the effectiveness of explicit instruction upon improving students' achievement when using MSA bound inflectional and derivational morphemes. The chapter reviews the theoretical framework of the study along with the previous related studies. First, the researcher elaborates on the theories of language acquisition with clear privilege of Chomsky's rational hypothesis over the empiricist hypothesis. After that, the researcher illustrates the relationship between age factor and language acquisition in relation to the notion of the critical period hypothesis. Then, a discussion about acquiring ASVs instead of MSA is presented. Next, the researcher moves to the diglossic situation in the Arab world, varieties of Arabic language, causes of diglossia in the Arab world and, most importantly, the effect of diglossia on MSA acquisition. The researcher establishes a solid ground for the reader to build on while reading the study by elaborating on diglossia as a sociolinguistic phenomenon in general and in the Arab world in particular. In the second section, previous studies about the target topic of the current study are reviewed, such as studies about the impact of diglossia on MSA in various fields (semantics, phonology and skills), the impact of diglossia on non-native speakers of Arabic and the impact of diglossia on Palestinian Spoken Arabic (PSA). Besides, studies handling the issue of the effectiveness of explicit instruction are also presented. The second section ends with a commentary on the previous studies.

2.1 Language Acquisition vs. Language Learning

Language acquisition refers to unconscious or non-intentional development of language. Namely, it happens via internal mental process with little external influence. On the other hand, learning refers to intentional or planned processes to aiming to

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1 Diglossic languages other than Arabic are Modern Greek, Swiss German and Haitian Creole (Ferguson, 1959).
achieving specific measurable outcomes. Language learning is the product of either formal learning situation or a self-study program (Maslo, 2007; Kramina, 2000; Robbins, 2007).

2.2 First Language Acquisition Theories

A big corpus of research has been accumulating to investigate first language acquisition. Two main perspectives of language acquisition are discussed below: the innateness perspective and the interaction perspective.

2.2.1 Innateness hypothesis (perspective) of language acquisition

The core idea of the innateness hypothesis as proposed by Chomsky (1986) is that human beings are born endowed with a natural capacity to acquire language without any intended learning. This human capacity, which distinguishes human beings from other creatures, is referred to as the Language Acquisition Device (LAD). Additionally, Chomsky sturdily advocates his theory of Transformational Generative Grammar (TGG), as a core contribution in the field of linguistics. In TGG, Chomsky stresses the notion that a mental ability is used to generate new sentences with the help of unconscious knowledge of language, which Chomsky calls Universal Grammar (UG). Besides, he believes that human minds are provided with principles and parameters (Chomsky, 1981). Principles refer to "linguistic universals or structural features" all languages share, whereas parameters are language choices that allow variant linguistic structures. Both principles and parameters are native bequest for human minds. With the help of principles, human minds are able to form structurally correct sentences and with the help of parameters, human minds can express one idea using different alternative structures.

Chomsky adopts the rational hypothesis, which stresses the innateness of ideas, and opposes the empiricist hypothesis, which "says that all knowledge comes from experience" (Compbell & Wales, 1970: 1). However, he still admits the importance of the role of language exposure and language experience in the process of language acquisition. As a result, he claims that innateness, Universal Grammar, and principles and parameters should be accompanied with appropriate sufficient language input so that humans can acquire the language (Friedmann, 2015). The notion of merging innateness
with input is supported by the results of several researches conducted on children who have limited or no chances of adequate exposure to language in their childhood due to environmental, medical or parental reasons (Moeller, 2000). Results indicate that children with lack of exposure to language in childhood are more likely to suffer from negative outcomes regarding language development, such as producing fragile structures, lacking the ability of expressing themselves smoothly and, obtaining limited vocabulary. Consequently, based on the previous discussion, language acquisition results from a combination of both mind readiness and sufficient exposure.

2.2.2 Interaction Hypothesis of Language Acquisition

Social interactionists' theory attributes language development to social interaction between the developing child and the adults. Matychuk (2005); Chapman (2000); Piper (1998); and Vygotsky (1978) agree that first language (L1) acquisition develops primarily through social interaction and that parents and caregivers play a crucial role in the language development process in which the children themselves are the main participants. However, interactionists do not deny the role of innate faculty and cognitive capacities, but they argue that interaction is of paramount importance. Although each of the two parties focuses on one of the language acquisition perspectives more than the other, neither of them deny any of the perspectives. Planned comparisons of the hypotheses reveal that language is an innate faculty which develops through social interaction.

2.3 The Critical Period

Language acquisition is tightly related to age. Scholars, such as Bongaerts (2005) & Pallier (2007) put straight forward the fact that language acquisition is affected by a certain period in human's life which is the Critical Period. The critical period is a "term used in biology to refer to limited phase in the development of an organism during which a particular activity or competency must be acquired if it is to be incorporated into the behaviour of that organism"(Singleton & Ryan, 2004: 32). That is, it is easier to acquire the language during the age of the critical period. To clarify, human organisms are more sensitive to environmental stimulation during the critical period. Thus, applying the previous definition to language acquisition, during the time of critical
period, if the mind (the organism) is not exposed to sufficient amount of language (appropriate stimuli), then language will be unattainable. In other words, language will not be incorporated in humans' everyday behaviour unless it is acquired in the critical period; otherwise, it will not be used expressively and appropriately.

Lenneberg (1967) argues that critical period starts at two years old and finishes around puberty (Singleton & Ryan, 2004). However, Ortega (2014:12) states that "Children acquiring their first language complete the feat within a biological window of four to six years of age." Though the onset and outset of the critical period is a debatable issue, scholars agree on the necessity of early exposure to language to achieve command over it (Mayberry, et al., 2002). The researcher believes that it is of high importance to expose children in early childhood to rich language environment in order to benefit from the sensitivity of language organisms to the maximum. Such exposure would improve language acquisition level among children.

2.4 After the Age of the Critical Period

Since acquisition is a "process whereby children achieve a fluent control of their native language" (Varshney, 2003:307), control over the native language seems less possible when it is not acquired in the age of the critical period. When individuals grow older, the ability to acquire languages declines due to the gradual loss of brain plasticity (Paradis, 2004). The early language exposure occurs, the higher level of proficiency one can achieve in a language. The opposite is also approved since lack of consistent language input in early years result in the failure of understanding and producing sentences with difficult syntax in the mother language (Friedmann & Rusou, 2015). This conclusion explains the challenges posed when learners attempt to learn a second language after puberty or even after a considerable time from the onset of the critical period.

If acquisition is limited to the critical period which is in turn limited to a certain stage of life, mainly before the start of puberty, is it possible for an adult to acquire a second language (L2)? Of course, yes. However, "A[although acquisition of an L1 results in full mastery of the language ..., learners of an L2—even after many years of L2 exposure—differ widely in level of attainment" (Hulstijn, 2005: 129). Unfortunately learning a SL is not as spontaneous and solid as acquiring the first language. Language
learning is less successful after the critical period where gaining less command over the L2 and committing more mistakes are more likely to occur. This explains why students of second language do not usually act like natives, who have acquired the language in early life stages. The result is a non-native-like speaker of the second language.

2.5 Acquiring ASVs Instead of MSA

The above mentioned clarification regarding first and second language acquisition does apply to Arabic language in the diglossic situation. Arab children, as all humans, are gifted with an innate faculty to acquire the language. They need to be extensively and regularly exposed to MSA as their native tongue in the critical period to maintain command of MSA. However, Arab children are practically exposed to ASVs from birth, and start to learn MSA officially at schools on the age of six. Even this late exposure to the supposed mother tongue is restricted to Arabic language classes, eight to ten classes per week, which are not sufficient to create a native-like speaking person. What adds to the drastic situation is the limited exposure to MSA after school time. When it comes to everyday communication, children are surrounded with ASVs when interacting with family members, friends, and TV programmes even cartoons. As a result, children acquire ASVs as a mother tongue and learn MSA as a second language after the age of six. Therefore, two varieties of the same language are spoken in the Arab societies, MSA (limited to school classes and official occasions) and ASVs (in daily communication) which is the case of a diglossic situation.

2.6 Diglossic Situation in the Arab World

Diglossia refers to a situation where two varieties of the same language are used within the same speech community by the same speakers under different conditions (Ferguson, 1959). Horn (2015) illustrates that diglossia is a linguistic language situation where two varieties of the same language are used in a community, each for different purposes. In a diglossic speech community, the two prevailing varieties appear in two distinct forms “high or standard” (H) and “low or colloquial” (L) varieties. According to the previously mentioned definitions, Arabic language is diglossic since it has two main co-existing varieties: the MSA and the ASVs.
2.7 **Varieties of the Arabic Language**

Classical Arabic (CA), Modern Standard Arabic (MSA) and Arabic Spoken Vernaculars (ASVs) are all varieties of the Arabic language.

### 2.7.1 Classical Arabic (CA)

CA descended from the different dialects of Bedouin tribes in the Arabian Peninsula. Khrisat and Al-Harthy (2015) argue that CA is mainly the dialect of Quraish (the most famous prestigious Arab tribe in the pre-Islamic period). Besides, it is the language used to reveal Qur’an to Prophet Mohammad (peace be upon him) in the seventh century (Chelghoum, 2017: 37). That is why it is also referred to as the 'Qur’anic Arabic'. Moreover, it is the language used in the literature of early period before Islam and record and preserve literary tradition of the past days before Islam (Al-Huri, 2016). Arab poets used to recite poems using CA when they all gather in Okathe Market. CA has become the language of scholarship and religion with the spread of Islam because it is the language of the holy book; the main symbol of the Islamic culture. CA has hardly undergone any changes throughout its history. This may be attributed to the notion that Allah is preserving The Holy Qur'an which is descended, read and written in Classical Arabic.

### 2.7.2 Modern Standard Arabic (MSA)

Arabic is one of the world’s major languages with roughly 300 million speakers in twenty two Arab countries. MSA is based on Classical Arabic; however, it is a "simplified" version (Al Huri, 2015 & Chelgoum, 2017). It shares Classical Arabic the same basic grammatical rules, sentence structure, and vocabulary. Still, since the Arabic Qur'an preaches a flexible religion for all times and places, Arabic language is a flexible language for all times and places. Consequently, non-essential changes happened ascribed to the normal historical change of human life: their scientific, cultural, communicational and developmental needs. Some words were adopted to match the modern civilized life, leading to what is called MSA. To exemplify, words as **Bourgeoisie** بالإمبراطورية والديمقراطية **democracy** والديماغوغرية **demagogy** والديماغوغرية **imperialism**, have been born. Others are calqued from foreign languages such as killing the time قتل.
Moreover, MSA is the language of literacy in the Arab league countries. It is standardized, regulated, and taught in schools. Except for Qur’an, MSA is the only variety of Arabic, which is used for writing books, newspapers, magazines, street signs, official documents, print religious practices, and business-related materials. It is also used for official speaking, especially political ones. MSA is a lingua franca which is used among Arabs to communicate with one another regardless of their geographical area, nationality or spoken regional dialect (Ryding, 2005). Nevertheless, it is not systematically taught or learned until the age of six when children join official schools. What is acquired before that age is Arabic Spoken Vernaculars (ASVs) as the mother tongue with limited exposure to MSA through radio and TV programs (Saiegh-Hadad, 2012). Consequently, though illiterate Arabs can understand the spoken MSA because they are exposed to it through religious speeches, television, radio and certain social situations, some cannot read or write it.

- Varieties of MSA

MSA has two forms, the written and the spoken. Written MSA is the greatest witness of the Arab nation unity. It is largely the same throughout the Arab world. On the other hand, the spoken form of MSA varies based on regions, especially, at the level of pronunciation and grammar. To illustrate, speakers of MSA in an Arab region may pronounce MSA vocabulary with different stress and intonation. In addition, grammatically, speakers of MSA may not adhere to diacritical signs at the end of words such as *Fatha, damma, kasra, sokun* and *tanween*. For example, *Alaik an taqra’ə al suhofə alyawmiatə kullə sabahen* = You have to read the daily newspapers every morning. This statement is said with *sokoun* on most endings instead of *fatha, kasra, damma or tanween* to become like this: *Alaik an taqra al suhof alyawmiah kull sabah*. So, MSA speakers tend to drop the grammatical endings in their speech. This manner of speaking results in a variety of MSA among its native speakers. To sum up, it is worth mentioning that "MSA differs in a non-trivial fashion from the various spoken varieties of Arabic [ASVs]..." (Zaidan & Burch, 2014: 172) each of which is a regional dialect (also called *lahjah darjah*).
2.7.3 Arabic Spoken Vernaculars (ASV)

Al-Zughloul (1985), Hammoud (1982) and Elbiad (1985) agree that the sociolinguistic situation of the Arabic language is characterized by the existence side by side of two varieties of the same language. These two varieties are MSA and ASVs. ASVs are spoken differently through the Arab world. This spoken diversity of dialects does not end at the level of regional distribution; instead, inside a single country, there are various dialects depending on the social status, the educational level, gender and age. Hudson (1980: 39) states that "we find a great number of regional dialects. These regional dialects differ from one region to another according to the distribution of linguistic items due to natural or social boundaries". It is quite noticeable that ASVs violate most of the norms of linguistic characteristics of CA and MSA. ASVs are almost incorrect at the levels of syntax, lexicons and pronunciation. They are also characterized by borrowing words and phrases from foreign languages such as English, French, Persian and Turkish. Supporting the idea of ASVs being broken or limp forms of CA and MSA Arabic, Al-Zughloul (1980:205) argues that "Colloquial Arabic (CoA) [ ASVs ] is seen as a distortion of CA. This is in fact the reason why they are associated with a number of negative connotations". Moreover, ASVs threaten MSA since they seems to exceed the social domains to educational ones as they are used by school teachers and university instructors.

Speakers switch between MSA and their ASV depending on the situation. The regional dialects are used primarily for day-to-day dealings and spoken communications. This low variety of Arabic is spread throughout the Arab world: North Iraqi dialect, Arab Gulf dialect, Omani dialect, Hijazi and Najdi, Baharria, yamani, Levantine, Egyptian/ Egyptian Badawi, Chadi, Sudaneese and Andalusi in the south of the Sudan. Moreover, there are Tunisian, Libian, Algerian, Saharan Morccan and Hassaniya dialects (Map 1).
2.7.3.1 Examples from the ASVs

Firstly, the Egyptian Arabic dialect is very famous in the Arab world due to the Egyptian film and music industry. This dialect has a unique feature of using the sound /ɡ/ instead of /j/ as saying *gamila* instead of *jamila* = beautiful. Secondly, in the Levantine Arabic, which is spoken in Palestine, Jordan, Lebanon and Syria some people tend to use the glottal stops (hamza) instead of /q/ as in ?al=آي instead of qal=لای said. Thirdly, in the North African dialect people replace MSA words with new ones, which might be very difficult for Arabs outside North Africa to understand. To exemplify, in this dialect people say *lota*=ٌٛغا instead of *asfal*=أعفٌ =under and *washi rak?=ا٠ؼ سان instead of *kayfa Halok*=و١ف داٌه؟ How are you?.

2.7.3.2 The linguistic characteristic of Arabic Spoken Vernaculars (ASVs)

Arabic spoken vernaculars are varieties of Arabic language which have general characteristics at the levels of morphemes, sentence structure, vocabulary, pronunciation and social reference. At the morphological level, MSA differs from ASVs. For example, regarding number MSA has singular, dual, and plural forms, whereas the some dialects mostly lack the dual form (e.g., the Palestinian dialect). Regarding gender, MSA has two plural forms, one masculine and one feminine. On the other hand, in ASVs, the
feminine form is rarely used and usually replaced by the masculine one. In some rural Palestinian areas, a female expresses herself as a male; that is, she says (Ana kaedl أٔا لاػذ = (I am sitting)), although she is supposed to say (Ana ka?da أٔا قاعد). In Tunisia, they say (inti / أٔا لاػذت = (you)) for both male and female. They are supposed to say (anta أٔد = أٔت = أٔت) for a male and (anti أٔدِ = أٔت = أٔت = you) for a female as used in MSA.

At the level of sentences, ASVs mainly lose standard word order. For instance, all varieties of Arabic allow both subject- verb- object (SVO) and verb- subject- object (VSO) word orders while MSA is mainly adherent to VSO sentence pattern. Regarding question forms, MSA question begins with the question word (e.g., Matha tureed? = مذا ترید؟ = What do you want?). However, in some dialects the question word moves to the end as in the Egyptian dialect (e.g., Awiz aih? =عازر ایه).

At the level of pronunciation, variation exists, especially at the level of vowels (long or short vowels). Differences in pronunciation may take place even within a single dialect. For example, in Palestine, the word "inab" = grapes =  غنب is pronounced in three ways; Inab, onob, inib according to speakers' different areas. In addition, the same letter may be pronounced in different sounds, e.g., the letter "q" is pronounced in different ways in Palestine as /K/ by Majdal people, /g/ by Gazan people and /ʃ/ by Jeneen people and others. Sometimes the sound /ʃ/ in (shajar) (trees) = شجر is pronounced as /s/ (sajer). Another example is (zoji) = حوزي and (jozi) = وزي for the same word (my husband). However, in MSA the word should have certain pronunciation which is supposed to be used and understood among all Arabs.

At the level of vocabulary, the same object might be referred to using different words according to the geographical area, just as the word bayd = بيض = egg. It is referred to as Dihhi in Libya and azhem in Tunisia and baid in Palestine. In addition, atfal = أطفال = children is referred to as sdarari in north Africa, iyal in Egypt and wlad in Palestine. Table (2.1), adapted from Hooshmand (2019), displays similarities and differences across MSA and four Arabic Dialects: Levantine, Gulf, Egyptian and North Africa. The table is modified by the researcher. Besides, it is observed that a lot of dialectical words are originally foreign as exemplified in Tables (2.2), (2.3) and (2.4).
### Table (2.1): Similarities and differences across MSA and four Arabic dialects

<table>
<thead>
<tr>
<th>English</th>
<th>MSA</th>
<th>LEV</th>
<th>GLF</th>
<th>EGY</th>
<th>North Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>رجل</td>
<td>zlama/ zalami</td>
<td>rayal</td>
<td>ragil</td>
<td>itrees</td>
</tr>
<tr>
<td>year</td>
<td>سنة</td>
<td>sana/ sany</td>
<td>sana</td>
<td>sana</td>
<td>sana</td>
</tr>
<tr>
<td>money</td>
<td>نقود</td>
<td>masari</td>
<td>flous</td>
<td>flous</td>
<td>sward</td>
</tr>
<tr>
<td>come on</td>
<td>هيا</td>
<td>yalla</td>
<td>yalla</td>
<td>yalla</td>
<td>haya nimshu</td>
</tr>
<tr>
<td>I want</td>
<td>أريد</td>
<td>bidde</td>
<td>nabi/ abi</td>
<td>awiz</td>
<td>inhib</td>
</tr>
<tr>
<td>now</td>
<td>الآن</td>
<td>hlq</td>
<td>alhyn</td>
<td>dlwqt</td>
<td>durk</td>
</tr>
<tr>
<td>when?</td>
<td>متى؟</td>
<td>aimta?</td>
<td>mata?</td>
<td>emta?</td>
<td>meta?</td>
</tr>
</tbody>
</table>


At the social level, dialects differ inside the same speech community according to the educational, economical and professional level. Words and expressions used by uneducated people may be different from words and expressions used by well-educated ones, e.g., the word *odkhol* ادخً ( = get in) is expressed by *itfadda* ذفعً by educated people but *khosh* خوش by others.

### 2.8 Causes of the Diglossic Situation in the Arab World

The Arab world suffers not only geographical division, but also a linguistic one resulting in a diglossic situation, which is attributed to various reasons including history, geography and colonialism.

#### 2.8.1 Historical and Geographical reasons

Diglossic situation in the Arab world stretches its historical roots to the pre-Islamic era. To clarify, Arabic language is one of southern semantic languages. Some suggest that the first cradle of the Semites, speakers of Arabic, is the western section of the Arabian Peninsula (Hijaz, Najd, Yemen etc...). Wang (2016) claimed that inhabitants of the peninsula were in contact with the neighbouring areas before Islam: Babylon, Ashore in Iraq, the Persian Empire near the Arab Gulf, the Byzantine and the Persian Empires. As a result, vast spread of Arabs resulted in contact with other...
languages and gave birth to a new language which is a mixture of the original inhabitants’ languages and the Arabic language.

Moreover, Arabs in Alhijaz were famous merchants. They travelled to the south (Yaman) in the winter where Sabaean Ḥimyarite which belong to the south west Semitic. On the other hand, they travelled to the north (Syria) in summer, where west Semitic languages were Amorite cannnite, Aramaic and Hebrew. Naturally, this economic contact forces linguistic contact and gives birth to new varieties of language (Sankoff, 2002).

2.8.2 Colonialism

European colonists in the Arab world did not only practice political and military occupation but also cultural occupation. They tried to conceal the identity of the occupied people. Sekhar (2012: 113) states:

"Most of the indigenous people of colonial territory were oppressed and enslaved by the occupying power. At the same time, they were forced to give up their cultural heritage and assimilate to the colonizers” culture. This strategy is known as culture colonization which means manipulating the colonized peoples' minds”.

Being aware of the importance of language as the core of identity and the distinguishing mark among nations, colonizers followed procedures to weaken Arabic language in the occupied Arab countries. For instance, French was the official language in North Africa, Syria and Lebanon. Italian was the official language in Libya. English was the official language in The Sudan, Egypt, Palestine, Jordan and Iraq. Foreign schools, especially British and French ones, were everywhere, while Arabic schools and Arabic language faded. Students had to learn the English language and read English literature in schools in order to adopt the colonists' values and feel inferiority towards themselves and degrade their own culture and nation. Prestigious jobs were the rewards for those who speak the foreign language. Moreover, in some areas especially the rural ones, Arabic was only taught in mosques to instil the idea that Arabic was the language of prayers and poetry not the language of advanced sciences and civilization. Female schools were rare, that the majority of women were illiterate. The only language they knew is the vernacular which is confined to a certain village or city. As a result, MSA deteriorated.
2.9 The Impact of Diglossia on Modern Standard Arabic

A "language conflict" prevails in the Arab world between MSA and ASVs. Diglossia threatens the existence of MSA and weakness its' status. To justify, ASVs are extensively a mixture of Arabic and non-Arabic words and expressions which descended from Turkish origins, European origins, Hebron origins and other neighbouring languages as illustrated in Tables (2.2), (2.3), (2.4) and (2.5).

Table (2.2): Arabic words that have Turkish origins and their equivalents in English

<table>
<thead>
<tr>
<th>Turkish</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>köprü-</td>
<td>Kobri</td>
<td>Bridge</td>
</tr>
<tr>
<td>Cekiç</td>
<td>Shakush</td>
<td>Hammer</td>
</tr>
<tr>
<td>Yafta</td>
<td>yafta</td>
<td>Sign</td>
</tr>
<tr>
<td>Baltaci</td>
<td>baltagi</td>
<td>Thug</td>
</tr>
<tr>
<td>Gümrük</td>
<td>jumrok</td>
<td>Customs</td>
</tr>
</tbody>
</table>

Source: https://www.ezglot.com/etymologies.php?l=ara&l2=tur
https://www.italki.com/discussion/58102 in September, 2018

Table (2.3): Arabic words that have Persian origins and their equivalents in English.

<table>
<thead>
<tr>
<th>Persian</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lûbiyâ</td>
<td>l oxya</td>
<td>(string beans)</td>
</tr>
<tr>
<td>zar-kash</td>
<td>zarkish</td>
<td>embroider/decorate</td>
</tr>
<tr>
<td>Kamâńcha</td>
<td>kamanga</td>
<td>(violin)</td>
</tr>
<tr>
<td>Darzî</td>
<td>Tarsi</td>
<td>(tailor)</td>
</tr>
<tr>
<td>Banafsha</td>
<td>banafsigi</td>
<td>(violet)</td>
</tr>
<tr>
<td>Kashkûl</td>
<td>kashkuul</td>
<td>(notebook)</td>
</tr>
<tr>
<td>Parchîn</td>
<td>burshaam</td>
<td>(pills, tablets)</td>
</tr>
</tbody>
</table>

Source: https://www.ezglot.com/etymologies.php?l=ara&l2=fas in September, 2018

Table (2.4): Arabic words that have English origins

<table>
<thead>
<tr>
<th>English words</th>
<th>Original Arabic word</th>
</tr>
</thead>
<tbody>
<tr>
<td>t shirt</td>
<td>qamees</td>
</tr>
<tr>
<td>nurse</td>
<td>momarrid</td>
</tr>
<tr>
<td>doctor</td>
<td>tabieb</td>
</tr>
<tr>
<td>taxi</td>
<td>sayarat ojra</td>
</tr>
<tr>
<td>petrol</td>
<td>naft</td>
</tr>
<tr>
<td>radio</td>
<td>mizhia'</td>
</tr>
</tbody>
</table>

Source: https://www.ezglot.com/etymologies.php?l=ara&l2=eng in September, 2018
Tables (2.2), (2.3), (2.4) and (2.5) show Arabic words which are originally borrowed from other languages. Arabs are gradually moving towards the adoption of Arabized words instead of using the original MSA ones which would negatively affect MSA and increase its diglossic situation.

Some scholars and educators feel that the Arabic diglossic situation seems to negatively affect the process of learning MSA because:

1. Diglossia minimizes the exposure to MSA.
2. A mother tongue (ASVs) has the potentiality to surpass a second language (MSA).
3. The interference between the first language (L1) and the second language (L2) negatively affects MSA learning.
4. MSA learning falls under the concept of language learning not language acquisition (Krashen, 1982).

Firstly, diglossia minimizes the exposure to MSA. In that, the wide use of spoken dialects in daily life situations and the narrow use of MSA, limited to educational and official situations, narrows learners’ opportunity to learn new MSA vocabularies. This also narrow the opportunity to master grammar rules and functions which are crucial components needed to master a language. While there is no sufficient MSA exposure, Arab students are exposed to the grammar of ASVs which differs significantly from that of MSA (Abadzi, 2018). Besides, ASVs are used side by side with MSA as a medium of instruction and communication in schools and universities by teachers and students (Al-Zaghoul, 2000). Outside classes, ASVs are extensively used in day-to-day communication. On the other hand, MSA use is limited to certain language items and certain educational classroom situations. Thus, ASVs are more frequently practiced. Very little of MSA could be learnt in such a poor MSA learning situation. Therefore, students can hardly master MSA since they neither receive nor produce it continuously.

Thus, while learners are struggling to learn MSA inside classes, ASVs takes the sovereignty over MSA in the real life.

### Table (2.5): Arabic words that have Hebrew origins

<table>
<thead>
<tr>
<th>Hebron</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kebots</td>
<td>tajamo? sakani</td>
<td>residential areas</td>
</tr>
<tr>
<td>ramzor</td>
<td>isharat daw?iya</td>
<td>traffic lights</td>
</tr>
<tr>
<td>makhson</td>
<td>Hajiz</td>
<td>barrier</td>
</tr>
</tbody>
</table>

Tables (2.2), (2.3), (2.4) and (2.5) show Arabic words which are originally borrowed from other languages. Arabs are gradually moving towards the adoption of Arabized words instead of using the original MSA ones which would negatively affect MSA and increase its diglossic situation.

