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**A STUDY OF COMMON
WRITING MISTAKES BY
ADVANCED LEARNERS OF
ARABIC, LEADING TO A
REMEDIAL COURSE IN
ARABIC COMPOSITION**

GALILA GABRIEL SALIB

1988

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A STUDY OF COMMON WRITING MISTAKES BY ADVANCED LEARNERS OF
ARABIC, LEADING TO A REMEDIAL COURSE IN ARABIC COMPOSITION

071
A THESIS SUBMITTED TO
THE ARABIC LANGUAGE INSTITUTE
TAFL PROGRAM
IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS OF THE
DEGREE OF MASTER OF ARTS

Thesis
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BY
GALILA GABRIEL SALIB
MAY, 1988
THE AMERICAN UNIVERSITY IN CAIRO

This Thesis for the Master of Arts Degree

By

Galila Gabriel Salib

has been approved

May, 1988



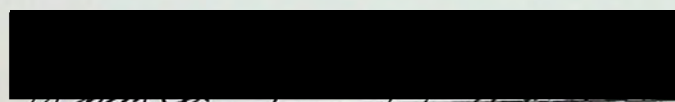
Dr. El-Said Badawi

Chairman, Thesis Committee




Dr. John Swanson

Member, Thesis Committee



Dr. Ahmad Taher Hassanein

Member, Thesis Committee



Dr. John Swanson

Director, Arabic Language Institute

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My deepest gratitude goes to Dr. El-Said Badawi for his guidance, help, and patience. It is due to his encouragement, moral support and care that this thesis came into being. Words of gratitude and appreciation would be nothing to describe the amount of time and effort Dr. Badawi willingly gave to make one of my dreams come true.

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To my husband & daughter

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My deepest thanks go to Mr. Gaber Haroun who along with me with all his patience to type this thesis.

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ABSTRACT

The main objective of this thesis is to investigate the study of writing errors made by advanced American students during the course of one semester in order to identify common and persistent errors in composition.

The subjects of this study were 20 adult males and females who had already completed elementary and intermediate Arabic courses in the United States.

The study revealed that the common errors in compositions written by these subjects comprised 24 types, and that each type can be subdivided into sub-groups of error. Examination of the persistence of certain types indicated that the use of the Arabic definite article "ال" was, among other things, a common source of error, one deserving of special treatment.

Accordingly three lessons were devised for teaching the use of "ال" based on the common errors observed, using examples similar to those encountered in the subjects compositions' errors.

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CHAPTER ONE

PRELIMINARIES

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INTRODUCTION

My general purpose is to deal with the problem of Arabic writing.

I intend to survey composition papers of the students of the Center of Arabic Study Abroad (CASA) during the fall semester September 1987 to January 1988 and to pick out mistakes in writing. My survey is limited to mistakes of linguistic background.

With regard to writing errors, I will focus on a particular problem, that of common and persistent mistakes at the advanced level.

I will also suggest lesson plans composed of brief curricula followed by three lessons-drills to help remedy problems which arise among students of writing at the advanced level.

Background of the Problem:

It has been noticed that composition seems to be the last of the four language skills the foreign student learns to master.

This is true of all languages, but especially so of literary Arabic, thanks to the diglossia situation of the language, as will be explained below.

Writing is a productive skill and therefore more difficult than receptive skills. Vildomec, 1963 (read in Richards 1974, P. 8),

observes that interference between the bilingual's languages is generally on the productive rather than the receptive side. Whitaker, 1976 (read in Hatch 1983, P. 197), suggests that the brain can make "automatic" changes in Phonology and Syntax which continually get in the way of second language morphology and syntax rules through interference. Hatch (1983, P. 217) observes that "This does not explain why many second language learners do not have interference problems, or why parts of the 'automatic system' should interfere more than others."

Rivers and Temperley, 1978 (read in Thabet, 1986) speak about how children of the world learn to express themselves at about the same age, but many people, even with careful instruction, fail to express themselves freely in writing. There is a large gap between the achievement in speaking and writing in one's own language. Thus, we have to expect difficulty in attaining a high level of ability in written expression in a foreign language.

In Arabic, such a gap between the writing skill and the speaking skill is even wider, because, as the English-speaking student, when he goes to school, reproduces in writing approximately the same English he uses orally with his family and surroundings, the student of Arabic is faced with the diglossia of the language: the language of writing is different from the oral language he uses around him, to the point that, when learning writing, he has to learn virtually a new language.

Cooper and Odell (1977, P. xi) give the following description of the writing process: "Composing involves exploring and mulling over a subject; planning the particular piece (with or without notes or outlines); getting started; making discoveries about feelings, values or ideas, even while in the process of writing a draft; making continuous decisions about diction, syntax and rhetoric in relation to the intended meaning and to the meaning taking shape; reviewing what has accumulated, and anticipating and rehearsing what comes next; tinkering and reformulating; stopping; contemplating the finished piece and perhaps, finally, revising."

Therefore, such activity requires several linguistic aspects in addition to the ability to create.

Despite the importance of writing, very few structured courses of teaching Arabic writing exist. Moreover, material within reach of most teachers is very limited.

Thus, while there are several writing courses at the Center for Arabic Study Abroad program of the American University in Cairo, I have not come across a structured course in print.

This is not to say that experienced teachers of Arabic as a foreign language are not using their own methods, but such material remains personal and unavailable to us.

Before going any further, it is essential to clarify what writing is.

Rivers (1970, pp. 242-253) identifies four kinds of writing in foreign language; she says: "In its simplest form writing can be the act of putting down in conventional graphic form something which has been spoken ... This form of writing we may call notation If recognizable units of the foreign language are involved, the process may be called spelling." Then comes a more complicated "type of writing which is involved in grammatical exercises, the construction of simple dialogues, and uncomplicated translation exercises. This activity we may call writing practice." Then comes a stage of development writing which refers to the expression of ideas; "the ultimate aim of a writer in this stage is to be able to express himself in a polished literary form This we shall call composition."

She identifies composition in its most advanced form. "Accurate and idiomatic writing is quite different from the mere piecing together of language elements in some artificial patchwork which would never be encountered outside the classroom. Only by hearing and reading a great deal of the language as it is spoken and written by native speakers can the foreigner acquire that feeling for the appropriate use of language forms and combinations which is basic to expressive writing."

Again, this judgement becomes different when the foreign learner is a learner of Arabic. Speaking and reading do not enhance each other in Arabic, because speaking uses a language which

is divergent from that of reading and writing, to the point that the student becomes confused in his production of the written language. Therefore, the spoken language works against his advancement in the written language. The Arabic spoken language uses different vowel sizes, different word order in a sentence, elides some sounds, and sometimes uses completely different words than that of literary Arabic-such as **فيه** instead of **يوجد** - and it does not feature case endings. In addition, the sounds of the colloquial Arabic language differ with the different classes of the society, and therefore adapt differently to different vernaculars; meanwhile the language of writing remains the same.

Rivers continues that if the student "has been carefully trained ... through the preceding four stages, he will have developed an attitude of mind which will prevent him from committing the worse excesses of clothing native-language expressions and structures in foreign words."

She also reports that "The composition stage provides teachers and students with the opportunity to identify persisting areas of misunderstanding on an individual basis, so that remedial practice may be undertaken where necessary."

Therefore, if certain errors persist among CASA students, remedial strategies have to be found.

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Therefore, if certain errors persist among CASA students, remedial strategies have to be found.

With the advance of language teaching methodology in present years it seems imperative that the area of composition in Arabic language teaching should be addressed and brought into line with other skills. The above arguments may be summarized as follows:

1. Weakness of writing exists generally in the acquiring of foreign languages.
2. Such situation is more apparent in the case of Arabic where the overlap between the written medium and the spoken one is very marginal.
3. The foreign learner of Arabic has to learn almost two different but also related language systems, if he or she wishes to acquire the four basic skills.
4. To make this situation worse, there is no evaluated course of instruction in the teaching of Arabic writing to foreigners. What is available at present consists of personal materials developed by few class teachers for their own use.
5. Little of that material can be transferred to the use of other teachers.
6. It is high time that this situation be reviewed.

REVIEW OF LITERATURE

"Reading maketh a full man;
Writing an exact man;
and logica rhetoric man".

Francis Bacon.

According to Chastain (1976) "Past approaches to second-language teaching have failed to develop complete sequences leading to writing. In the grammar-translation approach, the students were expected to translate complex sentences ... however, there was little attention given to self-expression in writing." Also, "since the inception of the audio-lingual movement the oral skills have received major attention, and writing has been considered least important of the language skills."

However, writing skill plays a role in solidifying the grasp of vocabulary and complements the other language skills. There is a similarity in the mental processes involved in speaking and writing. Both give the student practice in going from thought to language. Chastain (1976) points out that writing can be used to separate morphemic components of words, a matter which cannot be attained in speaking.

Byrne says (1979) that the importance of writing lies in that people are obliged to write under circumstances where ideas have to be communicated to readers.

Husayn Qurra(1969) points out that writing is the way of transmitting the human tradition from one generation to another; writing is inseparable from reading; both represent two sides of the same coin.

Writing is as important as speaking for a learner of a second language; they are two ways of expressing oneself. However, writing gives more confidence to the learner, as he has more time to think.

Nowadays, writing is a "recognized objective" among teachers of a second language, and is being recognized in schools and societies as well as being important.

Wilga Rivers (1970) says "To be literate has implied the ability to read and write in the native language This approach to native-language learning has easily transferred to the foreign-language classroom"

Both Chastain and Rivers pointed out that writing is an essential classroom activity.

According to Chastain, class teachers give written homework to students for two purposes: to acquire the vocabulary and grammar of the lesson; and so that students become impressed when producing a written homework.

However, Chastain remarks that the difficulties of writing are numerous. In an elementary course, there are problems because the learner is required to activate incomplete systems, such as the

grammar system, by means of performance skill which is not sufficiently developed to put into practice all the structure and vocabulary that the learner knows. As the learners attempt to express their thoughts, their writing features various inaccuracies.

Also, Chastain notices that communication in writing is difficult especially since more is expected of the written than is of the spoken language, and since writing in a second language is a difficult chore.

Rivers reports (1970, P. 241) that "Before we consider what is the most reasonable role for writing in the foreign-language program, it is as well to recall two facts -- first, that many highly articulate persons express themselves very inadequately in writing in their native language and, second, that only a minority of the speakers of any language acquire the skill of writing it with any degree of finesse, and then only after years of training in school and practice out of school."

Shaughnessy (1977) divides the difficulties in English writing into familiar teaching categories: handwriting and punctuation; syntax; common errors; spelling; vocabulary; and beyond the sentence.

Forming decipherable words across a page without great effort is considered by Shaughnessy (1977) fundamental to the writing skill. She adds that one has to master pen writing "until the pen seems a natural extension of the hand, and the hand of the mind itself." (Shaughnessy, 1977, P. 16).

There is a difference between English and Arabic handwriting, or as E.E. El Hassan (1983) (read in Thabet, 1986) calls it, graphological mal-practice. This relates to the difference in the letter type in terms of shape and size. Roman letters are written in an anti-clock type, while Arabic letters follow the clockwise mode.

The Arabic Script seems to be a difficulty which foreign learners have to overcome if they are to avoid grammatical and spelling mistakes. According to Beeston (1968 P. 5): "The conventions of Arabic script are so intimately bound up with Arabic grammatical structure that it is not possible to omit from a grammatical sketch some account of the script. At the same time, the learning of a script is a task of a different kind from that of learning linguistic structure." In addition, vowelling is usually employed as little as possible, or when distinction between two meanings of one written word is required.

Based on William Labov's opinion (read in Shaughnessy 1977, footnote page 17), errors in punctuation, such as the comma joining two sentences together, do not indicate that the student is unaware of sentences. It seems that students produce sentences in the manner speakers do, and do not put correct punctuation marks according to the rules.

Shaughnessy (1977, P. 91) mentions writing errors such as familiar form errors, tense switches across sentences, pronoun cases, dangling modifiers, broken parallels ... etc. Non-native

speakers and foreign-born learners, she adds, may produce additional errors in the endings of regular verbs, nouns (plural and possessive forms), verb combinations, the use of articles, and the nature of subject-verb in formal English.

She also mentions that in order to help students master formal writing, the kinds of problems they are facing in writing have to be classified so that lessons can be designed to meet their needs.

In English Teaching, Shaughnessy (1977) made an analysis of errors among 4,000 basic writing students and found that the errors could be either syntactic or common errors.

There is a relation between vocabulary and writing. The students' active vocabularies are individually different. Students piece together the meanings of words over time in a variety of texts.

According to Shaughnessy (1977, pp. 224-25) "vocabulary growth is almost always slow" In her opinion: some problems arise from "unfamiliarity with idiomatic expressions and semantic blunders." Students have to learn more "about prefixes and suffixes and word class and about the process of generating word choices."

Shaughnessy (1977, P. 274) refers to the progress beyond the sentence as more gratifying for the student and therefore linking him to the deepest purpose of education. Errors in grammar and punctuation are not supposed to delay the student's thoughts from

being embedded in large numbers of sentences into paragraphs and essays.

In writing, the context is created in the absence of interaction with the reader. As Byrne says (1979, P. 4) writing differs from speech in that it is "essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction, or the benefit of feed-back, in itself makes the act of writing difficult." This should be a further difficulty in foreign language learning since the grammatical errors which are tolerated in oral conversation are not accepted in writing.

The relation between speech and writing has been observed by many writers. Byrne (1979, P. 15) notices that we cannot find "any sharp dividing line between the language used in speech and the language used in writing. Rather we have two independent but inter-related forms, embodied at the level of phonology and graphology in two different mediums." He also observes that while we learn to speak during growing up in a normal way, "writing on the other hand is learnt through a process of instruction." (Byrne, 1979, P. 5).

This may be true in English. But in Arabic it is different. Up till the age of 6 the Arab child learns spoken Arabic within the family and the surrounding society. When he goes to school, he learns literary Arabic and spends years and years before mastering it.

According to E.M. Badawi (1985), "As many as five varieties, each exhibiting its own distinctive linguistic properties and social functions, are said to exist within each Arab community. Arranged on a descending scale reflecting the degree of schooling they each represent these are: classical Arabic, Modern Standard Arabic, educated colloquial, standard colloquial, and illeterate colloquial." These varieties, or levels as shown by Badawi (in Jankowsky, 1985, pp. 13-22), are not segregated entities, but "blurr their lines of demarcation and create a graded continuum of features"

According to Badawi (in Jankowsky, 1985), while T.F. Mitchell^{*} says that the regularities of Modern Standard Arabic (MSA) are not those of Educated Spoken Arabic (ESA), the overlapping of the two makes the correspondences between both regularities, so to speak, regular. He adds, "To regard ESA and MSA as respectively the spoken and written aspects of educated modern Arabic would agree with their observable function in the society, and would show for the first time the link that exists between speaking and writing (thus opening the way for examining the connections). It would also put an end to the present estrangement and suspicion between native and foreign scholars of Arabic, and the present situation by which foreign learners are assumed to be learning MSA when in fact they are learning the system of classical Arabic, and assumed to be learning ESA when in fact they are learning the spoken semi-literate Arabic."

As for the subject of compositions, Chastain (1976, P. 367) says: "Ideally, the writing assignment will center around some idea

* Given in the bibliography of Badawi.

of interest to the students but not encourage them to utilize complicated sentence patterns beyond their level of language learning." The material taught should be related to the students' lives in order to keep them interested. There is a series of "affective learning activities" developed by Christensen (1975) (referred to by Chastain 1976, P. 348) which may be helpful for teachers in incorporating affective activities into their classes. Similar references given by Chastain are: Allen (1974), Simon et al. (1972), Stoller et al (1974) and Wilson and Wattenmaker (1973).

Shaughnessy (1977, P. 5) does not try to give a tightly and fully structured writing program because she holds the opinion that programs are not the answer to the learning problems of students. The best programs, in her opinion, are to be developed in situ in response to the needs and background of individual student populations. For this reason, she believes that the best programs are created by teachers.

Good writing is difficult to define. As Shaughnessy (1977, P. 287) says, "writing is not simply the sum of a number of discrete skills, but an expanding world of competences that interact and collide and finally merge into something we can more easily identify than explain as good writing."

She also says that a young adult learner works hard, but he must be informed by an understanding of what is missing, and the reason behind the problem he is facing.

Rivers (1970) advises that a student at the composition stage will not "be asked to write literary criticism or discuss ideas at a philosophical or sociological level. For these types of exercise he must possess a specialized vocabulary and a training in concepts which the ... teacher cannot aspire to give him, or can give him only at the expense of the further training in language skills to which class time should be devoted at this stage Precise description of persons, places and things provide excellent training in exact expression." Writing dialogues and the keeping of a personal diary in the foreign language are additional means in this stage to use "the recent vocabulary area of some recent reading."

In composition instruction there should be a distinction between the way adults learn and the way adolescents and children learn. According to Hashimoto (1985), "Teachers of adult learners must choose methods that allow their students to set goals, assess their own progress, and understand the rationale behind instructional programs. "Adults are self-directed and tend to be pragmatic learners."

In connection with the correction of written exercises, Rivers (1970) says that "Ideally, individual efforts at writing would be read by the teacher as soon as possible after completion, then corrected and sometimes rewritten by the student without delay. A great deal of uncorrected writing is merely a waste of time and energy. It consolidates the student's bad habits, which are very difficult to eradicate at a later date. Short writing assignments

given at frequent intervals and then carefully corrected and discussed provide the most effective form of practice." (Rivers, 1970, P. 256).

E.M. Badawi (1985) reviews the facilities of teaching Arabic as a foreign language (TAFL) and summarizes the difficulties as follows: "To achieve meaningful communication within any Arab society, a student must acquire at least modern standard Arabic and a colloquial variety of Arabic. Whether these two are studied simultaneously or consecutively, the dearth of evaluated learning strategies leads to inevitable confusion on the part of the student who has to learn two related but often conflicting language systems. Emperical research must tackle this basic TAFL issue."

The problem of writing should be more serious for the student as it demands "the skills of the encoding process (hand-writing, spelling, punctuation) and the skill of objectifying a statement, looking at it, changing it by additions, subtractions, substitutions or inversions, and taking the time to get as close a fit as possible between what he means and what he says on paper." (Shaughnessy 1977, P. 79). To this she adds her advice that "Listing the kinds of errors students regularly make is not difficult: what is difficult is to determine how deep the roots of instruction must go in order for students to cope with those errors." (Shaughnessy 1977, P. 131). This reflects the issue of how to treat the problem of writing errors.

According to Mary Epes (1985) "Bartholomae ⁽¹⁾ has found that errors that look identical on the page can have very different causes, depending on the writer." Thus the investigation of writing errors has to take care of possible individual characteristics in tracing the causes, and also in choosing an adequate approach to the teaching of writing.

The dual language learning of Arabic, written standard and spoken colloquial -- shown as a necessity by Badawi -- raises the problem of the relation between speech and writing. Mary Epes (1985) realized that she must consider the writers' speech patterns as influences working in producing errors. According to Oglah Smadi (1986), errors of a new language learner can not be attributed to strategies of learning approaches (e.g. simplification, transfer, overgeneralization, ... etc.) alone. He refers to other errors "induced by the classroom situation (Stenson, 1974) ⁽²⁾ and those caused by exposure to the non-standard speech of native speakers ...".

(1) David Bartholomae. "The Study of Error". College Composition and Communication, 31 (1980), 253 - 269.

(2) Stenson, N. "Induced Errors", in J.H. Shumann and N. Stenson (eds.) New Frontiers in Second Language Learning. Rowley, Mass.: Newbury House Publishers, 1974, P. 12.

Rationale for the Study:

From the previous review of literature, it became clear that the difficulties of writing are numerous, especially since more is expected of the written than is of the spoken language. Such difficulties, as given by Shaughnessy (1977) for English writing, can be extended to Arabic writing in general and for foreign learners of Arabic in particular. Arabic Script seems to be another difficulty causing grammatical and spelling mistakes (Beeston, 1968). Punctuation errors are sometimes caused by producing sentences in the manner speakers do (Labov's opinion). A further difficulty in writing is the absence of interaction with or feed-back from a listener (Byrne 1979). This demands that problems facing students in writing have to be classified so that lessons can be designed to meet students' need (Shaughnessy 1977).

The relation between speech and writing has been observed by many writers. Byrne (1979) notices that they are interrelated forms at the level of phonology and graphology in two different mediums. The difference between speech and writing, as he observed, is that speech is learnt during growing up in a normal way, while writing is learnt through instruction. Thus, it is expected to discover writing errors which may be related to the way students normally speak the second language.

The problem of varieties or levels of Arabic, as shown by Badawi (1985), adds a further difficulty. Differences between spoken

and written Arabic have to be regarded as causes of some types of the expected errors in compositions.