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Thus, while learners are struggling to learn MSA inside classes, ASVs takes the sovereignty over MSA in the real life.
In this concern, Lightbown and Spade (1999: 35) assert that "Children whose exposure to L2 is restricted to classroom interaction, base themselves on L1 knowledge. This becomes manifest when the demand of the situation goes beyond what they have learned in class". This description of children's exposure to a new language (L2= MSA) in the classroom portrays the diglossic situation in the Arab world classes. This diglossic situation leads to serious pedagogical problems and even to feelings of linguistic insecurity (Maamouri, 1998).

Secondly, what threatens the process of learning MSA is latent in the idea that a mother tongue has the potentiality to surpass a second language. This implies that learning MSA is associated with ASVs, the already acquired language. To justify, language competence begins whenever a baby starts receiving the language and continues to develop until child masters the mother tongue at all levels: phonological, syntactical, lexicological and semantic when almost three years old. This early precedence of mother tongue acquisition prepares and enables it to dominate any other languages that learners are exposed to later. However, in a diglossic situation, acquiring the ASVs as a mother tongue since childhood minimizes the chances of learning and using MSA professionally.

Thirdly, first language has a crucial role in the process of learning other languages. In that, L1 interference causes considerable problems to learners of a second language. Researchers argued that the native language can be the cause of failure or weakness in learning and using the second language (Beare, 2000). Contrastive Analysis Hypothesis (CAH) is proposed as a way of explaining the role that L1 plays in L2 learning by Lado (1957). According to CAH, L1 forms and patterns influence the productive and receptive abilities of L2. Besides, the similar and different areas between L1 and L2 can expect ease or difficulty of L2 learning. Thus, errors occur as a result of interference when learners transfer native language habits into the L2. In addition, Krashen (1983) claimed that transfer to L1 is a strategy used to compensate shortage of knowledge of the new learnt language. This assumption is identical to what happens in learning MSA situation. Learners fall back to old knowledge (ASVs) to compensate for the shortage in the new knowledge (MSA). For the current study concern, CAH proposals and Krashens' claims are applicable to the learning of MSA. Mastery off
ASVs vocabulary, sentence structure, and pronunciation as L1 facilitates and encourages learners to transform them when learning MSA. Hence, it is not a surprise that Arab students’ errors in MSA skills are mainly derived from the patterns and vocabularies of the ASVs, a notion which will be investigated in the current study.

Fourthly, MSA leaning falls under the concept of language learning not language acquisition. Such a threat poses more challenges to the learning of MSA. To explain, language learning is a matter of deliberate, conscious mental process which aims at mastering certain knowledge. In contrast, language acquisition is a matter of unconscious mastery of language resulting from direct communication. Krashen (1982: 10) states:

"language acquisition … is subconscious. We are generally not consciously aware of the rules of the languages we have acquired. Instead, we have a ‘feel’ for the correctness. Grammatical sentences ‘sound’ right, or ‘feel’ right, and errors feel wrong, even if we do not consciously know what rule was violated…..we will use the term ‘learning’ henceforth to refer to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In nontechnical terms, learning is ‘knowing about’ a language, known to most people as ‘grammar’ or ‘rules’. Some synonyms include formal knowledge of a language or explicit meaning”.

The above differentiation between learning and acquisition leads to a discussion of learning requirements. Learning is based on two main domains; cognitive domain and affective domain. The affective domain is based on learners need to be motivated, to have comfortable encouraging environment free from anxiety and to possess positive attitudes towards learning. Nevertheless, mental abilities such as intelligence, concentration, memorization and systematic mental acts are the basis of the cognitive domain. Gardener and Mycintyer (1993) referred to certain cognitive abilities which support language learning:

- Ability to pronounce language phonemes, morphemes, words and sentences properly.
- Ability to identify and memorize new words.
- Ability to understand functions of particular phrases and sentences.
- Ability to figure out grammatical rules from language samples.
- Ability to figure out morphological rules from language samples.
For MSA to be learned successfully, the affective and cognitive abilities mentioned above should exist. However, the basis of cognitive level are not likely to occur continuously because average students and low achievers may lack those abilities or have them at low standards, which hinders the learning process. Additionally, MSA classes are usually tough and theoretical for students. They include activities such as reading comprehension paragraphs where students are asked to infer meanings and answer grammatical items which seem irrelevant to the students' real life situations. As a result, students find that MSA classes are not easily attainable (Abadzi, 2018).

The cognitive defects, side by side with the paucity of exposure and rareness of using MSA, give birth to frustration and negative attitude towards MSA learning. Lack of aptitude and motivation toward MSA classes leads to demotivation and enhance reluctance against learning MSA and increases the attitude to learn ASVs instead (Palmer, 2008). Students in the same classroom setting learn new language easily and quickly, while others struggle and take time, a fact attributed to the difference in "..., language aptitude, and first language interference" (Al Ghazali, 2006:13).

On contrary, the state of MSA would be different if it were acquired normally at early life stages. Troike and Barto (2016:13) stated:

"average children have mastered most of the distinctive sounds of their first language before they are three years old, an awareness of discourse patterns such as conversational turn-taking appear at even an earlier age. Children control the basic L1 grammar patterns before they are five or six, although complex grammatical patterns continue to develop through the school years."

Thus, had MAS been acquired normally from childhood, it would have been more profound and deeply rooted in Arab children's mental repertoire. Unfortunately, the situation is different in the Arab world. What really happens in the diglossic situation of the Arab world is that children join kindergartens or primary schools already possessing their linguistic repertoire of the prevailing (ASVs). To explain their vocabulary, sentence structure, pronunciation and discourse patterns are, to a far extent, different from those of MSA. They differ from MSA at the lexicological, morphological, phonological, syntactical and sematic levels. What students write and read is different from what they speak and listen to in daily life situations.
To summaries, diglossic situation in the Arab world throws its dark shadows on learning MSA. The sovereignty of prosaic, distorted ASVs over MSA is a warning horn that predicts deterioration of MSA. The researcher believes that if the use of ASVs is not minimized to the max, MSA will be limited to reading Qur’an and religious speeches in mosques and worship houses. The current research aims at investigating morphology as one of the areas where diglossia negatively affects Palestinian children’s acquisition of MSA.

2.10 Morphology

Morphology, literally, means “the study of forms”. It has also been used to describe the type of investigation that analyzes all those basic “elements” used in a language. What we have been describing as “elements” in the form of a linguistic message are technically known as “morphemes” (Yule, 2010: 66). Morphology is the linguistic field which is concerned with word structure. A word may consist of one or more morpheme. A morpheme is the smallest part of a word that has grammatical function or meaning (Miller, 2014). In the following caption Arabic word is analyzed morphologically.

Arabic is a root-and-pattern language which words are derived from their basic roots. Roots are mostly trilateral or quadrilateral consonantal ones which carry basic conceptual meanings, but they are not classified as words unless they are interlocked with patterns (Shamsan & Attayib, 2015). One or more vowels and slots for root phonemes are the main components of Arabic patterns which are bound and usually discontinuous. Arabic patterns involve vowels, consonants and gemination (doubling the consonant) (Ryding, 2005). The three patterns can all be classified under the notion of bound morphemes, the smallest meaningful joined unit in the word. For example, when the root $k-t-b$ (which indicates something related to writing) is infixed with the vowels {-a-a-} then it becomes $katab$ = كَتَبَ = wrote. Other examples are: (kitab = book = كتاب), (kutub = books = كُتُب = الكُتُب), (kuttab = writers or authors = كُتَّاب = الكُتَّاب), (katib = writer = كَتِب = الكَتِب), (Yaktubu = writes = يَكُتِبُ). Another example is the root consonant $q-t-l$, which indicates something related to killing. When different patterns are added, the verb gains new meanings but all are related to the meaning of the root verb. Table (2.6) shows different words with different meanings related to the same consonantal root. In
contrast, function words such as prepositions, pronouns, relative pronouns and conjunction are considered solid stems as they cannot be analyzed into smaller units (Ryding, 2005).

**Table (2.6):** Different words with different meanings related to the same consonantal root {q-t-l}.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>qatal</td>
<td>kill + perfective</td>
<td>qatala</td>
<td>fight + perfective</td>
</tr>
<tr>
<td>ḥuqtul</td>
<td>kill (imperative)</td>
<td>qatl</td>
<td>killing</td>
</tr>
<tr>
<td>yaqṭul</td>
<td>kill + imperfective</td>
<td>qatil</td>
<td>killer/mortal</td>
</tr>
<tr>
<td>qatil</td>
<td>the person who killed</td>
<td>taqatal</td>
<td>fight (one another)</td>
</tr>
<tr>
<td>maqtuol</td>
<td>assassinated killed / martyr</td>
<td>qutila</td>
<td>be + killed</td>
</tr>
</tbody>
</table>

**Source:** (Shamsan & Attayi, 2015: 140)

Morphemes in Arabic are the smallest meaningful units. These units cannot be divided, if so, division would cause meaning corruption or meaning change (Yosuf, 2003).

### 2.10.1 Free Morphemes

Free morphemes can stand by themselves as single separated units. Basic nouns, adjectives, verbs, adverbs and independent pronouns are lexical free morphemes which carry the content meaning of the sentence. On the other hand, conjunctions, prepositions and articles are functional free morphemes as they express syntactic relationships between units in a sentence (table 2.7).

**Table (2.7):** Examples of free morphemes.

<table>
<thead>
<tr>
<th>No</th>
<th>Function</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>verb</td>
<td>kataba</td>
<td>wrote</td>
</tr>
<tr>
<td>2</td>
<td>verb</td>
<td>qala</td>
<td>say</td>
</tr>
<tr>
<td>3</td>
<td>noun</td>
<td>mudarres</td>
<td>teacher</td>
</tr>
<tr>
<td>4</td>
<td>adjective</td>
<td>kabeer</td>
<td>big</td>
</tr>
<tr>
<td>5</td>
<td>adverb of time</td>
<td>masa?</td>
<td>evening</td>
</tr>
<tr>
<td>6</td>
<td>conjunction</td>
<td>allathee</td>
<td>who</td>
</tr>
<tr>
<td>7</td>
<td>preposition</td>
<td>fee</td>
<td>in</td>
</tr>
<tr>
<td>8</td>
<td>pronouns</td>
<td>huwa, hum</td>
<td>he, they</td>
</tr>
</tbody>
</table>
2.10.2 Bound Morphemes

Bound morphemes cannot stand alone and are necessarily attached to other forms or roots. They are referred to as affixes (prefixes, infixes, suffixes and circumfixes). An example of MSA bound morphemes is the dependent pronouns that are suffixed to verbs, prepositions or nouns, e.g., the \{§ = h\} attached to the verb \(\text{قرأه} (ikra?hu = read it)\) and attached to the noun \(\text{كتابه} (kitabuhu = his book)\) and attached to the preposition \(\text{لله} (lahu = for him)\). MSA bound morphemes are divided into two categories: inflectional and derivational.

2.10.2.1 Arabic inflectional morphemes

Inflectional morphemes are not used to produce new words in the language, but rather to indicate aspects of a grammatical function of a word. In that, Arabic inflectional morphemes are added to verbs (referred to as conjugations), and added to nouns and adjectives (referred to as declensions) to indicate number, gender, case, definiteness, mood, voice, person, and aspect/tense. (Rying, 2005; Shamsan & Attayiba, 2015). Inflectional morphemes in Arabic can be infixes, prefixes and suffixes. MSA bound inflectional morphemes are divided according to their location of the parsing into three types:

1- The inflectional joined morphemes which act as subject pronouns (nominative case) manifested in masculine plural "waw", "dual alef" both feminine and masculine, plural feminine "noon alneswaad", addressee "ya" and the speakers "ta". (Hassan, 1986)

2- The inflectional joined morphemes which act as object pronouns (accusative case) when they are attached to verbs, or as prepositional genitive case when they are attached to nouns or prepositions. These suffixes are the following: first person "ya", second person "kaf" and the third person "ha". (Hassan, 1986)

3- The inflectional joined morpheme which act as a subject or an object when attached to verbs. Additionally, it acts as an object of a preposition when attached to prepositions or act as a prepositional genitive case when attached to nouns. This morpheme is the suffix "na" used by plural speakers. (Hassan, 1986)
However, MSA bound inflectional morphemes are divided according to the part of speech they are attached to as follows: (1) Inflectional morphemes attached to verbs, (2) Inflectional morphemes attached to nouns, (3) Inflectional morphemes attached to adjectives and (4) Inflectional morphemes attached to prepositions.

**Arabic inflectional morphemes attached to verbs**

When attached to verbs, Arabic inflectional morphemes indicate tense (present or past), number (one, two or more), person (the first: the speaker – the second: addressee, the third: someone or talked about), mood (indicative, imperative, subjunctive or infinitive), gender (masculine or feminine) and voice (active or passive). According to Hassan (1986), the Arabic inflectional morphemes attached to perfect or imperfect verbs are (1) *waw aljamaa* واَوُ العِجْمَاعَةْ as a plural masculine, third person nominative case morpheme, (2) *alf althnayn* الْفُتْنَتْيْنَ as a dual masculine and feminine, third person nominative case morpheme, (3) *noon alniswah* نُونُ النِسْوَة as the plural feminine, third person nominative case morpheme, (4) *waltta' almutaharakah* وَالْتَاءُ الْمُتَحَرَّكةُ as the singular feminine and masculine first person, nominative case morpheme (5) *na alfailen* نَا الفَاعِلِينَ as a plural and dual, masculine and feminine first person morpheme.

Using correct inflectional morphemes is essential in Arabic since verb and subject are co-ordinated; thus there should be an agreement between the verb and the subject of the Arabic sentence at the levels of number, person and gender. Ryding (2005: 438) argues that "agreement markers ensure that the verb inflects in accordance with the nature of its subject."

Table (2.8) illustrates the subject verb agreement represented with the inflectional morphemes of number, person and gender when joined to perfect verbs. The root is the three consonants (*k-t-b*) indicating something related to writing. The table presents sound trilateral verb form (*katab* = wrote) that consists of the consonantal root *k-t-b* and the vowel pattern *-a-a-*. 
Table (2.8): Inflectional morphemes attached to perfect verbs in the nominative case.

<table>
<thead>
<tr>
<th>Person</th>
<th>Number</th>
<th>Gender</th>
<th>Detached nominative case</th>
<th>Verb</th>
<th>The suitable matching independent free English pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>singular</td>
<td>neutral</td>
<td>?ana</td>
<td>katabtu</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>plural</td>
<td></td>
<td>nahnu</td>
<td>katabna</td>
<td>we</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>singular</td>
<td>masculine</td>
<td>?anta</td>
<td>katabta</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td></td>
<td>?anti</td>
<td>katabti</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dual</td>
<td>neutral</td>
<td>?antuma</td>
<td>katabtuma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plural</td>
<td>masculine</td>
<td>?antum</td>
<td>katabtum</td>
<td>you</td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td></td>
<td>?antunna</td>
<td>katabtunna</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>singular</td>
<td>masculine</td>
<td>huwa</td>
<td>kataba</td>
<td>he</td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td></td>
<td>hija</td>
<td>katabat</td>
<td>she</td>
</tr>
<tr>
<td></td>
<td>dual</td>
<td>neutral</td>
<td>huma</td>
<td>kataba</td>
<td>they</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>huma</td>
<td>katabata</td>
<td></td>
</tr>
<tr>
<td></td>
<td>plural</td>
<td>masculine</td>
<td>hum</td>
<td>katabu</td>
<td>they</td>
</tr>
<tr>
<td></td>
<td>feminine</td>
<td></td>
<td>huma</td>
<td>katabna</td>
<td></td>
</tr>
</tbody>
</table>

Source: (Ibnulyemen, 2018)
https://blogs.transparent.com/arabic/arabic-attached-pronouns/

MSA bound inflectional morphemes in Table (2.8) are all in the nominative case functioning as subject morphemes. Each attached morpheme refers to a certain subject. Table (2.8) also provides detailed clarification of the MSA bound inflectional morphemes attached to perfect verbs, but all in the accusative case functioning as object pronouns (objects of the verbs they are attached to).
Table (2.9): Inflectional morphemes attached to perfect verbs in the accusative case.

<table>
<thead>
<tr>
<th>Arabic person pron.</th>
<th>English person pron.</th>
<th>Attached object pronoun (Arabic)</th>
<th>English pronunciation</th>
<th>Verb + object Pron.</th>
<th>Person</th>
<th>No</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا</td>
<td>I</td>
<td>نَّا</td>
<td>ne</td>
<td>كلَّمْنا</td>
<td>1st</td>
<td>singular</td>
<td>masculine/feminine</td>
</tr>
<tr>
<td>نحن</td>
<td>we</td>
<td>نَّا</td>
<td>na</td>
<td>كلَّمنا</td>
<td>1st</td>
<td>plural</td>
<td>masculine / feminine</td>
</tr>
<tr>
<td>هو</td>
<td>he</td>
<td>هَّا</td>
<td>hu</td>
<td>كلَّمه</td>
<td>1st</td>
<td>singular</td>
<td>masculine</td>
</tr>
<tr>
<td>هي</td>
<td>she</td>
<td>هَّا</td>
<td>ha</td>
<td>كلَّمنا</td>
<td>3rd</td>
<td>singular</td>
<td>feminine</td>
</tr>
<tr>
<td>هما</td>
<td>they</td>
<td>هُمَّا</td>
<td>huma</td>
<td>كلَّمْهُا</td>
<td>3rd</td>
<td>dual</td>
<td>masculine / feminine</td>
</tr>
<tr>
<td>هما</td>
<td>they</td>
<td>هُمَّا</td>
<td>hum</td>
<td>كلَّمْهُا</td>
<td>3rd</td>
<td>plural</td>
<td>masculine</td>
</tr>
<tr>
<td>هم</td>
<td>they</td>
<td>هَنَّا</td>
<td>hunna</td>
<td>كلمهنَّا</td>
<td>3rd</td>
<td>plural</td>
<td>feminine</td>
</tr>
<tr>
<td>أنتَ</td>
<td>you</td>
<td>كَّا</td>
<td>ka</td>
<td>كلمك</td>
<td>2nd</td>
<td>singular</td>
<td>masculine</td>
</tr>
<tr>
<td>أنتَ</td>
<td>you</td>
<td>كِّي</td>
<td>ki</td>
<td>كلمك</td>
<td>2nd</td>
<td>singular</td>
<td>feminine</td>
</tr>
<tr>
<td>أنتُ</td>
<td>you</td>
<td>كُمَا</td>
<td>kuma</td>
<td>كلمكَّا</td>
<td>2nd</td>
<td>dual</td>
<td>masculine / feminine</td>
</tr>
<tr>
<td>أنتَ</td>
<td>you</td>
<td>كَّم</td>
<td>kum</td>
<td>كلمك</td>
<td>2nd</td>
<td>plural</td>
<td>masculine</td>
</tr>
<tr>
<td>أنتَ</td>
<td>you</td>
<td>كُنَّا</td>
<td>kunna</td>
<td>كلمكَّن</td>
<td>2nd</td>
<td>plural</td>
<td>feminine</td>
</tr>
</tbody>
</table>

Source: (Ibnulyemen, 2018)

https://blogs.transparent.com/arabic/arabic-attached-pronouns/

According to Hassan (1986) and as illustrated above (Table 2.9), the morphemes attached to perfect verbs as object pronouns are: (1) *ha* الهاء as a singular, dual and plural, masculine and feminine, third person morpheme, (2) *alkaf* الكاف as a singular, dual and plural, masculine and feminine, second person morpheme, and (3) *na* نا المتكلم as a singular first person masculine and feminine morpheme.
Table (2.10) presents different forms of the sound trilateral imperfect verbs that consist of the consonantal (k-t-b) attached to the prefixes, na, ? and t (ʔahruFu almudaraSa = (حرف المضارعة)) or the inflectional suffix morphemes which refer to imperfectness according to person, number, and gender.

**Table (2.10):** Inflectional morphemes (of number, person and gender) attached to the imperfect root verb (k-t-b).

<table>
<thead>
<tr>
<th>Word</th>
<th>Number</th>
<th>Gender</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-ʔaktub</td>
<td>singular</td>
<td>masculine/feminine</td>
<td>st 1</td>
</tr>
<tr>
<td>2-naktub</td>
<td>dual/plural</td>
<td>masculine/feminine</td>
<td>st 1</td>
</tr>
<tr>
<td>3-yaktub</td>
<td>singular</td>
<td>masculine</td>
<td>rd 3</td>
</tr>
<tr>
<td>4-taktub</td>
<td>singular</td>
<td>feminine</td>
<td>rd 3</td>
</tr>
<tr>
<td>5-yaktuba(n)</td>
<td>dual</td>
<td>masculine</td>
<td>rd 3</td>
</tr>
<tr>
<td>6-taktuban (n)</td>
<td>dual</td>
<td>feminine</td>
<td>rd 3</td>
</tr>
<tr>
<td>7-yaktubu(n)</td>
<td>plural</td>
<td>masculine</td>
<td>rd 3</td>
</tr>
<tr>
<td>8-yaktubna</td>
<td>plural</td>
<td>feminine</td>
<td>rd 3</td>
</tr>
<tr>
<td>9-tktub</td>
<td>singular</td>
<td>masculine</td>
<td>nd 2</td>
</tr>
<tr>
<td>10-tktubeen</td>
<td>singular</td>
<td>feminine</td>
<td>nd 2</td>
</tr>
<tr>
<td>11-tktubana(n)</td>
<td>dual</td>
<td>masculine/feminine</td>
<td>nd 2</td>
</tr>
<tr>
<td>12-tktubu(n)</td>
<td>plural</td>
<td>masculine</td>
<td>nd 2</td>
</tr>
<tr>
<td>13-tktuna</td>
<td>plural</td>
<td>feminine</td>
<td>nd 2</td>
</tr>
</tbody>
</table>

Source: Shamsan (2015, p.140)

It is noted that forms of verbs in the list from 5-13 (Table 2.10) are attached to suffixes, that refer to person, number and gender. The prefixes (ʔ- and na, ta) carry the inflectional marker for person, number, and gender (items from 1 to 4). The prefix ya-(item 3) carries information about a third person, a masculine gender and a singular number. If the verb has the prefix t- (item 4) and no suffix is attached to it, this prefix is the sign of singular, third person feminine verb. If the prefix attached to the present form provides complete information about the subject, a suffix is not added to that form just as the first four verbs in table (2.10). Hence, the combination of both prefixes and suffixes carries information about person, number and gender.

Imperative Arabic verb forms have the prefix /ʔ/ (ʔ). They are attached to the suffixes which indicate the grammatical categories: number and gender. As for person all the addressees are the second person (Table 2.11).
Table (2.11): Inflectional suffixes attached to imperative forms to indicate grammatical categories: number and gender.

<table>
<thead>
<tr>
<th>The verb</th>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>ʔktub</td>
<td>masculine</td>
<td>singular</td>
</tr>
<tr>
<td>ʔktubi</td>
<td>feminine</td>
<td>singular</td>
</tr>
<tr>
<td>ʔktuba</td>
<td>masculine/ feminine</td>
<td>dual</td>
</tr>
<tr>
<td>ʔuktubuo</td>
<td>masculine</td>
<td>plural</td>
</tr>
<tr>
<td>ʔuktubnna</td>
<td>feminine</td>
<td>plural</td>
</tr>
</tbody>
</table>

Arabic inflectional morphemes attached to nouns:

Abu-Rabia (2000) stated that MSA inflectional morphological system of nouns takes in consideration: gender (masculine/feminine), number (singular/plural) and case. Regarding case, Arabic nouns have three cases: nominative, accusative and genitive. These three cases are indicated by changing the vowel before the final consonant (Table 2.12). It might be one of the main case markers (الحركات الأساسية alharakat al-asasia): fatha, damman and kasra or it might be a suffix morpheme that indicates case, number or gender: un, an, tan, ayn, at, referred to as the sub case markers (الحركات الفرعية alharakat al-fa?iya). The main case markers are also considered morphemes since they are not a part of the Arabic alphabet; instead they are added to the word and indicated by diacritical marks over or below the consonant (Sabir and Alsaeed, 2014).

Table (2.12): Short vowels attached to nouns to indicate case endings

<table>
<thead>
<tr>
<th>Cases</th>
<th>Examples</th>
<th>English translation</th>
<th>Arabic translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>nominative case =subject</td>
<td>jāʔa al-tabeebu</td>
<td>the doctor came.</td>
<td>جاء الطبيب</td>
</tr>
<tr>
<td>accusative</td>
<td>raaytu altabeeba</td>
<td>I saw the doctor</td>
<td>رايت الطبيب</td>
</tr>
<tr>
<td>genitive</td>
<td>iyadat al-tabeebi</td>
<td>doctor's clinic</td>
<td>عيادة الطبيب</td>
</tr>
<tr>
<td>genitive of a preposition</td>
<td>fi al- sabahi</td>
<td>in the morning</td>
<td>في الصباح</td>
</tr>
</tbody>
</table>

As for number, Arabic nouns have three forms: singular, dual and plural (Table 2.12). The singular forms appear in the root form without any additional morphemes. However, Sabir and Alsaeed (2014) state that the dual nouns receive -an in the
nominative case and -ayn in the genitive and accusative case, while plural masculine is attached to -uon in the nominative case and -een in the genitive and accusative case. Besides, -at is the morpheme attached to plural feminine forms in all cases but with different end markers.

**Table (2.13): Examples of inflectional morphemes attached to nouns to indicate number**

<table>
<thead>
<tr>
<th>Singular Words</th>
<th>Meaning</th>
<th>The noun attached to number, gender and case morphemes</th>
<th>Description</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>mudarres</em> مدرس</td>
<td>teacher</td>
<td><em>mudarrsuon</em> مدرسون</td>
<td>sound masculine plural/nominative case</td>
<td>teachers</td>
</tr>
<tr>
<td><em>mudarres</em> مدرس</td>
<td>teacher</td>
<td><em>mudarrseen</em> مدرسین</td>
<td>sound masculine plural/accusative and genitive case</td>
<td>teachers</td>
</tr>
<tr>
<td><em>bint</em> بنَت</td>
<td>girl</td>
<td><em>banat</em> بنات</td>
<td>sound feminine plural/nominative case</td>
<td>girls</td>
</tr>
<tr>
<td><em>bint</em> بنَت</td>
<td>girl</td>
<td><em>bintan</em> بناتان</td>
<td>feminine dual/nominative case</td>
<td>two girls</td>
</tr>
<tr>
<td><em>bint</em> بنَت</td>
<td>girl</td>
<td><em>bintayn</em> بناتین</td>
<td>feminine dual accusative and genitive</td>
<td>two girls</td>
</tr>
<tr>
<td><em>walad</em> ولَد</td>
<td>boy</td>
<td><em>waladan</em> ولدائن</td>
<td>masculine dual/nominative case</td>
<td>two boys</td>
</tr>
<tr>
<td><em>walad</em> ولَد</td>
<td>boy</td>
<td><em>waladayn</em> ولدین</td>
<td>masculine dual/accusative and genitive</td>
<td>two boys</td>
</tr>
</tbody>
</table>

The singular feminine nouns ending with the gender suffix *-{h}* is changed into *-{t}* in the dual forms; e.g., طبيبة = *tabibah* (a female doctor) becomes *tabibatan* (two-female doctors.-dual-nominal) or *tabibatayn* طبيبتین (two-female doctors -dual-accusative) and *tabibat* in the form of sound feminine plural. The feminine plural is formed by adding the suffix -at in place of the suffix *-{ah}*; Moreover The vowel *-{u /dammah}* is added to the feminine plural in the nominal case, and the *-{I /kasrah}* is added to the feminine plural to indicate the noun's accusative and genitive case. For example, the plural form of the word *muhandisah* مهندسه (female engineer) is either *muhandisatun* (nominative case) or *muhandisati* (accusative or genitive).
However, some Arabic nouns have broken forms that do not precede from the singular form but the root forms of nouns are rearranged with new vowels or consonants (Bateson, and Ryding, 1967). Table (2.14) displays examples for inflectional morphemes attached to broken plural noun forms.

**Table (2.14):** Inflectional morphemes attached to broken plural noun forms.

<table>
<thead>
<tr>
<th>Means of broken plural formation</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>infixing different vowel pattern to singular form e.g., kitab = a book, kutub 'books</td>
<td>kitab = a book</td>
<td>kutub : books.</td>
</tr>
<tr>
<td>prefixing a consonant</td>
<td>qalam = a pen</td>
<td>?qalam : pens</td>
</tr>
<tr>
<td>root with two consonants and a long vowel -a- falls between them such as bab and nab are changed into plural by prefixing the consonant ?, and infixing the consonant w or y before the long vowel</td>
<td>bab = door</td>
<td>?bwab : doors</td>
</tr>
<tr>
<td>deleting the &quot;h&quot; that indicates singular feminine gender and changing the vowel pattern</td>
<td>ghurfah = a room</td>
<td>ghuraf : rooms</td>
</tr>
<tr>
<td>changing the vowel pattern u to i and adding the m and changing the ending consonant m to n</td>
<td>ghulam = boy</td>
<td>ghillman : boys</td>
</tr>
</tbody>
</table>

As to Arabic nouns' gender, animated and inanimated, they are either masculine or feminine. Most feminine nouns end with the feminine marker َتاء مربوطة, which is pronounced as /h/= ء; e.g., Tabibah= female doctor, madrasah= school. In case of number they are attached to {an} in the dual nominative case or {ayn} in the dual accusative case. As to plural feminine noun forms, the attached final {ta=ت} is marked by the /a/ (dammaح) in the nominative case, and /l/ (kasraك) in both accusative and genitive cases. For example, "inna alhasanat yuthibn al-sayyat. "

"Good deeds do away with misdeeds "(Qur’an,11, 114)

Tanwen, -un- is attached to plural feminine nouns in the nominative case when it is not preceded with the definite prefix (al=the) and / in ء/ in the accusative and genitive case. Some feminine nouns do not end with the feminine marker (h). This type of feminine nouns are either referred to female people such as bint = girl, َUKht=sister or proper names of countries and cities such as Quods, Rafah, in addition to body parts like ُأُثْن= ear, ُؤاد= hand. It also referred to some words which are developed
as feminine for no rule to follow but they descended in Qur’an as feminine such as
gems = Wa shams wa duhaha (Qur’an, 91, 1).

As for definiteness, Arabic language has one definite article: Al alta’reef. When
it is prefixed to a noun e.g., ولد walad= boy the noun changes into ولد al-walad = the
boy. However, indefinite articles are not available in Arabic. To express indefiniteness,
=tanween is attached to the end of the word, e.g., kitabun, (any one book), waladun (any one boy) (Haywood and Nahmad, 1965).

Moreover, some Arabic genitive inflectional morphemes are attached to nouns
in the genitive case, usually to express possession (table 2.15). According to Gadalla
(2000) the morphemes used in the accusative case are the same used in the genitive
case. Theses morphemes are: alha اَلْهاء (as a singular, dual and plural, masculine and
feminine, third person genitive case morpheme), alkaf الكاف as a singular, dual and
plural, masculine and feminine, second person, genitive case morpheme), ya ياء المنكَم
( as a singular first person masculine and feminine, genitive case), na نا اَلْجَماعة (as a plural, first person, masculine and feminine, genitive case morpheme). Examples are illustrated in table (2.15).

Table (2.15): Genitive inflectional morphemes attached to nouns in the genitive case.

<table>
<thead>
<tr>
<th>Arabic person pron.</th>
<th>English person pron.</th>
<th>Attached possessive pronoun</th>
<th>Noun +genitive Pron.</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا أَنَا</td>
<td>I يَا</td>
<td>e كَبَابِي</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; singular masculine/feminine</td>
<td></td>
</tr>
<tr>
<td>نَحْنَ نَِنَٰ</td>
<td>we نَا</td>
<td>na كَبَابِنا</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; plural masculine/feminine</td>
<td></td>
</tr>
<tr>
<td>هُوُ هُوُ</td>
<td>he هُعُ</td>
<td>hu كَبَابِهُ</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; singular masculine</td>
<td></td>
</tr>
<tr>
<td>هِيُ هِيُ</td>
<td>she هِهُا</td>
<td>ha كَبَابِهَا</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; singular feminine</td>
<td></td>
</tr>
<tr>
<td>هَمُ هِمُ</td>
<td>they هِمُا</td>
<td>huma كَبَابِهَا</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; dual masculine/feminine</td>
<td></td>
</tr>
<tr>
<td>هِمُ هِمُ</td>
<td>they هِمُا</td>
<td>hum كَبَابِهِمُا</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; plural masculine</td>
<td></td>
</tr>
<tr>
<td>أُنْتَ أُّنْتَ</td>
<td>you كَنْا</td>
<td>kā كَبَابِكَانَ</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; singular masculine</td>
<td></td>
</tr>
<tr>
<td>أُنْتَ أُّنْتَ</td>
<td>you كَنْا</td>
<td>kā كَبَابِكَانَ</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; plural feminine</td>
<td></td>
</tr>
<tr>
<td>أُنْتَ أُّنْتَ</td>
<td>you كَنْا</td>
<td>kā كَبَابِكَانَ</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; dual masculine/feminine</td>
<td></td>
</tr>
<tr>
<td>أُنْتَ أُّنْتَ</td>
<td>you كَنْا</td>
<td>kā كَبَابِكَانَ</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; plural/masculine feminine</td>
<td></td>
</tr>
<tr>
<td>أُنْتَ أُّنْتَ</td>
<td>you كَنْا</td>
<td>kā كَبَابِكَانَ</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; plural feminine</td>
<td></td>
</tr>
</tbody>
</table>

42
Arabic inflectional morphemes attached to prepositions

Inflectional morphemes are attached to prepositions and act as object of prepositions (Table 2.16).

Table (2.16): Inflectional pronouns attached to prepositions and act as object of prepositions.

<table>
<thead>
<tr>
<th>Arabic person pron.</th>
<th>English person pron.</th>
<th>Attached object of preposition pronouns</th>
<th>English pronunc- lattion</th>
<th>person</th>
<th>No</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا</td>
<td>I</td>
<td>له</td>
<td>le</td>
<td>1st</td>
<td>singular</td>
<td>masculine/feminine</td>
</tr>
<tr>
<td>نحن</td>
<td>we</td>
<td>لنا</td>
<td>lana</td>
<td>1st</td>
<td>plural</td>
<td>masculine/feminine</td>
</tr>
<tr>
<td>هو</td>
<td>he</td>
<td>لى</td>
<td>lahu</td>
<td>3rd</td>
<td>singular</td>
<td>masculine</td>
</tr>
<tr>
<td>هي</td>
<td>she</td>
<td>لها</td>
<td>laha</td>
<td>3rd</td>
<td>singular</td>
<td>feminine</td>
</tr>
<tr>
<td>هما</td>
<td>they</td>
<td>لهما</td>
<td>lahuma</td>
<td>3rd</td>
<td>dual</td>
<td>masculine/feminine</td>
</tr>
<tr>
<td>هم</td>
<td>they</td>
<td>لهم</td>
<td>lahunna</td>
<td>3rd</td>
<td>plural</td>
<td>feminine</td>
</tr>
<tr>
<td>أنت</td>
<td>you</td>
<td>لك</td>
<td>laka</td>
<td>2nd</td>
<td>singular</td>
<td>masculine</td>
</tr>
<tr>
<td>أنت</td>
<td>you</td>
<td>للك</td>
<td>laki</td>
<td>2nd</td>
<td>singular</td>
<td>feminine</td>
</tr>
<tr>
<td>أنتم</td>
<td>you</td>
<td>لكم</td>
<td>lakuma</td>
<td>2nd</td>
<td>dual</td>
<td>masculine/feminine</td>
</tr>
<tr>
<td>أنتم</td>
<td>you</td>
<td>لكن</td>
<td>lakum</td>
<td>2nd</td>
<td>plural</td>
<td>masculine</td>
</tr>
<tr>
<td>أنتَ</td>
<td>you</td>
<td>لكن</td>
<td>lakunna</td>
<td>2nd</td>
<td>plural</td>
<td>feminine</td>
</tr>
</tbody>
</table>

Source: (khalefa, 2016)
https://sites.google.com/site/mihfadha/dhamair/2

Arabic inflectional morphemes attached to adjectives

Arabic requires that the adjectives harmonize in number, gender, case and definiteness with the nouns they modify (Abu Shugier, 2008). Thus, the inflectional morphemes attached to adjectives are the same inflectional morphemes (suffixes) attached to the nouns they modify (Table 2.17).
### Table (2.17): Inflectional morphemes attached to adjectives/ 1st person pronouns.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Noun</th>
<th>Adjective</th>
<th>Person</th>
<th>Gender</th>
<th>Number</th>
<th>Case</th>
<th>Definiteness</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ana</td>
<td>mudarrisun</td>
<td>nashetun</td>
<td>1st</td>
<td>masculine</td>
<td>singular</td>
<td>All the adjectives are in the nominative case because the nouns they modify (in the provided examples) are in the nominative case too.</td>
<td>indefinite nouns and indefinite adjectives</td>
<td>I am an active teacher.</td>
</tr>
<tr>
<td>ana</td>
<td>mudarrisatun</td>
<td>naslitatan</td>
<td>feminine</td>
<td>singular</td>
<td></td>
<td></td>
<td></td>
<td>I am an active teacher.</td>
</tr>
<tr>
<td>nahu</td>
<td>mudarsuon</td>
<td>nashetoun</td>
<td>masculine</td>
<td>plural</td>
<td></td>
<td></td>
<td></td>
<td>We are active teachers.</td>
</tr>
<tr>
<td>nahu</td>
<td>mudarrisatun</td>
<td>naslitatan</td>
<td>feminine</td>
<td>plural</td>
<td></td>
<td></td>
<td></td>
<td>We are active teachers.</td>
</tr>
</tbody>
</table>

Notice the adjective *nashetun* = نشيط = *active* in the sentence: *Ana mudarisun nashetun* = أنا مدرس نشيط = *I am an active teacher* (Tables 2.17) and the rest of the sentences where the adjective *nashit* changes according to the change in the noun it modifies. Notice the modification in the adjective form in Table (2.17) where the subject refers to the first person. In table (2.18) the subject refers to the second person, while it refers to the third person in Table (2.19).
Table (2.18): Inflectional morphemes attached to adjectives/ 2^{nd} person pronouns.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Noun</th>
<th>adjective</th>
<th>person</th>
<th>gender</th>
<th>Number</th>
<th>Definiteness</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anta</td>
<td>mudarrisun</td>
<td>nashetun</td>
<td>masculine</td>
<td>singular</td>
<td></td>
<td>indefinite nouns and indefinite adjectives</td>
<td>You are an active teacher</td>
</tr>
<tr>
<td>antum</td>
<td>mudarrisun</td>
<td>nashetuon</td>
<td>masculine</td>
<td>plural</td>
<td></td>
<td></td>
<td>You are active teachers</td>
</tr>
<tr>
<td>antuma</td>
<td>mudarrisun</td>
<td>nashetan</td>
<td>masculine</td>
<td>dual</td>
<td></td>
<td></td>
<td>You are both active teachers</td>
</tr>
<tr>
<td>antuma</td>
<td>mudarrisat</td>
<td>nashetatan</td>
<td>feminine</td>
<td>dual</td>
<td></td>
<td></td>
<td>You are active teachers</td>
</tr>
<tr>
<td>antenna</td>
<td>mudaerresat</td>
<td>nashetatan</td>
<td>feminine</td>
<td>plural</td>
<td></td>
<td></td>
<td>You active teachers</td>
</tr>
</tbody>
</table>

Worth mentioning that the case marker used with singular adjectives and the nouns they modify (Tables 2.18, 2.17, 2.19) is \{un=التنوين الضم\}. With dual adjectives \{an=الاثنين\} is used, while \{uon=الواو و التون\} is used with plural masculine adjectives and \{un=التنوين ضم\} with plural feminine adjectives. All case markers exemplified refers to the nominative case.
Table (2.19): Inflectional morphemes attached to adjectives/ 3rd person pronouns.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Noun</th>
<th>Adjective</th>
<th>person</th>
<th>Gender</th>
<th>Number</th>
<th>Definiteness</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>huwa</td>
<td>mudarrisun</td>
<td>nashetun</td>
<td>3rd</td>
<td>masculine</td>
<td>singular</td>
<td></td>
<td>He is an active teacher.</td>
</tr>
<tr>
<td>hiya</td>
<td>mudarresatun</td>
<td>nashetaun</td>
<td></td>
<td>feminine</td>
<td>singular</td>
<td></td>
<td>She is an active teacher.</td>
</tr>
<tr>
<td>huma</td>
<td>mudarrisun</td>
<td>nashietan</td>
<td>person</td>
<td>masculine</td>
<td>dual</td>
<td></td>
<td>They are active teachers.</td>
</tr>
<tr>
<td>huma</td>
<td>mudarrisatan</td>
<td>nashietan</td>
<td></td>
<td>feminine</td>
<td>dual</td>
<td></td>
<td>They are active teachers.</td>
</tr>
<tr>
<td>hum</td>
<td>mudarrisun</td>
<td>nashetuo</td>
<td></td>
<td>masculine</td>
<td>plural</td>
<td></td>
<td>They are active teachers.</td>
</tr>
<tr>
<td>hunna</td>
<td>mudarresatun</td>
<td>nashietatun</td>
<td></td>
<td>feminine</td>
<td>plural</td>
<td></td>
<td>They are active teachers.</td>
</tr>
</tbody>
</table>

In contrast, inflecting an adjective which describes a non-human plural noun does not follow the examples provided in Tables (2.17), (2.18) and (2.19). In that, non-human plural nouns are modified using a singular feminine form. It does not receive the plural morpheme {-un} or {-at} but the feminine singular morpheme {-ta}= (ta marbuta= ذاء مربوطة =) as illustrated in Table (2.20).
Table (2.20): Inflectional morphemes added to adjectives describing non-human nouns.

<table>
<thead>
<tr>
<th>The correct structure / form</th>
<th>The inflectional morpheme added to the adjective</th>
<th>Noun</th>
<th>Adjective</th>
<th>The expected form (following the rule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>الأبواب المفتوحة</td>
<td>المفتوحة</td>
<td>الاتٛاب</td>
<td>singular feminine adjective</td>
<td>الأبواب المفتوحة</td>
</tr>
<tr>
<td>al-abwab al-maftuhah</td>
<td>ta marbuta</td>
<td>الاتٛاب: non-human plural masculine noun</td>
<td></td>
<td>al abwab al – maftuhat. (mistaken structure)</td>
</tr>
</tbody>
</table>

- doors are open

When following the rule, the feminine plural noun *al-abwab* is supposed to be modified by a feminine plural adjective *الاتٛاب* = al maftuhat. However, since *الاتٛاب* is a non-human noun, it is modified by the singular feminine form *الاتٛاب* = al maftuha. Thus, when adjectives do not describe human beings agreement may not achieved in gender and number. Dahami & Saleh (2012: 100) stated:

"If the noun is plural and common masculine, the adjective may come as singular feminine or sound-feminine-plural or it can be feminine-fragment-plural such as the following:

الاتٛاب: al abwab = hathhehi beoot a’leatun = These are high houses.

al abwab = hathhehi beoot a’leaat= These are high houses.

الاتٛاب: al abwab = hathhehi beoot a’waal= These are high houses."

2.10.2.2 Arabic derivational morphemes

Ryding (2005: 45) states that "Arabic morphology is based on discontinuous morpheme. It consists of a stem of consonant roots which interlock with pattern of vowels and sometimes other consonants to form word or word stem". Derivational morphemes change the words' type of speech.

Besides, they can be suffixes, prefixes or infixes. For example, the derivational prefix *{ma}* is joined to the root *k-t-b* to form *maktb*. The derivational suffix *{iyy}* is added to form the relative adjective *maktabiyy* = a person who works in the library.
Arabic system of derivation is based on root verb. Various verb stems may be derived from the root following 16 fixed templates (forms). The form of the root is فعل (f-?-l). Accordingly, a stem can be derived into various forms, such as:

- the verbal noun (if?الإِفْؼ اي)
- the active participle (muf?الُِفْؼًِ)
- the passive participle (muf?الًِفْؼ).

These derived forms are classified by Ryding (2005:45) and Algonaymat (2013:97) as follows:

1. active participle / noun of a subject (اسم الفاعل)
2. hyperbolic nouns / exaggeration form (اسم المبالغة)
3. passive participle / noun of the object (اسم المفعول)
4. resembling participle / adjectives like the subject noun (الصفح المشبه)
5. utilitarian noun/ instrument noun (اسم الآلة)
6. time and place / locative noun (اسم الظرف)
7. comparative and superlative / preference noun (اسم التفضيل)
8. diminutive form (التصغير)
9. onomastic / relative pronouns (النسب)

**Deriving the active participle**

The active participle is a "morphological form derived from a verb to refer to the person or animate that performs the action denoted by the verb. It is called /?ism-u l-faa?il/ 'noun of the agent' " (Gadalla, 2005:2). When deriving the active participle from weak verbs such as hollow verbs which contain a vowel as a second radical (letter), a hamza is inserted in after the middle radical. For example, the AP form of nama = (he slept) is na?im=. Regarding assimilated verbs which begin with a vowel, they are completely regular in forming the AP. As (alef =a) is inserted after the first radical such as (wjda: wajid). However, in defective verbs- those Arabic verbs which end with a vowel (alef, ya or waw)- the vowel is dropped and replaced with two kasras as قاضى =qada=judged قاضى =qadin = the judge (Ryding, 2005: 102 & Algonaymat 2013: 98)
Deriving the hyperbolic nouns

Hyperbolic nouns enact the base meaning exaggeratedly to indicate that an actor does an action excessively. It is derived by doubling the middle radical in a trilateral verb or doubling the middle radical then adding "ta"= /h/ at the end of the word, e.g., (؟ llam) and (؟ llamah) (عَلَمَة = has a lot of knowledge). Algonaymat (2013: 105) explained nine meters of deriving hyperbolic nouns:

Table (2.21): Meters of hyperbolic nouns.

<table>
<thead>
<tr>
<th>The Arabic meter and its English transliteration</th>
<th>Example from the Arabic language and its English translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>مفاعل</td>
<td>mif’aal</td>
</tr>
<tr>
<td>مفاعل</td>
<td>mif’eel</td>
</tr>
<tr>
<td>مفاعل</td>
<td>mif’il</td>
</tr>
<tr>
<td>فعل</td>
<td>fa’uul</td>
</tr>
<tr>
<td>فعل</td>
<td>fa’il</td>
</tr>
<tr>
<td>فعل</td>
<td>fa’iil</td>
</tr>
<tr>
<td>فعل</td>
<td>fa’eel</td>
</tr>
<tr>
<td>فعل</td>
<td>fa’al</td>
</tr>
<tr>
<td>فعل</td>
<td>faa‘uul</td>
</tr>
</tbody>
</table>

Table (2.21) illustrates various examples to the process of deriving hyperbolic nouns from trilateral verbs. For example the verb (كتَب= lied) is derived to the hyperbolic noun form كَتاَب (a person who lies a lot).

Deriving the passive participle

The passive participle is the object or person (animate or inanimate) upon which/who an action is enacted, e.g., the passive participle maktub = يَكَتَب by turning the letter of imperfectness at the beginning of an imperfect verb into "m" followed with damma (u)=\{١\} and _ (waw=uo) on the letter before the last radical. For hollow verbs, if the middle radical is a (waw=uo), the waw will appear in the passive participle. For example, نَزُور = mazuor ="the one who is visited" is the passive
participle derived from يور = yazuor = is visiting. If the middle radical is ي it will be part of the passive participle form, thus for يبيع = yabe? = is selling is the passive participle form mabee? = sold (Abdul Sitar, 2012).

**Deriving the resembling participle**

Resembling participle refers to the one who enacts (or upon whom is enacted) the base meaning intrinsically. For example, the resembling participle of علم =?limا=knew is علم =?leem= the one who knows intrinsically (Algonaymat, 2013).

**Deriving the utilitarian noun**

Utilitarian noun indicates the name of the tool that is used to carry out an action. It is derived based on the meter mef?ال / معمال as in معمال = meftah= key (Algonaymat, 2013).

**Deriving the locative noun**

Locative noun refers to the time when or the place where the base meaning is enacted. To exemplify, the locative noun مدرسة = madrasah= (school) is derived from the verb درس = daras=(he studied) to indicate the place of studying (Algonaymat, 2012)

**Deriving the comparative and superlative forms**

Comparative and superlative forms are derived from an adjective based on the meter af?ال. (e.g., أكبر = akber = bigger) is derived from the adjective كبير = kaber=big) (Abdul Sattar, 2012).

**Deriving the diminutive form**

Arabic diminutives are forms of nouns used to describe something or someone as small in size, number, or quantity or in state, e.g., the word بنت = bent= girl becomes بنتية = bunayyah = little girl. This form is constructed by a process of infixation, inserting certain morphemes into a noun to get the diminutive form. However, this process
follows some fixed patterns in accordance with the morphological Arabic rules. Faid and Hamid (2009: 8) explained the means of diminutive nouns as follows:

"Diminutive forms are formed according to three basic patterns. The first pattern is 'fu'ayl' for the triliteral root, as in: 'jabal' (a mountain) which is diminished as 'jubayl' (جُث١ً a small mountain). The second pattern is 'fu'ay'il' for the quadriliteral root as in: 'aqrab' (a scorpion) which becomes 'uqayrib' (عُقِب١ِٔ a small scorpion). As for the third pattern, it is 'fu'ay'eel' and it is used with quinqueliteral roots as in: 'usfur' (غُص٢ُف٣٠٠ a sparrow) whose diminutive form is 'usayfir' (غُص٢ُف٣٠٠)

**Deriving the onomastic form**

It is a matter of constructing relative adjectives from nouns, participles or adjectives by attributing, ascribing or relating something or someone to its origin or reference. It might refer to nationality, religion, craft or other adjectives. As exemplified in table (2.22), onomastic forms are constructed by attaching the suffix is {ـِّٟ–iyy} preceded with the short vowel /i/ for masculine gender and {ـِ١ ح–iyya(t)} for feminine gender (Alsamarrae, 2013).

**Table (2.22): Onomastic forms with different number and gender types.**

<table>
<thead>
<tr>
<th>Nationality</th>
<th>arab-iyy = Arabian</th>
<th>masculine\ singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>لِبْنَانَ‌ٍٔ</td>
<td>lubnan-iyy = Lebanese</td>
<td>masculine\ singular</td>
</tr>
<tr>
<td>لِبْنَانِّٔ</td>
<td>lubnan-iyya(tu) = Lebanese</td>
<td>feminine\ singular</td>
</tr>
<tr>
<td>لِبْنَانٌٍُّٔ</td>
<td>lubnan-iyy(un) = Lebanese</td>
<td>masculine\ plural</td>
</tr>
<tr>
<td>لِبْنَانِّٔٓ</td>
<td>lubnan-iyy(at) = Lebanese</td>
<td>feminine\ plural</td>
</tr>
<tr>
<td>Religion</td>
<td>إِسْلَٔأٍ</td>
<td>islam-iyy = islamic</td>
</tr>
<tr>
<td>Craft</td>
<td>زَٖٔاطِع١ٌٔ</td>
<td>zera-iyy(tu) = agricultural</td>
</tr>
<tr>
<td>Adjective</td>
<td>ذٌَٖٔٔث</td>
<td>thahab-iyy = golden</td>
</tr>
</tbody>
</table>
2.11 Previous Studies

This section reviews previous studies related to the theme of the current study. These studies are thematically divided in relation to the main concepts of the study: the impact of diglossia on learning and teaching Arabic, on phonemic awareness and word decoding, on Arabic reading and writing skills, on non-native learners of Arabic, the on Palestinian Spoken Arabic (PSA), and the effect of using explicit instruction on improving students' learning outcomes. The section ends with a commentary on all the reviewed studies.

2.11.1 The Impact of Diglossia on Learning and Teaching Arabic

Since the term diglossia was used by Ferguson in 1959, diglossia and its impact in the field of linguistics, psycholinguistics and education have been studied by various researchers. Hasem and Ahuri (2015) investigated the impact of diglossia as a sociolinguistic phenomenon on learning and teaching the Arabic course in Sana'a Secondary Schools. The study investigated the variety used in classroom interaction and determined students' weaknesses regarding the use of MSA when interacting with their teachers. It also investigated the reasons that stand behind Arabic course teachers' use of the vernaculars in teaching Arabic and highlights the impact of such practices on the students' linguistic proficiency. For this purpose, three sets of questionnaires were administered on a sample of students and teachers from both genders in Sana'a Secondary Schools. The data collection was also based on the Arabic teachers' interview as well as the Arabic course inspectors' reports. Data analysis shows that Arabic course teachers in Sana'a Secondary Schools sometimes used MSA in teaching Arabic, whereas students rarely used it when interacting with their teachers. It also argues that students' Arabic linguistic deficiency was due to their lack of capacity to communicate with their teachers in MSA, and not due to lack of comprehending MSA, as their teachers claimed.

Nassar (2009) conducted a study to evaluate teachers’ remedial work when treating students' weakness in Arabic language. Students were from both the preparatory and secondary level. Eighty-eight per cent of the teachers who participated in the study agreed that their students had difficulty using MSA. In agreement with Hasem and
Ahuri (2015), Nassar (2009) indicates that this difficulty was due to the lack of using MSA as means of communication.

Al-Brri, et al. (2015) studied the causes, the methods of treatment and the negative effects of diglossia. Their study revealed the following most important results: firstly, the interaction between languages and the rise of new languages and dialects dropped many of the original characteristics of the languages. As a result, people started to move away from their first language. Secondly, classical Arabic is the powerful ligament that brings Arabs together. Thirdly, to reduce diglossic negative effects, educators can simplify classical rules of Arabic, and facilitate the teaching methods.

2.11.2 The Impact of Diglossia on Arabic Vocabulary

Fedda and Oweini (2012) argued that diglossia may restrict Arabic Language vocabulary growth. A correlation design based on a two-stage random sample was used with 100 participants including pre-schoolers, first, second, fourth and fifth graders from Lebanese bilingual students whose L1 is Arabic. They answered a standardized, United States (US) picture vocabulary test. Parents and teachers also answered a number of questions related to children language preference at home and at school and vocabulary teaching practices. Results showed that participants' Arabic skills were not in the appropriate level. Teachers and parents realized the challenges posed by effect of diglossia on students' Arabic vocabulary.