The difference between composition instruction given to adults, and to adolescents and children, plays a role in the choice of topics. Self-directed adults tend to be pragmatic learners, as observed by Hashimoto (1985). In addition to the skills needed in the writing process, students have to face objectifying statements, as mentioned by Shauhnessy (1977). In doing so, the errors which appear identical on the page can have different causes depending on the writer, as observed by Bartholomae (1980). This led Mary Epes (1985) to realize that she must consider the writers' speech patterns as influential in producing errors. Classroom situations can induce other errors (Stenson 1974), besides those caused by exposure to the non-standard speech of native speakers (Oglah Smadi 1986).

Review of the facilities of teaching Arabic as a foreign language (TAFL) and difficulties of learning two Arabic language conflicting systems which face students learning Arabic as a foreign language led Badawi (1985) to demand that emperical research must be carried out in this issue.

Hypothesis:

In view of the above the following hypotheses are formulated:

1. Some of the errors American students make in writing literary Arabic are of a general nature and common to students of similar linguistic and cultural background.
2. With the present teaching programs, some types of errors improve, while others seem to persist.
3. Should hypothesis number two above be proven, it follows that a new approach to the teaching of writing must be devised which would address very early the two types of difficulties mentioned above.

Significance of the Study:

Dr. El-Said Badawi defines composition as "Expressing oneself in the written idiom within the various parameters of the language." (Badawi, 1988).

For a student to reach this stage he has to go through all of the difficulties of learning a foreign language in addition to amply acquiring the different linguistic skills.

Yet, most students even when reaching the intermediate or advanced level still perform many mistakes when writing a composition.

This study aims at identifying and classifying composition errors and sorting out persistent ones. They will be classified under large headings such as phonology, morphology, Syntax and Semantics.

If this study proves that persistent mistakes exist, then remedial techniques must be devised which in turn may be used by other teachers at the Arabic Language Institute.

METHOD

Subjects:

This study is based on an analysis of the work of twenty students who were fellows of the Center for Arabic Study Abroad program (CASA) conducted at the American University in Cairo (A.U.C.) during the school-year 1987-88. These students were the product of a rigorous selection process: every year, about one hundred American students of Arabic take a competitive examination according to whose results about twenty students will receive CASA fellowships.

The elements of the "CASA background" are as follows: 1) a strong two-or-three year background in the study of Modern Standard Arabic (MSA) grammar and syntax; 2) an educational program which focused on the reading of MSA and thus on the acquisition of vocabulary style and idiom through reading practice rather than through oral or written practice; 3) no or little familiarity with any Arabic dialect before coming to Cairo and entering the CASA program; and 4) a strong personal and professional commitment to the study of the Middle East and its cultures, societies, and histories.

To the above should be added the following: CASA students begin their course of study in Cairo in June of every year. During June and July, their academic program focuses on the study of Egyptian colloquial Arabic. In September they begin a four-month (one

semester) program of study which focuses on three things: 1) intensive reading of MSA; 2) continued work in Egyptian colloquial Arabic; and 3) writing and composition.

Thus the present study will concentrate on the third element — writing and composition — of the fall semester CASA program. It must be noted that students entering this course 1) have a very heavy load of additional Arabic courses simultaneously: and 2) are just beginning to acquire familiarity with and control over Egyptian dialect (which for most represents their first real use of any form of Spoken Arabic). In addition, it must be added that the fall semester CASA writing class is a relatively new component of the CASA program, which accounts in part for its relative lack of standardized objectives, approaches, and methods: before 1984, "writing" was treated as an integral part of the fall intensive reading course. It was decided at that time that writing was such an important (and neglected) skill that a separate course should be devoted to it, and this course has now become an integral part of the CASA core program.

CASA students each year are divided into three classes: I, II, and III according to their level of mastery of Arabic. The following is a short survey of the age, sex and distribution among the three classes of writing during the Fall 1987 semester:

Class	Students' Data			
	Number			Age Range
	Male	Female	Total	
I	4	3	7	21 - 27
II	4	3	7	22 - 29
III	1	5	6	23 - 37
Grand Total	9	11	20	21 - 37

The members of each class are taken as one group. Copies of compositions written by the students during the semester are the source of error identification.

The following three procedures were received:

Class I:

The teacher gives the new lesson as follows:

1. Passes out to students papers that outline the new lesson.
2. Reads these papers.
3. Explains the content.
4. Answers student questions if any.

Sampling:

Sampling of students' writing consisted of the following steps:

1. Examining existing class procedures employed by teachers of CASA students during the period covered by the study.
2. Devising sampling system in accordance with the above.
3. Processing of materials in accordance with the above system.

Details of each of the above steps are as follows:

Sampling Step 1:

In order to carry out the sampling procedure in a manner as harmonious as possible with the writing class procedures, each of the teachers who conducted writing classes was asked to provide a statement describing his/her own procedure in the teaching of writing.

The following three procedures were received:

Class I:

The teacher gives the new lesson as follows:

1. Passes out to students papers that outline the new lesson.
2. Reads these papers.
3. Explains the context.
4. Answers student questions if any.

5. Reads a model essay which he has prepared on the topic of the new lesson.
6. Assigns the new topic for the student to write about as homework and to return to the teacher.
7. Corrects the essays by marking the mistakes in a code, and returns them to the students.
8. The students look at their papers in order to correct their mistakes. If they have questions about the marking, they ask the teacher.
9. The teacher writes the explanation on the board.
10. Sometimes, however, the teacher writes the mistakes on the board and asks the students to correct them. When there are no more questions, the teacher begins the new lesson again.

Class II:

There are two main lines that the teacher follows in the writing class:

A. Free writing: in which the following procedure is followed:

1. Students are assigned a certain topic to write about.
2. The assignments are done at home and handed over to the teacher sometime before the next class.
3. The teacher develops photocopies from each assignment for the whole class.

4. The teacher marks the mistakes on the original copies of the assignment without correcting them.
5. In the next lesson, students are given copies of each assignment and they all participate in picking out the mistakes, specifying their types (vocabulary, structure, ... etc.) and trying to correct them.
6. The writer of each assignment corrects his mistakes after discussing them on the same page.

B. Controlled writing through using the "Connectors in Modern Standard Arabic" * text book:

1. Students are assigned a certain lesson to prepare before class.
2. In the next class, the teacher explains the main idea of the lesson and gives a number of examples using the connectors included in that lesson.
3. Students do the drills of the lesson orally in class with the help of the teacher.

N.B.: The text book: each lesson includes a number of connectors that are close in meaning. It also includes examples and drills based on the same connectors.

* By Dr. Hassanein and Mrs. Warraki.

Class III:

1. The teacher gives a subject to the students and discusses it for ten minutes, giving new expressions, vocabulary, and phrases. She explains the body of the subject from beginning to conclusion.
2. Students begin to write the introduction and first paragraph in class.
3. The teacher tours around the students in class, looks at their papers, discusses mistakes individually, and corrects and gives counselling.
4. The finishing of the writing is done at home.
5. The teacher collects and corrects the mistakes, generalizing common mistakes and putting these mistakes on the board and discussing them in general.
6. She also uses the book "Connectors in Modern Standard Arabic" to explain some new structures and follows this with drills from the book.
7. Cloze tests were sometimes used, requiring student to "fill in" blanks with the right connectors.

Sampling Step 2:

The following sampling system was devised for the research:

In agreement with the teachers, xeroxed copies of actual student compositions were regularly obtained during 15 weeks, starting from September 15, 1987 to January 5, 1988.

The gathered compositions included what is here being termed first time and second time compositions.

By first time composition, we mean compositions corrected for the first time by the teacher. By second time compositions, we mean compositions which had been corrected for the first time by the teachers; then handed back to the students for improvements; then resubmitted and recorrected by the teacher the second time.

Mistakes appearing in students' compositions were isolated and tabulated, in order to show complete sentences exhibiting one or more errors, types of error, and comment(s) suggesting possible correct form(s) and possible causes influencing the behaviour of the student during the writing process and leading to such an error.

Details of the coding system are as follows:

- Each class is given a Roman numeral: I, II and III.
- Each student in each class is given an Arabic numeral: 1, 2, 3, etc.
- Each topic (homework) is given a lower case letter: a, b, c, d, ... etc.
- Each error is given a number after the small alphabetical letter of the topic.

Thus, an error II.1.a.3 means: Class II, student number 1, and the topic (a) first topic has the error number 3.

Sampling Step 3:

Processing the Materials - Preparation for the Final Analysis:

A preliminary survey using sampling steps 1 and 2 above has been carried out on the first compositions of the three classes I, II and III which were written about the following topics:

Class I:

Topic (a) "myself" ولدت في
dated September 20, 1987.

Class II:

Topic (a) "my place of residence شقتي
in Cairo," dated September 28, 1987.

Class III:

Topic (a) "The problems of Cairo" ميدان التحرير
dated September 19, 1987.

A copy of one of these first compositions from a student (coded 3 in Class II, according to step 1.) is attached together with a typical table prepared for the picked up errors, as Appendices A and B. The twenty similar tables prepared for the first compositions showed that there are common error types among the majority of the twenty students of the three classes.

Processing of Material:

The following steps were followed:

- a) Through scrutinizing, common mistakes appearing in the tables were identified and gathered together each in a section.
- b) Each of these sections was classified according to the type of error it exhibits, namely: spelling mistakes, derivational mistakes ... etc.
- c) Sections falling under similar headings were grouped together; this resulted in obtaining several sub-groups under each type.

The errors in the tables of each section were grouped into major types of errors.

Analysis of the Material:

The analysis of the material consisted of the following steps:

- Comparison of the errors in the early compositions with those in later composition for each class so as to sort out types of persistent errors.
- Comparison of the results of the three classes, to determine persistent type(s) of errors for which there are not remedial technique(s) in the existing teaching procedures.

Material Received:

A total of 164 compositions were received from the students of the three classes during the study period. The dates of delivery, the titles of the subjects of compositions, and the indication of delivery by the students according to their class and date are included in Appendix C.

The written compositions in the three classes (see Appendix C) during the fall semester 1987-1988 were divided into three equivalent periods:

Period 1 from September 15 to October 20, 1987.

Period 2 from October 21 to November 30, 1987.

Period 3 from December 1, 1987 to January 5, 1988.

The compositions' material is tabulated as follows:

Table (1): shows the number of topics received in each period as obtained from Appendix C.

Table (1)

Class	Number of handed written compositions in periods			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	20	30	7	57
II	16	7	20	43
III	17	29	17	63
Total	53	67	44	164

Table (1)

Class	Number of Topics (Subject of Compositions) in Periods			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	5	12	7	24
II	3	1	3	7
III	3	10	13	26
Total	11	33	23	57

The first compositions dealt with topics near to the students' feelings and every day experience. Later on, topics dealt with description and then with media and literature

From Appendix C, we obtain the following data about the number of written compositions from each class and for each period:

Table (2)

Class	Number of handed written compositions in periods			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	20	38	7	65
II	16	7	20	43
III	17	22	17	56
Total	53	67	44	164

By counting the lines it was noticed that the total number of lines in the written compositions did not vary much in the three periods. The following table shows the total number of lines in the compositions of each period as received from the three classes.

Table (3)

Class	Number of lines in Compositions of Periods			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	588	632	199*	1419
II	545	322	705	1572
III	330	445	569	1344
Total	1463	1399	1473	4335

* In class I, three students (out of 7) did not deliver any written composition in period 3.

The written number of lines varied from student to student. The following average figures are obtained by dividing the number of lines by the number of compositions:

Table (4)

Class	Average number of lines per Composition in each period			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	29.4	16.6	28.4	21.8
II	30.1	46.0	35.3	36.6
III	19.4	20.2	33.5	24.0
Total	27.6	20.9	33.5	26.4*

* This includes compositions of 5 - 6 lines and others of 35 - 40 lines.

As seen from table (4) the average number of lines per composition ranged from 16.6 (in class I, period 2) to 46 (in class II period 2). The overall average was 26.4 lines per composition.

The calculations of the number of written lines were used afterwards in obtaining the number of errors of each type per 1000 lines of written composition.

For each of the 164 compositions a sheet was prepared for the erroneous sentences, which were given code numbers together with possible type and cause for error. The codes were as said earlier in sampling step 2:

- Roman numerals I, II, III, denoting the three classes of students.
- Each student in the class was given an Arabic numerals 1, 2, 3 ... etc.
- Each topic was given a lower case letter: a, b, c, d, e ... etc.
- Each error was given a number after the symbol of the stopic.

As per calculation, the total errors in the 164 students' compositions amounted to about 2780. The distribution of the number of errors is shown in the following table.

Table (5)

Class	Number of errors in each period			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	377	377	82	836
II	452	244	398	1094
III	315	370	165	850
Total	1144	991	645	2780

The total number of errors as shown in table (5) were used to calculate the number of errors per 1000 written lines in the compositions as following:

Table (6)

Class	Number of Errors Per 1000 Lines in Periods			Total
	Sept./Oct. 1	Oct./Nov. 2	Nov./Dec. 3	
I	641	597	412	589
II	829	758	565	696
III	955	831	290	632
Total	782	708	438	641

It should be noted that the total number of errors per 1000 lines in the above table (6) is calculated by dividing the total number of errors by the corresponding total lines as in the following example:

In period 2 the total number of errors was 991 and the corresponding total number of written lines was 1399. Then the total number of errors per 1000 lines in period 2 is:

$$\frac{991}{1399} \times 1000 = 708$$

CHAPTER TWO

RESULTS AND INTERPRETIONS

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<u>Graphical Representation of the Error</u> ...	128-131

Types and Examples

Twenty four major types of errors have been established. Some of these types comprise of sub-varieties. For example under spelling errors the following sub-varieties were found:

- use of short for long vowel
- use of long for short vowel
- omission of ai -jt- before con-letters
- use of non-emphatic for emphatic sound
- use of emphatic for non-emphatic sound
- hantz spelling errors

RESULTS AND INTERPRETATIONS

- use of ɛ for ɛ̄ and ɛ̄ for ɛ
- use of ɛ̄ for ɛ̄ or ɛ̄
- mistakes of ɛ̄
- use of

ɛ̄ for ɛ̄	ɛ̄ for ɛ̄	ɛ̄ for ɛ̄
ɛ̄ for ɛ̄	ɛ̄ for ɛ̄	ɛ̄ for ɛ̄
ɛ̄ for ɛ̄	ɛ̄ for ɛ̄	ɛ̄ for ɛ̄
ɛ̄ for ɛ̄	ɛ̄ for ɛ̄	ɛ̄ for ɛ̄
ɛ̄ for ɛ̄	ɛ̄ for ɛ̄	ɛ̄ for ɛ̄

Types and Examples

Twenty four major types of errors have been established. Some of these types comprise of sub-varieties. For example under spelling errors the following sub-varieties were found:

- use of short for long vowel
- use of long for short vowel
- omission of al ا before sun-letters
- use of non-emphatic for emphatic sound
- use of emphatic for non-emphatic sound
- hamza spelling errors
- use of ه for ح sound and ح for ه
- use of ذ for ظ or ز
- mistakes of ي
- use of

ح	for	خ	ص	for	س	و	for	fatha
خ	for	ق	ض	for	ط	ل	for	ر
د	for	ض	ط	for	ت	ل	for	لل
ر	for	ع	ق	for	ع	ل	for	أ
س	for	ص	ع	for	أ	ك	for	ق

The 24 varieties of errors are as follows:

- | | |
|------------------------------------|---|
| 1. Noun derivation | اشتقاق الاسماء |
| 2. Verb derivation | اشتقاق الافعال |
| 3. Noun-preposition idiom | الاستخدام الاصطلاحي للحروف مع الاسماء |
| 4. Verb-preposition idiom | الاستخدام الاصطلاحي للحروف مع الأفعال |
| 5. Semantic field of nouns | . دلالات الاسماء |
| 6. Semantic field of verbs | . دلالات الافعال |
| 7. Word order | ترتيب الكلمات في الجملة |
| 8. Spelling | الهجاء |
| 9. Case ending | علامات الاعراب |
| 10. Definite article " ال " | اداة التعريف " ال " |
| 11. Verb-subject agreement | . مطابقة الفعل والفاعل |
| 12. Gender | التذكير والتأنيث |
| 13. Spelling of Arabized names | هجاء الاسماء المعربة |
| 14. Colloquial Arabic interference | . تداخل من اللغة العامية في اللغة
الفصحى |
| 15. " كان " kaana and its sisters | كان واخواتها |
| 16. " انّ " çanna and its sisters | انّ واخواتها |
| 17. " أن " çann | ان كحرف مصدرى ونصب |
| 18. Relative clause | الموصول وصلته |
| 19. " قد " qad | حرف قد |
| 20. Demonstrative pronoun | اسماء الاشارة |
| 21. Conjunction " و " | واو العطف |
| 22. Conjunction " ف " | فاء العطف |
| 23. Punctuation: Fullstop | علامة الترقيم : النقطة |
| 24. Punctuation: Comma | علامة الترقيم : الفصلة |

Details and examples of each of the above are given in the following sections.
(Note that the order of the sections follow the reverse order of the above list.)

Punctuation:

علامات الترقيم : النقطة والفصلة :

Although the Arabs use punctuation, it is doubtful that the system has the same rigorous significance as it has in English. It is notable that educated Arabs vary from one another in using punctuations: indeed a person uses a system of punctuations differently from day to day with no apparent foundation.

"It would seem that English-speaking learners of Arabic employ the comma "," the semicolon ";" and the brackets "()" when they write Arabic basically in the same system of punctuation as they use for English." (Badawi, 1988).

The "fullstop" and the "comma" were the only punctuation marks found in the errors. The "comma" errors amounted to 6 in period 1 and then disappeared. The "fullstop" errors are higher in number : 10, 6 and 2 in the three periods 1,2 and 3, respectively.

The comma is used in the Arabic language between sentences dealing with the same partial idea. The comma position is not strictly specified and depends on the writer's view. The condition that it should not be used after a preposition* was respected in all compositions.

The "fullstop" is put at the end of the sentence which terminates the partial or total idea.* It has been observed as an error of

* Hassanein, A.T. and Abd el-Aziz Nabawy

الأساس في اللغة العربية . . الصدر لخدمات الطباعة ، القاهرة ١٩٨٧

pp. 77-78.

omission in the early writings of the students, but this gradually disappeared through continuous correction by the teacher.

Punctuation errors belong to the syntax as they represent errors in the structure of writing.

Conjunctions:

حروف العطف:

Mistakes were found only in the conjunctives "ف" and "و" as seen in the following examples:

a) The conjunctive "ف"

فاء العطف:

1. Additional "ف" represents 56 % of the total errors in "ف".

Examples of this additional "ف" are as follows:

- لما بلغت السنة الثالثة من عمري فانتقلت العائلة الى مدينة صغيرة ... (انتقلت)

- When I reached the age of three, the family shifted to a small town.

- ففي هذه الحالة فاخرج لكي أذهب الى مكتبه (أخرج)

- In this case I leave to go to his office.

2. The use of "ف" in place of "و" represents 25 % of the total errors in "ف" and it is illustrated by the following:

- أما الجسم فهو صندوق من المعدن ومستطيل الشكل ففي أسفله جارورين (وفي أسفله جاروران)

- This body is a metal box, rectangular in shape and has two drawers in its lower part.

- هو رجل متوسط العمر ذو شوارب فانه يجلس على مكتب صغير
(وهو يجلس الى مكتب صغير) .

- He is a middle-age man with a mustache and sits at a small desk.

3. Absence of " ف " represents 19 % of the total errors in " ف " and is exemplified by the following:

- في حين أن الحافلة لكونها عامة هي كبيرة الحجم . (فهي)

- The bus, being a public means, is large in size.

- فضلا عن أهمية هذا الانجاز بحد ذاته صاحب المطعم هو المصري الوحيد الذي فعل ذلك . (فصاحب)

- In addition to this achievement, being important in itself, the owner of the restaurant is the only Egyptian who did that.

b) The conjunctive " و " واو العطف

1. Absence of " و " after a "period" represents 71 % of the total errors in " و ". The following example is an illustration.

- أنا اسمي جمال ولدت في ولاية كاليفورنيا في عام ١٩٦٦ . تربيت في تلك الولاية وحضرت المدرسة هناك . (وتربيت)

- My name is Gamal. I was born in the State of California in 1966. I was brought up in that State and attended schools there.

2. Absence of " و " inside the sentence represents 24 % of the total errors in " و " and is seen in the following examples:

- أما الجسم فهو مصنوع من المعدن مستطيل الشكل . (ومستطيل)

- The body is made out of metal and is rectangular in shape.