2.11.3 The Impact of Diglossia on Grammar

Hassan (2011) investigated students' ability to point out basic error of grammar by answering certain questions. The participants were students in the fourth stage of the Arabic language departments in colleges of education infrastructure in Baghdad University. The findings of the research revealed that students were unable to discover the grammatical errors in the text and they were weak in analyzing Arabic sentence in accordance with rules and a specific scientific basis. The researcher attributed this weakness to lack of training and not using standard Arabic as a medium of teaching or as medium of writing and speaking.
Mohaidat (2017) was concerned with analyzing the active participle formation in MSA. He also examined the Rural Palestinian Dialect (RPD). He aimed to reveal the derivation of the active participle in RPD and to describe patterns different from those of MSA. The data for this study was collected from original Palestinian people then analyzed in terms of morphology. Results showed that there were many derivational affixes which did not exist in MSA; however, they were used in the Palestinian dialect. The researcher thought that these forms were the result of foreign languages influence which emerged under the long occupation of the Arab world throughout history and neighbouring non-Arab countries.

2.11.4 The Impact of Diglossia on Phonemic Awareness and Word Decoding

Saiegh-Haddad (2003) conducted a study where phonemic awareness and word decoding in kindergarten and first grade Arabic native children were examined. The researcher argued that native speakers of Arabic are taught to read in MSA: a language structurally distinct from the local form of the language they grow up speaking. It was hypothesized that the linguistic differences between the two varieties, the so-called diglossic variables, would interfere with the acquisition of basic reading processes in MSA. To test the hypothesis, children's phoneme and word syllabic structure and word decoding skills were examined. The results showed that diglossia interfered in children's performance of both elements in both grades. The findings support the role of linguistic distance between ASVs and MSA in the acquisition of basic reading processes in a diglossic context.

2.11.5 The Impact of Diglossia on Arabic Reading and Writing Skills

Ayari's (1996) examined Arab children's ability to acquire reading and writing skills in Arabic and on their academic attainment in general. It also discussed the obstacles of MSA acquisition. It suggested that the tendency of parents and teachers to use colloquial instead of MSA is one of the main reasons of weakness in the Arabic language. He suggested some remedies, which include modification of the Arabic script, improving the status of Arabic as a language of instruction in schools and exposing young children to literary Arabic by means, such as story reading to preschoolers.
Bader (2007) highlighted that ASVs are the main reason of the weakness in Arabic language. Other reasons are: (1) Families' use of vernaculars in everyday life, (2) Lack of encouragement for children to use the MSA and (3) Ammiya is spoken by the vast majority of the people in Arab countries, while MSA is limited to educated class in official situations.

Abu-Rabia (2000) stated that diglossia is the main reason for Arabic language reading difficulties because the spoken language has nothing to do with the language of books and school instructions. Two groups participated in the study: the experimental group (144 students) exposed to literary Arabic throughout their preschool period, and the control group (138 students) exposed to both literary Arabic and spoken Arabic during that period. All children were tested for reading comprehension at the end of grade one and grade two. Better results were recorded for children in the experimental group. Thus, Abu-Rabia argues that exposing students to literary Arabic only is preferable since exposure would be only to the target desired knowledge.

2.11.6 The Impact of Diglossia on Non-native Learners of Arabic

Diglossia poses challenges to non-native learners of Arabic, a point which is annoying to Arabic language supporters. Palmer (2008) indicated that students from the National Middle East Language Resource Centre who studied Arabic for at least one year before travelling to the Arabic speaking world agreed that they would prefer to study the spoken Arabic varieties rather than MSA in order to feel more integrated in the Arab communities. Moreover, he indicated that American learners of Arabic language preferred to learn spoken Arabic. However, this is not supported by their teachers, because spoken Arabic is considered a low variety of language which is used for communication.

2.11.7 The Impact of Diglossia on PSA

When talking about Palestinian spoken Arabic (PSA) in specific, Martinez (2017) analysed a translated and transcribed collection of Palestinian folk narratives. He intended to measure the effect of Arabic diglossia on translation, transcription and anthropological understanding of Palestinian folk tales (which reflects the Palestinian culture) from the perspective of non-native Arabic learners. He concluded that the
difference between MSA and PSA, in some occurrences, miss-reflected the Palestinian culture in the eyes of non-native learners of Arabic because the intended meaning of word might be changed if the PSA version of the word is used instead of the MSA version. Martinze (2017) gave various examples one of which is the translation of the phrase "فشدٛ ف١ٙا" which is extracted from a Palestinian folktale. The word تلا٠ا is literary translated as "bad things" which is not the intended meaning of the folktale writer. Thus, had the folktale author used the correct MSA word وث١ش ا instead of the PSA (a type of ASVs) word تلا٠ا the meaning would have been clearer and more expressive.

2.11.8 The Effect of Using Explicit Instruction on Improving Students' Learning Outcomes

Ajabshir (2014) conducted an experimental study on Iranian EFL students. He divided forty learners into three groups, one control and two experimental groups. Students sit for a pre-test exam to measure their ability to do the role play of refusals. The intervention lasted for 10 days during which one experimental group was exposed to implicit instruction correcting its errors while performing the role plays, whereas the other experimental group was exposed to explicit instruction for the same reason. After the intervention, a post-test was conducted. It was found that the second experimental group outperformed the rest of the groups. Thus, the researcher concluded that explicit instruction is more effective than implicit one.

Cayado & Alpanta (2016) compared various studies discussing the usefulness of explicit and implicit approaches in learning grammar knowledge. They concluded that the explicit approach in teaching can be more effective in complex context than the implicit approach. The researchers argued that explicit instruction leads learners to focus on their errors and correct them. Secondly, in explicit instruction students are directed to correct their errors immediately not as implicit instruction where learners can fix their errors in following activities.

Baleghizadeh & Derakhshesh (2017) argued that the studies conducted to measure the validity of explicit and implicit teaching using measures were in favor of explicit instruction. Consequently, the researchers decided to measure the effectiveness of explicit and implicit instruction through explicit and implicit measures using a timed GJT and an untimed GJT. Three groups of students (a controlling group which receives
no treatment, the implicitly taught group and the explicitly taught group) were dealt with differently during the experiment. The researchers conducted pre-tests, post-tests and delayed post-tests to measure students' performance. Results indicated that the students in the explicitly instructed group surpassed students in both the controlling group (which receive no instruction) and the implicitly instructed group. The researchers concluded that explicit teaching is more effective than implicit teaching particularly in the field of second language development.

Grit (2018) reviewed 30 studies on the effectiveness of explicit and implicit grammar instruction on L2 learners. The researcher drew the conclusion that explicit instruction should be part of the teaching process whether when introducing simple or complex contexts because explicit instruction is more preferable than implicit one.

2.12 Commentary on the Previous Studies

Most previous studies reviewed above are about investigating different domains in relation to the weakness in MSA language skills; reading, writing, speaking, vocabularies and grammar. The tools used for data collection included tests, questionnaires and interviews. The participants ranged from pre-school to graduate level. Regarding results, all studies agreed that weakness in Arabic language at all linguistic levels is a rampant danger which threatens MSA.

Nassar (2009); Hasem and Ahuri (2015) and Bader (2007) all agreed that lack of exposure to MSA _ whether because of teachers or families_ leads to lack of using the correct form of MSA. As a result, more mistakes are committed when MSA is used. Consequently, diglossia is the main reason for the weakness previously highlighted in all MSA skills. Diglossia not only negatively affects the skills of MSA but also the attitudes towards learning and using it. Palmer (2008) indicates that learners of MSA prefer to study ASVs instead. This helps them to feel confident and engaged in the Arabic community.

Both Martinez (2017) and Mohaidat (2017) discussed diglossia in a Palestinian context. The former focused on the effect of diglossia on translation and how this contributes to non-native Arabs' speakers understanding to the Palestinian folktales. The latter was more concerned with the linguistic effect of diglossia upon one type of
derivational morphemes, the one used to derive the passive participle. Still, several other derivational and inflectional morphemes are not analysed. The current study would hopefully bridge this gap in the field of research.

Studies reviewed on the effectiveness of explicit instruction and its role in developing students' learning outcomes did not neglect the effectiveness of implicit instruction, especially to introduce simple context. However, results showed that explicit instruction - whether in teaching, learning (e.g., Cayado & Alpanta 2016) or in proving feedback (e.g., Ajabshir, 2014) - recorded higher results in comparison with implicit instruction.

2.13 Summary

This chapter presented the theoretical framework of language acquisition theories and MSA bound morphemes. It also reviewed studies related to the effect of diglossia on learning, teaching and using MSA and studies related the effectiveness of implicit and explicit instruction on students' academic performance. Reviewing the above mentioned studies helped the researcher to develop her current study, which is concerned, mainly, with the effect of diglossia on Palestinian students’ acquisition of MSA bound morphemes.
Chapter Three

Materials and Methods
Chapter Three
Materials and Methods

3.0 Chapter Organization

The present study is an investigation of the effect of diglossia on Palestinian children's acquisition of MSA bound inflectional and derivational morphemes. It is also an investigation of the effectiveness of explicit instruction upon improving students' achievement when using MSA bound inflectional and derivational morphemes. In chapter three, first, the research questions are re-presented. Next, the selection of participants is discussed. After that, the research instruments used for data collection are described. The chapter concludes with an outline of the procedures followed to analyse the data obtained.

3.1 Research Questions

The study is guided by two research questions:
1) Does the diglossic situation affect Palestinian children's acquisition of MSA bound morphemes?
2) Does explicit instruction significantly improve Palestinian children's use of MSA bound morphemes?

3.2 Research Design

This research adopted the descriptive analytical approach in an attempt to describe the diglossic phenomenon in Gaza City and analyse its impact on Palestinian children's acquisition of MSA morphology. The study used a mixed-methods design, combining both quantitative and qualitative method. The quantitative method was implemented through an achievement test to examine students' use of MSA bound morphemes and to gather numerical results to be analysed. On the other hand, the qualitative method was implemented through using structured observations (Gass, 2005) to observe teachers' and students' use of diglossia inside Palestinian Arabic classrooms and to observe types of instruction (explicit or implicit) used by Arabic language teachers to present Arabic grammar lessons.
3.3 Population and Sample of the Study

The population of the study represented all Palestinian students in grades four, five and six. They were, on average, ten, eleven and twelve years old, respectively. They have received regular classes of the Palestinian curriculum in governmental schools for four to six years. It is worth mentioning that the Gaza Strip, the location of this study, has three types of schools: governmental schools, private schools and United Nation for Relief and Work Agency (UNRWA) schools. The researcher attempted to conduct the research on UNRWA schools; however, she was informed that it was forbidden to do so. The researcher chose Al-Shariqa governmental school since it could be easily reached by the researcher. Besides, help to implement the test and observations was totally provided by the school principal and staff. The medium of teaching and learning in the chosen school is Arabic language.

Following the guidelines of the Palestinian curriculum of the Arabic language subject, fourth graders have not received explicit instruction of Arabic grammar. To demonstrate, no titles of grammar lessons are included in the table of contents in the fourth grade books (Appendix 7); however Arabic grammar exercises are contained within the books. Thus, teachers do explain grammatical rules implicitly. For example, exercises about deriving the active participle and the passive participle are included on page 60 Activity 2 in the fourth grade Arabic book, the second term. Students are asked to answer following the examples with no further explanation or illustration of rules. Another example is in page 20 Activity 2 from the same text book. Students are asked to follow the examples and use the singular, dual and plural forms of the subject in full sentences without diving deep in the morphological changings involved in such processes.

Adopting explicit grammar teaching with the fifth and sixth graders harmonized with the Palestinian curriculum disciplines of using explicit grammar instruction with the fifth and sixth grades. This can be illustrated through the Arabic language books' table of contents for the fifth and sixth grades. In that, separate grammar lessons are stated in the table of contents and explained in details within books. For example, in the fifth grade Arabic book (the first term) Al-f?el Al-madi الفعل الماضي = The past tense verb is explained in unit six page 55, where students are
exposed to the structure via reading passages. The rule is clearly stated next, then exercises are provided. Morphological issues regarding the pronouns attached to the past simple tense are also clarified. In the sixth grade Arabic book (the first term) *Aldamayir almutaselah haf almodi* = pronouns joined to perfect verbs are explained. Examples are first stated, rules and notes are deduced on page 79 and 80, then exercises are provided in pages 80 and 81. Thus the population of the study was divided into three groups:

- The fourth graders who were taught the MSA bound derivational and inflectional morphemes implicitly
- The fifth graders who were taught the MSA bound inflectional morphemes explicitly but were not taught the MSA derivational morphemes neither implicitly nor explicitly.
- The sixth graders who were taught the MSA bound inflectional morphemes explicitly but were not taught MSA derivational morphemes neither implicitly nor explicitly.

For the purpose of the study, 113 male students from Al- Shariqa Elementary School for Boys, a governmental school in the west of the Gaza City, were selected as the sample of the study. They were a whole class of 37 students from the fourth grade, a class of 37 students from the fifth grade and a class of 39 students from the sixth grade in the school year 2017-2018. Classes had similar academic, social and economic background.

### 3.4 Research Variables

A) Independent variable: The diglossic situation of the Arabic language.
B) Dependent variable: Palestinian children acquisition of MSA bound morphemes.
3.5 Research Instruments

Two data collection tools were used: (1) an achievement test, and (2) observation cards.

3.5.1 The Achievement Test

Following Hassan (1986), the researcher constructed a list of Arabic morpheme types (derivational and inflectional) and prepared an achievement test, which aimed mainly at examining students' ability to use the selected types of the MSA bound inflectional and derivational morphemes. The test is divided into two sections: the first tested seven domains of the MSA inflectional morphemes, and the second tested five domains of the MSA derivational morphemes.

Section One: Inflectional Morphemes

The researcher constructed a test sheet which aimed at testing fourth, fifth and sixth graders’ knowledge and use of MSA inflectional morphemes indicating gender, number, case and person when attached to nouns or adjectives, and indicating gender, number, person and tense when attached to verbs. Those MSA bound inflectional morphemes are divided according to their location of the parsing into three types as illustrated in chapter two (Section 2.10.2.1). Inflectional morphemes can be joined to verbs, nouns, pronouns and adjectives. According to the form classification, seven questions were developed to assess children's ability in using Arabic inflectional morphemes.

Exercises Testing Arabic Inflectional Morphemes

Seven exercises were used to test the inflectional morphemes. To start with, the first exercise assessed some of the imperfect morphemes joined to imperfect verbs to indicate subject verb agreement at the level of gender (Table 3.1). To illustrate, students have to examine the pictures in the first question and notice whether the described people are males or females, then write a full sentence to describe the picture. An example was provided for the students to follow. For example in picture one, students had to say what the girls were doing in the picture using the dual feminine prefix "ئ" before the imperfect verb.
Table (3.1): MSA imperfect morphemes joined to imperfect verbs

<table>
<thead>
<tr>
<th>The picture</th>
<th>Expected answer</th>
</tr>
</thead>
</table>
| ![Image](image1.png) | البنتان تسبحان في البحر.  

*albintan tsbahan fi albahr*  

or  

تسبح البنتان في البحر  

*tsbah albintan fi albahr*  

- The two girls are swimming in the sea. |

| ![Image](image2.png) | يسبح الولدان في البحر.  

*yasbah alwldan fi albahr*  

or  

الولدان يسبحان في البحر.  

*alwaladan yasbahan fi albahr*  

- The two boys are swimming in the sea. |

The second exercise examined the use of MSA inflectional morphemes (subject pronouns) joined to imperative verbs in the nominative case. Besides, it examined the subject verb agreement, of the inflectional subject morphemes (suffixes/ nominal case) joined to verbs in the imperative form. This subject verb agreement took into consideration number and gender. As shown in Table (3.2), students had to select the correct answer in parentheses.
Table (3.2): MSA inflectional morphemes joined to imperative verbs

<table>
<thead>
<tr>
<th>Arabic sentence</th>
<th>English translation</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>قالت المعلمة للطلابين (اكتبو- اكتبي- اكتب- اكتبين) الدروس.</td>
<td>The teacher told the two female students &quot;Write your lesson&quot;.</td>
<td>اكتب</td>
</tr>
<tr>
<td>قالت المعلمة للطلابات (اكتبو- اكتبي- اكتب- اكتبيين) الدروس.</td>
<td>The teacher said to a group of female students &quot;Write your lesson&quot;.</td>
<td>اكتبين</td>
</tr>
</tbody>
</table>

The third exercise examined the use of MSA inflectional morphemes joined to perfect, imperfect and imperative verbs (Table 3.3). These morphemes are suffixes used as objectives in the accusative case. They include the second person (addressee) \((kaf = \\text{n})\) and the third person \((ha = \text{س})\), used at the levels of agreement in number and gender. Students had to select the correct answer between parentheses.
Table (3.3): MSA inflectional morphemes joined to perfect, imperfect and imperative verbs

<table>
<thead>
<tr>
<th>Arabic sentence</th>
<th>English translation</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>قالت المعلمة للطلاب: أنا (الصخ), انصحكم -انصحكم، انصحكم(انصحكم) أن تجتهد.</td>
<td>1/ The teacher said to the students, “I advise you both to work hard.” (dual/ feminine or masculine)</td>
<td>انصحكم</td>
</tr>
<tr>
<td>انصحكم</td>
<td>anshokoma</td>
<td>-I advise you both</td>
</tr>
<tr>
<td>أٔا (أَٔصَذُىٓ -أَٔصَذه -أَٔصَذهِ -أَٔصَذُىٓ -أَٔصَذَىّا) أَٔ ذجرٙذا.</td>
<td>2/ The teacher said to the girls, “I advise you all to work hard.” (plural feminine)</td>
<td>أَٔصَذَىّا</td>
</tr>
<tr>
<td>anshokunna</td>
<td>-I advise you both</td>
<td></td>
</tr>
<tr>
<td>سناء وهناء طالبان مجهدتان ،</td>
<td>3/ Sana and Hana are two hardworking students. The teacher thanks both of them (dual/ feminine)</td>
<td>الشَّكْرَهْا</td>
</tr>
<tr>
<td>المعلمة (تشكِّرَهُنَّ - تشكِّرُهم - تشكِّرُهما)</td>
<td>-The teacher thanks both of them</td>
<td></td>
</tr>
<tr>
<td>الأُلُدُون مجهدون، المعلمة (تشكِّرُهُم - تشكِّرُهما)</td>
<td>4/ The boys are diligent. The teacher thanks them.(plural / masculine)</td>
<td>الشَّكْرَهُم</td>
</tr>
<tr>
<td>tashkrhuma</td>
<td>The teacher thanks them.</td>
<td></td>
</tr>
</tbody>
</table>

The fourth exercise examined the use of MSA inflectional third person morphemes (suffixes) attached to nouns to mark gender and number. These morphemes are low case clitics. Students had to rewrite the words between parentheses to align with the noun in each sentence regarding number and gender (Table 3.4).

Table (3.4): MSA inflectional morphemes (suffixes) attached to nouns

<table>
<thead>
<tr>
<th>Arabic sentence to be corrected</th>
<th>English translation</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>......الأُلُدُون (مجهد)</td>
<td>The boy is polite.</td>
<td>مجهد</td>
</tr>
<tr>
<td>مهتن مهتن</td>
<td>Muthtab</td>
<td>-polite</td>
</tr>
<tr>
<td>......الأُلُدُون (مجهد)</td>
<td>The boys are polite.</td>
<td>مهتن مهتن</td>
</tr>
<tr>
<td>مهتن</td>
<td>muhthabuon</td>
<td>-The boys are polite</td>
</tr>
</tbody>
</table>
The objective of the fifth exercise is to examine the use of inflectional genitive case morphemes (pronouns) attached to nouns at the levels of gender and number (Table 3.5). Students had to observe genitive case pronouns attached to the noun in the example then imitate and fill in gaps the rest of the items, taking in consideration the appropriateness of gender and number.

**Table (3.5): MSA inflectional genitive case morphemes attached to nouns**

<table>
<thead>
<tr>
<th>Arabic sentence to be corrected</th>
<th>English translation</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا فاطمة. هذا بيتى</td>
<td>I am Fatima. This is my house.</td>
<td>بيتى</td>
</tr>
<tr>
<td>هما أخوان. هذا بيتى.............</td>
<td>They are two brothers. This is ......house</td>
<td>بيتهم</td>
</tr>
<tr>
<td>هن آخوات. هذا بيتى......</td>
<td>They are sisters. This is ...... house</td>
<td>بيتهم</td>
</tr>
</tbody>
</table>

Exercise six examined the use of inflectional morphemes joined to adjectives to achieve agreement with the given nouns in gender and number (Table 3.6). Noteworthy mentioning that adjectives in Arabic follow the noun they modify (See page 46). In most cases, adjectives agree with the nouns they modify in definiteness, number and gender. That is, a definite noun is followed by a definite adjective, and an indefinite noun is followed by an indefinite adjective. Similarly, a masculine noun is followed by masculine adjectives and a feminine noun is followed by a feminine adjective too. Additionally, number is one of the aspects in which an adjective agrees with the noun it modifies. However, exceptions for these rules do exist; for example, an inanimate masculine plural can be modified by a feminine singular adjective; e.g., 

Alabwab maftuhatun = The doors are open (Hassan,1986).
In the sixth exercise students were asked to notice the example and read the nouns given. Then, students were asked to write the suitable answers taking in consideration definiteness, number, gender, and rule exceptions (Table 3.6).

**Table (3.6): MSA inflectional morphemes joined to adjectives**

<table>
<thead>
<tr>
<th>The Arabic sentence</th>
<th>English translation</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>إٌافزذاْ (اٌّفرٛح).....ػاٌ١را</td>
<td>The two open windows are high.</td>
<td>almaftuhatan -the open (dual subject)</td>
</tr>
<tr>
<td>اٌخ١ٛي(اٌجّ١ً)........ ػشت١ح</td>
<td>The beautiful horses are Arabian.</td>
<td>aljamilatu -the beautiful</td>
</tr>
</tbody>
</table>

**Section two: Derivational Morphemes**

As previously discussed in chapter two, derivation in Arabic refers to generating or deriving a sub-word from an original word (root). A word is derived by adding certain morphemes to its origin, which generates a new, but still related, meaning. Based on the nine types of derivative nouns mentioned in chapter two (Section 2.10.2.2), the researcher constructed the following three exercises (exercises seven, eight and nine) to test students' knowledge regarding the use of some derived nouns.

The seventh exercise in the achievement test examined the use of the derivational morphemes used to derive relational adjectives (onomastic) (Table 3.7). Students were asked to derive the suitable relational adjectives (nationality) from the given various nouns (countries and cities) following the example provided.

**Table (3.7): MSA derivational morphemes used to derive onomastic forms**

<table>
<thead>
<tr>
<th>The Arabic sentence</th>
<th>English translation</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>خاٌذ ِٓ ِصش. خاٌذ</td>
<td>Khaled is from Egypt. He is .................</td>
<td>مصري %msriiy -Egyptian</td>
</tr>
</tbody>
</table>
Exercise eight tested students' ability to derive a diminutive form from a given noun (Table 3.8).

**Table (3.8): MSA derivational morphemes used to derive diminutive forms**

<table>
<thead>
<tr>
<th>The question</th>
<th>Expected answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Picture of cat and kitten]</td>
<td>qotayta (kitten)</td>
</tr>
</tbody>
</table>

Students have two pictures, one represents the original noun (cat *qitta* = قطة) and the other represents the diminutive form (kitten = qotaytah = قطيفة) (Table 3.8). Unlike the previous test questions, question eight contains one item. Most of the previous test questions address several persons (1st, 2nd and 3rd), and refer to several numbers of subjects (singular and plural). As a result, multiple items are needed to nearly cover them all. The diminutive forms, are formed according to three patterns only (see section 2.10.2.2). The researcher chose one to be included in the eighth question. The referee panelists accepted the choice of one item the difficulty coefficient of the test items was in the acceptable range (Section 3.5.1.4).

Exercise nine tested the use of derivational morphemes used to derive derivative nouns such as; the active participle, the passive participle, and the locative noun (Table 3.9). Students were asked to derive the former derivative nouns from a given verb. An example was provided to guide the students. For example; from the stem verb (*كتبت* = *ktb* = wrote) students were expected to get the active participle (*كاتب* = kateb = a writer), the passive participle (*مكتوب* = *maktoob* = a piece of written item) and the locative noun (*مكتب* = maktab = office).
Table (3.9): MSA derivational morphemes used to derive diminutive morphemes used to derive derivative forms

<table>
<thead>
<tr>
<th>The verb and the closest anglophonic transcription</th>
<th>active participle</th>
<th>passive participle</th>
<th>locative noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتب katab</td>
<td>كتِبَ katib</td>
<td>مكتِبَ maktub</td>
<td>مكتِبَ maktab</td>
</tr>
<tr>
<td>زرع zara?</td>
<td>.................</td>
<td>.................</td>
<td>...............</td>
</tr>
<tr>
<td>طبع taba?</td>
<td>.................</td>
<td>.................</td>
<td>...............</td>
</tr>
<tr>
<td>درس daras</td>
<td>.................</td>
<td>.................</td>
<td>...............</td>
</tr>
</tbody>
</table>

3.5.1.1 Test validity

Validity refers to the extent to which a concept is precisely measured in a study (Heale & Twycross, 2015). To test the content validity of the achievement test, the research supervisor and a jury of specialists in Arabic language in Gazan universities (Appendix 1) examined the items on the test for appropriateness to the research questions. Following the comments and suggestions provided, the test was modified.

The internal consistency validity of the test asserted correlation of the score of each item with the total average of the test. It also indicated the correlation of the average of each domain with the total average (Al Agha, 1996). This validity was calculated by using Pearson Formula. Table (3.10) showed the correlation coefficient of every item to the total test.

Table (3.10): Correlation coefficient of every item to the test

<table>
<thead>
<tr>
<th>No.</th>
<th>Pearson Correlation</th>
<th>No.</th>
<th>Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*0.386</td>
<td>1</td>
<td>**0.607</td>
</tr>
<tr>
<td>2</td>
<td>**0.547</td>
<td>2</td>
<td>**0.344</td>
</tr>
<tr>
<td>3</td>
<td>**0.800</td>
<td>3</td>
<td>**0.954</td>
</tr>
<tr>
<td>4</td>
<td>**0.734</td>
<td>4</td>
<td>0.690</td>
</tr>
<tr>
<td>5</td>
<td>**0.730</td>
<td>5</td>
<td>0.690</td>
</tr>
<tr>
<td>6</td>
<td>0.690</td>
<td>6</td>
<td>0.690</td>
</tr>
</tbody>
</table>

*r table value at df (38) and sig. level (0.05) = 0.304

**r table value at df (38) and sig. level (0.01) = 0.393
The table showed that correlations of the test items were significant at (0.05, 0.01) which indicated that there was a consistency between the items and this means that the test was highly valid for the study.

3.5.1.2 Reliability of the test

Reliability had to do with the accuracy of the data collection tool. In that, it referred to the consistency between results if a research instrument was repeated twice in the same situation on recurrent occasions (Heale & Twycross, 2015). The reliability of the research instrument was measured by the spilt-half technique and KR20. Table (3.11) showed (KR20) and split half coefficients of the test domains.

Table (3.11): (KR20) and Split half coefficients of the test domains

<table>
<thead>
<tr>
<th></th>
<th>No. of Items</th>
<th>KR20</th>
<th>Split half coefficients of the test domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inflectional morphemes</td>
<td>6</td>
<td>0.732</td>
<td>0.684</td>
</tr>
<tr>
<td>Derivational morphemes</td>
<td>3</td>
<td>0.664</td>
<td>0.693</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>0.660</td>
<td>0.775</td>
</tr>
</tbody>
</table>

The results showed that the spilt-half coefficient was (0.775) and KR20 was (0.660) and this result reflected the strong reliability of the test.

3.5.1.3 Pilot study

The researcher piloted the achievement test on a group of 40 fourth graders at Al-Farabi Elementary School in Gaza City. The piloting phase contributed to the development of the test: examples for questions were provided, more pictures were added, and all pictures were changed into coloured ones.

3.5.1.4 Difficulty coefficient of the test

Difficulty coefficient was measured on the pilot study by finding out the percentage of the wrong answers of each item made by the students (Abu Nahia, 1994). The coefficient of difficulty of each item was calculated according to the following formula.
Difficulty Coefficient = \frac{\text{No. of students who gave wrong answers}}{\text{the total number of students}} \times 100

Table (3.12): Difficulty coefficient for each item of the test

<table>
<thead>
<tr>
<th>No.</th>
<th>Difficulty coefficient</th>
<th>No.</th>
<th>Difficulty coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.32</td>
<td>6</td>
<td>0.36</td>
</tr>
<tr>
<td>2</td>
<td>0.57</td>
<td>7</td>
<td>0.30</td>
</tr>
<tr>
<td>3</td>
<td>0.42</td>
<td>8</td>
<td>0.32</td>
</tr>
<tr>
<td>4</td>
<td>0.38</td>
<td>9</td>
<td>0.33</td>
</tr>
<tr>
<td>5</td>
<td>0.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total difficulty coefficient</strong></td>
<td></td>
<td><strong>0.38</strong></td>
</tr>
</tbody>
</table>

Table (3.12) showed that the difficulty coefficient wobble between (0.30 – 0.57) with total average (0.38), indicating that each item was acceptable or in the normal limit of difficulty from the point of view of the specialist assessment.

### 3.5.2 Observations

The researcher utilized observations as a tool to notice the type of grammar instruction used by teachers to explain Arabic grammatical lessons (whether it is explicit or implicit instruction type). She also wanted to benefit from the collected data in interpreting the results gained from answering the achievement test questions. Thus, she conducted structured observations, where pre-determined categories were intended to be observed.

#### Designing the observation cards

Two observation cards were designed to achieve specific goals: observation card (1) and observation card (2). The goal of the first observation card was to investigate whether the MSA grammar lessons were taught explicitly or implicitly in Arabic language grammar classes for the fourth, fifth and sixth grades. It was guided by the following questions: What strategies were used to explain Arabic grammar lessons?, What type of questions were directed to the students? What forms of evaluation and assessment were addressed during explanation and at the end of the lesson?, Were Arabic grammatical rules focused on during the lesson?, and What classroom interaction students showed during the class?
The goal of the second observation card was to recognize whether teachers use MSA, diglossic Arabic language, or both inside classrooms. The target classrooms were civics, science and math for the fourth, fifth, and sixth grades. The second observation card was guided by the following questions: Do teachers switch between MSA and ASVs in the classrooms?, If they do, when does this happen or in which parts of the class?, What were the causes for switching between MSA and ASVs as noted by the observers?, How did students react towards the use of both MSA and ASVs?

As illustrated in figure (3.1), observers used observation card (1) and (2) when observing Arabic language grammar classes, while observation card (2) was used when observing civics, science and math classes.

![Diagram of Observation Cards](image)

**Figure (3.1):** The use of observation cards

Six Arabic language grammar classes for the fourth, fifth and sixth graders were observed. The rationale for observing Arabic grammar classes was, firstly, to notice the type of grammar instruction used by teachers to explain Arabic grammatical lessons (observation card 1, Appendix 5). Classes were observed carefully to identify teachers' patterns and strategies in presenting Arabic grammar lessons. Secondly, it aimed at noticing the use of MSA or ASVs in the classroom (observation card 2, Appendix 6).
As to observing civics, math and science, six classes were observed, two classes for the fourth grader, two for the fifth and other two for the sixth grade. The observers used observation card (2) (Appendix 6) in an attempt to notice the use of MSA, ASVs, or both in the classrooms.

In order to accomplish the observation process, the researcher followed the observation procedures presented by Michael, Olalekan, Onjefu, and Ovie (2010), which consists of the following seven steps:

1: Choosing the research location
The research site was chosen in light of the two main research questions which are mainly concerned with: (1) children's acquisition of MSA bound morphemes and the ability to use them correctly, (2) the effect of explicit instruction on improving children's use of MSA bound morphemes. Thus, the researcher chose a primary school (Al-Shariqa Preimary School for Boys) in the west of Gaza City. All students ranged from six to eleven years old. The school contained about fourteen classrooms. Each class has about twenty benches, one teacher's table and a teacher's chair. Students sat in pairs in one bench.

2: Gaining Access
The researcher addressed an authorization letter to "El-Farabi Primary School and Al-Shariqa Primary School" for facilitating the researcher's work. Teachers were also asked to sign informed consents before observing their classes. Ethics of the study is taken in consideration. The researcher clarified the purpose of the study to the teachers. They were assured that for confidentiality, pseudonyms would be used; their informed consents were obtained.

3: Sampling
The sample of the study consisted of 113 Palestinian students from the fourth, fifth and sixth grade. One class was chosen from each grade. the participants were all males and enrolled in Al-Shariqa Primary School in Gaza City in the academic year 2017-2018.
4: Collecting data

The researcher and her colleague were both non-participant observers, who sat in the back of the room taking notes, but did not take part in the activities (Griffee, 2012). This type of observation would overcome the subjectivity issue related to observations since observers were the "least involved but the most evaluative" (Fred L. Pery 2011). Thus, data were collected based on the questions fixed on the observation sheets.

5: Analyzing data

Some notes were coded or abbreviated due to class time limitation and quick note taking. The observers rewrote their notes, met together to discuss notes, and arranged the answers according to the observation questions. Notes gained from the observations are listed in chapter four, section (4.3)

6: Exiting

As ethics of research field suggests, the researcher thanked the administration of the school for cooperation, assured them that students' results and observation notes were used for research purposes only. The teachers were also appreciated for the cooperation and nice welcoming. The researcher also thanked the participants for time and effort spent to answer the achievement test.

7: Interpretation of data collection

The approach adopted by the researcher is the descriptive one where the researcher has notes and writes them now without making inferences (Michael, Olalekan, Onjefu, & Ovie, 2010). The researcher collected the data needed to strengthen her argument while answering the two research questions and to assure interpretations and inferences gained from the main data collection tool (the achievement test). As a result the researcher was not mainly concerned with making inferences or evaluating the data collected from observations; however, observations' outcomes are discussed in deals in chapter four, section (4.5).
3.5.2.1 Reliability of the observations

Reliability of the observations was obtained through investigator triangulation, where the researcher asked for the help of a colleague to attend the classes with her, observe and then fill in the observation cards (Gass, 2005).

3.5.2.2 Validity of the Observations

Following Griffie (2012) observation validity was achieved by informing readers about the observation details; where, when, how, by whom, for whom the observations were conducted.

3.6 Procedures of the Study

Step one: For problem recognition, the researcher examined pieces of written work for students from the fourth, fifth and sixth grades to identify grammatical errors. Observation of the written pieces indicated that common mistakes were committed in the use of inflectional and derivational morphemes.

Step two: The researcher prepared a test that addressed nine areas of the MSA bound inflectional and derivational morphemes.

Step three: With the help of two Arabic language teachers, the researcher analyzed Gazan speech to find what forms of MSA or ASVs they use. The result of the analysis was considered the model to which examinees’ answers were compared to. Step three is illustrated in details below (P: 76).

Step four: The researcher administered the achievement test to 36 males from the fourth graders who had never been taught to use MSA bound inflectional and derivational morphemes explicitly. Results were recorded and analysed.

Step five: The researcher scanned the Arabic language curriculum of the first and second terms of the fifth and sixth grades to make sure students were exposed to explicit MSA bound inflectional morphemes lessons. To test the use of inflectional morphemes among the students who received explicit grammatical instruction, the fifth and sixth graders were asked to sit for the same test administered to grade four. Their results were compared to the results of the fourth graders, taking into consideration that
participants of the three groups (fourth, fifth and sixth graders) were all males, belonged to the same school and the same environment and they all sat for the same test.

**Step six:** The results of the fifth and sixth graders addressed the second research question: *Does explicit instruction significantly improve Palestinian children's use of MSA bound morphemes?* The researcher compared the results of the fifth and sixth graders to those of the fourth graders to see if there was a significant improvement.

**Step seven:** To assess students’ amount of exposure to MSA in classrooms and by teachers, the researcher prepared a structured observation sheet with several questions related to the use of MSA and ASVs. The researcher and a colleague observed several lessons then answered the observation cards.

**Step eight:** To assure teachers follow the implicit strategies in explaining grammar lessons to the fourth graders and the explicit instruction with the fifth and fourth graders, the researcher prepared classroom observation cards focusing on intended points under investigation. The researcher asked for the help of a colleague to attend the classes and write down required information. Observations were all conducted and analysed according to the procedures of observation research presented by Michael, Olalekan, Onjefu, & Ovie (2010).

**Step nine:** In light of the results obtained through:

- The achievement test.
- The outcomes of the comparison between students’ answers and Gazan ASVs.
- The difference between fourth graders achievement and the fifth and sixth graders achievements.
- The information gathered from the structured observations discussion, recommendations and suggestions were to be provided.

**Step three analysis**

Morphological analysers were established to analyse Arabic dialects such as the Analyser of Arabic Dialectical Morphology (ADAM) which mainly analyses the Egyptian dialectical morphology (Salloum & Habash, 2014), the Columbia Arabic Language and dialect Morphological Analyser that is also based on Egyptian Colloquial Arabic Lexicon (CALIMA) (Habash, Eskander & Hawwari, 2012) and the Standard Arabic Morphological Analyzer (SAMA). None of these analysers was devoted to the
Gazan or Palestinian dialect. Isleem's (2010) book aimed at teaching the Colloquial Palestinian Arabic for non-Arab speakers. He handled grammar areas but with no specific focus on bound morphemes. Since some of the morphological analyser programmers "does not require a linguist either, any native speaker with basic understanding of morphology can write these rules" (Salloum & Habash, 2014: 374) the current researcher worked with other Arabic language teachers to analyze Gazan dialects with utilizing the material on Isleem's (2010) book. ASVs spoken in Gaza, was analysed, then used as a model to which students answers were compared to. The following caption illustrates the results of the analysis of Gazan ASVs.

**First: Morphemes attached to the imperfect verbs in both MSA and Gazan ASVs.**

MSA imperfect verbs roots are prefixed by the morphemes which indicate imperfectness as (Ahruf almodara?a: a, na, ya, t = أحرف المضارعة = imperfect verb morphemes a, na, ya, t). However, this is not the case in Gazan ASVs (Table 3:13.).

**Table (3.13):** Prefixes and infixes attached to the imperfect verbs in both MSA and Gazan ASVs

<table>
<thead>
<tr>
<th>MSA form</th>
<th>Number</th>
<th>Person</th>
<th>Gender</th>
<th>Gazan dialect (Imperfect verb)</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>فلچس</td>
<td>singular</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>masculine/feminine</td>
<td>basbah</td>
<td>The prefix &quot;ba&quot; replaces MSA &quot;a&quot; almudara?a morpheme</td>
</tr>
<tr>
<td>فلچس</td>
<td>plural</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>masculine</td>
<td>bnisbah</td>
<td>The prefix &quot;b&quot; precedes &quot;n&quot; almudara?a and the kasra &quot;i&quot; followed it</td>
</tr>
<tr>
<td>فلچس</td>
<td>singular</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>masculine</td>
<td>bisbah</td>
<td>The prefix &quot;bi&quot; replaces &quot;ya&quot; almudara?a</td>
</tr>
<tr>
<td>فلچس</td>
<td>singular</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>feminine</td>
<td>btisbah</td>
<td>The prefix &quot;b&quot; precedes the 'ta&quot; and the kasra &quot;i&quot; followed it</td>
</tr>
</tbody>
</table>
As illustrated above, Gazan people attached the prefix "ba = ب" which is not an MSA morpheme, instead of أِف اٌّعاسٍح, at the beginning of some forms of the imperfect verbs. Regarding third person singular feminine form, they attached the prefix "b= ب" before "ta= ت" almodara?a and "i" after it.

Moreover, suffix morphemes are attached to the end of the root verb forms to distinguish person, number and gender, such as the morphemes waw al jamaa, alef alithnain, and noon alniswah. Nevertheless, in Gazan dialect, other MSA morphemes are used instead. To demonstrate, the MSA "waw al jamaa" morpheme used to mark masculine plural third person is used in Gazan ASV to represent dual masculine and feminine third person alef alithnain, and the plural feminine third person noon alniswah. Thus, the distorted verb forms become buktubu instead of the MSA forms (1) yaktubani (dual masculine), (2) taktubani (dual feminine), or (3) yakutbunna (plural feminine) third person. For illustration, the root verb sabaha = (swam) is used as an example in Table (3.14).

Table (3.14): Suffix morphemes attached to imperfect verbs in MSA and Gazan ASVs/second person pronouns.

<table>
<thead>
<tr>
<th>MSA form</th>
<th>Number</th>
<th>Person</th>
<th>Gender</th>
<th>Gazan dialect</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>tasbahan</td>
<td>singular</td>
<td>2nd</td>
<td>feminine</td>
<td>Bitisbahi</td>
<td>the last &quot;n&quot; is dropped</td>
</tr>
<tr>
<td>tasbahan</td>
<td>dual</td>
<td>2nd</td>
<td>masculine/feminine</td>
<td>Bitisbahu</td>
<td>alef alithnain is replaced by waw al jamaa and the last &quot;n&quot; is dropped</td>
</tr>
<tr>
<td>tasbahuon</td>
<td>plural</td>
<td>2nd</td>
<td>masculine</td>
<td>Bitisbahu</td>
<td>the morpheme &quot;uon=&quot; &quot;ون&quot; is replaced by waw aljama?a &quot;uo=&quot;</td>
</tr>
<tr>
<td>tasbahonna</td>
<td>plural</td>
<td>2nd</td>
<td>feminine</td>
<td>Bitisbahu</td>
<td>noon alniswah &quot;nna&quot; is replaced by waw al jama?a &quot;uo&quot;.</td>
</tr>
</tbody>
</table>

The same root verb sbh= سِح = swam is given as an example but when it refers to the third person.
Table (3.15): Affix morphemes attached to imperfect verbs in MSA and Gazan ASVs/third person pronouns.

<table>
<thead>
<tr>
<th>MSA form</th>
<th>Number</th>
<th>Person</th>
<th>Gender</th>
<th>Gazan Dialect</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>yasbahan</td>
<td>dual</td>
<td>3rd</td>
<td>masculine</td>
<td>bisbahu</td>
<td>The morphem &quot;bi&quot; replaced &quot;ya&quot; almudara?a. Alef alithnain is replaced by waw al jama?a and the last &quot;n&quot; is dropped.</td>
</tr>
<tr>
<td>tasbahan</td>
<td>dual</td>
<td>3rd</td>
<td>feminine</td>
<td>bisbahu</td>
<td>The morphem &quot;bi&quot; replaced &quot;ya&quot; almudara?a. Alef alithnain is replaced by waw al jama?a and the last &quot;n&quot; is dropped.</td>
</tr>
<tr>
<td>yasbahuon</td>
<td>plural</td>
<td>3rd</td>
<td>masculine</td>
<td>bisbahu</td>
<td>The morphem &quot;bi&quot; replaced &quot;ya&quot; almudara?a. Waw al jama?a replaced the morpheme &quot;uon= ون&quot;.</td>
</tr>
<tr>
<td>yasbahnna</td>
<td>Plural</td>
<td>3rd</td>
<td>feminine</td>
<td>bisbahu</td>
<td>The two letters &quot;bi&quot; replace &quot;ya&quot; almudara?a. Noon alniswah is replaced by waw al jama?a thus the last &quot;n&quot; is dropped.</td>
</tr>
</tbody>
</table>

In summary, in Gazan ASV, the prefix morpheme b, bi, or ba is used to mark all the imperfect verb forms regardless of gender, number, or person. In addition, while MSA has the (uon ون) morpheme as a plural masculine morpheme suffix, Gazan ASV has the (uo و) morpheme to mark plural masculine, plural feminine, dual masculine, and dual feminine suffixes. Therefore, Gazan ASVs does not have the dual/ feminine masculine morpheme (an آن), or the plural feminine morpheme (nna نن=نن النسوة and gender is not usually marked using certain morphemes for males and others for females.

Second: Morphemes attached to perfect verbs

As to MSA perfect verbs, no prefixes are attached to the root of the verb but it is suffixed with the number and gender morphemes: waw al jama?a, alef alithnain, noon alniswah, and na alfa?ileen ون النسوة ون النسوة ون النسوة ون النسوة . With singular perfect verb forms, the final diacritic distinguishes masculine verbs from feminine ones. However, in ASVs the final diacritic in this case is deleted. Another difference between MSA and Gazan ASVs in relevance to the perfect verb conjugations is that alef alithnain and noon alniswah are replaced by other morphemes (Tables 3.16 & 3.17).
Table (3.16): Suffixes attached to perfect verbs in MSA and in Gazan ASVs/ first and second person pronouns.

<table>
<thead>
<tr>
<th>MSA form</th>
<th>Number</th>
<th>person</th>
<th>Gender</th>
<th>Gazan dialect</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتبتُ</td>
<td>singular</td>
<td>1st</td>
<td>masculine/feminine</td>
<td>كتبتُ</td>
<td>The same letters of the MSA verb forms except for final &quot;damma&quot;=ضمّة which is not a main part of the word.</td>
</tr>
<tr>
<td>كتنن</td>
<td>plural</td>
<td>1st</td>
<td>masculine/feminine</td>
<td>كتنن</td>
<td>No change</td>
</tr>
<tr>
<td>كتبتا</td>
<td>singular</td>
<td>2nd</td>
<td>masculine</td>
<td>كتبتا</td>
<td>The same letters of the MSA verb forms without the final &quot;fatha&quot;=فتحة</td>
</tr>
<tr>
<td>كتبتي</td>
<td>singular</td>
<td>2nd</td>
<td>feminine</td>
<td>كتبتي</td>
<td>No change</td>
</tr>
<tr>
<td>كتبتوما</td>
<td>plural</td>
<td>2nd</td>
<td>masculine/feminine</td>
<td>كتبوتُا</td>
<td>Alef alithnain is replaced by waw al jama؟ة</td>
</tr>
<tr>
<td>كتبتوم</td>
<td>plural</td>
<td>2nd</td>
<td>masculine</td>
<td>كتبوتُا</td>
<td>The final morpheme &quot;m&quot; is replaced by waw al jama؟ة</td>
</tr>
<tr>
<td>كتبتوننا</td>
<td>plural</td>
<td>2nd</td>
<td>feminine</td>
<td>كتبوتُا</td>
<td>Noon alniswah is replaced by waw al jama؟ة</td>
</tr>
</tbody>
</table>

Table (3.17): Suffixes attached to perfect verbs in MSA in Gazan ASVs/ third person pronouns.

<table>
<thead>
<tr>
<th>MSA form</th>
<th>Number</th>
<th>person</th>
<th>Gender</th>
<th>Gazan dialect</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>هو كتبت</td>
<td>singular</td>
<td>3rd</td>
<td>masculine</td>
<td>كتبت</td>
<td>The same morphemes of the MSA verb</td>
</tr>
<tr>
<td>هي كتبتا</td>
<td>singular</td>
<td>3rd</td>
<td>feminine</td>
<td>كتبتا</td>
<td>The same morphemes of the MSA verb</td>
</tr>
<tr>
<td>هما كتبتا</td>
<td>dual</td>
<td>3rd</td>
<td>masculine</td>
<td>كتبوتُا</td>
<td>Alef alithnain is replaced by waw al jama؟ة</td>
</tr>
<tr>
<td>هما كتبتا</td>
<td>dual</td>
<td>3rd</td>
<td>feminine</td>
<td>كتبوتُا</td>
<td>Alef alithnain is replaced by waw al jama؟ة</td>
</tr>
<tr>
<td>هم كتبنا</td>
<td>plural</td>
<td>3rd</td>
<td>masculine</td>
<td>كتبوتُا</td>
<td>Noon alniswah is replaced by waw al jama؟ة</td>
</tr>
<tr>
<td>كتبنا</td>
<td>plural</td>
<td>3rd</td>
<td>feminine</td>
<td>كتبوتُا</td>
<td>Noon alniswah is replaced by waw al jama؟ة</td>
</tr>
</tbody>
</table>
As noted, at the level of singular feminine/ masculine form and plural feminine /masculine form the distortion at the level of Gazan ASVs occurs in the final diacritic. In that the final damma ضمة or kasra كسرة is replaced by sokkon سكون. For example the verb كتب becomes كتب. Additionally, the distortion happens at the dual masculine/ feminine form alef alithnain and at the plural feminine form noon alniswah. since they are both replaced by waw al jama?a (e.g., kataba becomes katabuo and katabnna becomes katabuo).

Third: Morphemes attached to imperative Arabic verbs

To form MSA imperative verbs:

(1) A root verb should be preceded by a prefix morpheme called "ʔ Hamza= همزة " headed by "damma" (short vowel u:); e.g. ʔktub = أُورة = you write.

(2) A root verb should be suffixed by one of the following

- Ya al mukhatabah = ياء المخاطبة = female addressee "ya" كتبى as in Oktubee = you female "write"
- waw al jama?a = واء الجمعية = plural male addressees as in أكتبوا = Oktubu = you group of males "write"
- alef alithnain = ألف الأثنين = dual male/female addressees as in أكتبَا = Oktubaa = you both males or females "write".
- noon alniswah = نون النسوة = plural female addressees as in أكتَبْنَ = you group of females "write".

In Gazan ASV these morphemes are sometimes deleted or replaced as illustrated in table (3.18).
Table (3.18): Morphemes attached to imperative verbs in MSA and Gazan ASVs.

<table>
<thead>
<tr>
<th>MSA form</th>
<th>Number</th>
<th>Person</th>
<th>Gender</th>
<th>Gazan Dialect</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>أكتَبْ ʔktub</td>
<td>singular</td>
<td>2nd</td>
<td>masculine</td>
<td>أكتَبْ ʔktub</td>
<td>No change</td>
</tr>
<tr>
<td>أكتَبْ ʔktubi</td>
<td>singular</td>
<td>2nd</td>
<td>feminine</td>
<td>أكتَبْ ʔktubi</td>
<td>No change</td>
</tr>
<tr>
<td>أكتَوا ʔktuba</td>
<td>dual</td>
<td>2nd</td>
<td>masculine/feminine</td>
<td>أكتَوا ʔuktubu</td>
<td>plural masculine morpheme replaces the dual morpheme</td>
</tr>
<tr>
<td>أكتَوا ʔuktubuo</td>
<td>plural</td>
<td>2nd</td>
<td>masculine</td>
<td>أكتَوا ʔuktubu</td>
<td>No change</td>
</tr>
<tr>
<td>أكتَنَأ ʔuktubnna</td>
<td>plural</td>
<td>2nd</td>
<td>feminine</td>
<td>أكتَنَأ ʔuktubu</td>
<td>plural masculine morpheme replaces the plural feminine morpheme</td>
</tr>
</tbody>
</table>

The MSA alef alithnain and noon alniswah are replaced by waw al jamaʔa in ASVs (e.g., ʔktuba is changed into ʔuktubuo and ʔuktubnna is replaced with ʔktubu). It is worth mentioning that no change exists on the level of singular imperative verb forms.

**Fourth: Plural masculine morphemes attached to nouns and prepositions in MSA and Gazan ASVs.**

Similarly, the diglossic phenomenon is clear in the area of plural masculine morphemes attached to nouns and prepositions (Table 3.19). In that, plural feminine and masculine morpheme {hum هم} (e.g., in baytuhum) were used instead of the dual masculine morphemes and the dual and plural feminine morphemes.
Table (3.19): Plural masculine morphemes attached to nouns and prepositions in MSA and Gazan ASVs.

<table>
<thead>
<tr>
<th>MSA</th>
<th>No.</th>
<th>Person</th>
<th>Gender</th>
<th>Gazan ASVs</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hama akhawan.</td>
<td>dual</td>
<td>2nd</td>
<td>masculine</td>
<td>Hum akhen or ?khwa. Hda baytuhum</td>
<td>The plural masculine form replaces the dual masculine form (i.e., the final alef alithnein is dropped)</td>
</tr>
<tr>
<td>Hatha baetuhuma.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hama ?khtan.</td>
<td>dual</td>
<td>2nd</td>
<td>feminine</td>
<td>Hum ukhtain or khawat. Hda baytuhum</td>
<td>The plural masculine form replaces the dual feminine form (i.e., the final alef alithnein is dropped)</td>
</tr>
<tr>
<td>Hatha baetuhuma.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Huna ?khwat.</td>
<td>plural</td>
<td>2nd</td>
<td>feminine</td>
<td>Hum khawat. Hda baytuhum</td>
<td>The plural masculine form replaces the plural feminine form (i.e., noon alneswa is replaced by the /ml/)</td>
</tr>
<tr>
<td>Hatha baetuhunna.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fifth: Morphemes attached to adjectives in MSA and Gazan ASVs.

Adjectives in the Arabic language are used to describe the noun which precedes them. They follow the modified nouns in gender, number, case and definiteness. To illustrate, in the sentence *al-walad al-tawelu nashetun* = the children of the tall boy, *al-waladhu* is the noun describe and *al-tawelu* is the adjective. Notice that they are both singular, definite and refer to a masculine object. Both have the nominative case.

In Gazan ASVs, adjective forms that are different from the MSA are used. For example, the masculine form is often used for both masculine and feminine objects. For example, instead of saying *al-banatu al-tawelu* = the tall girls, the form used is *al-banat al-tawal* = the tall girls.

Many MSA derivational morphemes are not commonly used in Gazan ASVs, which results in disturbed derived forms. Noteworthy that the derivational morphemes incorporated in this research are limited to the onomastic, diminutive, active participle,
passive participle, and locative noun morphemes. Questions seven, eight and nine are designed to test these derivational morphemes.

**Sixth: Morphemes attached to onomastic nouns in MSA and Gazan ASVs**

To start with, the onomastic form in MSA is generally derived by attaching the derivational morpheme (a suffix) -ya- preceded with the short vowel /i/ for masculine gender and مَّ (َّيّاَّ) (h) for feminine gender as illustrated in table (3.20). However, Gazans sometimes use distorted onomastic forms (Table 3.20).