- خلال الرحلة زرنا الواحات الثلاثة في الوادي الجديد وهي الخارجة ، الداخلة ، والفراة . (والداخلة)

- During the trip we visited the three Oases of the New Valley which are: Kharga, Dakhla and Farafra.

- من الضروري أن يلاحظ أنني أقول " يناقش " ليس " يحل " . (وليس)

- It should be noticed that I say "to discuss" and not "to solve".

- يتكلمون اللهجة البريطانية ليست الأمريكية . (وليست)

- They speak the British dialect and not the American one.

- وتقع الشقة في أبدين ، هذا يعني أننا ممكن أن نمشي الى الجامعة في عشرة دقائق .

(وتقع الشقة في عابدين ، وهذا يعني أنه يمكن أن نمشي الى الجامعة في عشر دقائق) .

- The flat is in ^cAbdin and this means that we can walk to the university in ten minutes.

3. Using " و " instead of other conjunctions represents 5 % of the total errors in " و " . This can be seen in the following:

- بل وقد يحتاج المسن الى النزول في بيت ينشأ خاصا بهم .
(بل قد يحتاج المسنون الى النزول في بيت ينشأ خاصا بهم)

- However, old-aged people may need to stay at a special house built for them.

- أما الموتور فهي مصنوع من أجزاء معدنية وتبريد صندوق الثلاجة لحفظ الطعام .

(أما الموتور فهو مصنوع من أجزاء معدنية لتبريد صندوق الثلاجة لحفظ الطعام) .

- The motor is made of metallic parts and serves for cooling the refrigerator box in order to preserve food.

- وأما اهتمامي باللغة العربية فانه بدأ قبل دخولي للجامعة بكثير .
وانه أعطاه لي أبي وهي سوري أصلا) .

(...) فانه اعطاه لي أبي وهو سوري الاصل)
- As for my interest in the Arabic language, it started long before my going to the university, as it was given to me by my father who is originally Syrian.

The Conjunctions " ف " and " و " in Arabic have both syntactic and semantic meanings, especially as seen in the errors made by the students. Although the " و " conjunction errors were very high at start (66 in period 1), they diminished to 10 in period 3. On the other hand, the " ف " conjunction errors seem to be more persistent than " و " errors. The numbers of " ف " errors were 16, 24 and 9 in the three periods 1, 2 and 3 respectively.

The Demonstrative Pronouns:

اسماء الاشارة

The errors with demonstrative pronouns are a type of " ال " errors, namely the omission of " ال " in a noun referred to by a demonstrative pronoun. The book Elementary Modern Standard Arabic shows clearly that such omission of " ال " leads to an equational sentence. The following examples illustrate these errors:

- لم تستفد هذه دول . (الدول)
- These countries did not gain any benefit.
- ويعني الي هذين عيدين ، مثل كل الأعياد في السنة الكنيسية ، العناية
الالهية .
- (ويعني لي هذان العيدان ، مثل كل الأعياد في السنة الميلادية ، العناية
الالهية) .
- These two feasts mean to me, as well as all feasts of the Christian year, the guarding of God.

- وهذا عيد الميلاد سأزخرف شجرة الفاكهة البلاستيكية في صالوننا وسأذكر
العربية ...

(وهذا العيد ميلاد) أو (وعيد الميلاد هذا ...)

- This Christmas, I shall decorate the plastic tree in our guest room,
study Arabic and ...

The demonstrative pronoun errors belong to syntax and are very
rare, as they were found only four times during the three periods.

أخطاء في استعمال حرف " قد " : Error in the use of " قد " :

The main errors in the use of " قد " are those leading to wrong
verb tense. They are illustrated in the following:

- وفي نفس الوقت فقد درست اللغة العربية في جامعة هارفرد .

(وفي نفس الوقت درست اللغة العربية في جامعة هارفرد) .

- At the same time, I studied Arabic at Harvard University.

- وكنت أدرس في فرنسا فاني قد تقابلت هناك شابا تونسيا أثر عليّ
تأثيرا كبيرا .

(وكنت أدرس في فرنسا حين قابلت هناك شابا تونسيا أثر عليّ
تأثيرا كبيرا) .

- I was studying in France when I met there a Tunisian fellow whose
influence on me was remarkable.

- ومن الجدير بالذكر أن المكتبة التي جزء مهم في أي مدرسة أو جامعة كذلك تستخدم الوسائل البصرية والسمعية ...
(التي هي جزء)

- It is worthwhile to mention that the library which is an important part of any school or university, uses also audio-visual instruments ...

2. Using the relative pronoun in place of identifying the noun by " ال " , as seen in the following:

- هذه العائلة التي فقيرة جدا . (هذه العائلة الفقيرة جدا)

- This very poor family/This family which is very poor.

3. Using the relative pronouns in positions where they are not needed, as seen from the following examples:

- وبعد أن أخبرت من الذي يجب على أن أخبره ...
(..... من يجب)

- After I have told the one whom I have to inform, ...

- استخدم أسماء ومواضيع من قصص عربية وفارسية التي علمها في المشرق . (علم بها في المشرق) .

- He used names and subjects from Arabian and Persian stories he knew in the east.

- واستعمل موسيقى التي ألفها
(واستعمل موسيقى ألفها ...)

- He used music composed by ...

4. Omission of relative pronouns in positions which demand their use, as seen in the following:

- وترقص الرقصات التقليدية تتعلق بالبلاد التي تمثلها .
(وترقص الرقصات التقليدية التي تتعلق بالبلاد التي تمثلها) .
- أو (وترقص رقصات تقليدية تتعلق بالبلاد التي تمثلها) .
- They dance folkloric dances belonging to the countries they represent.
- أما المعوبات التي يمكن أن تواجهها في مصر فلم تكن مختلفة عن المعوبات كانت عندنا في تونس .
(أما المعوبات التي يمكن أن تواجهها في مصر فليست مختلفة عن المعوبات التي كانت عندنا في تونس) .
- The difficulties which you may face in Egypt are not different from those we had in Tunis.

Some of the syntax errors in relative pronouns show semantic field confusion with " ال " , as seen in the foregoing examples. However, the relative pronoun errors are not highly persistent, as their number decreased from 22 in period 1, to 10 in period 3.

أخطاء في استعمال " أن " كحرف مصدري ونصب : Errors with " أن " :

1. Absence of " أن " ; for example:

- وأحب أمضي يوماً كاملاً في القراءة .
(وأحب أن أمضي يوماً كاملاً في القراءة)
- I would like to spend a whole day reading.

- وبعد يجده فقده . (وبعد أن وجدته فقده)
- After he found it, he lost it.

- وكيف يمكن استفيد . (وكيف يمكن أن استفيد)
- How can I benefit.

2. Confusion between (ان) and colloquial " ما " :

- قبل ما حضرت (قبل أن أحضر)
- Before I came

- قبل ما وصلت ... (قبل أن أصل)
- Before I arrived

- قبل ما قررنا ... (قبل أن نقرر)
- Before we decided

- قبل ما يرجعوا ... (قبل أن يرجعوا)
- Before they return back

3. Absence of a referring personal pronoun after " أن " , as follows:

- ان هناك مزارات مثيرة يجب أن يشاهد . (يشاهدها)
- There are many exciting places to be visited.

4. Additional " أن " , as seen in the following example:

- شراء الأشياء التي يمكن أن يجب شرائها .
(شراء الأشياء التي قد يجب شراؤها)

- Buying the things which may need to be bought.

Some of the syntax errors in " أن " show semantic field confusion with " ما " as seen in the foregoing examples. However, the " أن " errors are not highly persistent as their number decreased from 12 in period 1 to 5 in period 3. This may be due to the fact that the errors of " أن " are partly related to Colloquial Arabic interference in the form of " قبل ما " instead of " قبل أن " , and the colloquial interference in turn decreased, as was the case with the other colloquial errors.

Errors with " أن " and its sisters: أخطاء في استعمال "أن" وأخواتها

1. Absence of attached pronoun as the subject after " أن " , as seen in the following examples:

- ان الآن ادرس التاريخ الاسلامي في جامعة هارفرد .
(اني)

- At present I study Islamic history at the Harvard University.

- ثم ادركت ان بدل من افكر في حالة ابي أو عائلتي لقد بدأت اتساءل
عن اذاعة الاخبار .

(ثم ادركت أنه بدل أن افكر في حالة أبي أو عائلتي بدأت اتساءل
عن الاخبار المذاعة) .

- Then I noticed that, instead of thinking about the condition of my father or my family, I began to think about the news on the radio.

2. Unattached instead of attached personal pronoun after " أن " . This may be due to colloquial Arabic interference, as seen in the following examples:

- لكن هو انتقل . (لكنه)

- But he departed.

- لكن هو رفض . (لكنه)

- But he refused.

- لان هو في كل مكان . (لأنه)

- Because he is everywhere.

- لكن هو لذيذ جدا . (لكنه)

- But it is very delicious.

3. Wrong use of " انّ " , as seen in the following:

- ومن حول هذه الجزيرة فانها المنطقة العاليه ...
(ومن حول هذه الجزيرة المنطقة العاليه ...)

- and around this island there is the high region.

- أخذ المستعمرون انهم يهاجرون .

(أخذ المستعمرون يهاجرون)

- The settlers began to vacate.

4. Confusion between انّ and انّ , as seen in the following examples:

- وأسأل زميلا لي انه يخبر اهلي . (انّ)

- I ask a colleague of mine to inform my family.

- ومن المتوقع انه يكون غائبا . (انّ)

- It is expected that he is absent.

- اعرف انّ تحب الأفلام . (أعرف انّك تحب الافلام)

- I know that you like the films.

- اقترحت انه يفكر من مستقبه قبل ما يقرر لجامعة معينة .

(اقترحت ان يفكر في مستقبه قبل أن يقرر جامعة معينة) .

- I suggested that he should think about his future career before deciding upon a certain university.

Some of the syntax errors in "انّ" show semantic field confusion with "ان" as seen in the foregoing examples. However, the "انّ" errors are lightly persistent as their number decreased from 24 in period 1 to 7 in period 3. Colloquial Arabic interference in the form of "لكن هو" and "لان هو" instead of "لكنه" and "لانه" seems to decrease following to the trend of decrease in other colloquial errors.

أخطاء في استعمال "كان" واخواتها: Errors with "كان" and its sisters:

1. Absence of "كان" as seen in the following:

- وإذا البنك مغلقا فاستعير مالا من صاحب من اصحابي .
(وإذا كان البنك مغلقا)
- If the bank is closed, I will borrow some money from a friend of mine.
- إذا الطالب من العالم الثالث - يجب أن يحصل على مال من حكومته أو شركة أو مكان آخر .
(وإذا كان الطالب)
- If the student is from the third world, he should obtain some money from his government, a company or other place.
- ارجو ان صحتك جيدة . (ارجو أن تكون صحتك جيدة) .
- I hope that your health is O.K.

2. Additional "كان" or unsuitably used as seen in the following:

- النبي يسوع يعتبر أن يكون أحد انبياء الله .
(النبي يسوع يعتبر أحد انبياء الله)
- The prophet Jesus is considered as one of God prophets.

3. The use of "كان" and its sisters as complete verbs or in wrong positions, as seen in the following:

- في رأيي لن تكون حرب عالمية ثالثة .
(في رأيي لن تكون هناك حرب عالمية ثالثة) .
- In my opinion there will be no Third World War.

- ولا يزال ذلك . / وما زال ذلك .
(ولا يزال ذلك متبعا / وما زال ذلك متبعا) .
- This is still followed.
- أنا ما زال لا أعرف . (ما زلت لا أعرف) .
- I still do not know.
- عندما ليس هو معي . (عندما لا يكون معي) .
- When he is not with me.
- وفي النهاية ستكون الكلمة . (وفي النهاية ستبقى الكلمة) .
- At the end, the word will remain.
- عندما هو كان طفلا . (عندما كان طفلا) .
- When he was a child.

Although the syntax errors of " كان " and sisters are rather few, they are important since they are quite persistent. Their numbers were 7, 9 and 5 in the three periods 1, 2 and 3 respectively.

Colloquial Arabic interference: تداخل من اللغة العامية الى اللغة الفصحى

1. The colloquial word " فيه " — written as " في " , which means " يوجد " (there is) - is seen in some errors as in the following examples:

- في القاهرة في نفس المشاكل . (يوجد)
- In Cairo there are the same problems.
- وجدت في مشاكل أخرى . (وجدت أنه توجد مشاكل أخرى)
- I found that there are other problems.
- أخيرا في اتفاق بينهما . (أخيرا هناك اتفاق بينهما)
- Finally, there is an agreement between both of them.

2. Colloquial expressions containing " ما " as follows:

a) Colloquial " قبل ما " which means " قبل ان " as in the following:

- وهو الذي وجد الشقة قبل ما حضرت الى مصر . (قبل أن أحضر)

- It is he who found the flat before my arrival in Egypt.

b) Colloquial " أول ما " which means " بمجرد أن " or " عندما " , as in the following:

- أول ما يدخل الزوج البيت من اللازم أن الزوجة تقضي كل وقتها معه
.....

(عندما يدخل الزوج البيت تنشغل الزوجة به تماما)

- As soon as the husband is in the house, his wife gets occupied completely with him.
- c) Colloquial " لفاية ما " which means " الى أن " , as in the following:
- ويعلو عادة بشكل عمودي لفاية ما ينقسم .
 - (ويعلو عادة بشكل عمودي الى أن يتفرع)
 - It grows up vertically till it forms branches.
- d) Colloquial " لما " which means " عندما " , as in the following:
- ولما تأتي لك الاستمارة املاها وارسلها للقنصلية .
 - (وعندما)
 - When you receive the form-sheet, fill it up and send it to the consulate.
- e) Colloquial " انما " which means " بل " , as in the following:
- ولكن هناك امكانية انما امكانية قوية . (بل)
 - There is a possibility, and even a strong one.
3. The colloquial word " لازم " which means " يجب أن " or " لابد أن " , as in the following:
- لازم يكون . (يجب أن يكون)
 - He must be
 - لازم تطلب . (يجب أن تطلب)
 - You must ask for.

4. The expression " قَرِيبٌ مِنْ " as derived from the colloquial " قُرَيْبٌ مِنْ " which leads to a common fault of inflection as seen in the following example.

- تقع الشقة قريب من جامعة هارفرد . (قريبا من)

- The flat is near to the Harvard University.

5. The colloquial expression for time such as " الساعة خمسة " , as seen in the following:

- تكتظ الشوارع في وسط منهتن الساعة خمسة بعد الظهر .

(تكتظ الشوارع في وسط منهاتن الساعة الخامسة بعد الظهر) .

- The streets have heavy traffic in the middle part of Manhattan at five o'clock in the afternoon.

6. Using a variety of nouns and verbs borrowed from Colloquial Arabic, such as:

- أنا ناوي (أنا أنوي)

- فاضيه (خالية)

- استنى (انتظر)

- شربة (حساء)

- وسط البلد (وسط المدينة)

- بعد شهرين ونص (بعد شهرين ونصف)

a half months

- لواحد (وحدي)

- اشوف (اشاهد)

- I see

- We had our dinner	(تعشينا)	- اتعشنا
- we took pleasure in looking at	(تفرجنا)	- اتفرجنا
- the mirror	(المرآة)	- المراية
- the fire	(الحريق)	- الحريقة
- the rice	(الأرز)	- الرز
- the noise	(الضوضاء)	- الدوشة
- enough	(كافية)	- كفاية
- like, as	(مثل)	- زي
- the interior	(الداخلي)	- الجواني
- at night	(في الليل)	- باليل
- he kissed me	(قبلني)	- باسني
- bring	(أحضروا)	- جيبوا

The statistical figures showed that about 65 % of the students have used up to five colloquial expressions. The average range of errors is from 1 - 21 in all the written compositions surveyed.

The colloquial type of error is important as it reflects the phonology and semantic sides of the language interference. Students are always exposed to colloquial speech with natives and this is reflected in the numbers of errors: 54, 30 and 24 in the three periods 1, 2 and 3, respectively. However, the trend of decrease shows that this type of error is not highly persistent, as it is usually controlled by continuous correction by the teacher.

Errors in spelling arabized names: أخطاء املائية عند كتابة الأسماء المعربة

About 23 arabized names were subject to wrong spelling. Examples are:

(تايوان)	طايوان	(بسطون)	بستون
(هارفرد)	هرفرد	(الفرنسية)	الفرانسية
(واشنطن)	وشنجطن	(ماجستير)	مجستر
		(سان فرانسكو)	سان فرن سسكو
(تايلاند)	تاي لند	(هيلتون)	هلطون
(التليفون)	التليفن	(طوكيو)	توكيو

These spelling errors of arabized name are similar to those seen under the item of "spelling errors" below.

Gender errors:

اخطاء في استعمال التذكير والتأنيث

In Arabic the gender mark is ة in nouns and adjectives for feminine, and absence of it for masculine. However, there are other items of vocabulary which do not follow this system, for example:

شمس is feminine and قمر is masculine; حمزة is masculine and زينب is feminine. This is according to what survives from Arabic in pre-Islamic times.

In addition, the plural of a non-human noun has to be treated as a feminine singular.

The following errors are examples which appear in the choice of adjectives, demonstrative pronouns, referring personal pronouns, and subject-predicate agreement:

1. Adjectives:

- The last year (الماضية) السنة الماضي -
- Western Europe (الغربية) أوروبا الغربي -
- A new axe (جديدة) فأس جديد -
- The imported technology (المستوردة) التكنولوجيا المستورد -
- The contemporary dresses (المعاصرة) الأزياء المعاصر -
- The social activity (الاجتماعي) النشاط الاجتماعية -

2. Demonstrative pronouns:

- This feeling of weakness (هذا) وهذه الشعور بالعجز . -
- These efforts (هذه) هذا الجهود . -
- This number (هذا) هذه العدد . -

3. Referring personal pronouns:

- هل هناك اثبات نستطيع أن نشير اليها . (اليه)
- Is there any proof which we can point out ?

4. Predicate/subject agreement:

- شقتنا واحد منها . (واحدة)
- Our flat is one of them.

- البرنامج مكثفة جدا . (مكثف)
- The program is highly condensed.

- السفر ممتازة . (ممتاز)
- The trip is excellent.

The syntactic type of error in gender is usually under continuous control by the teachers. This is reflected in the decrease in their number from 35 in period 1 to 19 in period 3.

Verb-subject agreement:

مطابقة الفعل والفاعل

The syntactic errors in subject markers closely resemble the masculine/feminine errors but are characterized by their attachment to the verb which can take various positions, shapes and tenses. However, subject markers are chosen according to gender and number of the noun, which in turn can vary in position relative to the verb. The subject marker errors occur with perfect and imperfect verbs, and also with verbs related to plural nouns, as seen in the following examples.

1. With perfect verbs:

- من أمي جاءتني حب الطبيعة . (جائي)
- From my mother I acquired a love of nature.
- وجدت ارتشاح . (وجد)
- Leaking was discovered.
- اختفت الحب . (اختفى)
- Love disappeared.
- سألني . (سألني)
- He asked me

2. With imperfect verbs:

- كل مركبة منها يتعطل بالسهولة .
(كل مركبة منها تتعطل بسهولة) .
- Every vehicle becomes easily out of order.

- ويعرف كلهم . (ويعرفون كلهم)
- All of them know.

- ستنفجر كل العالم . (سينفجر)
- The whole world will explode.

- تمكن أن تحدث . (يمكن)
- It may happen.

3. With verbs related to plural nouns:

- فكان افكاري (فكانت)
- My thoughts were ...

- اختاروها زملائي . (اختارها زملائي)
- My colleagues chose it

- ويستسلمون الشباب . (ويستسلم)
- The young men yield.

- ويعرف كلهم . (ويعرفون)
- They all know.

- وجدد الشوارع . (وجددت)
- The streets were renewed.

- كان فيه كل الاحداث . (كانت)
- All the events were there.

The Distribution of occurrence frequency of verb-subject agreement errors (per 1000 lines) among the students revealed that the number of students who made zero errors of this type increased from 20 % in period 1 to 30 % in period 2 and then to 47 % in period 3.

1. I am interested in language sciences and language studies.
(أنا مهتم بالعلوم اللغوية ودراسة اللغات.)
The accurate situation in the oral area.
 2. No-agreement of the definite noun with "أل" before and after conjunctive.
(أنا مهتم بالعلوم اللغوية ودراسة اللغات.)
I was interested in Middle East culture and traditions.
 3. Deletion of "أل" in a definite noun following a demonstrative pronoun.
(هذه هي الميلاد / هذه هي عيد الميلاد / هذا عيد الميلاد)
This present Christmas.
 4. Using a definite noun with "أل" in situations where an indefinite abstract noun is preferred.
(أرغب بالأسبوع / أرغب بالأسبوع)
Refuse politely.
(أفضل بالأسبوع / أفضل بالأسبوع)
As follows easily out of order.
- errors are underlined, the correct lines are placed between brackets.