**Table (3.20):** The use of the onomastic morphemes in MSA and ASVs.

<table>
<thead>
<tr>
<th>The word (noun)</th>
<th>The derived noun in MSA</th>
<th>The morphological change</th>
<th>The derived noun in Gazan ASVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaza</td>
<td>غزّيا</td>
<td>The final letter ta? marbota تاء المربوطة is dropped, then the geminated -ya. is added.</td>
<td>غزراوي</td>
</tr>
<tr>
<td>بيت لحم</td>
<td>تلحمي</td>
<td>The onomastic form derived from the compound noun بيت لحم is تلحمي. The onomastic form refers to both parts of the compound noun. (Hassona et al., 2017)</td>
<td>Beit Lahmi (1) من بيت لحم from Bethlehem</td>
</tr>
<tr>
<td>تلحمي</td>
<td>telhamyi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the above mentioned examples, the final letter ta? marbota تاء المربوطة is dropped, but the alef and waw (ْيّاَّ) are added before the geminated -ya. as in: غزراوي غزّيا. Besides, Gazans might add the geminated /y/ at the end of the noun without paying attention to the type of the noun whether it is compound or one word noun type as بيت لحم. Others manipulate the answers by using the phrase من بيت لحم = min beth lehem = from Bethlehem instead of deriving the correct form.

**Seventh: Morphemes attached to diminutive nouns in MSA and Gazan ASVs**

Regarding diminutive forms, they indicate various meanings such as: "smallness, familiarity, endearment and contempt" (Hamid & Faiq, 2009:7). They are
formed by following the pattern \( fu\{a\}el = \text{فعل الفعّل} \). In Gazan ASVs, the diminutive forms are expressed by adding the word \( al-sager = \text{الصغير} \) rather than following the pattern of the MSA diminutive forms.

**Table (3.21): Diminutive morphemes in MSA and Gazan ASVs**

<table>
<thead>
<tr>
<th>The word (noun)</th>
<th>The derived noun in MSA</th>
<th>The morphological change</th>
<th>The derived noun in Gazan ASVs</th>
<th>Type of default</th>
</tr>
</thead>
<tbody>
<tr>
<td>باب ( bab )</td>
<td>بوؤيب ( buowaeyb )</td>
<td>Following the diminutive pattern</td>
<td>( Al-bab al-sagero = \text{الباب الصغير} )</td>
<td>Adding a word ( al-sagero ) resulting on a phrase.</td>
</tr>
</tbody>
</table>

Gazans tend to use the ASVs form since they lack the knowledge of correct MSA forms regarding deriving words. Besides, following the ASVs well-known forms seems easier and more spontaneous.

**Eighth: Morphemes attached to derivative nouns in MSA and Gazan ASVs**

Moreover, for the sake of comparison between MSA and Gazan ASVs, the researcher chose the active participle, the passive participle and the locative nouns as examples for the derivative nouns as illustrated in Tables (3. 22), (3.23) and (3.24).

**Table (3.22): Comparison between the MSA Active participles morphemes in MSA and ASVs.**

<table>
<thead>
<tr>
<th>The verb</th>
<th>The Active participle MSA</th>
<th>The morphological change</th>
<th>The derived noun in Gazan ASVs</th>
<th>Type of default</th>
</tr>
</thead>
<tbody>
<tr>
<td>درسه ( drassa )</td>
<td>مدرس ( mudaris )</td>
<td>The morpheme ( m=) is added to the beginning of the sentence as a prefix.</td>
<td>مدرس ( mudaris )</td>
<td>MSA words are replace by other alternatives</td>
</tr>
<tr>
<td></td>
<td>مدرسة ( mudarisah )</td>
<td></td>
<td>أستاذ ( ustaaz )</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>أنظ ?anti</td>
<td></td>
</tr>
</tbody>
</table>
Analysing the word *mudaris* مدرس as an example, it is noticed that the word *ustaaz* is not profoundly an MSA one and it has no reference in the pre-Islamic poetry. (Al-JwaliKjy, 1969:37). The word *?anti* أنظ is not a MSA form. The whole MSA word is replace by other alternatives.

**Table (3.23):** Passive participle morphemes in MSA and Gazan ASVs.

<table>
<thead>
<tr>
<th>The verb</th>
<th>The passive participle in MSA</th>
<th>The morphological change</th>
<th>The passive participle in Gazan ASVs</th>
<th>Type of default</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>ktb</em></td>
<td><em>mktub</em></td>
<td>The morpheme (m= medial) is prefixed, and the morpheme (u= prefixed) is infixed in the middle before the last letter.</td>
<td><em>mktub</em></td>
<td>No change</td>
</tr>
</tbody>
</table>

**Table (3.24):** Locative noun morphemes in MSA and Gazan ASVs.

<table>
<thead>
<tr>
<th>The verb</th>
<th>The locative noun in MSA</th>
<th>The morphological change</th>
<th>The locative noun in ASVs</th>
<th>Type of default</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>yalab</em></td>
<td><em>malab</em></td>
<td>The morpheme (m= medial) of the verb <em>la?ba</em> is prefixed to the noun <em>lab</em></td>
<td><em>malab</em></td>
<td>No change</td>
</tr>
</tbody>
</table>

No change encountered the passive participle and locative noun forms in Gazan ASVs.

### 3.7 Statistical Analysis Procedures

The data were collected and computed by using Statistical Package for Social Sciences (SPSS). The following statistical techniques were used:

1. Mean and standard deviation: They were used to assess the marks of the students for each exercise.
2. The source of variance, sum of Squares, df, mean square, f, and sig. level: They were used to decide whether there were statistically significant differences at \( \alpha \leq 0.05 \) between the scores of the three groups of samples or not.
3. One Way ANOVA test: It was used to compare the three sample groups together.
4. Spearman correlation: It was used to determine the internal consistency validity of the test which asserts correlation of the score of each item with the total average of the test.
5. Pearson correlation coefficient: It was used to identify the correlation of the average of each domain with the total average.

6. Split-half and Alpha Cronbach techniques: They were used to test the reliability of the scale items.

3.8 Summary

This chapter tackled the methodology of the study. First, it described the participants of the study and presented the research instruments: the achievement test and the observations. Then, each exercise in the achievement test is described and the procedures of implementing the observations were demonstrated. Next, the validity and reliability of the research instruments were proved. After that, it illustrated the procedures of designing and applying the instruments on the participants (113 students from the fourth, fifth and sixth grades). Finally, the researcher mentioned the statistical analysis procedures used to analyse results in order to answer the research questions. The following chapter is dedicated to results and findings obtained from the study's data collection tools.
Chapter Four
Results and Discussion
Chapter four
Results and Discussion

4.0 Chapter Organization

The present study is devoted to investigate whether diglossia has an impact on Palestinian children’s acquisition of MSA bound morpheme and whether the explicit type of instruction enhances the use of MSA bound morphemes. For the purpose of data collection, a mixed-methods approach was adopted; two instruments were used: (i) an achievement test to examine students’ use of MSA bound morphemes and (ii) observation cards to check teachers' practices in Arabic language classrooms and to check their instruction type (i.e., explicit or implicit) when presenting MSA Arabic grammar lessons. The final purpose of this chapter is to present the results obtained through the analysis of the data with reference to the central research questions.

4.1 Data Analysis and Interpretation

The current study adopted a descriptive analytical approach using a quantitative and qualitative method to collect and interpret data. To illustrate, it describes the diglossic situation in the Arab world and in Gaza City and analyses the diglossic effects on Palestinian children’s acquisition of MSA bound morphemes. The research is quantitative since it statistically collects data resulting from administering the achievement test concerned with the use of MSA bound morphemes. Moreover, it is qualitative as observation cards are used to collect then analyse data with supporting evidences.

For analysing the data of the achievement test, the researcher focused on comparing students' answers with the diglossic language used in Gaza City, which was previously analysed in chapter three. This method of analysis offers knowledge about students influence by the diglossic language when they were supposed to use MSA. The answers provided by the participants were computed for data analysis using the programmer of Statistical Package for the Social Sciences (SPSS). To answer the first research question Does the diglossic situation affect Palestinian children's acquisition of MSA bound morphemes?, the researcher investigated students' re-occurring errors and
compared them with their equivalent ASVs forms used in Gaza City. Finally, numerical data from the achievement test was analysed statistically to compare the performance of the fourth, fifth and sixth grades together. Numerical comparison was made to answer the second research question which investigates whether students who experienced explicit Arabic grammar teaching performed better than those who experienced implicit grammar teaching in the field of using MSA bound morphemes. In addition, the researcher implemented two observation cards. The researcher needed the information gathered through observations to support her argument when discussing the test's statistical results.

4.2 The Achievement Test Analysis and Results

To answer the first research question “Does the diglossic situation affect Palestinian children's acquisition of MSA bound morphemes?”, the researcher first analyzed data of the first test section focusing on inflectional morphemes then moved to analyze the second test section, which handled the derivational morphemes.

4.2.1 Analyzing Results of the Achievement Test- bound Inflectional Morphemes

The answers of the three groups of participants (the fourth, the fifth and the sixth graders') were analysed then discussed as below.

4.2.1.1 Fourth Graders' Responses to the Achievement Test- bound inflectional Morphemes.

The researcher used the sum of responses, means, standard deviation and the percentage weight and rank of each item to analyse students' responses to the exercises related to the MSA bound inflectional morphemes (Table 4.1).
The results of statistical analysis displayed low scores at the level of the six inflectional morpheme questions. In that, Table (4.1) shows that the second test question had the first rank with 49.31%. That result showed that the students' highest score was at the "unsatisfying" grade. Such a result implied that the other five exercises were all in the “unsatisfying” grade as the percentage of correct answers to exercise five was 43.75%, exercise four 38.89%, exercise three 40.08%, exercise six 33.73%, and exercise one 27.78%. The total percentage for correct answers was 38.55%. It can be concluded that the general performance for the fourth graders regarding using MSA inflectional morphemes was poor and unsatisfying.
4.2.1.2 Fifth graders’ responses to the achievement test- MSA bound inflectional morphemes.

The researcher used the frequencies, the sum of responses, means, standard deviation and the percentage weight and rank of each exercise in the inflectional domain section of the achievement test.

**Table (4.2):** Fifth graders’ performance on MSA inflectional morphemes items

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Weight %</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>use of imperfect letters joined to imperfect verbs to indicate subject verb agreement at the level of gender</td>
<td>53</td>
<td>1.656</td>
<td>1.310</td>
<td>41.41</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>use of inflectional subject pronouns joined to verbs in nominal case</td>
<td>51</td>
<td>1.594</td>
<td>1.365</td>
<td>39.84</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>use of the inflectional object morphemes joined to verbs as suffixes (causative case)</td>
<td>98</td>
<td>3.063</td>
<td>1.917</td>
<td>43.75</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>use of third person inflectional morphemes (suffixes) joined to nouns indicating gender and number</td>
<td>86</td>
<td>2.688</td>
<td>2.416</td>
<td>38.39</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>use of inflectional genitive case pronouns joined to nouns at the levels of gender and number</td>
<td>40</td>
<td>1.250</td>
<td>1.368</td>
<td>31.25</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>use of inflectional morphemes joined to adjectives to achieve agreement with the modified nouns in gender and number</td>
<td>82</td>
<td>2.563</td>
<td>1.848</td>
<td>36.61</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>410</strong></td>
<td><strong>12.813</strong></td>
<td><strong>6.557</strong></td>
<td><strong>38.83</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table (4.2) displays the percentage of fifth graders' correct answers to the exercises related to the MSA inflectional morphemes. Only 38.8% of the participants’ answers were correct and the highest percentage of the correct scores was 43.75%. Comparing the results of this table (4.2) to the results of table (4.1), the researcher noticed very slight improvement in favour of grade five as the mean of the scores of grade four was 12.71%, while the mean of scores of grade five was 12.8%.

4.2.1.3 Sixth graders’ responses to the achievement test- MSA bound inflectional morphemes.

The frequencies, the sum of responses, means, standard deviation and the percentage weight and rank of each exercise in the first domain of the test were used to assess sixth graders participants’ use of the MSA bound inflectional morphemes.

Table (4.3): Sixth graders’ performance on MSA inflection morphemes items

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>% weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>use of imperfect morphemes joined to imperfect verbs to indicate subject verb agreement at the level of gender</td>
<td>32</td>
<td>1.000</td>
<td>1.047</td>
<td>25.00</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>use of inflectional subject pronouns joined to verbs in nominal case</td>
<td>61</td>
<td>1.906</td>
<td>1.304</td>
<td>47.66</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>use of the inflectional object morphemes joined to verbs as suffixes (causative case)</td>
<td>110</td>
<td>3.438</td>
<td>1.458</td>
<td>49.11</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>use of third person inflectional morphemes (suffixes) attached to nouns indicating gender and number</td>
<td>83</td>
<td>2.594</td>
<td>2.077</td>
<td>37.05</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>use of inflectional genitive case pronouns attached to nouns at the levels of gender and number</td>
<td>62</td>
<td>1.938</td>
<td>1.190</td>
<td>48.44</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>use of inflectional morphemes joined to adjectives to achieve agreement with the modified nouns in gender and number</td>
<td>82</td>
<td>2.563</td>
<td>1.795</td>
<td>36.61</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>430</td>
<td>13.438</td>
<td>4.628</td>
<td>40.72</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.3) illustrates the percentage of sixth graders’ correct answers to the exercises handling the MSA bound inflectional morphemes. Forty point seven per cent of the answers were correct. The total mean for correct answers was 13.4. Sixth graders performed the best in using inflectional object morphemes joined to verbs as suffixes.
since this exercise had the first rank, while the last rank was occupied by the exercise related to using the morphemes joined to imperfect verbs to indicate subject verb agreement in terms of gender.

In order to compare the results of the three groups, the summation of the source of variance among and within groups at the level of MSA bound inflectional morphemes was used (Table 4.4). Results of Table (4.4) were utilized to answer the second research question "Does explicit instruction significantly improve Palestinian children's use of MSA bound morpheme?"

Table (4.4): The ANOVA test of variance in the achievement test- the inflectional morphemes domain

<table>
<thead>
<tr>
<th>Field</th>
<th>Source of variance</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>f</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise one</td>
<td>Between Groups</td>
<td>7.976</td>
<td>2</td>
<td>3.988</td>
<td>2.828</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>136.774</td>
<td>97</td>
<td>1.410</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>144.750</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise two</td>
<td>Between Groups</td>
<td>2.700</td>
<td>2</td>
<td>1.350</td>
<td>0.85</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>153.410</td>
<td>97</td>
<td>1.582</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>156.110</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise three</td>
<td>Between Groups</td>
<td>6.801</td>
<td>2</td>
<td>3.401</td>
<td>1.039</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>317.389</td>
<td>97</td>
<td>3.272</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>324.189</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise four</td>
<td>Between Groups</td>
<td>0.294</td>
<td>2</td>
<td>0.147</td>
<td>0.029</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>491.816</td>
<td>97</td>
<td>5.070</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>492.110</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise five</td>
<td>Between Groups</td>
<td>8.125</td>
<td>2</td>
<td>4.063</td>
<td>2.067</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>190.625</td>
<td>97</td>
<td>1.965</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>198.750</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise six</td>
<td>Between Groups</td>
<td>0.934</td>
<td>2</td>
<td>0.467</td>
<td>0.124</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>364.056</td>
<td>97</td>
<td>3.753</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>364.990</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Between Groups</td>
<td>9.988</td>
<td>2</td>
<td>4.994</td>
<td>0.133</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>3637.972</td>
<td>97</td>
<td>37.505</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3647.960</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“F” table value at (2, 97) d.f. at (0.05) sig. level equal 3.09
“F” table value at (2, 97) d.f. at (0.01) sig. level equal 4.82
Table (4.4) shows that the improvement in the mean of the scores of the fifth and the sixth graders when compared to the fourth was insignificant. Besides, the improvement in the mean of marks of the sixth graders compared to the fourth was also not significant. Additionally, the improvement in the mean scores of the sixth graders compared to the fifth graders was not significant too. To illustrate, Table (4.16) shows that computed F value was less than the critical ($\alpha \leq 0.05$) which proved that there were no statistically significant differences at ($\mu \leq 0.05$) among the results of the three groups in their performance at the level of using the inflectional morphemes. These differences were presented in Figure (4.1).

![Bar chart showing scores of sixth, fifth, and fourth graders](image)

**Figure (4.1):** The difference between the three groups results in the achievement test-the inflectional morphemes

4.2.2 Analyzing Results of the Achievement test- MSA Bound Derivational Morphemes

Moving to the second section of the achievement test, the researcher used statistical analysis to evaluate the participants' answers of MSA bound derivational morphemes. The analysis is conducted to the three groups by turn.

4.2.2.1 Fourth Graders' Responses to the Achievement test- MSA bound Derivational Morphemes.

Fourth graders had to answer the second exam section focusing on MSA derivational morphemes. The sum of responses, means, standard deviation and the percentage weight and rank of each item were used to analyse students' answers to the exercises related to the MSA bound derivational morphemes (Table 4.5).
Table (4.5): Fourth graders’ performance on MSA derivational morphemes items

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>% weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>derivational morphemes used to derive relational adjectives (onomastic)</td>
<td>45</td>
<td>1.250</td>
<td>0.906</td>
<td>31.25</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>derivational morphemes used to derive a diminutive forms</td>
<td>0</td>
<td>0.000</td>
<td>0.000</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>derivational morphemes used to derive derivative nouns such as, the active participle, the passive participle, and the locative noun</td>
<td>110</td>
<td>3.056</td>
<td>2.640</td>
<td>33.95</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>155</strong></td>
<td><strong>4.306</strong></td>
<td><strong>3.124</strong></td>
<td><strong>30.75</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.5) demonstrates the results of the statistical analysis conducted to answer the seventh, eighth and ninth exercise by the fourth graders. Table (4.5) displays low scores at the level of the three targeted derivational morpheme exercises. That is, all the scores, the highest and the lowest came less than 34% which indicated very low performance in using derivational morphemes among fourth graders. None of the students managed to get the correct answer of exercise eight which handled deriving a diminutive form from a given noun. The total mean for students' correct answers was 4.3 out of 14. The percentage of correct answers was lower than 32%. Thus, the results were disappointing and not satisfying

### 4.2.2.2 Fifth Graders Responses to the Achievement Test- MSA Bound Derivational Morphemes.

The same statistical analysis was used to analyse fifth graders answers to the derivational morphemes' section as illustrated in (Table 4.6).
Table (4.6): Fifth graders’ performance on MSA derivational morphemes items

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>% weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>derivational morphemes used to derive relational adjectives (onomastic)</td>
<td>41</td>
<td>1.281</td>
<td>0.851</td>
<td>32.03</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>derivational morphemes used to derive diminutive form from a given noun</td>
<td>2</td>
<td>0.063</td>
<td>0.354</td>
<td>6.25</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>derivational morphemes used to derive derivative nouns such as, the active participle, the passive participle, and the locative noun</td>
<td>106</td>
<td>3.313</td>
<td>2.657</td>
<td>36.81</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>149</td>
<td>4.656</td>
<td>3.096</td>
<td>33.26</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.6) shows the results of the statistical analysis conducted to answer the seventh, eighth and ninth exercises by the fifth graders. The table displays low scores at the level of the three targeted derivational morpheme questions. That is, the percentage of correct answers for each question came less than 36.81% which indicated very low performance in using derivational morphemes among fifth graders. Only two students managed to get the correct answer of question eight. The total mean for students' correct answers were 4.656 out of 14. The percentage of correct answers was lower than 34%.

4.2.2.3 Sixth Graders Responses to the Achievement test- MSA Bound Derivational Morphemes.

Statistical analysis was similarly used to analyse results of sixth graders' answers to the derivational morphemes' section as illustrated in (Table 4.7).
Table (4.7): Sixth graders’ performance on MSA derivational morphemes items

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>% weight</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>derivational morphemes used to derive relational adjectives (onomastic)</td>
<td>47</td>
<td>1.469</td>
<td>0.803</td>
<td>36.72</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>derivational morphemes used to derive diminutive form from a given noun</td>
<td>2</td>
<td>0.063</td>
<td>0.354</td>
<td>6.25</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>derivational morphemes used to derive derivative nouns such as, the active participle, the passive participle, and the locative noun</td>
<td>120</td>
<td>3.750</td>
<td>2.125</td>
<td>41.67</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>169</strong></td>
<td><strong>5.281</strong></td>
<td><strong>2.399</strong></td>
<td><strong>37.72</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table (4.7) shows the results of the statistical analysis of the sixth graders of exercises seven, eight and nine. Results indicated low scores at the level of the three targeted derivational morpheme questions. Exercise nine occupied the first rank with percentage weight 41.67%, while the least rank was occupied by exercise eight with the percentage weight of 6.25%. The total per cent for correct answers of the section was 37.72%. The total mean for students' correct answers was 5.281 out of 14. These results indicated low and unsatisfying performance of fifth graders when using MSA derivational morphemes.

Question nine gets the highest rank in the derivational morphemes section in the three groups (the fourth, the fifth and the sixth grades). This might be attributed to student's familiarity with the structures included in the items questioned.

The results of the three groups of participants were compared using statistical ANOVA test (Table 4.8).
**Table (4.8):** The ANOVA test of variance in the achievement test- the derivational morphemes domain.

<table>
<thead>
<tr>
<th>Field</th>
<th>Source of variance</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise seven</td>
<td>Between Groups</td>
<td>0.923</td>
<td>2</td>
<td>0.461</td>
<td>0.628</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>71.188</td>
<td>97</td>
<td>0.734</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>72.110</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise eight</td>
<td>Between Groups</td>
<td>0.090</td>
<td>2</td>
<td>0.045</td>
<td>0.563</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>7.750</td>
<td>97</td>
<td>0.080</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>7.840</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise nine</td>
<td>Between Groups</td>
<td>8.276</td>
<td>2</td>
<td>4.138</td>
<td>0.666</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>602.764</td>
<td>97</td>
<td>6.214</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>611.040</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Between Groups</td>
<td>16.384</td>
<td>2</td>
<td>8.192</td>
<td>0.972</td>
<td>Not sig.</td>
</tr>
<tr>
<td></td>
<td>Within Groups</td>
<td>817.326</td>
<td>97</td>
<td>8.426</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>833.710</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“F” table value at (2, 97) d f. at (0.05) sig. level equal 3.09
“F” table value at (2, 97) d f. at (0.01) sig. level equal 4.82

Table (4.8) shows that the F value for the three groups in the seventh exercise was 0.628 and in the eighth was 0.563 and in the ninth exercise was 0.972. Thus, the difference between groups was insignificant in regard of the derivational morphemes exercises. Consequently, results reflected weakness in using MSA bound derivational morphemes within the three groups of participants. A very small inconsiderable improvement occurred in the results of the fifth graders and another slight improvement in the results of the sixth graders. Nevertheless, the computed F value of the difference between results was less than the critical ($\alpha \leq 0.05$) which proved that there were no statistically significant differences at ($\mu \leq 0.05$). The previously mentioned statistical difference between groups was presented in Figure (4.2).
**Figure (4.2):** The difference between the three groups' results in the Achievement test—the derivational morphemes.

### 4.3 Analyzing results of the observations

Observations were conducted using two observation cards; each had certain questions to be answered. Notes from observations came as illustrated below.

#### 4.3.1 Analyzing Results of Observing Arabic Grammar Classes for the Fourth, Fifth and Sixth Grades

As to the observation of the two Arabic grammar classes of the fourth grade, the following points were noticed (observation card/1):

- Teachers started presenting the required grammatical structures using adaptation activities such as reading texts which contained the required structure.
- Teachers presented examples of the new structure under investigation in order to familiarize students with it and to expose them to as many examples of the new structure as possible.
- The new structures were discussed with the students in terms of meaning.
- Teachers directed students to investigate the new structures and to notice their components.
- Students were encouraged to construct similar structures through imitation.
- Teachers discussed students' structures and provided feedback.
• Teachers encouraged students to create their own examples based on the knowledge they got.
• The abstract rule was not presented to the students. The main strategy used was imitation and simulation.
• Evaluation activities did not ask for rule verbalization but for practical use of the structures learnt.

As to the procedures used to present Arabic grammar classes for the fifth and sixth grades (two classes for each grade), observers noticed the following (observation card/1):
• Teachers started grammatical lessons by adaptation activities such as revising pre-requisites or connecting prior knowledge with the new intended one.
• Teachers presented passages containing the new structures under investigation and discussed the structures with the students.
• Teachers helped students to deduce the rule through observation and discussion.
• Rules were written on the black board, read and focused on.
• Students were asked to come up with similar examples depending on students’ understanding of the rule presented.
• Students were asked to write down the rule and the examples; then evaluation activities were provided and questions from the text books were answered.

As to the usage of MSA and ASVs in the Arabic classes of the fourth, fifth and sixth grades, the observers noticed the following (observation card/2)(two classes for each grade):
• Arabic teachers started by greetings in MSA most of the time.
• Arabic language teachers stuck to MSA nearly all the time.
• ASVs was rarely used or used only with informal context. For example when students asked for permission to go to the bathroom or to drink water, teachers sometimes replied using ASVs expressions as tāyib = طييب, mashi = ماسي (both mean: okay) instead of the MSA word hasanān = حسانا okay or ithhab = أذهب = go. Instead of switching to ASVs, Arabic language teachers used body language, facial expressions and paraphrasing to present new information and clarify vagueness. For example, to present the synonym of hadara = حضر = came,
Arabic language teachers used a hand movement and the synonym *ja'a* = جاء but not the ASVs alternative *eeja'a* = إجا.

- Students responded and interacted using mixed forms of ASVs and MSA. Students tried to use the same forms of MSA used by their teachers. However, they used ASVs more than MSA. Teachers usually accept students' mixed forms of answers if they contain the correct information.

### 4.3.2 Analyzing Results of Observing Civics, Math and Science Classes for the Fourth, Fifth and Sixth Grades

To decide whether teachers other than Arabic language teachers use MSA or ASVs while teaching, the observers observed various classes (as civics, maths and science) for the fourth, fifth and sixth grades (two classes for each grade) revealed the following (observation card/2):

- Teachers started by greetings in MSA most of the time.
- Teachers used ASVs when giving instructions or explaining the rubrics of questions.
- Teachers used ASVs to explain lessons which took the bulk of the class time.
- Students usually kept passive when teachers spoke in MSA.
- Students respond and interacted using ASVs.

### 4.4 Discussing Participants' Answers to Inflectional and Derivational Morphemes Items

To answer the first research question *"Does the diglossic situation affect Palestinian children's acquisition of MSA bound morphemes?"*, the researcher discussed the written answers of the inflectional then derivational morphemes' exercises. Next, students' answers were compared to the analysis of Gazan ASVs forms presented in Chapter Three. Then, numerical discussion for the statistical results was provided.

**Exercise one**

It is noticed that students' answers to the first inflectional morpheme exercise revealed that the majority of participants prefixed the masculine verbs with the letter "*bi بِ*" instead of the MSA "*y =ى*". They also prefixed the feminine imperfect verbs with "*bti تُبِ" instead "*t=تَ" as illustrated in table (4.9). Noteworthy mentioning that: (a)
the MSA morpheme "*ta*=ت" is used when the imperfect verb refers to feminine singular, dual or plural subject, (b) the MSA morpheme "*ya*=ي" is used when the imperfect verb refers to masculine singular, dual or plural subject. For example, see Table (4.9).

**Table (4.9): Examples from students’ incorrect answers/ exercise (1)**

<table>
<thead>
<tr>
<th>The item</th>
<th>Students’ answers</th>
<th>Correct answer</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>تسحُّ البَّنات نَأ أو تلعبُ البَنات</td>
<td>تسبحُّ البَنات نَأ أو تلعبُ البَنات</td>
<td>Focusing on the objective of the first question only, 1) Students used the dialectical feminine/ masculine morpheme &quot;bi = &quot;ب&quot; instead of the feminine MSA morpheme &quot;ta = ت&quot; or 2) They used the dialectical feminine morpheme &quot;bti = &quot;بت&quot; instead of the feminine MSA morpheme &quot;ta = ت&quot;.</td>
</tr>
<tr>
<td>تسبحُّ البَنات نَأ أو تلعبُ البَنات</td>
<td>تسبحُّ البَنات نَأ أو تلعبُ البَنات</td>
<td>قِبَّةٌ الأَنْثَى</td>
<td></td>
</tr>
<tr>
<td>&quot;bisbahu al-binteen or bitil?b albanat&quot;</td>
<td>&quot;tasbahu al-bintani or tal?bu albanatu&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>تسحُّ الولَدَان نَأ أو يَلعبُ الولَدَان</td>
<td>تسحُّ الولَدَان نَأ أو يَلعبُ الولَدَان</td>
<td>Students used the dialectical masculine morpheme &quot;bi = &quot;ب&quot; instead of the MSA masculine morpheme &quot;<em>ya</em>=ي&quot;.</td>
<td></td>
</tr>
<tr>
<td>تسحُّ الولَدَان نَأ أو يَلعبُ الولَدَان</td>
<td>تسحُّ الولَدَان نَأ أو يَلعبُ الولَدَان</td>
<td>قِبَّةٌ الْمَالَكَةِ</td>
<td></td>
</tr>
<tr>
<td>&quot;bisbahu al-waladeen or alwalad&quot;</td>
<td>&quot;yasbahu al-waladani or yasbahu al-awladu&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

These distorted forms resulting from using the morphemes "*bi and bti" go with the analysis conducted in Tables (3.13) and (3.15), which analysed ASVs used in Gaza City.

**Exercise two**

The researcher believed that why students scored the highest in this question might be because of: the several choices provided to the students and the familiarity of the sentences in the question since they are used a lot by teachers when giving examples or setting rules. Still, we noticed that students’ answers to exercise two (Inflectional subject pronouns joined to verbs in nominal case) revealed that students used the plural masculine morpheme "*uo*=وَأَا= waw el-jama?a= واَو الجَمَاعَة) to replace the dual feminine
morpheme "a=ا" = alef el-ethnaeen=ا=ا and the plural feminine morpheme "nna=نْن" = noon el-neswa = نون النسوة. Students' answers came as follows:

Table (4.10): Examples from students' answers/ exercise (2)

<table>
<thead>
<tr>
<th>The item</th>
<th>Students' answers</th>
<th>Correct answer</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. قالت المعلمة للتميمتين أكتبوا الدرس (أكتبوا أكتب. أكتب، أكتب)</td>
<td>qalat almuelimat liltalmithatayn oktabuo al-darsa</td>
<td>أكتب oktoba</td>
<td>Students used the plural masculine morpheme &quot;uo&quot; instead of the dual feminine/ masculine morpheme &quot;a =ا&quot;</td>
</tr>
<tr>
<td>2. قالت المعلمة للتميمتين أكتبوا الدرس (أكتبوا أكتب، أكتب. أكتب)</td>
<td>qalat almuelamat liltalamiydhat oktabuo</td>
<td>أكتب oktnna</td>
<td>The use of the plural masculine morpheme &quot;uo&quot; instead of the plural feminine morpheme &quot;nna=نْن&quot;</td>
</tr>
</tbody>
</table>

Students' responses revealed that students used the masculine plural form to refer to both the dual feminine subjects and the plural feminine/masculine subjects. These answers are similar to the ones illustrated in Table (3.18) which analyzed Gazans' use of ASVs morphemes when attached to MSA imperative verbs. The similarity between answers indicated that the participants imitated the Gazan vernacular dialect which they are exposed to in daily life.

Exercise Three

Regarding the use of the inflectional object morphemes joined to verbs as suffixes in the accusative case, it was found that students tended to commit the same mistakes as in the subject morphemes joined to verbs in the nominative case (question one). Thus, students use plural masculine morphemes to refer to both: (1) the dual feminine subjects and (2) the plural feminine/masculine subjects. Students used the suffix morpheme “kum=کم" (used with plural masculine subjects) to replace "kuma=کما" for dual masculine\feminine subject and "knna=کنْن" for plural feminine subjects. Students' answers were similar to the ASVs morphemes used in Gazan ASVs (Tables 3.14 and 3.15).
Table (4.11): Examples of students' answers – exercise (3)

<table>
<thead>
<tr>
<th>The item</th>
<th>Students' answers</th>
<th>Correct answer</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. قالت المعلمة للطلاب: أنا — الصحكم — أنسى — أن نتفاهمنا. Qalat almuelim litlimmethat: 'ana ........... an tajtahidnna</td>
<td>الصحكم ansahakum</td>
<td>ansihkunna</td>
<td>Students use the plural masculine morpheme &quot;kum = كم&quot; to replace the plural feminine morpheme &quot;kunna = نون&quot;.</td>
</tr>
<tr>
<td>2. سنة وأنا طالبة مبتذلت. سنا وhana talibatan mujtahidan, Almuelama ……………….</td>
<td>التشكر هما tushakuruhum</td>
<td>tushakuruhuma</td>
<td>Students use the plural masculine morpheme &quot;hum = هم&quot; to replace the second person dual feminine morpheme &quot;huma = هما&quot;.</td>
</tr>
</tbody>
</table>

Exercise four

Exercise four tested students' ability to use the third person inflectional morphemes (suffixes) attached to nouns indicating gender and number. Results revealed that 61% of the students could not use the correct form. They used the masculine plural morpheme "uon = عون" to refer to the masculine plural\ dual predicates. They use the plural feminine morpheme "at" to refer to both the dual and the plural feminine predicates. Moreover, participants were not able to form the predicates correctly when inna=آن preceded the subject of the nominal sentence (mobtada\البدا). Consequently, answers came as follows:
### Table (4.12): Examples of students' incorrect answers – exercise (4)

<table>
<thead>
<tr>
<th>The item</th>
<th>Students' answers</th>
<th>Correct answer</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ولدان مهذب و مهذب</td>
<td>اَلمَلَدَانُ مَهْذِبُونٍ و مَهْذِبٌ</td>
<td>اَلمَلَدَانُ مَهْذِبٌ</td>
<td>masculine plural morphemes &quot;uon=ون&quot; or &quot;een=ين&quot; instead of the dual masculine morpheme &quot;an = ان&quot;</td>
</tr>
<tr>
<td>اَنْ بَنَاتٍ مَهْذِبَتٍ</td>
<td>اَنْ بَنَاتٍ مَهْذِبَتٍ</td>
<td>اَنْ بَنَاتٍ مَهْذِبَتٍ</td>
<td>Students use the plural feminine morpheme &quot;at&quot; instead of feminine dual morpheme &quot;an = ان&quot;</td>
</tr>
<tr>
<td>اَنْ بَنَاتٍ مَهْذِبَتٍ</td>
<td>اَنْ بَنَاتٍ مَهْذِبَتٍ</td>
<td>اَنْ بَنَاتٍ مَهْذِبَتٍ</td>
<td>The use of the dual feminine / masculine morpheme &quot;yen=ين&quot; when the dual masculine / feminine morpheme &quot;an=ان&quot; was supposed to be used because the predicate of &quot;inna = ان&quot; should be in the subjective case.</td>
</tr>
</tbody>
</table>

The use of the masculine plural morpheme with both the dual and the plural masculine forms goes with the analysis of Gazan dialect in Table (3.19).
Exercise five

In exercise five students were asked to use inflectional genitive case pronouns attached to nouns at the levels of gender and number, and 57% of the students committed mistakes as they used the plural masculine morpheme "hum = هم" to replace both

1. the dual feminine and masculine morpheme "huma = همها"
2. the plural feminine morpheme "hunna = هنها".

Table (4.13): Examples of students' incorrect answers/ exercise (5)

<table>
<thead>
<tr>
<th>The item</th>
<th>Students' answers</th>
<th>Correct answer</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>هما أخوان. هذا بيتهم هما أخوان. هذا بيتهم huma 'akhwan. hdha baytuhuma</td>
<td>هما أخوان. هذا بيتهم huma 'akhwan. hdha baytuhuma</td>
<td>students replaced the third plural dual masculine morpheme &quot;huma = همها&quot; with the third person plural masculine morpheme &quot;hum = هم&quot;</td>
<td></td>
</tr>
<tr>
<td>هن أخوات. هذا بيتهم هن أخوات. هذا بيتهم hn 'akhwat. Hdha baytuhuma</td>
<td>هن أخوات. هذا بيتهم hn 'akhwat. Hdha baytuhuma</td>
<td>students replaced the third person plural feminine morpheme &quot;hunna = هنها&quot; with third person plural masculine morpheme &quot;hum = هم&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Students’ responses are consistence with Gazan dialectical speech analysis in Table (3.19).

Exercise six

Exercise six tested the use of inflectional morphemes joined to adjectives to achieve agreement with the modified nouns in gender and number. To respond to this question correctly students were supposed to keep in mind that Arabic adjectives harmonize with the nouns they modify in number, gender, case and definiteness. However, this was not the case in students’ answers. Misrepresentation of adjectives happened when these adjectives were used to describe dual masculine nouns and plural
feminine nouns. As a result, 66% of the students could not perform well on answering these questions. Examples for mistaken answers follow in Table (4.14).

**Table (4.14): Examples of students’ answers / exercise (6)**

<table>
<thead>
<tr>
<th>The item</th>
<th>Students’ answers</th>
<th>Correct answers</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>أبنات الطويل</td>
<td>أبنات الطويل</td>
<td>al-Banat Al-Tawalu</td>
<td>Students used adjectives which were suitable for the plural masculine nouns to substitute the one needed with the given noun (plural feminine noun)</td>
</tr>
</tbody>
</table>

Students’ answers were affected by ASVs (See page: 83), except for the agreement happened at level of (a) singular feminine and singular masculine nouns with the adjectives describing them, and plural masculine nouns with the adjectives describing them. Some students managed to get the right answer by writing an adjective which matches with the modified noun.

However, the agreement between the adjective and the noun it describes has exceptions. When describing nonhuman nouns singular adjectives should be used even with plural nouns. Thus, students’ answers came as follows:

**Table (4.15): Examples of students’ answers - exercise (6)(exceptions).**

<table>
<thead>
<tr>
<th>The item</th>
<th>Students’ answers</th>
<th>Correct answers</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>الخيل (الجميل)</td>
<td>الخيل الجميلة</td>
<td>al-koul jamala/jimal</td>
<td>Students constructed plural adjectives where singular ones should be used.</td>
</tr>
</tbody>
</table>

The above mentioned adjectival forms showed that students came up with new forms which are neither MSA nor Gazan ASVs.
Exercise seven

Exercise seven tested the derivational morphemes used to derive relational adjectives (onomastic). Some students answered correctly when deriving the one word noun such as miser = مصيري to become misri = مصري. However, incorrect answers cannot be overlooked (Table 4.16).

Table (4.16): Examples of students answers/ exercise (7)

<table>
<thead>
<tr>
<th>The noun</th>
<th>Students' wrong answers</th>
<th>Correct answers</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>ghaza</td>
<td>ghazawi</td>
<td>ghaziyi</td>
<td>The final letter ta? marbota should be turned to the geminated –ya.</td>
</tr>
<tr>
<td>Gaza</td>
<td>Gazan</td>
<td>Gazan</td>
<td>باء ياء النسب المشددة. Instead, students add the alef and waw then add the geminated –ya.</td>
</tr>
<tr>
<td>Beit Lahmi</td>
<td>telhamiyi</td>
<td></td>
<td>The onomastic form of Beit Lahmi Bethlehem does not follow a certain rule (audible). However, students added the geminated –ya at the end of the noun. Other students manipulated the answers by using the phrase من Beit Lahmi = min betlehem = from Bethlehem instead of deriving the correct form.</td>
</tr>
<tr>
<td>Bethleham</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparisons between students answers and the analysis of the Palestinian ASVs in chapter three revealed that some answers are alike (غزاوي) while others are novel ones ( Beit Lahmi).

Exercise eight

Moving the eighth question, to get the diminutive form of Arabic nouns, the morphological pattern fuhael = فُعَّل is used. So, the diminutive form of qitta = قطة = (cat) is qutayta = قطة صغيرة = (a small cat). However, most answers came as the phrase qutta sahira = (small) instead of using the correct MSA form. Again, students answers were similar to the analysis discussed of the Gazan ASVs in chapter three (Table 3.21).

Exercise nine

The final question in the test was devoted for deriving derivative nouns from a given verb. Sixty four percent of the students committed differ mistakes in the task by (1) adding incorrect morphemes, or (2) adding the correct morphemes in the wrong
place, or (3) deriving the required form without adding the *ta? Al-marbouta* تاء المربوطة (Table 4.17).

Table (4.17): Examples of student's responses/ exercise (9)

<table>
<thead>
<tr>
<th>Type of default</th>
<th>The root verb</th>
<th>Students answers</th>
<th>Correct answers</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>adding incorrect morphemes</td>
<td>طبيع</td>
<td>طبيعي</td>
<td>طبيعي</td>
<td>To construct an active participle from the given verb, students add incorrect morphemes such as the &quot;ya ن&quot; or &quot;ta ت&quot; at the begging of the word.</td>
</tr>
<tr>
<td>adding the correct morpheme in the wrong place</td>
<td>طبيعا</td>
<td>طبيعا</td>
<td>طبيعي</td>
<td>To construct an active participle from the given verb students add the morpheme <em>alef</em> أَلْف at the end of the verb instead of adding it after the second letter.</td>
</tr>
<tr>
<td>deriving the required form without adding the <em>ta? Al-marbouta</em> تاء المربوطة</td>
<td>درس</td>
<td>مدرس</td>
<td>مدرس</td>
<td>Students imitate the example given to them without taking into consideration the need to add the تاء المربوطة<em>Al-marbouta</em> for some locative nouns when needed.</td>
</tr>
</tbody>
</table>

Some of students answers aligned with the ones mentioned in chapter three and others were not which indicated that students came up with new but mistaken forms.

Thus, students’ mistaken answers resulted from diglossia. Attributing this weakness in using MSA morphemes to diglossia goes with Hassan (2011) who attributed students inability to discover the Arabic grammatical errors to lack of training and not using standard Arabic as a medium of teaching or as a medium of writing and speaking. Nasraallh and Mobarakiya (2017) argued that diglossia negatively affected students' school achievements in Arabic language skills such as reading comprehension difficulties, and writing ASVs pronouns and vocabulary inside if MSA ones. Their conclusions were based on the analysis of the results collected via observations and questionnaires. Haddad (2003) also called for minimizing the usage of ASVs because he studied children's phoneme and word syllabic structure and word decoding skills to find that diglossia negatively interfered with children's performance. Besides, diglossia seems to be considered the main reason behind students' weakness in Arabic language in general (Ayari's, 1996; Bader, 2007; Al-Zaghloul, 2000).
On some occurrences (e.g., questions six, seven, and nine) students' different errors involved weird answers that are not used in MSA or ASVs. Other answers were a kind of imitation to the example provided without working their minds to find the suitable answer (e.g., imitating the form *maktab* مكتَّب =(office) which had no *ta*? *marbouta* تاء المربوطة and write *matba*? مطبعة instead of *matba*?ah مطبعة). In fact, students' answers did not align with the analysis conducted before in table (3.24). Thus, students did not use the ASVs forms and did not even get the correct answers. Wrong odd answers were created! The researcher believed that students' use of such answers, which are not MSA or ASVs, were attributed to students' inability to find the answers from the ASVs and to the lack of exposure to MSA. In some occurrences (e.g., Table 4.14) students managed to get the right answers. The researcher believed that those correct forms were used because students were exposed to them in everyday life. This indicated that exposure to MSA forms facilitated acquiring and using them subconsciously.

The numerical achievements of the students in the inflectional morphemes section showed that students’ general performance was unsatisfying. For the fifth and sixth graders, though still weak, a slight numerical improvement occurred in the scores of the students. A probable explanation of this improvement is that fifth and sixth graders have encountered some of the inflectional morphemes lessons explicitly, elaborating the grammatical rules. Another probable explanation is that the fifth and sixth graders are cognitively more mature than the fourth graders, which helps in proving more correct sentences. Hence, fifth and sixth graders scored better when using the MSA bound inflectional morphemes.

The numerical achievements of the students in the derivational morphemes section showed that students’ general performance was weak too. For the fourth grades, all scores, the highest and the lowest, came less than 50%. This indicated that the general performance for the fourth graders regarding using MSA inflectional morphemes was poor and unsatisfying. Though still weak, scores of the fifth and sixth graders were slightly higher than those of the fourth grader. However, the improvement is statistically insignificant.
Since students were negatively affected by diglossic patterns, they committed enormous errors leading to the low and disappointing scores they got in the achievement test. Hence, diglossia weakened Palestinian students’ acquisition of MSA forms and consequently resulted on using the alternative ASVs ungrammatical forms.

To answer the second research question (*Does explicit instruction significantly improve Palestinian children's use of MSA bound morphemes?*), the researcher compared the results of the fourth graders (who learned MSA grammar inflectional morphemes using implicit instruction) with the results of both the fifth graders and sixth graders (who learned MSA grammar using explicit instruction) in answering inflectional morphemes items.

According to the results presented in Tables (4.2) and (4.3), it can be argued that explicit instruction is more beneficial than implicit instruction specially in the field of second language learning such as the learning of MSA. After explicit instruction was used in the fifth grade to explain Arabic grammatical rules of MSA, students showed slight improvement in using inflectional MSA bound morphemes. When more rules were presented using explicit instruction in the sixth grade, students scored higher results. Thus, explicit instruction proved to be more effective than the implicit instruction which was used with the fourth graders. This result matches with results demonstrated in Ajabshir (2014); Grit (2018); Nabizadeh, Taghinezhad, & Azizi (2016), who all agreed that explicit instruction was more fruitful than implicit instruction. They also stated that experimental groups that were taught using the explicit instruction outperformed the other groups. Even when the participants were not intermediate or elementary students, explicit instruction was favoured. To explain, Baleghizadeh & Derakhshesh (2017) and Akakura (2012) tested the impact of explicit instruction of grammar rules at samples ranged between 18 to 28 years old. The results of their studies showed that explicit instruction helped students to achieve better performance and to gain progress.

Furthermore, longer duration of exposure to explicit instruction seems to be a considerable factor in improving students’ performance. Fifth graders scored higher results than the fourth. However, the results of the sixth graders, who had been studying
MSA grammar explicitly for longer duration (two years), outnumbered the results of the rest of the fourth and fifth graders. Therefore, the result of the current study was in constant with Atkins (2013), who claimed that the more time students receive explicit instruction the better performance they reveal. The higher cognitive ability of the fifth and sixth graders than the fourth might be a factor for raising students’ numerical achievements. However, the following paragraphs show that neither explicit instruction nor different cognitive ability and some more years of exposure to MSA help to achieve a statistically significant improvements in the students’ results regarding using inflectional and derivational morphemes.

Findings presented in Table (4.4) and Figure (4.1) showed no statistically significant differences in the results of using the inflectional MSA bound morphemes between grade four, who receive implicit instruction, and grade five and six, who received implicit instruction. Students’ answers in the achievement test were generally similar to those used in ASVs. Statistical insignificant improvement was noted in the results of the fifth and sixth graders. The difference in scores was statistically insignificant. Such a result was an implication of the lack of exposure to MSA which resulted in the insubstantial effect of explicit instruction. Accordingly, explicit instruction used to teach the MSA lacks the power to compete with the extensive exposure to ASVs within a surrounding diglossic situation. Explicit instruction of grammar rules was not enough to improve learners' performance without extensive exposure to MSA. Consequently, diglossic effects were more influential than using explicit instruction in teaching MSA, a conclusion which ties well with Yin (2015) and Ismail's (2001) studies where they implied that the more exposure to the target language, the higher results learners would achieve.

Regarding derivational morphemes, the difference between the fourth, fifth, and sixth grades was not statistically significant. It was only 0.86 in the mean with a percentage of 17.31%. This indicated that the three groups of students suffered the same severe weakness in using MSA bound derivational morphemes. The three grades had not received explicit grammatical instruction in the field of the derivational morphemes. The implicit instruction experienced by the three groups (the fourth, fifth and sixth graders) did not improve the students' achievement to a satisfying level. All the results
obtained were below 41.6%, thus they were in the unsatisfying average. The researcher believes that implicit grammar instruction would function better if it was supported by continuous oral exercises inside and outside schools. Had students been exposed to sufficient amount of MSA, at homes and during everyday communication side by side with the Arabic grammar classes at schools, they would have performed better in the achievement test.

4.5 Discussing Observations' Outcomes

Teachers other than Arabic language participated in the overall weakness encountering MSA. To demonstrate, observations gathered from the fourth, fifth and sixth graders classes of math, science and civics showed teachers' extensive use of ASVs instead of MSA. This finding goes with Al-Zaghoul (2000) and Almadani (2015) who stated that teachers participated in students’ general weakness when using MSA since they decreased students exposure to MSA inside classrooms. The researcher supported the idea which was posed by Al-Zaghoul (2000) and Almadani (2015), arguing that teachers' use of ASVs is due to the shortage of MSA vocabulary and lack of accuracy they suffered in MSA. They lacked the confident and flexibility needed to fully express themselves in MSA. Thus, teachers seem to contribute to the overall weakness encountering students' use of MSA.

As a result of lack of exposure to MSA in schools and in day to day communications, students committed mistakes in using MSA in general and MSA bound morphemes in particular. Even when teachers accidently used MSA, students were not fully engaged or encouraged to do the same because they knew that ASVs was accepted by teachers. Additionally, students found it easier to use what they were exposed to in daily life: at home, in streets and in media. As a result, students did not develop the habit of using MSA and substituted it with ASVs.

Notes from observing Arabic language classes for the fourth, fifth and sixth grades pointed out that Arabic language teachers stuck to MSA most of the time except for some informal situations or giving informal instructions and permissions as exemplified in section (4.3.1). However, Arabic language teachers' efforts to increase students’ exposure to MSA would hardly work if it was not supported by the collective
work of teachers of other subjects. To justify, ten Arabic language classes are assigned for the fourth grade per week and eight classes per week for the fifth and sixth grades. Each class is between 40-45 minutes only. Limited exposure to MSA to ten or eight classes a week is not enough to enhance children's chances of acquiring and learning MSA sufficiently as a native language.

Observations outcomes indicated that fourth graders were not asked to deduce the grammatical rules or write them down and the focus was mainly on structure in use. Thus, the method used was a student-centered method (not a rule centered method) which was classified under the concept of implicit grammar teaching (Rahman & Rashid, 2017). The implicit instruction of the Arabic grammar lessons observed in the fourth grade classes aligned with the Palestinian designed curriculum of the fourth grade. However, in the fifth and sixth grades, teachers stimulated students’ minds through examples, explanation, and discussion to deduce the grammatical rules, read them then write the rules down. After that, students produced more similar examples depending on the rule. Therefore, teachers used the delivery procedures and the instructional design of the explicit grammar teaching with the fifth and sixth grades (Archer & Hughes, 2010). Again, this explicit instruction of the Arabic grammar lessons observed in the fifth and sixth grades' classes aligned with the Palestinian designed curriculum of the both grades.

To conclude, the use of MSA was almost limited to Arabic language classes. On the other hand, use of ASVs had the priority in other situations, which reduced students' opportunity to be exposed to MSA. The result of observation two showed that both methods of teaching grammar explicit and implicit were used in Arabic language classes in Gazan schools. However, the result of the achievement test showed that neither the explicit nor the implicit instruction of grammar rules improved the use of MSA bound inflectional and derivational morphemes significantly. The low results of the achievement test were attributed to the influence of diglossia prevailing in the Gazan society and resulting in lack of students' exposure to MSA which supported the argument that diglossia negatively affected Palestinian children's acquisition of MSA bound morphemes. Besides, explicit instruction did not significantly improve students' performance when using MSA bound morphemes because the effect of diglossia and lack of exposure to MSA were more prominent.
4.6 Summary

Chapter four was devoted to the results of the analytical procedures implemented on the data obtained from the study instrument. The findings were presented with reference to the themes of the two research questions and discussed in light of previous researches conducted in the same field.
CHAPTER 5
Conclusions and Recommendations
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Conclusions and Recommendations

5.0 Chapter Organization

The present study is an investigation of the effect of diglossia on Palestinian children's acquisition of MSA bound inflectional and derivational morphemes. It is also an investigation of the effectiveness of explicit instruction on students' achievements when using MSA bound inflectional and derivational morphemes. Based on the data collected and analysed in previous chapters, this chapter presents the conclusions and recommendations of the study.

5.1 Conclusions

The focus of the study was to determine if the diglossic situation affect Palestinian children's acquisition of MSA bound morphemes. It also studied the effectiveness of explicit instruction over implicit instruction to improve Palestinian children's use of MSA bound morphemes. The background of the study was done by studying the theories of language acquisition and factors that facilitated or hindered language acquisition. The back ground of the study also studied diglossia as a prevailing phenomenon in the Arab world and in Palestine in specific. The study focused on the effect of diglossia on Palestinian students' acquisition of MSA bound morphemes, which fall into two categories; inflectional morphemes and derivational morphemes.

The literature review incorporated in chapter two addressed the effect of diglossia upon learning and using MSA in various fields such as grammar, writing, pronunciation and vocabulary. Researches that discussed the impact of explicit instruction (versus the implicit instruction) on improving students learning were also included.

The objectives of the study were to:

− Assess whether diglossia affects Palestinian children's acquisition of MSA bound morphemes.
− Evaluate the role of explicit and implicit instruction on Palestinian students' use of MSA bound morphemes.
- Make recommendations to minimize the undesirable effects of diglossia upon students' acquiring and using MSA bound morphemes.
- Make suggestions for further research in the field.

The research adopted a mixed design of quantitative and qualitative method. The research was quantitative since numerical data with statistical techniques were employed to examine student's performance when using MSA bound morphemes. Besides, qualitative data collected from the observation cards were utilized to support the researcher's discussion when answering the research questions.

The population of the study was all Palestinian children in Gaza City. The sample of the study consisted of 113 children from the fourth, fifth and sixth grade. The fourth graders were not exposed to explicit MSA grammar instruction in the field of MSA bound morphemes. The fifth and sixth graders received explicit instruction when taught some of the MSA grammar lessons.

Findings unveiled that the majority of the fourth graders were negatively affected by the diglossic situation in Palestine. Only 38.55% of the students got the correct answers when responding to the skill of using the MSA bound inflectional morphemes. The rest of the students used various structures which are used extensively in Gazan ASVs.

Only 30.75% of the fourth graders managed to answer the questions relating to the MSA bound derivational morphemes correctly. Thus, findings showed again that students are fundamentally and negatively affected by diglossia in Gaza City. Most mistaken answers were already used in the ASVs used in Gaza City.