The errors of the definite article " ال " * : أخطاء من حيث استعمال

1. Noun/adjective non-agreement in " ال " : أداة التعريف " ال "

- نزلت عند عائلة من أصل المغربي . (مغربي)
- I took lodging at a Maghribi family's home.
- اهتم بعلوم اللغوية ودراسة اللغات . (بالعلوم)
- I am interested in language sciences and language studies.
- وضع الاقتصادي في الريف . (الوضع)
- The economic situation in the rural area.

2. Non-agreement of the definite nouns with " ال " before and after conjunctive " و " :

- كنت مهتمة بالعبادات وتقاليد في الشرق الأوسط . (والتقاليد)
- I was interested in Middle East customs and traditions.

3. Omission of " ال " in a definite noun following a demonstrative pronoun:

- وهذا عيد الميلاد (وهذا العيد ميلاد / وعيد الميلاد هذا)
- This present Christmas.

4. Using a definite noun with " ال " in situations where an undefined abstract noun is preferred:

- ارفض بالأدب . (ارفض بأدب)
- Refuse politely.
- يتعطل بالسهولة . (يتعطل بسهولة)
- it becomes easily out of order.

*N.B.: errors are underlined, the correct items are placed between brackets.

- يالاه من اليوم . (ياله من يوم)
- What a day !

- بأقصر الوقت ممكن . (بأقصر وقت ممكن)
- In least possible period of time.

- يالها من الرحلة السيئة . (يالها من رحلة سيئة)
- What an unfortunate trip !

5. Using an undefined noun in situations where a conventional definite noun with " ال " is preferred:

- مهنة سياسة . (مهنة السياسة)
- مدير قوات العسكرية الاسرائيلية . (مدير القوات العسكرية الاسرائيلية)

- The commandor of Israeli armed forces.

- المهم هو دراسة في هذه الجامعة .

(المهم هو الدراسة في هذه الجامعة)

- What is important is a study in this university.

6. Incorrect use of "ال" with a noun acting as a first term of idāfa:

- على الحساب دافعي الضرائب . (حساب)

- To the tax payers' disadvantage.

- أمنح للسكان هذه المدينة . (سكان)

- I grant the citizens of this city.

- مع الازدحامها بالسكان . (ازدحامها)

- and its crowdedness.

- المسجد محمد علي . (مسجد)
- The Mohamed Ali Mosque.
- الامكانية حصول على مساعدة . (امكانية الحصول على مساعدة)
- The possibility of obtaining assistance.
7. The use of the preposition ل before a noun when an " اضافة " structure is appropriate and preferred:
- مستوى معرفة للغة العربية . (مستوى معرفة اللغة العربية)
- The extent of knowledge of Arabic.
- الموقف للايجار الشقق . (موقف ايجار الشقق)
- The situation with respect to flat rents.
- رئيس اللجنة للامن النووي . (رئيس لجنة الامن النووي)
- Head of the Nuclear Security Committee.
- تحت الشجرة للعيد . (تحت شجرة العيد)
- Under the tree of the festival.
8. Using an indefinite noun in a situation where a conventional definite noun with " ال " should follow a preposition:
- من ممكن أن . (من الممكن أن)
- It is possible to.
- هناك مشكلة النقص في أرض . (الأرض)
- There is the problem of shortage in land.
- فمن ناحية ثقافية . (فمن الناحية الثقافية)
- From the cultural view.

- من ضروري أن . (من الضروري أن)
- It is necessary to

- سأقابلك في مطار . (سأقابلك في المطار)
- I shall meet you at the airport.

9. Incorrectly structured sentence leading to an incorrect اضافة and errors in " ال " :

- صفات الجيد الشقة . (الصفات الجيدة للشقة)
- The good characteristics of the flat.

- ولذلك تجد العائلة نفسها في سوء الحالة .
(ولذلك تجد العائلة نفسها في حالة سيئة) .
- Thus, the family finds itself in an unfortunate position.

- بجانب عيد الميلاد السيء . (بجانب السيء لعيد الميلاد)
- The unfortunate side of Christmas.

- مادته للدراصة . (مادة دراسته)
- His subject of study.

10. Using a second term of idāfa composed of an indefinite noun, whereas a definite noun with " ال " is preferred as a generic noun or as a proper name:

a) Generic nouns:

- اخذت اسمع بكثير من اشارات تحذير .
(اخذت اسمع الكثير من اشارات التحذير)

- I began to hear many alarm signals.

- ملايين فتيان • (ملايين الفتيان)
- Millions of young people.

b) Proper name:

- اهرام جيزا • (اهرام الجيزة)
- The Pyramids of Giza.

- جنوب دلتا • (جنوب الدلتا)
- The southern part of the Delta.

11. Using " ال " with a second term of idāfa which in turn is a first term in a further idāfa:

- تصبح صورة النتائج الحرب العالمية مروعة جدا • (نتائج)
- The picture of the world war's results becomes absolutely dreadful.

- زيادة القوة امريكا والاتحاد السوفييتي • (قوة)
- Increasing the power of USA and USSR.

- معظم الشركات الامة • (شركات)
- Most of the national companies.

12. Omission of " ال " in a title:

- رئيس مبارك • (الرئيس)
- President Mubarak.

- سفير فرنك • (السفير)
- Ambassador Frank.

- سفير المصري لأمريكا . (السفير المصري في أمريكا)
- The Egyptian ambassador in America.
13. Incorrect use of a singular noun made definite by " ال " as a second term of idāfa after " كل " , " أحسن " and " أي " :
- فوق كل الشيء . (فوق كل شيء)
- Above all.
- سنشتري لكل الزوج منهم . (سنشتري لكل زوج منهم)
- We shall buy for each pair
- أحسن الاستثمار في العالم . (أحسن استثمار في العالم)
- The best investment in the whole world.
- لا ينهازون إلى أي وجهة النظر الخاصة .
(لا ينهازون إلى أي وجهة نظر خاصة) .
- They do not take sides in favour of a certain view.
14. Incorrect chain of idāfas after an attached personal pronoun or a proper name instead of separation by a suitable preposition:
- أحسن ذكرياتي عيد الميلاد . (احسن ذكرياتي عن عيد الميلاد)
- My best memoirs about christmas.
- لجنة ولاية " ايداهو " اليانصيب . (لجنة ولاية " ايداهو " لليانصيب)
- The Idaho lottery committee.

15. Additional " ال " in a proper name:

- في الامريكا . (في أمريكا)
- In the States.
- بعد الحرب الفيتنام . (بعد حرب فيتنام)
- After the Vietnam War.

16. Incorrect use of " ال " with a noun which comes before " مثل " or after " دون " :

- لا بد أن يحدث التغيير مثل هذا . (تغيير)
- Such a change must occur.
- امكانية الثورة مثل هذه . (ثورة)
- The possibility of such a war.
- دون الأخلاق . (دون أخلاق)
- Ill-natured.

17. Incorrect use of a definite noun with " ال " after a number:

- بعد الثلاث الفروع . (فروع)
- After the three branches.

18. Using a definite noun with " ال " in places where it is preferable to use generic indefinite nouns:

- تزوج المرأة الفرنسية . (تزوج امرأة فرنسية)
- He married a French woman.

19. Using an indefinite plural noun without " ال " in the second term of idāfa after " كل " instead of a generic definite noun:

- تواجهها كل اقلية دينية . (تواجهها كل الاقلية الدينية)
- All religious minorities face it.
- وبالرغم من كل محاولات لتحسين القرية .
- (وبالرغم من كل المحاولات لتحسين القرية)
- Regardless of all efforts for improving the village.

The errors of " Ji " cover the fields of phonology, morphology, syntax and semantics. They are moderate in number: 73, 58 and 61 in the three periods: 1, 2 and 3, respectively. The frequency of occurrence of " Ji " errors (per 1000 lines) among the students was as follows:

Range of errors (per 1000 lines)	Frequency in periods		
	Period 1 Sept.15-Oct.20	Period 2 Oct.21-Nov.30	Period 3 Dec. 1- Jan. 5
0	2	2	3
1 - 29	6	7	5
30 - 59	5	6	4
60 - 89	4	2	2
90 - 119	2	-	3
120 - 149	1	3	-
Total	20	20	17

The distribution shows that:

1. The cases of high frequency errors exceeding 90 errors per 1000 lines were very persistent from period to period.

2. The frequency of errors below 30 errors per 1000 lines did not improve much as it was 40 % in period 1; then 45 % in period 2 and 47 % in period 3.

The varieties of the "ال" errors and their persistence demonstrate the need for special remedial teaching lesson(s).

Case ending errors:

اخطاء في علامات الاعراب :

Incorrect noun cases are illustrated in the following:

- لم أجد بديل . (بديلا)
- I did not find a substitute.
- تقع قريب من ... (قريبا)
- It is located near to ...
- كان الفيلم ممتاز . (ممتازا)
- The film was excellent.
- سمعت كثير عن ... (كثيرا)
- I heard much about ...
- يمنع تهديد سوفييتي (تهديدا)
- It prevents a Soviet Union threat.
- لناخذ مثل . (مثلا)
- Let us take an example.
- كان غريب جدا . (غريبا)
- It was very strange.
- عمل المخرج فيلم رمزي . (فيلما رمزيا)
- The director made a symbolic film.
- فيها غرفتين . (غرفتان)
- In it there are two rooms.
- عنصر مهم جدا و أساسيا . (وأساسي)
- A very important and essential element.

- يوجد كثيرا من المشاكل . (كثير)
- There are many problems.
- ان اللغتين الاثنتين جميلين . (جميلتان)
- Both languages are nice.
- ليس عندها وقتا . (وقت)
- She has no time.
- يجب شراءها . (شراؤها)
- It must be bought.
- لا تهتم كثيرا بشراءها . (بشرائها)
- Do not worry about buying it.
- بعد وقتا قليلا . (وقت قليل)
- After a short time.
- في بيت موظفان . (موظفين)
- In a house of two employees.
- بين زعمائنا الوطنية . (بين زعمائنا الوطنيين)
- Among our patriotic leaders.
- بدون علم تاما . (تام)
- Without thorough knowledge.
- بين انت وأمك . (بينك وبين أمك)
- Between you and your mother.

The syntax errors of case ending are high in number: 115, 123 and 66 in the three periods 1, 2 and 3. The frequency of occurrence of inflection errors (per 1000 lines) among the students was as follows:

Range of errors (per 1000 lines)	Frequency in Periods		
	Period 1 Sept. 15-Oct. 20	Period 2 Oct. 21-Nov. 30	Period 3 Dec. 1-Jan. 5
0	0	1	1
1 - 29	4	2	6
30 - 59	4	8	4
60 - 89	6	2	4
90 - 119	2	1	2
120 - 149	2	2	-
150 - 179	-	1	-
180 - 209	2	1	-
210 - 239	-	-	-
240 - 269	-	1	-
270 - 299	-	1	-
Total students	20	20	17

Spelling errors

This distribution shows that:

1. The cases of high frequency of errors exceeding 120 errors per 1000 lines disappeared in period 3.

2. The frequency of errors below 60 errors per 1000 lines among the students moderately improved as it was 40 % in period 1; then 55 % in period 2; and 65 % in period 3.

Spelling errors:

اخطاء الهجاء :

a) Examples of persistent spelling errors:

1. Writing script:

يأجل (يوئل) - الله (الله) - العادة (العادات)

بدا من (بدلا من) - راعيها (رأيها) - المرأ (المرء)

الذان (اللذان)

2. Short for long vowel:

a) ا

للمح (للسماح) - ازالة (ازالة) - الاسلامية (الاسلامية)

الشبات (الشابات) - فرشات (فراشات) - نفورة (نافورة)

b) و

البرصة (البورصة) - مشغلة (مشغولة) - فاكُن (فاكون)

c) ي

الاغان (الاغاني) - ان اعتقد (اني اعتقد) - سناء (سيناء)

3. Long for short vowel:

a) ا

واعى (وعى) - ذكرايات (ذكريات)

ارادت (اردت) - اختارت (اخترت) - وجبات (وجبات)

كامية (كمية) - القاضائية (القضائية) - الاثنان (الاثنان)

بيراين (بئرين)

b) و (non-persistent)

c) ي

الهاديئة (الهادئة)

4. Short/long and long/short vowels:

طاولة (طويلة)

5. Letter order:

وشهادت (وشاهدت) - فانهيك (فناهيك) -

الموعلمات (المعلومات)

6. Shadda dissimilation:

حطت (حطت) - الله (الله)

Letter Substitution:

7. ط for ت :

الانتباع (الانطباع) - تبعنا (طبعنا) - القبتيية (القبطية)

8. ظ for ذ :

حذر (حظر) - يحتفظ (يحتفظ)

9. ح for ه :

ينهازون (ينحازون) - المنهارة (المنحازة)

10. ا for و :

الايوم (الايام)

11. ى for hamza:

بيراين (بئرين)

12. ع for ح :

رائحة (رائعة)

13. ه for ح :

المكروحة (المكروهة)

14. ض for د :

لم ندع (لم نضع)

15. ر for ع :

نورا (نوعا)

16. ز for ظ :

الاحتفاظ (الاحتفاظ)

17. ص for س :

القوات المملحة (القوات المسلحة)

18. ظ for ز :

قفظت (قفزت)

19. ع for ا :

دعمني (دعاني)

20. ع for hamza(ء):

معامرة (مؤامرة)

21. ه for ا :

شتاة (شتّى)

22. hamza(ء) for ا :

تأريخ (تاريخ)

23. hamza(ء) for ع :

الأوامل (العوامل)

b) Examples of non-persistent spelling errors:

1. Sun-letters:

في ثلاثين من عمره (في الثلاثين من عمره)

تأثير طلاق (تأثير الطلاق)

جنوب دلتا (جنوب الدلتا)

المهم هو دراسة (المهم هو الدراسة)

يرجع الى (بالرجوع الى)
بنسبة لأهمية (بالنسبة لأهمية)
الطراب (الاضطراب)
وبنسبة للتأشيرة (وبالنسبة للتأشيرة)
وقيل أنا في جامعة (وقيل لنا في الجامعة) Colloquial ج " ال " ج
هذا لقاء (هذا اللقاء)
في سيارات حولي (في السيارات حولي)
من ضروري (من الضروري)
بالغة (بالغة)

2. ا for hamza(ء):

ان شا الله (ان شاء الله) - اشنا (اثناء)
تاكد (تؤكد) - الياس (اليأس)
في الشطه (في الشتاء) - يملا (يملأ)
يادي (يؤدي)

3. ا for ه :

سيارات اجري (سيارات أجره)
بعد فصولنا الاخير (بعد فصولنا الاخير)
الاسكندريا (الاسكندرية)

4. ا for ر :

المداسة (المدرسة)

5. ا for ح :

يختفل (يحتفل)

6. ا for ق :

الفرق الرخصة (الفرق الراقصة)

7. ا for ذ :

الذبدة (الزبد)

8. ذ for ز :

تركزني (تذكرني)

9. ص for س :

شخصيتي (شخصيتي) - سعبة (صعبة) - ارخص (أرخص) -
سفيرة (سفيرة) - سبري (صبري) - سالون (سالون) -
شخص (شخص) - تسدق (تصدق)

10. ط for ض :

الفرط الاجتماعي (الطرز الاجتماعي)

11. ت for ط :

تطابع (تتابع) - الشطه (الشتاء)

12. غ for ع :

عليه جدا (غاليه جدا)

13. ق for ع :

يطابعا (يطبقها)

14. ر for ل :

دور التلفيه (دور الترفيه)

15. ب for و :

الطولة (الطلبة)

16. hamza(ء) for و :

تخذ (تؤخذ) - تكل (توكل)

17. ى for ا :

جارانهم (جيرانهم)

18. ع for ى :

يستطيون (يستطيعون)

19. hamza(ء) for ت :

مؤفـقون (متفقون)

20. hamza(ء) for ا :

ضـبـاط (ضباط)

21. hamza(ء) for ع :

توتـا نخامون (توت عنخ آمون)

The phonology errors of spelling are high in number: 162, 118, 87 in the three periods 1, 2 and 3, respectively. The frequency of occurrence of spelling errors (per 1000 lines) among the students was as follows:

Range of errors (Per 1000 lines)	Frequency in Periods		
	Period 1 Sept. 15-Oct. 20	Period 2 Oct. 21-Nov. 30	Period 3 Dec. 1-Jan. 5
0	3	1	3
1 - 29	1	3	5
30 - 59	1	3	2
60 - 89	3	5	4
90 - 119	4	3	3
120 - 149	3	3	-
150 - 179	1	-	1
180 - 209	1	-	-
210 - 239	1	2	-
240 - 269	-	-	-
270 - 299	1	-	-
Total	20	20	17

The distribution shows that:

1. The cases of high frequency of error exceeding 180 errors per 1000 lines disappeared in period 3.
2. The frequency of errors below 90 errors per 1000 lines became higher as it was 40 % in period 1, then 60 % in period 2 and 76 % in period 3.

Spelling errors reflect the phonology and semantic field of the language. By continuous correction by the teachers, the number of these errors decreased from 41 in period 1 to 15 in period 3.

By phonology is meant:

- use of short for long vowel and vice versa.
- use of velarized for non-velarized sound and vice versa.
- absence of " ال " before sun letters اهرام جيزه
- use of voiced for voiceless letter and vice versa
- use of ة for ت at the end of a word اخت - اخة
- use of ي for ة واحه - واحى

Incorrect word order in a sentence: اخطاء في ترتيب الكلمات في الجملة:

The following are some examples which illustrate syntax errors in word order in a sentence.

- ويسرع هي تصبح ضحية . (ويسرعة تصبح هي ضحية)
- Immediately she becomes the victim.
- ويفكر بنفس الاسلوب كثيرون . (ويفكر كثيرون بنفس الاسلوب)
- Many (people) think in the same manner.
- أكثر متطورة ثقافة . (متطورة أكثر ثقافيا)
- It is more culturally developed.
- خمسة أيام بعد وصولي . (بعد خمسة أيام من وصولي)
- Five days after my arrival.
- أكثر فأكثر حاد . (حاد أكثر فأكثر)
- More and more sharp.
- يجب أمريكا أن تتعرف . (يجب أن تعترف أمريكا)
- America must recognize.
- نعترف بجانب عيد الميلاد السيء .
(نعترف بجانب سيء لعيد الميلاد)
- We recognize a bad side of Christmas.
- أساليب للحياة الكثيرة . (اساليب كثيرة للحياة)
- Many ways for living.

The errors in wrong word order in a sentence are below moderate in number: 37 - 53 in the three periods. The frequency occurrence of incorrect order errors (per 1000 lines) among the students was as follows:

Range of errors (per 1000 lines)	Frequency in Periods		
	Period 1 Sept. 15-Oct. 20	Period 2 Oct. 21-Nov. 30	Period 3 Dec. 1-Jan. 5
0	3	6	5
1 - 29	9	5	7
30 - 59	6	6	4
60 - 89	2	1	1
90 - 119	-	2	-
Total students	20	20	17

The distribution shows that:

1. The frequency of errors below 30 errors per 1000 lines did not improve much as it was 60 % in period 1; then 55 % in period 2; and 71 % in period 3.
2. The reason for persistence of incorrect word order in Arabic sentences by these American students is mainly due to L_1 interference as seen from the English translation of the Arabic sentences.

Incorrect semantic field of verbs:

أخطاء في دلالات الأفعال :

Incorrect choices of verb are errors in semantics; they are different but related vocabulary items and their nature causes difficulties for the foreign learner of any language including Arabic. For instance, students equate items like تتعلق with تتدلى ; اتفق with قرر and use them indiscriminately in place of one another.

The following examples illustrate these errors:

1. - يلطمها بقنابل نووية . (يقذفها بقنابل نووية)

- Bombed it with nuclear bombs.

The root " لطم " is mostly used to mean "to strike with hand," However, the form VI " تلاطم " can mean "battle (hostile armies)". Perhaps the student deduced that this meaning can be extended to form I " لطم " to mean "bomb".

2. - يقبضه خوف . (يمتلكه الخوف)

- To be seized with fear.

Although the root " قبض " means seize, it is usually used with human parts such as the hand. The form V " تمتك " means "seize" also, but can be used with things like "fear, anger, .. etc."

3. - تتعلق من (تتدلى من)

- To be suspended from.

Although form V " تعلق " means "be suspended" and form V " تدلى " also means be suspended, yet the Arabic meaning differs. The first word " تتعلق من " refers to the part of the thing which is used for suspending, while the second word " تتدلى من " refers to the external part used for suspending this thing.

4. - يلعب الراديو اغنية (يذيع)
- The radio plays a song.
This wrong choice is due to L₁ interference.
5. - قررنا الايجار (اتفقنا على الايجار / الأجرة)
- We agreed upon the rent price.
There is obvious difference in meaning between " قررر " and
" اتفق " ; the first means "to decide on" while the second means
"reach an agreement."
6. - هاتف - (اتصل تليفونيا ب -)
- تلفن - (اتصل تليفونيا)
- To phone.
Although the Arabic word " هاتف " was used to name the invented
telephone, the arabized word " تليفون " is commonly used. Both
nouns are not suitable for deriving a verb. The verb " اتصل "
which means "to communicate" is generally used together with the
means of communication.
7. - اعتبرت (فكرت في)
- I considered/I thought about.
This is a case of L₁ interference.
8. - استخرجت من هذه الظاهرة أن (استنتجت)
- I derived from this phenomenon that
This is a case of L₁ interference.

Incorrect choice of verbs is an error in semantics. It is noticed that they are below moderate in number: 19 - 44 in the three periods. Distribution of occurrence frequency in ranges of errors (per 1000 lines) among the students revealed that the frequency of zero errors increased from 15 % in period 1, to 25 % in period 2 and then to 35 % in period 3.

The following examples illustrate these errors:

1. Inappropriate nouns:

- Public transportation (المواصلات العامة)
- Stores (المتاجر)
- Physical comfort (الراحة البدنية)
- Civil war (الحرب الأهلية)
- Human beings (الإنسان)
- Social progress (التقدم الاجتماعي)

2. Resultative nouns/adjectives:

- God is his director. (الله مديرو الله)
- He spoke to the owner. (تكلّمه مع المالك)
- His reasons (أسبابه)
- Incentives (حوافز)
- Common things (الأمور المشتركة)
- Overcrowded (المكتظ)
- One-time during the day. (مرة واحدة في اليوم)

Incorrect semantic field of nouns:

أخطاء في دلالات الأسماء :

These are semantic vocabulary errors. Shaughnessy (1977, P. 189) gives a limitation to such errors: "When we say that a student does not know a word, we generally do not mean that he has never heard or seen it. In fact, we usually discover that he does not know a word by observing the way he uses it."

The following examples illustrate these errors:

1. Idiomatic nouns:

- النقل الشعبي (النقل العام)
- Public transportation.
- المخازن (المتاجر / المحال)
- Stores
- جهود نفسانية (توترات نفسية)
- Psychic tension
- الحرب المدني (الحرب الأهلية)
- Civil war
- الجنس الانساني (الجنس البشري)
- Human beings
- المشاكل الجنسية (المشاكل العنصرية)
- Racial problems

2. Unsuitable nouns/adjectives:

- مديره الله (مدبره الله)
- God is his director.
- تكلمنا مع صاحب (تكلمنا مع المالك)
- We spoke to the owner.
- أسباب مركزية (أسباب رئيسية)
- Main reasons
- دوافع مالية (حوافز مالية)
- Incentives
- من الأشياء المعتادة عليها. (من الأشياء المألوفة)
- Common things
- الاختلاط العام . (الاكتظاظ)
- Overcrowdedness
- في بعض الاحيان في اليوم . (في بعض أوقات اليوم)
- Some-time during the day.

- Christian year (السنة الكنيسية . (السنة الميلادية)
- Our first period (فترتنا الأولى) . وقتنا الأول .
- (الشخصيات الرئيسية) . الشخصيات المركزية .
- Principal personalities.
- Semi-independent (المستقل نسبيا) . ذو شبه الاستقلال .
- Rubber bullets. (الرصاص المطاط) . الرصاص الكوتش .

Incorrect choice of nouns and adjectives are errors in semantics. It was noticed that they were high in number at the start (106 errors in period 1), but they decreased to 75 in period 2 and then to 46 in period 3. Distribution of occurrence frequency in ranges of errors (per 1000 lines) among the students revealed that the frequency of errors below 30 errors (per 1000 lines) increased from 5 % in period 1 to 25 % in period 2, and then to 65 % in period 3.

Verb-preposition idiom:

الاستخدام الاصطلاحي للحروف مع الافعال :

With prepositions, dissonance in word choice is difficult to clarify or explain. Shaughnessy (1977, P. 192) mentions that ".... Many of the prepositional qualifiers are set pieces, more like single words than phrases ..." For Arabic this applies to verb-preposition idioms as well as noun-preposition idioms.

1. Prepositions used with the imperfect and unsuitable for the perfect verbs, such as:

- and if he does not accept. (واذا لم يرض) .
- and if he does not agree. (واذا لم يقبل) .
- and if I do not find them. (واذا لم أجدهم) .

2. Missing preposition after verb-confusion between transitive and intransitive verbs, such as:

- ask him about it. (استعلم منه عنها) .
- we paid him the money. (ودفعنا اليه المبلغ) .
- I shared the flat. (اشركت في الشقة) .
- ستحتج الأمم المتحدة العمل الأمريكي .
(ستحتج الأمم المتحدة على العمل الأمريكي) .
- UN will protest against the American action.
- تفكران استخدام . (تفكران في استخدام) .
- They think about using ...
- يسمحها أن . (يسمح لها بأن) .
- Permits her to ...

- شعرت بيد . (شعرت بيد)
- I felt a hand.
- أجيب هذا السؤال . (أجيب على هذا السؤال)
- I answer this question.
- يتمتع زيارته . (يتمتع بزيارته)
- He enjoys his visit.
- لأخرج البيت . (لأخرج من البيت)
- To leave the house.
- ترسليني . (ترسلين لي)
- To send me.
- احتفلت عيد الفطر . (احتفلت بعيد الفطر)
- I celebrated the Lesser Bairam.
- سأقارن طريقتين الاحتفال . (سأقارن بين طريقتي الاحتفال)
- I shall compare the two ways of celebration (with one another).
- انتظر أن (أنتظر الى أن ...)
- Wait till ...

3. Additional preposition after a verb, such as:

- وإذا استدعا اليك . (وإذا استدعاك)
- If he calls upon you.
- أواصل في الدراسة . (أواصل الدراسة)
- I continue my study.
- دخل من الشقة . (دخل الشقة)
- He entered the flat.
- اسمع بكثير من اشارات تحذير . (اسمع كثيرا من اشارات التحذير)
- I hear many alarm signals.

- امنح للسكان هذه المدينة . (امنح سكان هذه المدينة)
- I give the inhabitants of this city
- نصحت اليه . (نصحته)
- I advised him.

4. Choosing a preposition which is unsuitable for the meaning:

- تدفع لها (تدفع فيها)
- Pay for
- كم يريد بها (كم يريد فيها)
- How much does he want for it ?
- لا يقصر عن (لا يقتصر على)
- Does not confine to.
- تحيط الشقة بدكاكين . (تحيط الدكاكين بالشقة)
- The flat is surrounded by shops.
- رقصوا بالموسيقى . (رقصوا على الموسيقى)
- They danced to the sound of the music.
- استفيد في وجودي . (استفيد من وجودي)
- I benefit from my presence.
- وجبت الى رسالة سوزان . (وأجبت على رسالة سوزان)
- I wrote an answer to Susan's letter.
- يلعبون مع كبريت . (يلعبون بكبريت)
- They play with matches.

The errors in using the prepositions in association with verbs belong to syntax and semantics. They are moderate in number: 72 in period 1; then 78 in period 2; and 34 in period 3. Distribution of occurrence frequency in ranges of errors (per 1000 lines) among the students revealed that the frequency of errors below 60 errors (per 1000 lines) increased from 50 % in period 1, to 75 % in period 2 and to 94 % in period 3.

Noun-preposition idioms:

الاستخدام الاصطلاحي للحروف مع الاسماء :

1. Using prepositions in possessive circumstances, such as:

- لها صناعة . (بها صناعة)
- It has industry.
- ولها غرف كثيرة . (وبها غرف كثيرة)
- It has many rooms.
- عند الفيلم قيمة حقيقية . (للفيلم قيمة حقيقية)
- The film has got a true value.
- عندها علاقة . (لها علاقة)
- She has a relation ...
- يخرج فيلما عنده رسالة . (يخرج فيلما له رسالة)
- Produces a film having objectives.
- اساتذة مع خبرة . (اساتذة لهم خبرة)
- Professors with experience.

2. Idiomatic expressions such as:

- وعلى جانب من ذلك . (والى جانب ذلك)
- In addition to that.
- بطريقة الهاتف . (عن طريق الهاتف)
- By phone.
- اثنين ثلاثة . (اثنين أو ثلاثة)
- Two or three.
- حسب على الشجرة . (على حسب الشجرة)
- According to the type of the tree.
- على عكس من كثير من . (على عكس كثير من)
- In opposition to many of

- حين ما هو . (في حين أن)
- While
- بالنسبة موقع . (بالنسبة لموقع)
- As regard to the site of ...
- بالمقارنة الى .. (بالمقارنة بـ ...)
- In comparison with.
- مسئول على . (مسئول عن)
- Responsible for.
- بعيدة من . (بعيدة عن)
- Far from.
- وبهذا السبب . (ولهذا السبب)
- For this reason.
- كل ركن امريكا . (كل ركن في أمريكا / كل أنحاء أمريكا)
- Everywhere in America.
- أحد من أصدقائه . (واحد من أصدقائه / أحد أصدقائه)
- One of his friends.
- مع الصبر . (بالصبر)
- With patience.
- عندما ليس هو معي . (عندما لا يكون معي)
- When he is not with me.

The errors in using prepositions in association with noun idioms belong to syntax and semantics. They are below moderate in number: 48 in period 1; then 66 in period 2 and 38 in period 3. Distribution of occurrence frequency in ranges of errors (per 1000 lines) among the students revealed that the frequency of errors below 30 errors (per 1000 lines) increased from 35 % in period 1 to 45 % in period 2 and then to 59 % in period 3.

Incorrect verb derivation:

أخطاء في اشتقاق الافعال :

Arabic verb derivation follows a certain pattern of standard forms which usually give special new meanings to the original verb stem. However, some errors in verb-derivation were found in particular forms as follows:

1. Form I (فعل) Instead of Form V (تفعل) :

- اتبع هذه المبادئ ولكن اذكر ان كل تجربة خصال فريدة (تذكر)

- Follow these directions, but remember that each bargaining case is unique.

- أثناء السنة التالية من الضروري أن يعلم بطبخ وغسل وتنظيف .

(..... يتعلم الطبخ والغسل والتنظيف) .

- During the next year it was necessary that he know how to cook, wash and clean.

- لا شك أن تحسين الوضع يطلب وقت كثير .

(يتطلب وقتا كثيرا)

- Undoubtedly, improving the situation needs much time.

- لا يقف المذيع . (لا يتوقف المذيع)

- The radio announcer does not stop.

- فلنخال المستقبل عشرة سنوات من الآن .

(فنتخيل المستقبل بعد عشر سنوات من الآن) .

- Let us imagine the future after ten years from now.

2. Form V (تفعل) instead of Form I (فعل) :

- كل الافكار الحديثة التي تحمى النظام . (تحمي)

- All the new ideas which protect the system.

- من الواضح أن الجنبيين الرئيسيين يتعرفان باخطار الحرب العالمية الثالثة.
(من الواضح أن الجانبين الرئيسيين يعرفان اخطار الحرب العالمية الثالثة)

- Obviously, both principal sides know about the dangers of a third world war.

- امر بحرق السفن الاسبانية وتفرقت كلها بالفضة والذهب .
(غرقت)

- He ordered that all the Spanish ships be burnt, and they all sank with the gold and silver.

- ولكن الحمد لله لما اتعلموا انني سفاح للقطط (الناس يسموني " سفير الموت ") قرروا أن اطلقوا سراحي وقدموا لي مليون دولار .
(علموا)

- When they knew that I am

3. Form V (تفعل) instead of Form II (فعل) :

- فعلى ضوء هذه الفكرة تقدمت طلبا لمنحة فولبرايت .
(قدمت)

- In view of this idea I applied for the Fullbright scholarship.

- برغم من أن توتر الحرب زاد وتأيدت أمريكا المتمردين فلم تصبح الاختلاف بينهما بذور حرب عالمية .
(وأيدت)

- In spite of the war tension and American backing for the rebels, the mutual dispute did not become seeds for a world war.

- شعل الشرارة بعض المتطرفين الصهيونيين لما تفجروا المسجد الأقصى في القدس .
(فجروا)

- When they set off a bomb in the Aqsa Mosque in Jerusalem.

- وبالطبع يجب علينا أولاً أن نتفكر في السؤال الأساسي : " ماذا سنفعل بهذا مبلغ المال الكبير " ؟ (تفكر)
- Of course we have to think first about the main question

4. Form I (فعل) instead of Form VIII (افتعل) :

- وفي الحقيقة فالاختلاف الأساسي بينهما هو الحجم . فهذا يربط باختلاف قصد عملياتهما . (يرتبط)

- This is related to the difference in purpose of their operation.

- وكشفنا أيضاً أن رئيس ريفن هتف بزعيم الاتحاد السيفيرتي فيما يتعلق بالعمل التخريبي في المحطة . (واكتشفنا)

- We discovered that President Reagan phoned the USSR President ...

- وعلاوة على كل ذلك فلا يقصر استهلاكهم الزائد عن استهلاك غيرهم على الرعاية في البيت بل وقد يحتاج الممن الى النزول في بيت ينشأ خاصة بهم . (يقتصر)

- In addition to all this, their excessive consumption is not confined to

The errors mentioned, 17 in number, represent 4 categories which were found 3 to 6 times each in the writings. In addition, there are 19 other categories which appeared once each and may be considered of rare occurrence.

The errors in verb derivation belong to morphology, syntax and semantics. They are below moderate in number: 38 in period 1; and then 47 in period 2 and 29 in period 3. Distribution of occurrence frequency in ranges of errors (per 1000 lines) among the students revealed that the number of students who made below 30 errors (per 1000 lines) decreased from 60 % in period 1 to 55 % in period 2, and then increased to 82 % in period 3. The reason for the decrease in improvement from period 1 to period 2 may be due to new forms of verbs facing the students and the need for time to assimilate them in the memory.

Incorrect noun-derivation:

اخطاء في اشتقاق الاسماء :

The students show inconsistency in using particular forms of derivation such as the form of تَفْعِيل , تَفَعُّل , فَعْل , فَعَل and others. This inconsistency is great to the degree that they use them interchangeably, and to the degree that distinct contexts are confused.

Example: the form تَفْعِيل has been used in the following ways:

- in I: the student used the form فَعْل for تَفْعِيل .
- in II: the student used the form تَفَعُّل where he was supposed to use the form فَعْل : ... etc.

Form	I		II	
	Correct	Incorrect	Correct	Incorrect
1. تفعيل	تفكير تحضير تخزين تقسيم تفميل تجديد	فِكر تحضر خَزْنة انقسام مفاصل تجدد	خلاصة تكملة احضار تجربة تعقد ذكرى	تخليص تكميل تحضير تجريب تعقيد تذكير
2. تفعّل	تخصّص تجول تطور توقف تعقد تعلق	خصوصية حولة متطور وقف تعقيد علقان	متطلب تجديد	تطلب تجدد
3. فَعَلَ			جانب توقف واحد موقع	جنب وقف حدّ وقع
فَعَلَ (معتل العين)	فوق هام	فوقة (من المهم)		
4. فَعَّلَ	عمل عدد	عملية عدة	مِثْل	مَثَل

Form	I		II	
	Correct	Incorrect	Correct	Incorrect
5. فُعُولٌ	وصول	توصل	لازم خاص	لزوم (خصوصي)
6. فِعَالَةٌ	دراسة طباعة	دروس مطبوعة	اقامة	قيامه
7. فِعَالٌ	(امثلة) مثال خِتام	(امثال) خاتم	مَثَلٌ	مِثَالٌ
8. فَعْلَانٌ	جولان	حولة	تعلق ^w	علقان
9. فَعِيلٌ	وحيد (كبار) كبير كثير	واحد (اكبار) اكثر	خَطِرٌ مختلط متقارب طالق/مطلقة واقعة موظفة موحدة طبيعية	خطير خليط قريب (طليقة) (وقية) (وظيفة) (وحيدة) (طبيعة)
10. مَفَاعِلَةٌ	موافقة مشاركة معاونة	اتفاق شركة عاونة	سفر	مسافرة

Form	I		II	
	Correct	Incorrect	Correct	Incorrect
11. انفعال			تقسيم	انقسام
12. افعال	اعلام اتمام امتاع اصلاح	علامات اتام تمتع مملحة	(خاصة بالاخلاص)	(اخلاصية)
13. اسم المرة: <u>فَعَلَة</u>			سَحْر طلب تخزين فوق	سَحْرَه طلبة خزنة فوقه
14. المصدر الميمي: <u>مَفْعَل</u>			باعث	مبعث
15. المصدر الصناعي <u>فَعُولِيَه</u> <u>فَعَالِيَه</u> <u>فَعَلِيَه</u> انفعالية			طفولة تخصم متاحرة عمل متفجرة	طفولية خصوصية تجارية عملية انفجارية

Besides these errors of noun derivation classified according to forms, there are some varieties of wrongly-derived nouns exemplified in the following:

1. Errors of ordinal and cardinal numbers:

- وعندما بلغت الثالث عشر من عمري . (الثالثة عشرة)
- When I reached the age of thirteen.

- في القرن السبعة عشرة . (السابع عشر)
- In the seventeenth Century.

- الحل الواحد . (الوحيد)
- The only solution.

- الستينات . (الستينيات)
- The sixties.

- الثلاثينات . (الثلاثينيات)
- The thirties.

- الأول (أولا)
- At first.

- ثلاثا (ثالثا)
- Thirdly.

2. Use of adjective (or adverb) instead of the derived noun and vice versa:

- فاخترت كخصوصيتي العلوم (كتخصص لي)
- I chose for my specialization the sciences of ...

- في التدريس أو في الدبلوماسية . (الدبلوماسية)
- In teaching or in diplomacy.

- في الصباح الباكر . (الباكر)
- In the early morning.
- مضد العرب . (ضد)
- Against the Arabs.
- الاحياء المعزلة عن قلب المدينة . (المنعزلة / المعزولة)
- The districts far from the city center.
- اكثر متطورة ثقافا . (اكثر تطور ثقافيا)
- More culturally developed.
- وقتا كافا . (كافيا)
- Sufficient time.
- ولا موصول اليه فيما بعد . (ولا يمكن الوصول اليه فيما بعد)
- And cannot be achieved later on
- الاخيرة . (الآخرة)
- The hereafter.
- خصومي . (خاص)
- Private.
- الاوراق الخضرة . (الخضراء) (noun الخضرة)
- The green leaves.
- لحم بقرة (لحم بقري)
- Beef meat
- الجنوب (الجنوبي)
- Southern
- بالليل (ليلا)
- At night
- الوحدية (الموحدة)
- The unified

- The specialized physicians. (الاخصائيين) • اطباء الاختصاصيين
- Something saddening. (شيء محزن) • شيء حزين
- The geography of Cairo. (جغرافية القاهرة) • جغرافي القاهرة
- The Islamic traditions. (العادات الاسلامية) • العادة المسلمة
- Less clarifying (أقل بيانا) • أقل بيانا
- As a group. (كجماعة) • كجماعية
- His childhood. (طفولته) • طفوليته
- The holy. (المقدس) • القديس
- Commerce. (المتاجرة) • التجارية
- An Egyptian University. (جامعة مصرية) • جامعة مصر
- Important. (هام) • من المهم
- The differences. (الاختلافات) • المختلفات
- Nearing. (متقارب) • قريبا
- The profit. (الربح) • الرباح
- The trip to the south. (الرحلة الى الجنوب) • الرحلة الجنوبية
- It is necessary. (من اللازم) • من اللزوم
- The occupant forces. (قوات الاحتلال) • القوات الاحتلالية

3. Errors of active and passive participles:

- بدون أي محتاج الى العمل . (احتياج)
- Without any need to work.
- كنت مدهشة جدا . (مندهشة)
- I was very much surprised.
- كانت ملاة بمال . (مملوءة)
- Full of money
- ليست أمينة . (مأمونة)
- Not safe.
- كنت مشغلة جدا . (مشغولة)
- I was very much occupied.
- الناس غير معلومة . (غير متعلمين)
- People are ignorant.
- المظاهرين (المتظاهرين)
- The demonstrators
- بطال (متبطل)
- Unemployed.
- طليقة (مطلقة)
- Divorce.