A further novel finding of the study is the desirable effect of explicit MSA grammar teaching on the fifth graders. When implementing the same test on the fifth graders, rate of correct answers raised to 38.83%. Crucially, fifth graders over performed the fourth graders in the use of MSA bound inflectional morphemes section. A short review of the fifth graders' results suggested that the improvement is
due to the explicit instruction of the MSA grammar which fifth graders were exposed to during the whole scholastic year. This result casted a light on the importance of explicit instruction in facilitating students’ learning. There were evidences to suggest that explicit instruction is the stronger proposed variable that slightly evolved students’ achievement such as the stability of the demographic features of the students. Students were all from the same environment, enrolled in the same school and were all between nine to eleven years old (primary stage). The sample chosen from each grade is a one whole class which usually guarantee the existence of different academic levels (excellent, very good, good and weak). Thus, the researcher believed that explicit instruction was the factor responsible for fifth graders improved results.

Findings of the study again asserted the advantage of using explicit instruction when presenting grammatical rules for primary students. Such a result is deduced through the higher results achieved by the sixth graders when implementing the same test as the fifth graders. The sixth graders showed apparent improvement in comparison to the fourth and the fifth graders which provided evidence to the slight numerical progress students achieved through more exposure to explicit MSA grammar teaching.

Though fifth graders and sixth graders over performed the fourth graders, still there were no statistically significant differences between the results of the fifth graders and the sixth graders and the ones of the fourth graders with regard to using MSA bound derivational and inflectional morphemes. A marked observation to emerge: the diglossic situation strongly rooted ASVs in students' language repertoire to the extent that explicit instruction used to teach MSA bound inflectional morphemes for one or even two years could not help students to better perform significantly. It is therefore clear that diglossia had harmful effects on Palestinian students' acquisition of MSA bound morphemes. Thus, using ASVs should be minimized.
5.2 Recommendations

Findings of the current study support the argument that diglossia has its negative impact on Palestinian children's acquisition of MSA, particularly in the field of bound morphemes. Consequently, recommendations are provided for Palestinian policy makers and educators to exert efforts to alleviate diglossic negative effects on Palestinian children. Detailed recommendations are stated below.

1. Children's TV channels are recommended to reduce the use of ASVs because these challenges are directed to children in early childhood stages, the most crucial stage of language acquisition. Structures - in children's famous channels\(^1\) - such as:
   - "\(\text{\text游ا}/\text{ween waho}\) = where did they go
   - "\(\text{\textماما جابت بيبي}/\text{mama jabat baby}\) = my mum gave birth to a baby
should be avoided since they are distorted ear harming Arabic sentences where wrong pronunciation (\textit{waho}) and borrowed non-Arabic words (\textit{baby}) are inserted. However, correct MSA should replace the former distorted structures.

2. Recommendations for Palestinian stakeholders in the Ministry of Education are also stated:
   - Teachers who are qualified in using MSA are to be favored to those who are not. Thus, all teachers from the kindergarten stages moving to higher educational stages should be cognizant of MSA and obliged to use it as a medium of instruction and communication in the educational institutions.
   - The Ministry of Education is also recommended to hold workshops and courses for instructors to:
     - Qualify teachers to speak MSA fluently.
     - Consider MSA as the language of instruction and communication.
     - Direct teachers to exclude ASVs and give priority to MSA.
     - Unveil the great importance of using MSA in the field of education.
     - Include the ability to use MSA in the assessment criterion of schools, teachers and students.

\(^1\) Karamesh and Toyor Al-Jannah channels
3. Curriculum designers are recommended to design Arabic language materials which can keep learners interested in MSA by:
   - Simplifying MSA topics especially for the preparatory stages.
   - Keeping the subjects connected to the Arabic culture to keep students motivated and eager to learn more.
   - Including technological applications and tasks for teachers to work on with students or for students to complete alone at home. Technology is the language of the new generations, thus merging technology in the teaching learning process and teaching MSA Arabic in particular will regain the status of Arabic as a contemporary language.

4. School principals should urge teachers to use MSA regularly on daily bases and follow up with teachers’ performance inside classes regarding this issue.

5. The researcher observed some teachers switching between MSA and ASVs to simplify the teaching-learning process and to compensate the lack of MSA repertoire. Thus, it is recommended for teachers to:
   - Raise students’ awareness of the importance of MSA. Besides, teachers should instill in them the love of MSA stressing that it is a simplified version of the Qur’anic language and it facilitates reading and understanding the Qur’an and consequently the religious instructions.
   - Guide students to sources references and facilities by which they can strengthen their MSA.
   - Avoid switching to ASVs to clarify vagueness.
   - Use MSA words which are, so far, close to the ASVs vocabulary. To demonstrate, some MSA vocabulary are more common than others and some MSA words are easier to pronounce than the others. Thus, at elementary levels, teachers would say (ja? Al-walad = جاء الولد = the boy came) instead of (hadara Al-waladu = حضر الولد =the boy came). The MSA word ja? = جاء = came is easier to pronounce. One can say eshtaraytu zuzajata etrin = اشتريت زجاجة عطر = I bought a bottle of perfume instead of eshtaraytu karorata etrin = اشتريت قارورة عطر = I bought a bottle of perfume, because the word زجاجة = زجاجة is commonly used while قارورة = قارورة is less used in day-to-day communication.
– Encourage teachers to raise their level of expectations believing that students are able to understand and use MSA. Thus, students' mixed responses when answering questions should not be accepted, instead teachers should insist on answers using correct MSA.
– Use explicit instruction to explain MSA grammar lessons to strengthen students' knowledge of MSA grammar.

6. Civil social associations should exert effort to keep the value that MSA has and help students to perform better in MSA requiring tasks by:
– Discussing the status of MSA and developing suggestions and practical plans for reserving MSA fundamental position in the Arab world as a guard to the Arab unity and dignity.
– Raise parents’ awareness of the challenges posed for children because of the undesirable effects of diglossia.

7. Parents play an essential role in increasing children's exposure to MSA and confine the negative effect of diglossia by:
– Using MSA as a medium of communication at homes.
– Raise children's awareness about the importance of MSA.
– Build strong foundation for positive attitudes towards MSA by exposing children to carefully selected TV programmers and children literature presented in MSA.
– Use technology, the language of today's change, to support children's learning for MSA. For example, guide children to authentic MSA recourses as videos (to watch) and websites (to get use of).
– Parents are advised to enroll children in Qur’an schools, which focus on children's learning and memorizing Qur’an starting from early stages of life (Hebbli 2017 & Al-Sokari, 2015). Memorizing Qur’an strengthens children's MSA because:
  • MSA is originally a simplified version of the classical Arabic (the language of Qur’an), thus memorizing Qur’an will support acquiring MSA in early life stages.
The Holy Qur’an contains 5000 words which are to be absorbed in children's language repertoire. These words can guarantee providing children with the words, expressions and confidence needed to fully express themselves in MSA (Al-Sokari, 2015).

5.3 Suggestions for Further Research

- Future research related to the diglossic phenomenon should employ quantitative and qualitative research methodology with a larger sample size which includes both males and females in order to be able to generalize results.
- Future studies should geographically cover broader areas and include UNRWA and private schools in the investigation of the study to be able to generalize results too.
- Future studies should include intermediate, high and university students in the investigation of the same topic of the current study to measure the influence of several changing variables upon children’s use of MSA morphemes. The issue of age, maturation, environmental modifications and self-awareness are variables that might affect students’ performance when using MSA. Moreover, a prolonged research could be conducted by investigating the participants' improvement in using MSA over time.

5.4 Summary

The present study was an investigation of the effect of diglossia on Palestinian children's acquisition of MSA bound inflectional and derivational morphemes. It was also an investigation of the effectiveness of explicit instruction on students' achievements when using MSA bound inflectional morphemes. Based on the data collected and analysed, it is concluded that diglossia negatively affected Palestinian student's acquisition of MSA bound morphemes and that explicit grammar instruction did not significantly improve students' achievement records regarding the use of MSA bound inflectional morphemes. As a result, it is recommended that Palestinian policy makers, educators and parents should be aware of the challenges MSA faces because of its diglossic situation.
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Appendices
### Appendix (1) Referees Panel of the Achievement Test

<table>
<thead>
<tr>
<th>Name</th>
<th>Qualification and Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Hassan El-Nabih</td>
<td>Ph.D. English Applied Linguistics. The Islamic University of Gaza</td>
</tr>
<tr>
<td>Dr. Nawal Farahat</td>
<td>Ph.D. Arabic Language. Al-Aqsa University</td>
</tr>
<tr>
<td>Dr. Mayson Naser Al-Faraa</td>
<td>Ph.D. Arabic Language. University Of Palestine</td>
</tr>
<tr>
<td>Dr. Ziyad Yosif Abo-yosif</td>
<td>Ph.D. Arabic Language. Al-Aqsa University</td>
</tr>
<tr>
<td>Dr. Raied Al-Daya</td>
<td>Ph.D. Arabic Language. University Of Palestine</td>
</tr>
<tr>
<td>Dr. Zulfa Bader Al-deen</td>
<td>Ph.D. in English Language .EDU. Al- Israa University</td>
</tr>
<tr>
<td>Mr. Abd-Allah Nassar</td>
<td>MA in Arabic Language Literature. New Gaza Elem. C Boys School</td>
</tr>
<tr>
<td>Mr. Hamdi Fayad Al- Salhi</td>
<td>Bachelor degree in Arabic Language. Arabic Language Supervisor.</td>
</tr>
</tbody>
</table>
Appendix (2): An Informed Consent Form (English Version)

Dear Teachers, I am an MA student at the Islamic University of Gaza. As part of the process of completing my studies, I am carrying out a research titled as “Diglossic Impacts on Palestinian Children's Acquisition of Modern Standard Arabic Morphology”. This study will contribute towards improving Palestinian children's acquisition and performance of MSA morphology. Data will be collected through the use of an achievement test.

Kindly, I would like you to participate in this study. Your participation will be entirely voluntary, and you will be free to withdraw from the study at any time you wish. Should you decide not to participate in the study, this will have no negative consequences for you. Any information you provide will be kept strictly confidential and will be used only for the purposes of this study.

The observation process will be by attending any two Arabic grammar lessons. The researcher will be the main observer and I'll seek investigator triangulation by asking one of my colleagues to observe the class too and have notes to make sure of the collected data reliability.

Thank you very much.
Yours Sincerely,
Dalia Shamallakh

Contact details:
Mobile: 0599549615
Email: dalia_sham11@hotmail.com
Appendix (3) An Informed Consent Form (Arabic Version)

المعالم الأفاضل، أنا طالبة ماجستير في الجامعة الإسلامية بغزة. أقوم بعمل بحث بعنوان "تأثير ظاهرة الإندوبيوجية اللغوية في اللغة العربية على اكتساب الأطفال الفلسطينيين للمقاطع الصربية في اللغة العربية الفصحى" كجزء من متطلبات الحصول على درجة الماجستير في الدراسات والترجمة. تخصص لغة إنجليزية.

ساهمت هذه الدراسة في تحسين اكتساب الأطفال الفلسطينيين للمفاعلات الصربية المستخدمة في اللغة العربية الفصحى وفسيتم جمع البيانات من خلال استخدام اختبار أداءً خصيصاً لهذا الغرض.

ولذلك أود من حضوركم المشاركة في هذه الدراسة. ستكون مشاركتكم طوعية تمامًا، وسيكون لكم مطلق الحرية في الانسحاب من الدراسة في أي وقت ترغب فيه. إذا قررت عدم المشاركة في الدراسة، فإن ترتيب على ذلك أية عواقب سلبية بالنسبة لك. سيتم الاحتفاظ بأي معلومات تقدمها سرية للغاية ولن يتم استخدامها إلا لأغراض هذه الدراسة.

ستكون عملية الملاحظة من خلال حضور دروس في قواعد اللغة العربية للصفوف الرابع والخامس والسادس. سيكون الباحث هو المراقب الرئيسي والأساسي على أن يراجعه معلم مساعد يقوم أيضاً بحضور الحصص وتذوي الملاحظة المطلوبة حسب ما جاء في نموذج الملاحظة.

شكرًا جزيلاً لكم.

فضلًا بقبول فائق الاحترام،
داليه شملخ

بيانات الباحثة
الجوال: 0599549615
dalia_sham11@hotmail.com
Appendix (4) The Achievement Test (the main study tool)

Aada Lajmib Bayanat Mutlaqa Bi-Bibh Majestibr
Ishm Rabhib: Dalila Shmel
El-taksosch Laga Ingiliziyah / Luwiyat Tatyibiyah.


Siid al-muhkr omm: Biayat al-muhkr:

Al-muwled al-aalami: ..........................................................
Al-makan al-tamyiziyah: ..................................................

Snawat al-gharam: ...........................................................

Itnuyy biyabt alys asmaa fi Halat al-rufa, al-nosib, wa al-jir mu al-kiflafa al-jins, al-‘eed, wal-nosib, wa al-ttawish (matkam, jawad, al-qasib).

El-maqatuq akhsh wa el-talal al-rufa, al-nosib, wa al-jir mu al-kiflafa al-jins, al-‘eed, wal-nosib, wa al-ttawish (matkam, jawad, al-qasib).

Awal al-alag almafi el-maqatuq akhsh wa el-talal al-rufa, al-nosib, wa al-jir mu al-kiflafa al-jins, al-‘eed, wal-nosib, wa al-ttawish (matkam, jawad, al-qasib).

Biagy al-akhsh biyabt bi-bibh Majestibr.

Jizal al-shukr

biyabt (Dalyal Seadi Shmel)
القسم الأول: المقاطع الصرفية الابداعية
(Inflectional Morphemes)
السؤال الأول: حروف المسارعة المتصلة بالفعل المضارع:
عبرًا عن الصورة:

<table>
<thead>
<tr>
<th></th>
<th>مثال:</th>
</tr>
</thead>
<tbody>
<tr>
<td>تجلس البنت تحت الشجرة.</td>
<td></td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4.
السؤال الثاني: ضمان الرفع الملحة بالفعل.
اختاري الإجابة الصحيحة مما بين القواسم:

2. قالت المعلمة للطلاب: أنا أصدقك - أصدقك، أنا آمنحكما أن تجتهدوا.
3. قالت المعلمة للطلاب: أنا أصدقك أصدقك، أنا آمنحكما أن تجتهدوا.
4. قالت المعلمة للطلاب: أنا أصدقك، أنا آمنحكما أن تجتهدوا.
5. قالت المعلمة للطلاب: أنا أصدقك، أنا آمنحكما أن تجتهدوا.

السؤال الثالث: ضمان النصب المفصل بالفعل.
ضع الإجابة الصحيحة:

مثال:
قال المعلم للطلاب: أنا آمنحك - آمنحك، أنا آمنحكما أن تجتهدوا.

6. سناء وهناء طالبان مجتهدين. المعلمة (شكوُرهن - شكوُرهن).
7. الطلاب مجتهدون. المعلمة (شكوُرهن - شكوُرهن).
8. الطلابات مجتهدة. المعلمة (شكوُرهن - شكوُرهن).

السؤال الرابع: ضمان الغائب المتصلة بالأسماء
cصحح الإجابة التي بين القواسم بحيث تتناسب مع الكلمة التي قبلها بالجنس والعدد كما هو في المثال.

مثال: ال dept.

1. الولد (مهمب)......................
2. الولد (مهمب)......................
3. البنات (مهمب)....................
4. الأولاد (مهمب)...................
5. البنات (مهمب)....................
السؤال الخامس: ضمائر الجر المتصلة بالأسماء (جر بالإضافة)

أكمل أي الكلمات الناقصة بما يطابق الجنس والعدد مع ما قبلها كما هو في المثال:

مثال:

أنا فاطمة. هذا (بيت). بيبي.

1.他是 محمد. هذا (بيت).
2. هما أخوان. هذا (بيت).
3. هم اخوه. هذا (بيت).
4. هن أخوات. هذا (بيت).

السؤال السادس: الصفات

صحح أي الكلمة التي بين الأقواس كما هو في المثال:

مثال (1):

الزهرة (مفتوح) المفتوحة رائعة.
1- الخيول (المجبل) العربية.
2- الأبواب (المفتوحة) خشبية.
3- النافذتان (المفتوحة) عالية.
4- النوافذ (المفتوحة) زجاجية.

مثال (2):

الولد (الطويل) الطويل نشيط.
1- البنات (الطويل) نشيطات.
2- الأولاد (طويل) القامة نشيطون.
3- الولدان (الطويل) نشيطان.
القسم الثاني
(Derivational Morphemes)

السوال السابع: النسب:
أكمل/ي الفراغات كما هو في المثال:
مثال: هذا أحمد. أحمد من فلسطين، إذن هو فلسطيني.

1. خالد من مصر. خالد ........................................
2. سامح من مدينة غزة، فهو ..................................
3. محمد من مدينة بيته لحم، إذن فهو ........................
4. يوسف من مدينة يافا. يوسف ............................

السوال الثامن: التصغير:
أكمل/ي الفراغ:

السوال التاسع: الأسماء المشتقة
كوني من هذه الكلمات المعطاة كلمات أخرى تنتمي إليها كما في المثال الأول

<table>
<thead>
<tr>
<th>كتاب</th>
<th>مكتوب</th>
<th>مكتب</th>
</tr>
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<td>........</td>
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</tbody>
</table>

نعم يحمد الله
### Appendix (5) Observation Card (1)

<table>
<thead>
<tr>
<th>Observer</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Grade</td>
</tr>
<tr>
<td>Teacher</td>
<td>Subject</td>
</tr>
</tbody>
</table>

1. What strategies were used to explain Arabic grammar lessons?

2. What type of questions were directed to the students?

3. What form of evaluation and assessment were addressed during explanation and at the end of the lesson?

4. Were Arabic grammatical rules focused on during the lesson?

5. What interaction students showed towards the class?
**Appendix (6) Observation Card (2)**

<table>
<thead>
<tr>
<th>Observer</th>
<th>Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Grade</td>
</tr>
<tr>
<td>Teacher</td>
<td>Subject</td>
</tr>
</tbody>
</table>

1. Do teachers switch between MSA and ASVs?

2. If they do, when does this happen or in which parts of the class?

3. What are the causes for switching between MSA and ASVs as noted by the observers?

4. How do students respond and react towards both MSA and ASVs?
### المحتويات

<table>
<thead>
<tr>
<th>الصفحة</th>
<th>نص التمرين</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>في قرريتنا عرس</td>
</tr>
<tr>
<td>16</td>
<td>هذه الشمس</td>
</tr>
<tr>
<td>36</td>
<td>كن كالطيور</td>
</tr>
<tr>
<td>37</td>
<td>الذهاب الحقيقي</td>
</tr>
<tr>
<td>46</td>
<td>عشنا بأمسنا</td>
</tr>
<tr>
<td>56</td>
<td>جزاء الإحسان</td>
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<tr>
<td>64</td>
<td>خلق جميل</td>
</tr>
<tr>
<td>76</td>
<td>من عجك الآباء</td>
</tr>
<tr>
<td>86</td>
<td>الكنية</td>
</tr>
<tr>
<td>96</td>
<td>السيارة الأول</td>
</tr>
<tr>
<td>106</td>
<td>قساد كبير</td>
</tr>
<tr>
<td>116</td>
<td>لا تستغنى</td>
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<tr>
<td>126</td>
<td>موسيقا الطبيعة</td>
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<td>138</td>
<td>يمن صادق</td>
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<tr>
<td>148</td>
<td>الجزاء قبل الدار</td>
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</table>
Appendix (8) Extracts from the Fifth Grade Arabic Book

<table>
<thead>
<tr>
<th>التَّدَرِيبَاتُ اللُّغويةُ:</th>
</tr>
</thead>
<tbody>
<tr>
<td>نصَّب الجُملةُ بما يُرَادُّفُها في المعنى:</td>
</tr>
<tr>
<td>الشمس مُتابَعُ الحرارة.</td>
</tr>
<tr>
<td>إنَّها الشَّمس.</td>
</tr>
<tr>
<td>عشًا في الغُمَّة.</td>
</tr>
<tr>
<td>الشمس أساس العيش.</td>
</tr>
<tr>
<td>تجعلها تطيبُ بالكلِّ.</td>
</tr>
<tr>
<td>تصلنا بكثرة مُضبوطة.</td>
</tr>
</tbody>
</table>

**Notes:**
- غرفنا في الظلام.
- نأتي بقدر محدود.
- تجعلُ ليُمارها تنضج.
- الشمس مصدر الطاقة.

---

<table>
<thead>
<tr>
<th>نُكِّمل، كما في المثال:</th>
</tr>
</thead>
<tbody>
<tr>
<td>خُرجَت القاطينان اللجان</td>
</tr>
<tr>
<td>أُصِرَت الحُكمَ.</td>
</tr>
<tr>
<td>كتبت الزهرة التي غُرشتْها.</td>
</tr>
<tr>
<td>أُتِرَت الشهرين اللجان زُرعَتْهما.</td>
</tr>
</tbody>
</table>

**Notes:**
- عادت الطالبات النوان في المسابقة.
التدريبات اللغوية:

نصل الكلمة بِمَنْغِناها:

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<thead>
<tr>
<th>الإحسان</th>
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<td>المغفور</td>
<td>نافذة</td>
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<tr>
<td>قطعة قماش صغيرة ممقوطة</td>
<td>الطَّلَام</td>
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<tr>
<td>يَشْخَطُون</td>
<td>يُصِيبُون ضَرْرًا</td>
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</table>

نحول كما في الْمَثَالِ:

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<thead>
<tr>
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<th>مهَد</th>
<th>قْتَل</th>
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<td>الفرع</td>
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<tr>
<td>5</td>
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<td>6</td>
<td>الخبرة الشخصية</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>القدرة العقلية</td>
<td>9</td>
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<tr>
<td>8</td>
<td>القدرة الفيزيائية</td>
<td>10</td>
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<td>12</td>
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<td>القدرة العقلية</td>
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<td>15</td>
<td>الخبرة الشخصية</td>
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<td>القدرة الفيزيائية</td>
<td>19</td>
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<td>18</td>
<td>الخبرة الشخصية</td>
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</tbody>
</table>

ملخص:
- شامل محتويات مختلفة تتعلق بالصوت، البصر، القراءة، والقدرة اللغوية والعقلية.
- الانفصال في الصفحات مع توزيع الفروض المطلوبة.
- تتضمن المحتويات أيضًا تدريبات ومحاضرات مكملة.

 расположен محتوى الإضافة وفقًا للصفحات المخصصة.
القواعد اللغوية:

- الفعل الماضي:
  - تقرأ الفقرة الآتية، ونلاحظ الكلمات الممولة بـ التُّنون الآتى:
  - ذهب الجواهر مع الناجي إلى المدينة، وراح ينتمي غزية. وبعث أمام مشهد شوق به إلى البراري،
  - قالنا: أي كليب الروج إلى البراري حيث وجدت، ضحك الناجي مضحكة ماكرة، وقال: لن أستنجذك بذلك.
  - أن الكلمات الممولة جميعها أفعال حددت في الزمن الماضي، وتسمى أفعالاً ماضية.

- الفعل الماضي فُنُح حددت في الزمن الماضي.
  - الفعل الماضي لا يقبل التعريف بـ (ال)، ولا يقبل التنوين.
  - قد يتصل بالفعل الماضي ضمائر متصلة.

التدريبات:

- أولاً: قرأ الفقرة الآتية، ونستخرج الأفعال الماضي:
  - أجاب الجواب: دعوتهما: أنا جرحه، أفعل ما آباه، نظر النازح إلى الحصاد منجرا، ثم قال: لقد صنعت عذراً لي معد وقلت بوضعاً خوالي قنبلتي، والنفاح لفمك.
  - ثانياً: نحن ثلاث نصي فجملة تبدأ كل منها بفعل ماضي.

- فائلاً: تجعل بإضافة الضمير المتصلاً المناسب كما في المثال الآتي:

<table>
<thead>
<tr>
<th>درس</th>
<th>درشان</th>
<th>درست</th>
<th>درس</th>
<th>فجر</th>
</tr>
</thead>
<tbody>
<tr>
<td>درس</td>
<td>درشان</td>
<td>درست</td>
<td>درس</td>
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<td>سمع</td>
<td>فجر</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix (9) Extracts from the Sixth Grade Arabic Book
الضمائر المتصلة بالفاعل الماضي

نُرَأ الألفة الآتية، ونلاحظ الكلمات المكونة فيها:

1. الفلسطينيـُ: المُهجّر يُخرج في النجف إلى فلسطين.
2. أنتم مُخْرِجُون بالخيبين إلى النجف.
3. قال المُخرجون: أنا مُخرج بالخيبين إلى النجف.
4. أنتم مُخرجون بالخيبين إلى صفد.
5. رَأَى المُهجّرون: نحن مُخرجون بالخيبين إلى المجدل.
6. هم مُخرجون بالخيبين إلى بيسان.
7. هم مُخرجون بالخيبين إلى حيفا.
8. هم مُخرجون بالخيبين إلى عكا.

يُلاحظُنا الألفة السائقة، نجد أن الفعل الماضي (تُخرج) قد ورد فيها جميعاً، لكنه أصل في كل مثال -بالكامل- بالمدني الأول. يُضمن نُبُعُ الفعل الماضي الأصلي في الإزار، وهذا الضمير هي على الترتيب: (ناء المُمكنة، وناء المخاطبة للقذر، والمؤنث، ونا المتكلمين، ونون الشروط، وواو الجماعة، وألف الألفين)، كما نلاحظ أن حركة خرف (الإزار) تنطوي على تغيير:

الضمائر: فالفعل (تُخرج) في المثال الأول -الذي لم يتم التصال فيهم- جاذب في الإزار مباشرة، ووفي الأمثلة السائقة جاءت فيه الإزار مباشرة، ووفي الأمثلة المتصلة فيه الإزار مباشرة، ووضمومة، ووفي الأمثلة الأخرى جاءت فيه الإزار مباشرة.

vore al-linguistique de l'arabe

الأخ الفاضل الأستاذ / محمد أبو علي
مدير التربية والتعليم منطقة غرب غزة
السلام عليكم ورحمة الله وبركاته

الموضوع / عمل بحث

تعمية طلبي، وبإشارة إلى الموضوع أعلاه، نرجو الابتعاد لجيات الاقتصاد
لديكم بالعمل على تسجيل مهنة الطالبة / داية سعيد شاطر - قسم اللغة الإنجليزية في
عمل بحث عملي على طالب الصف الخامس وهو عبارة عن اختيار، ثم القيام بتحليل
النتائج واستخلاص توصيات من مؤسستكم العامة.

وiplinary accordance

عميد كلية الآداب
د. رائد أحمد صالح

The Islamic University of Gaza
Faculty of Arts

Ref: 18/11/1437
Date: 11/11/1437

حفظه الله...

State of Palestine
Ministry of Education & Higher Education
Directorate of Education / West Gaza

Appendix (11)

Authorization Letter

To the Authorised Person: 

We hereby authorize the researcher to conduct their work within the premises of the Elfarabi Primary School and Al-Shariqa Primary School, with the aim of facilitating their research activities.

The letter is dated [ insertion of date ] and signed by the appropriate authority.

Best regards,

[Signature]

Director of Education, West Gaza