4. Errors in derived plural nouns:

- قرائب (أقارب)
- Relatives
- تطلبات (متطلبات)
- Pre-requisites
- عقبات (عواقب)
- Results
- بمجموع من بني آدم (بجميع بني آدم)
- All men

- (Uncommon " بطل ") (بسبب بطالتهم)
- Because of being out of work.
 - Tree branches غصنان (أغصان)
 - The apparatus الاجهزات (الأجهزة)
 - The values القيمات (القيم)
 - اكبار القرية (كبار القرية)
 - The distinguished people of the village
 - The announcement boards الالواح (اللوحات)
 - Ten minutes عشرة دقيق (عشر دقائق)
 - Feelings الشعور (المشاعر)
 - Its economics اقتصاداتها (اقتصادياتها)
 - The drums الاطبال (الطبول)
 - The gifts الهدايا (الهدايا)
 - Signs of faith الايمانات (مظاهر الايمان)
 - Clubs ناديات (نوادي)
 - Shirts قمميص (قمصان)
 - Cash money نقد (نقود)
 - Experiences مجربات (تجارب)

The errors in noun derivation belong basically to morphology, but of course they have bearing on syntax and semantics. They are high in number: 110 in period 1; and then 99 in period 2 and 107 in period 3. Distribution of occurrence frequency in ranges of errors (per 1000 lines) among the students revealed that the frequency of errors below 60 errors (per 1000 lines) increased

Justification

from 45 % in period 1 to 60 % in period 2 and then 65 % in period

3.

It should be noticed that this group of errors in noun derivation, as shown in the foregoing examples, include errors in derived plural nouns which seem to delay improvement in this type of error as a whole.

1. noun derivation				
2. verb derivation				
3. non-preposition idiom				
4. preposition idiom				
5. semantic field of nouns				
6. semantic field of verbs				
7. word order				
8. spelling				
9. case ending				
10. The definite article				
11. verb-subject agreement				
12. gender				
13. spelling of Arabized name				
14. colloquial Arabic interferences				
15. ج.س / names and its sisters				
16. ج.س / names and its sisters				
17. ج.س / names				
18. relative clause				
19. demonstrative pronoun				
20. conjunction				
21. conjunction				
22. punctuation: fullstop				
23. punctuation: comma				

Codification

The 24 types of error were classified under the large headings of phonology, morphology, syntax and semantics according to the following table. Each of the errors in the following table indicates the field (phonology, morphology, syntax and/or semantics) to which each type of error belongs.

Table (7)

Types of error	Phonology	Morphology	Syntax	Semantics
1. Noun derivation		x	x	x
2. Verb derivation		X	X	x
3. Noun-preposition idiom				x
4. Verb-preposition idiom			x	x
5. Semantic field of nouns				x
6. Semantic field of verbs				x
7. Word order			x	
8. Spelling	x			
9. Case ending			x	
10. The definite article " ال "	x	x	x	x
11. Verb-subject agreement			x	
12. Gender			x	
13. Spelling of Arabized name	x			
14. Colloquial Arabic interference	x			x
15. " كان " kaana and its sisters			x	
16. " انّ " çanna and its sisters			x	
17. " انّ " çann			x	
18. Relative clause			x	
19. " قد "			x	
20. Demonstrative pronoun			x	x
21. Conjunction " و "			x	x
22. Conjunction " ف "			x	
23. Punctuation: Fullstop			x	
24. Punctuation: Comma			x	

Tabulation

The number of common errors made by each student was calculated for each of the 24 types. The calculation for each class and for each period is given in the following three tables.

From these tables, the total number of errors made by all the students in each class during the semester were added together as shown at the bottom line of these tables. This was used to prepare the rank of common errors.

TABLE (8)

Class I	Column 1	Column 2	Column 3	C o l u m n																							
	Student	Period	Period	Types of error																							

Column 1
Represents the class
(being class I
in this page).

Column 2
Contains each of the
students in the class

Column 3
Shows for each of the
students the three
periods in which the
study duration was
divided, i.e.,
-Period 1: From Sept. 15
to Oct. 20, 1937
-Period 2: from Oct. 21
to Nov. 30, 1937
-Period 3: from Decemb. 1,
to January 5, 1938

Column 4
Shows the types and
number of errors
made by each of the
students in each of
the periods of study

N.B.
For an easy comparison,
the number of errors in
each of the subdivisions
of column 4 is given in
total at the end.

Class I	Student	Period	Period	1. Noun derivation	2. Verb derivation	3. Noun-prep. idiom	4. Verb-prep. idiom	5. Semantic field of nouns	6. Semantic field of verbs	7. Word order	8. Spelling	9. Case ending	10. Definite article "ال"	11. Verb-subj. agreement	12. Gender	13. Spelling of arabized names	14. Colloquial Arabic interference	15. "كان"	16. "إن"	17. "أن"	18. Relative clause	19. "قد"	20. Demonstrative pronoun	21. Conjunction "و"	22. Conjunction "ف"	23. Punctuation: fullstop	24. Punctuation: comma		
1	1	7	5	1	3	3	3	3	3	3	10	6	3	3	1	1	1	1	0	0	0	0	0	4	1	0	4		
1	2	1	1	0	4	0	0	0	0	0	2	4	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	
1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
2	1	4	1	4	1	5	5	2	2	5	2	4	1	4	0	1	1	2	4	0	0	0	0	3	0	1	0	0	
2	2	6	1	2	5	5	4	2	4	2	3	5	0	4	3	0	3	2	1	0	0	0	0	2	6	0	0	0	
2	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
3	1	8	2	1	1	7	1	1	1	1	5	1	3	4	2	1	1	0	2	1	0	0	0	4	1	0	0	0	
3	2	9	0	4	4	4	4	1	1	1	5	2	4	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	
3	3	0	0	0	0	1	0	1	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	1	0	2	0	1	2	0	0	0	0	1	1	1	0	1	2	3	0	0	0	0	0	0	6	4	0	1	1	
4	2	1	0	0	2	2	0	1	3	3	3	3	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	
4	3	2	0	1	1	0	0	0	0	0	1	1	1	0	1	0	1	0	1	0	1	1	0	0	0	2	0	0	
5	1	8	3	2	2	7	3	3	2	2	0	1	7	2	2	0	2	0	1	0	1	0	0	1	6	0	2	0	
5	2	8	4	5	6	5	0	0	8	8	3	3	1	2	1	1	0	0	2	1	0	0	0	0	0	6	0	0	
5	3	8	1	4	1	2	0	1	3	3	1	1	2	0	0	0	0	0	0	1	0	0	0	2	1	1	0	0	
6	1	11	8	6	8	10	1	1	1	22	9	9	8	0	0	8	3	0	2	3	0	1	0	5	1	2	0	0	
6	2	12	8	6	4	11	6	3	24	7	7	5	3	0	1	2	0	0	0	1	0	0	0	4	3	0	0	0	
6	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	1	10	0	6	2	6	1	2	13	5	5	3	1	4	2	0	1	1	0	1	2	0	1	2	0	0	0	0	
7	2	9	3	2	5	4	4	4	9	5	5	2	2	1	1	2	1	1	1	1	2	0	0	0	0	0	0	0	
7	3	5	1	0	2	1	1	1	10	6	6	1	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	

Column 1
Represents the class
(being class II
in this page).

Column 2
Contains each of the
students in the class

Column 3
Shows for each of the
students the three
periods in which the
study duration was
divided, i.e.
-Period 1: from Sept. 15
to Oct. 20, 1987
-Period 2: from Oct. 21
to Nov. 30, 1987
-Period 3: from Decemb. 1,
to January 5, 1988

Column 4
Shows the types and
number of errors
made by each of the
students in each of
the periods of study

N.B.
For an easy comparison,
the number of errors in
each of the subdivisions
of column 4 is given in
total at the end.

Column 1	Column 2	Column 3	Column 4																							
Class	Student	Period	Types of error																							
I	II	I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
			1. Noun derivation	2. Verb derivation	3. Noun-prep. idiom	4. Verb-prep. idiom	5. Semantic field of nouns	6. Semantic field of verbs	7. Word order	8. Spelling	9. Case ending	10. Definite article "ال"	11. Verb-subj. agreement	12. Gender	13. Spelling of arabized names	14. Colloquial Arabic interference	15. "كان"	16. "لن"	17. "أن"	18. Relative clause	19. "قد"	20. Demonstrative pronoun	21. Conjunction "و"	22. Conjunction "ف"	23. Punctuation: fullstop	24. Punctuation: comma
1	1	1	8	1	3	7	3	0	5	8	8	3	2	0	3	2	0	1	3	0	0	0	2	0	0	0
	2	2	5	7	5	9	2	3	11	13	5	4	5	0	3	0	1	1	0	0	4	0	0	0	1	1
	3	3	10	2	4	1	2	1	7	5	7	7	2	2	1	1	0	3	2	1	0	0	1	1	1	0
	1	1	5	1	4	2	9	3	1	4	1	2	2	1	4	0	0	0	0	2	1	0	1	0	0	0
	2	2	7	2	0	0	2	2	2	0	2	5	5	1	2	1	0	0	0	0	0	0	1	0	0	0
	3	3	20	1	3	4	9	3	6	5	3	4	0	1	0	4	1	0	0	0	0	0	1	1	0	0
	1	1	12	2	2	2	7	2	1	10	13	3	3	5	0	1	0	2	0	0	1	0	0	0	0	0
	2	2	5	0	0	0	0	1	0	2	1	3	1	0	0	0	0	0	0	0	0	0	1	0	0	0
	3	3	5	4	3	2	4	1	3	2	9	2	0	1	0	0	0	1	2	0	0	0	0	0	1	0
	1	1	2	0	1	5	2	0	1	7	4	4	0	1	1	2	0	1	0	1	2	0	10	0	1	0
	2	2	1	2	0	0	2	0	0	1	1	4	4	1	0	0	0	0	0	0	0	0	0	0	0	0
	3	3	4	6	2	5	1	0	0	6	6	8	1	5	1	1	1	0	0	1	0	0	0	0	1	0
	1	1	2	0	4	2	4	0	2	4	2	0	1	1	2	4	0	1	0	0	0	0	6	0	0	0
	2	2	0	1	0	1	2	2	1	1	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0	0
	3	3	10	1	4	2	2	1	4	4	6	3	1	0	4	1	0	0	0	0	0	0	1	0	0	0
	1	1	11	3	6	7	6	3	6	30	13	12	1	2	3	8	3	1	0	3	0	0	2	1	1	0
	2	2	7	4	3	5	1	3	2	5	10	1	4	1	0	0	2	0	1	0	0	0	0	1	2	0
	3	3	5	1	5	6	7	2	2	19	6	7	3	0	4	0	1	0	3	0	0	0	0	0	0	0
	1	1	4	5	4	6	5	2	6	21	8	8	2	2	6	8	0	1	0	1	0	0	2	1	1	0
	2	2	2	5	4	1	0	0	4	4	2	4	1	4	1	0	0	0	0	0	0	0	1	2	0	0
	3	3	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	1	1	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	2	2	5	4	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	3	3	6	1	3	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	1	1	6	4	4	6	5	2	6	21	8	8	2	2	6	8	0	1	0	1	0	0	2	1	1	0
	2	2	2	5	4	1	0	0	4	4	2	4	1	4	1	0	0	0	0	0	0	0	1	2	0	0
	3	3	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	1	1	6	4	4	6	5	2	6	21	8	8	2	2	6	8	0	1	0	1	0	0	2	1	1	0
	2	2	2	5	4	1	0	0	4	4	2	4	1	4	1	0	0	0	0	0	0	0	1	2	0	0
	3	3	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	1	1	6	4	4	6	5	2	6	21	8	8	2	2	6	8	0	1	0	1	0	0	2	1	1	0
	2	2	2	5	4	1	0	0	4	4	2	4	1	4	1	0	0	0	0	0	0	0	1	2	0	0
	3	3	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	1	1	6	4	4	6	5	2	6	21	8	8	2	2	6	8	0	1	0	1	0	0	2	1	1	0
	2	2	2	5	4	1	0	0	4	4	2	4	1	4	1	0	0	0	0	0	0	0	1	2	0	0
	3	3	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0
	1	1	6	4	4	6	5	2	6	21	8	8	2	2	6	8	0	1	0	1	0	0	2	1	1	0
	2	2	2	5	4	1	0	0	4	4	2	4	1	4	1	0	0	0	0	0	0	0	1	2	0	0
	3	3	5	6	1	3	3	0	3	12	8	12	2	4	4	1	0	0	0	0	0	0	1	2	0	0

Column 1
Represents the class
(being class III
in this page).

Column 2
Contains each of the
students in the class

Column 3
Shows for each of the
students the three
periods in which the
study duration was
divided, i.e.
-Period 1: from Sept. 15
to Oct. 20, 1987
-Period 2: from Oct. 21
to Nov. 30, 1987
-Period 3: from Decemb. 1,
to January 5, 1988

Column 4
Shows the types and
number of errors
made by each of the
students in each of
the periods of study

N.B.
For an easy comparison,
the number of errors in
each of the subdivisions
of column 4 is given in
total at the end.

Class III	Student No.	Types of error																							
		1. Noun derivation	2. Verb derivation	3. Noun-prep. idiom	4. Verb-prep. idiom	5. Semantic field of nouns	6. Semantic field of verbs	7. Word order	8. Spelling	9. Case ending	10. Definite article "al"	11. Verb-subj. agreement	12. Gender	13. Spelling of arabized names	14. Colloquial Arabic interference	15. "C R"	16. "C I"	17. "C I"	18. Relative clause	19. "L S"	20. Demonstrative pronoun	21. Conjunction "	22. Conjunction "	23. Punctuation fullstop	24. Punctuation comma
1	1	1	4	3	6	3	2	1	6	13	2	6	2	1	1	0	1	2	0	0	0	3	1	0	0
	2	3	2	4	8	3	4	4	10	13	7	2	5	2	3	0	0	0	3	0	0	4	0	0	0
	3	4	3	0	3	2	1	2	2	4	8	1	0	0	2	0	0	0	1	0	0	2	1	0	0
2	1	5	1	2	8	5	5	3	0	3	0	2	3	1	2	0	0	0	1	0	0	1	0	0	0
	2	5	0	9	2	5	5	6	1	9	2	1	2	1	3	1	3	0	2	0	1	2	1	0	0
	3	6	0	4	5	2	3	1	1	3	2	0	2	0	0	0	0	1	1	0	0	1	0	0	0
3	1	3	0	2	3	2	1	1	9	9	9	3	1	5	2	0	1	3	2	0	0	0	0	1	0
	2	1	1	1	2	2	1	0	9	1	6	0	0	0	1	0	0	0	1	0	0	0	0	0	0
	3	0	0	6	3	9	1	2	6	1	0	3	1	2	1	0	0	0	0	0	0	0	0	0	0
4	1	7	1	0	5	2	4	3	3	4	1	2	3	2	6	0	1	3	4	1	0	3	0	1	0
	2	1	1	3	3	4	1	4	5	9	1	0	1	1	5	1	1	1	1	0	0	2	0	0	0
	3	14	2	1	1	3	1	4	3	5	1	4	1	0	3	0	1	1	0	0	0	0	0	0	0
5	1	2	1	5	1	9	1	0	6	3	4	4	1	1	1	1	2	0	1	0	1	3	0	0	1
	2	4	1	8	5	5	1	2	2	17	3	5	0	1	2	1	2	0	3	0	0	0	1	0	0
	3	1	0	0	0	0	2	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
6	1	2	1	2	7	9	3	0	6	4	4	0	1	0	1	1	2	1	2	0	0	6	0	0	0
	2	4	1	9	4	8	2	4	8	13	3	0	5	3	4	2	3	2	3	2	0	2	1	0	0
	3	7	1	1	1	0	0	0	0	2	0	4	4	4	4	0	0	0	0	0	0	1	0	0	0
Total errors	67	20	60	67	73	38	37	77	114	53	33	32	24	42	7	17	14	25	3	2	31	5	2	1	

Out of 1344 lines

Rank of common errors according to the rate of occurrence during the whole semester in all the three classes. (As resulting from tabulation):
Table (9)

Rank according to occurrence	Types of Errors
1.	Spelling
2.	Noun derivation
3.	Case ending
4.	Semantic field of nouns
5.	Verb-preposition idiom
6.	Definite article " ال "
7.	Noun-preposition idiom
8.	Word order
9.	Verb derivation
10.	Semantic field of verbs
11.	Conjunction " و "
12.	Verb-subject agreement
13.	Colloquial Arabic interference
14.	Gender
15.	Spelling of Arabized names
16.	Relative clause
17.	Conjunction " ف "
18.	" اَنَّ " çanna
19.	" كَانَ " kaana
20.	" اَنَّ " çann
21.	Punctuation: fullstop
22.	" قَدْ " qad
23.	Demonstrative pronoun
24.	Punctuation: comma

N.B.: The lower the rank, the higher the occurrence, i.e.

1. Spelling.

The figures show that "spelling" mistakes occurred most in all the classes. The reason could be attributed to a) the absence of short and long vowels, appearing frequently in the English language; and b) colloquial Arabic interference in the pronunciation and therefore in the writing production of sun letters; the mixing up of emphatic and non-emphatic sounds together; and voiced and voiceless sounds.

The noun derivation errors could be attributed to the very wide range of noun derivation patterns and the fact that some nouns cannot be placed under patterns. Colloquial Arabic also plays a role here.

I am sure that these students are able to use case endings properly and also avoid types of error in grammar rules-such as, the verb-subject agreement, the gender, the use of the relative clause, "ان", "كان", "أن" and the demonstrative pronoun. They only lack drill in these areas, for they have had insufficient active practice in the form of written drills.

As for the other kinds of common errors, they belong to vocabulary, and vocabulary requires time for acquisition by a foreign learner; aptitude is needed from the foreign learner toward the L₂ language he wishes to learn.

In addition to arranging the types of error according to their rate of occurrence, it was found necessary to arrange them also according to the improvement achieved during the teaching semester.

For comparison purposes, it was necessary to change the number of errors into numbers per 1000 lines as given in the following table which will be used afterwards for arranging the types according to their rate of improvement.

Type of error	Period	Number of errors	Number of lines	Total
Verb derivation	1	31	22	24
	2	28	25	14
	3	10	28	20
Noun-preposition idiom	1	26	20	11
	2	18	20	17
	3	25	12	20
Verb-preposition idiom	1	23	20	16
	2	18	20	15
	3	25	17	23
Semantic field of nouns	1	61	48	42
	2	58	25	37
	3	15	21	21
Semantic field of verbs	1	18	18	28
	2	23	18	17
	3	15	12	13
Word order	1	22	22	20
	2	22	17	16
	3	15	17	15
Spelling	1	85	152	97
	2	95	82	86
	3	78	72	72

continued next page

Table (10): Showing number of errors per 1000 lines according to types in each period for each class:

	Types of errors	Period	Number per 1000 lines			Total
			I	II	III	
1.	Noun-derivation	1	78	81	61	75
		2	78	99	40	71
		3	75	84	58	73
2.	Verb derivation	1	31	22	24	26
		2	32	65	13	34
		3	10	30	11	20
3.	Noun-preposition idiom	1	26	33	45	33
		2	28	40	79	47
		3	25	31	19	26
4.	Verb-preposition idiom	1	29	51	82	49
		2	55	50	61	56
		3	20	28	18	23
5.	Semantic field of nouns	1	61	64	106	72
		2	59	25	67	54
		3	15	41	25	31
6.	Semantic field of verbs	1	19	18	42	24
		2	28	34	34	31
		3	15	4	12	13
7.	Word order	1	22	42	24	30
		2	27	50	45	38
		3	10	37	16	25
8.	Spelling	1	80	152	97	111
		2	95	62	85	84
		3	75	72	21	53

continued next page

Table 10 (continued)

	Types of errors	Period	Number per 1000 lines			Total
			I	II	III	
9.	Case ending	1	51	90	109	79
		2	60	68	142	89
		3	30	64	26	45
10.	" ال "	1	37	59	58	50
		2	24	62	52	41
		3	40	61	18	41
11.	Verb-subject agreement	1	17	18	52	25
		2	14	62	18	26
		3	10	16	14	14
12.	Gender	1	19	24	33	24
		2	14	16	29	19
		3	10	13	14	13
13.	Spelling of Arabized names	1	26	33	24	28
		2	8	50	18	21
		3	0	11	12	10
14.	Colloquial Arabic interference	1	24	46	45	37
		2	16	6	40	21
		3	10	17	21	16
15.	" كان "	1	7	2	6	5
		2	3	6	11	6
		3	0	7	0	3
16.	" أن "	1	15	15	21	16
		2	3	6	27	11
		3	5	7	2	5
17.	" ان "	1	5	0	27	8
		2	3	3	4	4
		3	0	4	4	3

continued next page

Table 10 (continued)

	Types of errors	Period	Number per 1000 lines			Total
			I	II	III	
18.	Relative clause	1	3	18	30	15
		2	5	0	25	10
		3	10	10	2	7
19.	" قد "	1	5	9	3	6
		2	2	12	2	4
		3	5	3	0	1
20.	Demonstrative pronoun	1	2	0	3	1
		2	0	0	2	1
		3	0	1	0	1
21.	Conjunction " و "	1	46	42	48	45
		2	14	12	29	19
		3	20	6	4	7
22.	Conjunction " ف "	1	22	4	3	11
		2	28	9	7	17
		3	20	6	2	6
23.	Punctuation: fullstop	1	9	6	6	7
		2	0	19	0	4
		3	5	3	0	1
24.	Punctuation: comma	1	9	0	3	4
		2	0	0	0	0
		3	0	0	0	0

The following method was used for comparing improvement in errors for each type.

Step 1: The number of errors per 1000 lines among all the students of the three classes was calculated for period 1 and for period 3.

Step 2: The change percentage representing the improvement was calculated by:

$$\frac{\text{Number for period (1)} - \text{Number for period (3)}}{\text{Number for period (1)}} \times 100$$

Step 3: The change percentage for the 24 types of error were arranged by rank: the lowest value was given the lowest rank (1), which means the lowest improving type, and vice-versa.

The results are shown in the following table:

14.	Spelling
15.	Relative clause
16.	Colloquial Arabic interference
17.	Spelling of Arabized nouns
18.	Spelling of Arabized verbs
19.	Conjunction
20.	Punctuation: Full stop
21.	Punctuation: Comma

Table (11): Rank of common errors according to the degree of improvement from period one to period three of the semester:

Rank of improvement	Types of errors
1.	Demonstrative pronoun
2.	Noun derivation
3.	Semantic field of verbs
4.	Definite article " ال "
5.	Noun-preposition idiom
6.	" كان " kaana
7.	Verb derivation
8.	Case ending
9.	Verb-subject agreement
10.	Conjunction " ف "
11.	Semantic field of verb
12.	Gender
13.	Verb-preposition idiom
14.	Spelling
15.	Relative clause
16.	Colloquial Arabic interference
17.	Semantic field of nouns
18.	" أن " çann
19.	Spelling of Arabized nouns
20.	" أن " çanna
21.	" قد " qad
22.	Conjunction " و "
23.	Punctuation: Fullstop
24.	Punctuation: Comma

N.B.: The lower the rank, the lower the improvement, i.e.

1. Demonstrative pronoun.

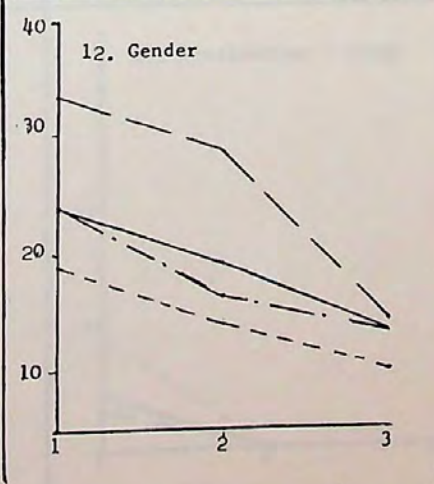
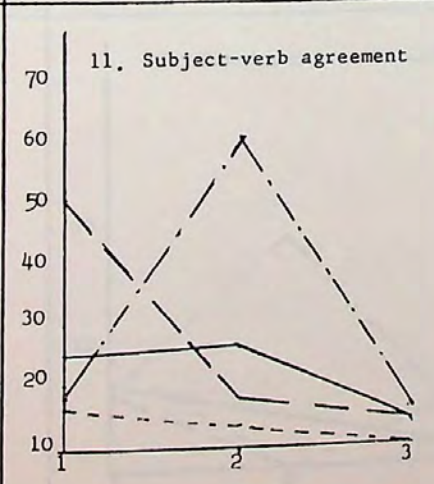
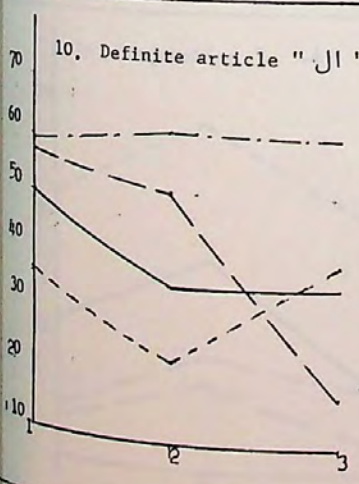
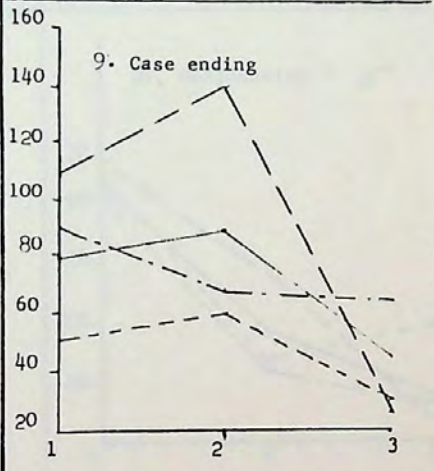
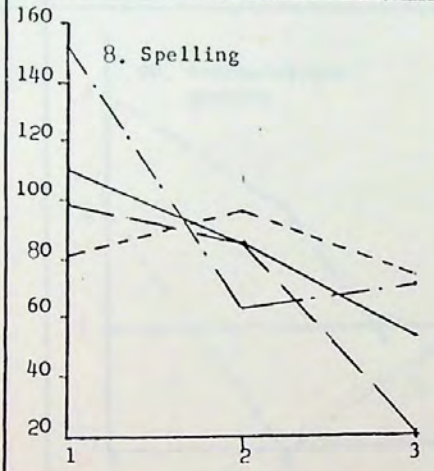
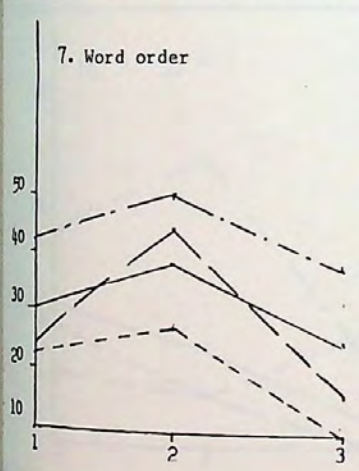
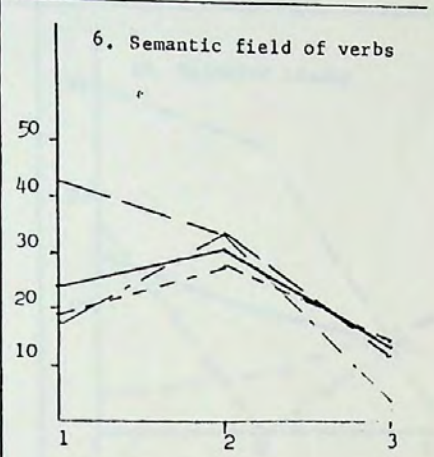
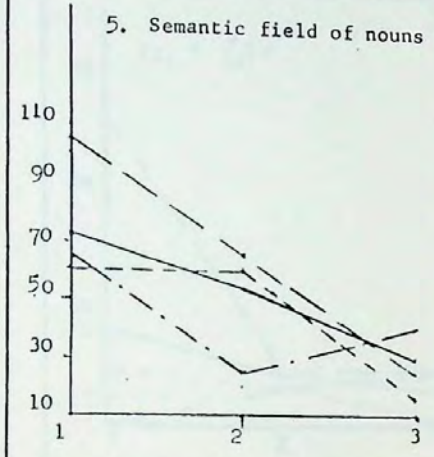
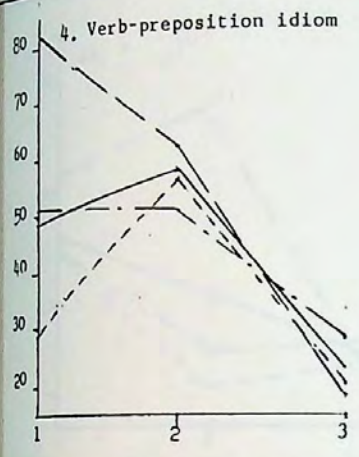
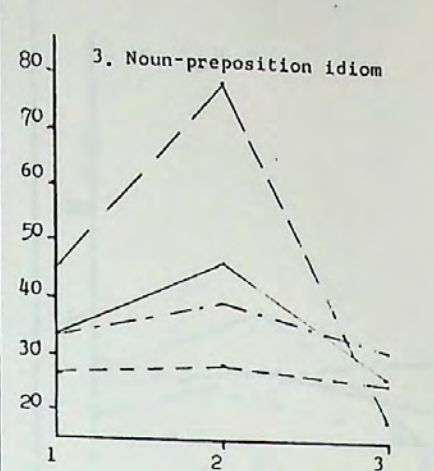
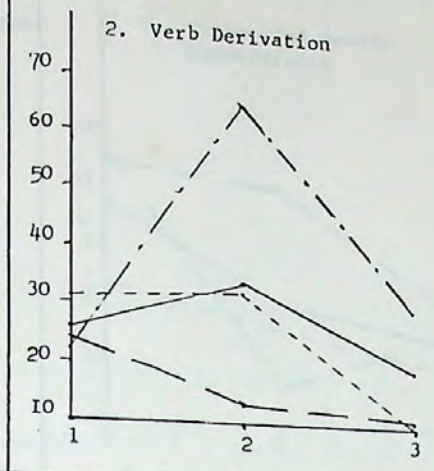
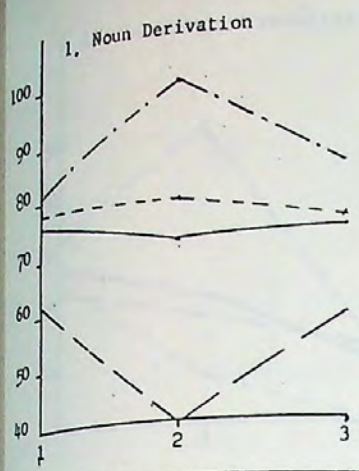
Numbers and types of error made at the beginning and the end of the study periods were compared in order to determine the type of error which, inspite of teaching and efforts by students showed the most persistent.

Table No. (11) contains the results.

Some of the rank figures were surprising. For instance, wrong noun derivation showed higher persistence than those of verbs, inspite of the general belief that verbal derivations in Arabic are the most difficult feature of the language. A possible explanation of this apparent paradox is that verbal forms in Arabic, while complex, are systematically organized, and students therefore are able to achieve better results in learning them. Also, the present teaching method tends to neglect the derivation of nouns, since textbooks do not give much emphasis on them.

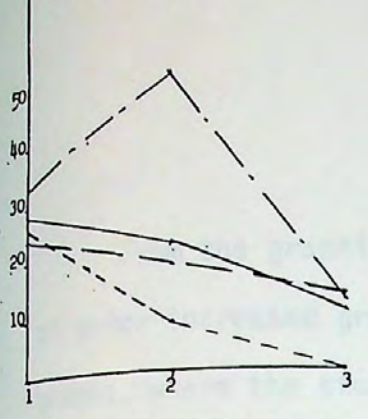
Although errors in the use of the demonstrative show the lowest degree of improvement, they should not be considered of great importance, since numerically they are the smallest.

As expected, the use of the definite article " الـ " showed high persistence, due to the discrepancies between the English and Arabic systems of definite and indefinite. Because this aspect of the Arabic language cuts through various types of the structure and because the present Arabic texts do not give due emphasis to the teaching of the article and the role it plays in differentiating various structural types of the language, the definite article was singled out for special study in Chapter III of the thesis.

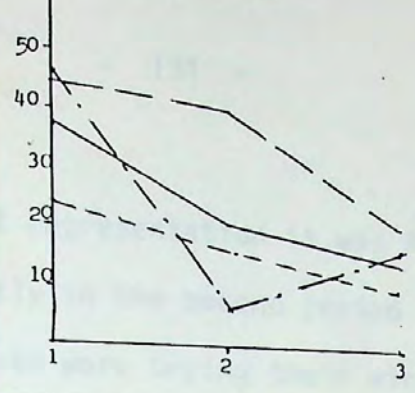


Graphical representation

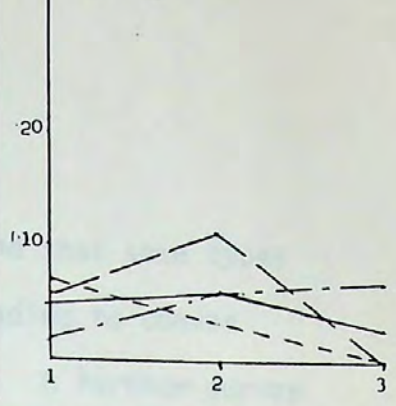
13. Spelling of arabized names



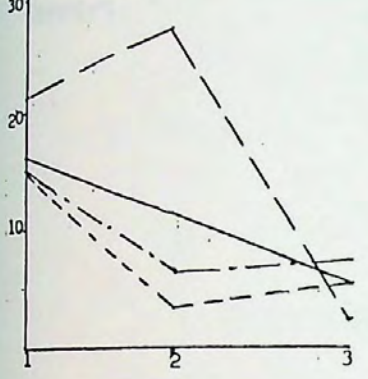
14. Colloquial Arabic Interference



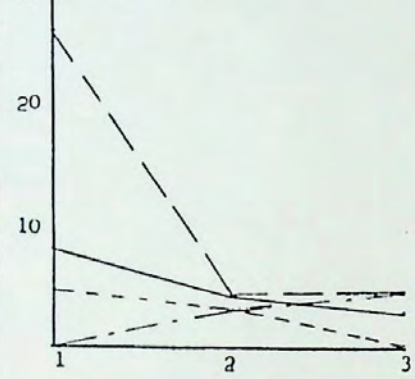
15. " كان "



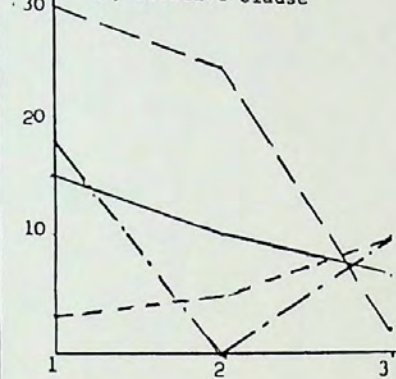
16. " أن "



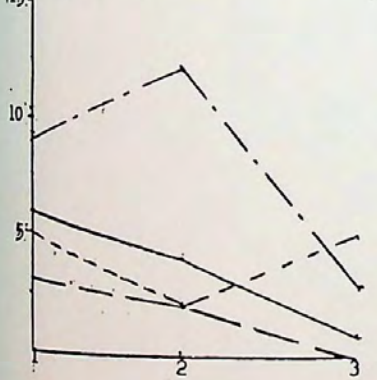
17. " ان "



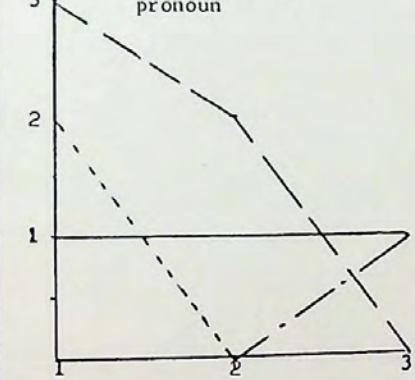
18. Relative clause



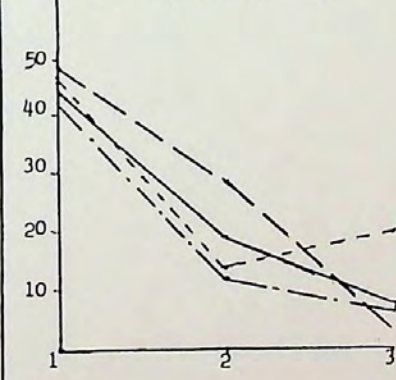
19. " قد "



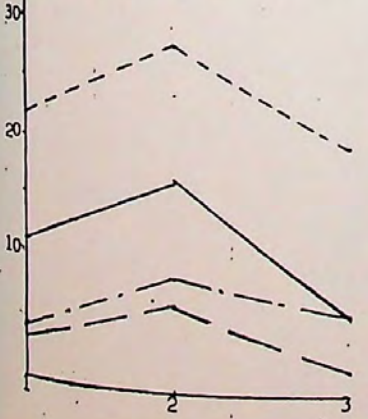
20. Demonstrative pronoun



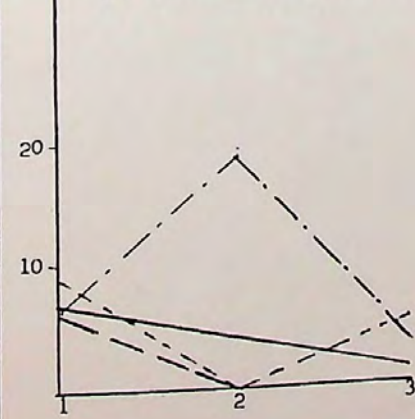
21. Conjunction " و "



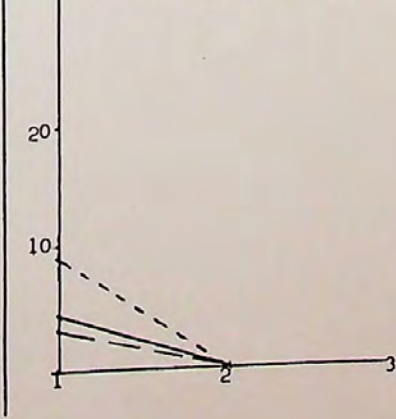
22. Conjunction " ف "



23. Punctuation : fullstop



24. Punctuation : Comma



Graphical representation

From the graphical representation it was found that some types of error increased greatly in the second period leading to convex graphs, where the students were trying their wings. A further survey should be made to find out why this happened with certain types of errors.

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CHAPTER III

Remedial Plans

CHAPTER THREE

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CHAPTER III

Remedial Plans

Before discussing any remedial plans, I must once more point out the following. The sample of subjects for this study comprise an elite group of American students of an unusually advanced Arabic language level.

They have studied Arabic for at least 2.5 years and generally understand perfectly well the grammar rules. However, the problem in their writing seems to result from lack of drill in the rules of grammar, with the effect that they do not use these rules correctly, consciously or unconsciously, at all times.

Among the common errors singled out earlier some tend to disappear through free writing, while others seem to need special care given current teaching procedures.

Therefore it is necessary that teachers integrate drills designed for these common errors in the writing class.

In fact, to be more beneficial for the students, a "drill" class annexed to the writing class is necessary and should be created. This class should meet at least two hours per week in three intermittent sessions and be called "controlled writing."

Hereafter is a suggestion of a short curriculum which includes the order of teaching hours needed to remedy the errors.

B. Teaching drills in relation to the use of the definite article "ال" :

1. As said before, errors in the use of the definite article "ال" showed a high degree of persistence, as there are discrepancies between the English and the Arabic systems of definite and indefinite.

2. Differences between the two languages:

The difference between the two languages is that:

In Arabic, nouns are:

- a) either with "ال" ex الرجل
- b) or without "ال" ex رجل

English has three members of the system. Nouns are:

- a) either with the definite article "the" ex. the man
- b) with the indefinite article "a" ex. a man
- c) or with neither ex. man

In addition, English has idiomatic differences in the use of "the" which do not correspond to the Arabic ones:
The Queen Mary as opposed to Queen Mary.

This causes discrepancy between the two systems, and leads to confusion for the English student of Arabic

3. Graphically, "ال" appears in Arabic in various forms, depending on the surrounding words. Most confusing of these forms is the one preceded by the preposition "ل" when the word begins with "ل", for example الليل - ليل → لليل and the like.

4. In terms of pronunciation, " ال " is influenced by the following sounds. As a result, it is completely assimilated in sounds produced from adjacent points of articulation: these are the dentals, the dento-alveolars, the alveolars and the palato-alveolars; a phenomenon most confusing to the foreign learner of arabic.
5. Various other graphic signs and Arabic sounds are confused with " ال " both in writing and pronunciation, e.g. the vowel "ا"
6. The structural role played by " ال " in Arabic is naturally different from that played by "the" in English. Of great significance is the role played by " ال " in marking the equational sentence and differentiating it from the phrases of noun and adjective and the Iḍāfa, e.g.:

البيت كبير

البيت الكبير

بيت الكبير

Here, the difference in the meaning is established by the distribution of " ال ". In English, the verb "to be" which is quite different from the article " ال " plays some of the above function.

7. The selection of some features for teaching:

Ideally, the above problems should be treated when teaching English speakers the Arabic language. Naturally, it is not

contemplated for a minute that a structural explanation should be given to the students in the above manner. What should be done is to bring these contrasts to the student's attention through organized language lessons and several drills and exercises.

The size of the thesis would be inflated beyond reasonable measure, if we were to attempt to do all this here.

Instead, a drill lesson addressing one sample of some of the above features will be given below. These are:

1. a) Sound interference of the definite article " ال " before "moon letters" and "sun letters" " القمرية " و " الشمسية " و " ال "
- b) Graphic interference of " ل " with " ال " and with nouns beginning with " ل " .
2. The structural role of " ال " in the use with titles, professions and proper names.
3. The structural role of " ال " in the use with the idāfa construction.

Each of the lessons goes through the usual order ending in drills and exercises and is presented as a self-contained unit.

It is also necessary to add that the following lessons related to the structural role of " ال " , are structured at a level commensurate with the level of CASA students who have already finished 5 or more semesters of literary Arabic.

LESSON ONE

Objective (I): To differentiate between the sounds of the definite article " ال " before moon letters and sun letters.

A. Preparatory Notes: كلمات تمهيدية

Review practice between teacher and student:

القوة - قوة
يد - اليد

The teacher asks the student to read these words out loud, and then asks: is there a difference between:

قوة - القوة ، يد - اليد

The student's answer is expected to be that one is definite and the other is not.

The teacher writes on the board:

القوة - السماء

and reads them out loud. Then he asks the student: is there any difference ?

The student's answer is expected to be that the two are definite, but the " ل " in السماء is elided.

Then the teacher writes on the board:

Sun letter: السماء - سماء

Moon letter: القوة - قوة

and reads them out loud. He then asks the student: is there any difference ?

The student's answer is expected to be that the sound of " ل " is elided and that there is a shadda on the س .

The teacher asks the student to read the following:

السَّماء	الحنوب	العراء
الحاكم	التفاح	الرجل
الجمال	الظل	الماء
الشمال	الباب	الفهرس
الحجرة	المسجد	الشقة
الفلاء	الشرفة	الجامعة

B. Class drill 1: (To be distributed to the students)

Circle the moon letters in the following words:

التاريخ	السابع	الانجليزية
العربية	الاسلام	الجامعة
المال	القمر	الشمس
الكتاب	اللعبة	اللورد
المتحف	الجمال	الدراسة
الجبن	السياسة	الليباني

Class drill 2:

Write 15 words beginning with sun-letters and 15 words beginning with moon letters.

c. Note :

The sound /l/ of the definite article is assimilated in the following consonants, if that consonant happen to be dental, dento-alveolar, alveolar, or palato-alveolar. These are:

ت - t ز - z ص - s س - s ظ - s ذ - z ث - t
ش - s ل - l ر - r ن - n ض - d د - d ط - t

These letters are termed "sun letters".

All the remaining letters with which /l/ is not assimilated, are termed "moon letters."

The sun letters are letters where "ل" sound is assimilated only in pronunciation but not in writing. When "ل" is assimilated in pronunciation, it embraces the following letter to make one sound, which is in turn doubled and nunnated with a shadda.

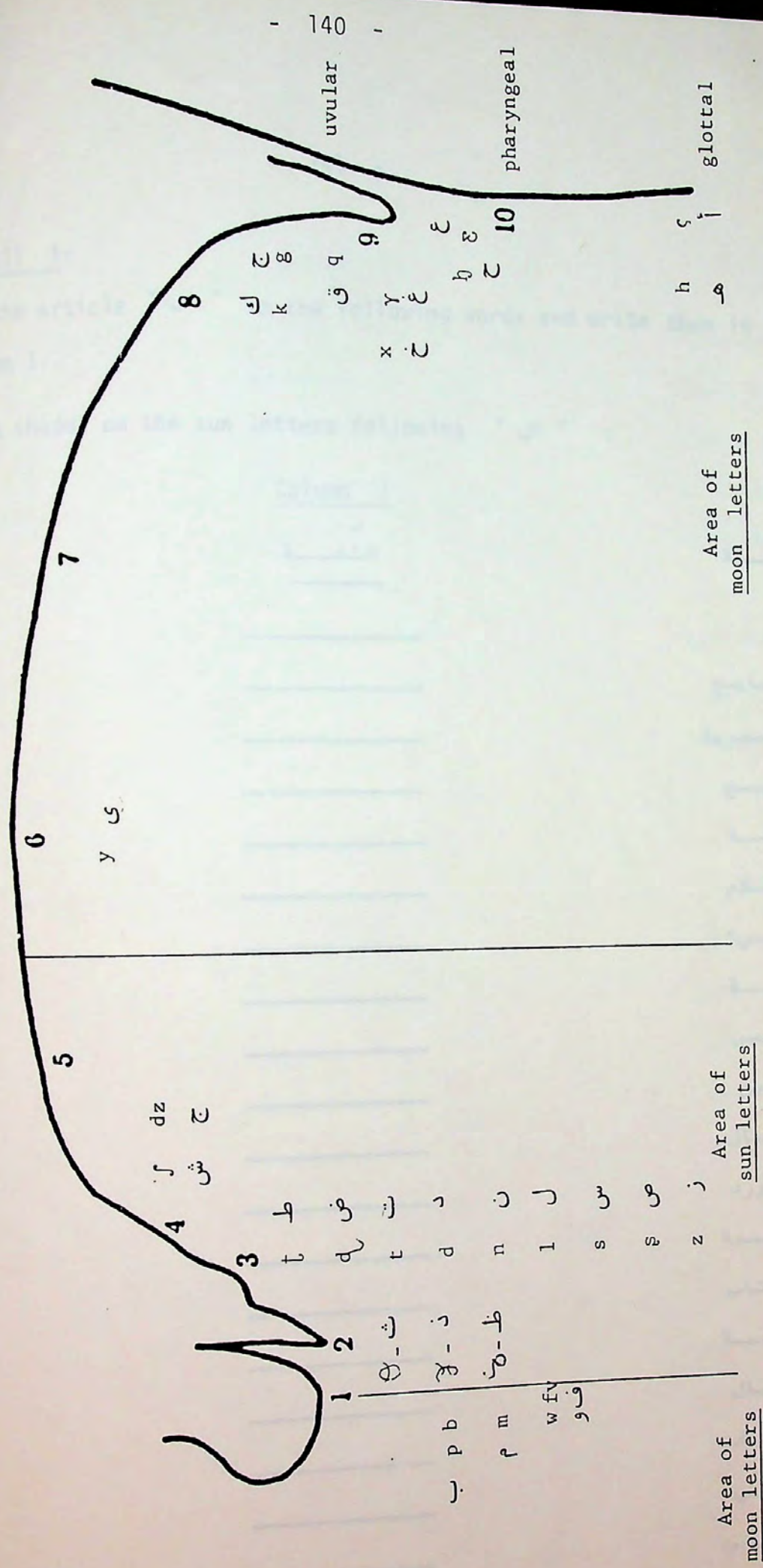
Ex.:

Latin script of the word sun: Phonetic writing of the same word sun:

before assimilated " ل " After assimilated " ل "

alʃams	aʃʃams
الشمس	الشمس

Some sun letters do not have equivalents in English.



1—Labial. 2—Dental. 3—Gingival. 4—Alveolar. 5—Prepalatal. 6—Palatal. 7—Medio-palatal. 8—Velar. 9—Uvular. 10—Pharyngeal.

Area of moon letters

Area of sun letters

Area of moon letters

Area of sun letters

B. Class drill 1:

Add the article " ال " and the preposition ل to the following words.

Ex:

اللغة	اللغة	١ - لغة
_____	_____	٢ - لغوي
_____	_____	٣ - لغويات
_____	_____	٤ - الغاء
_____	_____	٥ - لاغي
_____	_____	٦ - لاغية

Class drill 2:

Read the following lines out loud:

للمص	للمص	١ - لِمص
للغز	للغز	٢ - لغز
للطيف	للطيف	٣ - لطيف
للصق	للصق	٤ - لصق
للفظ	للفظ	٥ - لفظ
للقاء	للقاء	٦ - لقاء

Class drill 3: Discrimination drill:

Circle the word you will hear now, in class drill 2.

Teacher dictates:

لقاء	-	لطيف	-	للمص
اللقاء	-	لفظ	-	للمص
للغز	-	للطف	-	للفظ

C. Note:

Nouns beginning with ل such as لسان when preceded by the article "ال" and the preposition ل are written without "ا" and "ل" of the article ال, which is in this case replaced by a shadda mark ّ over the second ل.

The three steps of writing a word beginning with "ل" are:

- ١ - لغة (root)
- ٢ - اللغة (article + root)
- ٣ - للغة (Preposition ل + article + root)

Where the article is elided in the third step.

LESSON TWO

Objective: To teach the use of "الـ" as prefix for titles, professions and proper names.

A. Preparatory Phrases:

Review practice between teacher and student:



سوزي



محمود



جلیلة



على
مدير



مارك



فاروق



نادية

Professions/titles:

قائمة المهن والالقاب

مدير

سكرتيرة

بواب

طالب

سيدة

رئيس

استاذة

The teacher asks the students to choose a Profession or a title for each of the above pictures and write it on the line under the name. He asks the students to read the names and the profession or title.

Then the teacher points to the picture and asks:

من هذا ؟

The expected student's answer is:

• هذا هو المدير علي

• هذا هو علي المدير

أو

Then the teacher uses a geographical map and points to certain rivers, mountains, seas, ... etc. and asks:

ما هذا ؟

The student answers:

النيل - الالب - الهيمالايا

Through other pictures the student would recognize:

الكاتب هيمنجواي

السفينة كوين ماري

البوينج ٧٠٧

اهرام الجيزة

جريدة التايمز

B. Class drill 1:

Give five examples of titles with " الـ " either standing alone or adjoining names.

Class drill 2:

Give five example of professions with " الـ " , either standing alone or adjoining names.

Class drill 3:

Give five geographical proper names with " الـ " .

Class drill 4:

Give five examples of proper names in the idāfa form which has a second term defined with " الـ " .

Part of Class drill 4:

Key of Class drill 1:

- ١ - السفير / السفير فرانك .
- ٢ - الرئيس / الرئيس الأمريكي .
- ٣ - الامبراطور / الامبراطور نابليون .
- ٤ - الملك / الملك آرثر / الملك حسين .
- ٥ - الشاعر / الشاعر شكسبير .

Key of Class drill 2:

- ١ - الدكتور / الدكتور جرين .
- ٢ - المهندس / المهندس عثمان أحمد عثمان .
- ٣ - المدير / المدير سوانسون .
- ٤ - البواب / البواب أحمد .
- ٥ - السباك / السباك حسن .

Key of Class drill 3:

- ١ - الأمازون / النيل / المسيبي / الدانوب .
- ٢ - الهند / الصين / اليابان / العراق .
- ٣ - الأقصر / القاهرة / الاسكندرية .
- ٤ - المقطم / الالب / الهيمالايا / الانديز .
- ٥ - البحر الأسود / البحر الأحمر / البحر الكاريبي .

Key of Class drill 4:

- ١ - نهر الدانوب / نهر الامازون .
- ٢ - جبل المقطم / هضبة التبت .
- ٣ - ميدان الدقي / ميدان التحرير .
- ٤ - متحف الشمع / معبد الأقصر / أهرام الجيزة / مراكب الشمس .
- ٥ - تمثال الحرية / سور الصين العظيم / ناطحات السحاب .

C. Note:

- A. Titles preceding names are usually definite with " ال " .
- B. Use of " ال " with the names of professions or occupations, when the specific name of the person is not mentioned, or if it is mentioned.
- C. " ال " is used with geographical proper names-with the names of rivers, chains of mountains, oceans, deserts and plains-that are plural, or that consist of an adjective and a noun or of a noun and a modifying phrase.
- D. Also " ال " features in the proper names, when they are in the state of Idāfa or adjective agreement.

0. Home Drill 1:

Translate into Arabic

1. President Mubarak
2. Ambassador Frank
3. I asked Doctor Sherman
4. The Egyptian Ambassador to the US
5. King Husayn
6. Dr. Smith
7. Mrs. Galila
8. Miss Nadia
9. Professor Badawi
10. Dr. John Swanson
11. The Thames
12. Siwa Oasis
13. The Red Sea
14. Morocco
15. Mohamed Ali Mosque
16. The Sphinx
17. The Great Pyramid
18. The Pyramids of Giza
19. The driver
20. The bus driver
21. The Ph.D.
22. The M.A.
23. Alexander the Great
24. Old Cairo

Key of Home drill 1:

- | | |
|------------------------|---|
| ١٣ - البحر الأحمر . | ١ - الرئيس مبارك . |
| ١٤ - المغرب . | ٢ - السفير فرانك . |
| ١٥ - مسجد محمد علي . | ٣ - سألت الدكتور شيرمان . |
| ١٦ - أبو الهول . | ٤ - السفير المصري في الولايات المتحدة . |
| ١٧ - الهرم الأكبر . | ٥ - الملك حسين . |
| ١٨ - اهرامات الجيزة . | ٦ - الدكتور سميث . |
| ١٩ - السائق . | ٧ - السيدة / جلييلة . |
| ٢٠ - سائق الأتوبيس . | ٨ - الأنسة / نادية . |
| ٢١ - الدكتوراه . | ٩ - الاستاذ / بدوي . |
| ٢٢ - الماجستير . | ١٠ - الدكتور/ جون سوانسون . |
| ٢٣ - الاسكندر الاكبر . | ١١ - التايمز . |
| ٢٤ - مصر القديمة . | ١٢ - واحة سيوة . |

Home drill 2:

Make sentences using the given groups of words. Use "ال" as appropriate in the sentences:

Ex.:

افريقيا - انهار - نيل - أطول

النيل أطول أنهار افريقيا .

١ - متهم - على - حكم - قاضي .

٢ - طلب - استاذ - طالب - مقابلة .

٣ - صحفيون - قابل - مبارك - رئيس .

٤ - تناولنا - مع - قبطان - شاي - رحلة - أثناء .

٥ - حشيسوت - ملكة - دير - بحري - بنت .

٦ - جبل - مقطم - القاهرة - بجوار .

LESSON THREE

Key of Home drill 2:

Lesson (1) To teach the two words "Life" in relation to the definite article

Preparatory Phrases

Review practice between

Teachers Define

America's Power

West Coast

The flat rent

My teacher

Tomorrow evening

Under the tree

My question

Two brothers

Is this

The book of this student

The reader's book

١ - حكم القاضي على المتهم .

٢ - طلب الطالب مقابلة الاستاذ .

٣ - قابل الصحفيون الرئيس مبارك .

٤ - تناولنا الشاي مع القبطان اثناء الرحلة .

٥ - الملكة حتشبسوت بنت الدير البحري .

٦ - جبل المقطم بجوار القاهرة .

قصر	مصر
البحر	البحر
استقبلت	في
ليلة	ليلة
تحت	تحت
في	في
قصر	قصر
مصر	مصر
هذا الطالب	هذا الطالب
القارئ	القارئ

LESSON THREE

Objective (I): To teach the two-word "Idāfa" in relation to the definite article " الـ " .

A. Preparatory Phrases:

عبارات تمهيدية

Review practice between teacher and student.

Teacher: Define the two terms of the phrases:

حدد ركني التعبير

America's Power

West Sinai

The flat rent

My teacher

Tomorrow evening

Under the tree

Any question

Both brothers

Like this

The book of this student

The reader's book

امريكا	قوة
سيناء	غرب
الشقة	ايجار
ي	استاذت
غد	مساء
الشجرة	تحت
سؤال	أي
الاخوين	كلا
هذا	مثل
هذا الطالب	كتاب
الذي يقرأ	كتاب

Teacher: Complete:

Example

القاهرة	مدينة
ها	
	كتاب
محمد علي	
	كتا

A. A word is determined by the state of Idāfa if it is in construction with one of the following as a second term in the Idāfa:

1. A proper name

Ex.: كتاب محمد

غرب سيناء

2. A defined noun with " ال "

Ex.: ايجار الشقة

كتاب البنات

3. A personal pronoun

Ex.: حبيبها

4. A demonstrative :

كتاب هذا الطالب

Or - a relative phrase

Ex.: كتاب الذي يقرأ

5. A relative phrase composed of a relative pronoun followed by a sentence, verbal or equational, having an explicit or implicit personal pronoun referring to the subject of the sentence:

كتاب الذي صديقه هناك

6. Being an Idāfa construction phrase

Ex.: غلاف كتاب الطالب

مدير قسم اللغة العربية

- B. If the second term of Idāfa is not one of the above, i.e. an indefinite noun, then the first term is considered muxaṣṣaṣ, delimited; i.e., a state between definite and indefinite.

Ex.: كتاب طالب

رائحة ورد

B. Class drill 1:

Join two words to form an Idāfa construction:

(Note that often in translation we begin with the end of the phrase)

١ - مسجد _____ محمد علي .
Muhammad ^CAly's Mosque

٢ - ربع _____ الثمن .
one quarter of the price

٣ - بعض _____ الطلبة .
some students

٤ - تحت _____ الماء .
under the water

٥ - جنوب _____ سيناء .
South of Sinai

٦ - تجنب _____ الحرب .
war avoidance

٧ - قوة _____ أمريكا .
America's power

٨ - أصغر _____ قارة .
the smallest continent

٩ - لوحة _____ الصف .
the classroom's board

١٠ - شباك _____ الحجرة .
the room window

C. Note:

The Idāfa is a common Arabic structure. It is a state of annexation which represents two meanings:

- that of dependance.
- that of possession.

It is composed of two terms (or more). Only if the state is exigent, the second term of Idāfa features " ال ". The first term of Idāfa does not in general feature " ال " .

The first term of Idāfa could be a:

- noun.
- proper noun.
- adverb.
- demonstrative
- nouns as: أي ، أحسن ، دون ، بعض ، مثل ، كل ، تحت ، فوق

The second term of Idāfa could be a:

- noun.
- proper noun.
- noun phrase.
- attached pronoun.
- relative phrase.

N.B.:

- The first term of Idāfa is in whatever case appropriate to that term's role in the sentence at large.
- The second term might or might not feature " ال " but it is always in the genitive case, or in a state of "taking place of a genitive case."

D. Home drill 1:

Compose an Idāfa construction by selecting a word from Column B that forms a meaningful Idāfa with a selected word from Column A:

Column B

الدلتا
الدراسة
ها
مرشحين
الاساتذة
الفضيلة
مطار
هذا
الكتب
اصدقاء
العاشرة
منضدة
الكرسي
المدينة

ي

Column A

١ - ازدحام
٢ - جنوب
٣ - مادة
٤ - شخصية
٥ - طريق
٦ - مثل
٧ - بعض
٨ - دون
٩ - تحت
١٠ - كتاب
١١ - كل
١٢ - شقة

Key of Home drill 1:

LESSON THREE (Continued)

Exercise (III): To teach the Idāra concerning terms in relation to the Delta.

Preparatory Sentences:

Review practice between teacher and student.

Teacher: Define the following terms of the Idāra:

How the Delta is irrigated.

Largest countries in the world.

North West of the Delta.

Use of apartment.

The highest book-shelf.

All the trip members.

Teacher: Complete:

Teacher:

مكتبة	جامعة	مشيخان
معلم	معهد	
	بحر	
قيل		العالم
	ساحة	مبنى
		الشارع
محل		

١ - ازدحام المدينة .

٢ - جنوب الدلتا .

٣ - مادة الدراسة .

٤ - شخصيتها .

٥ - طريق الفضيلة .

٦ - مثل هذا .

٧ - بعض الاساتذة .

٨ - دون العاشرة .

٩ - تحت الكرسي .

١٠ - كتابي .

١١ - كل المدينة .

١٢ - شقتي / شقة أصدقاء .

LESSON THREE (Continued)

Objective (II): To teach the Idāfa construction with three or more terms in relation to the definite article

A. Preparatory Sentences:

جمل تمهيدية

Review practice between teacher and student.

Teacher: Define the three terms of the phrases:

Above the X'mas tree.

فوق	شجرة	الكريسماس	- ١
-----	------	-----------	-----

European countries' leaders.

قواد	دول	أوربا	- ٢
------	-----	-------	-----

North West of the Delta.

شمال	غرب	الدلتا	- ٣
------	-----	--------	-----

Like my apartment.

مثل	شقت	ي	- ٤
-----	-----	---	-----

The highest book-shelf.

أعلى	رف	كتب	- ٥
------	----	-----	-----

All the trip members.

جميع	افراد	الرحلة	- ٦
------	-------	--------	-----

Teacher: Complete:

Example:

متشيجان	جامعة	مكتبة
	معهد	مدير
	تجار	
العالم		كل
غد	مساء	
الشقة		
		مثل

B. Class drill 1:

Join the Idāfa construction composed of 3 words or more.
(Note that often in translation we begin with the end of the phrase):

- ١ - مخزون اسلحة الدول
The countries stored arms
- ٢ - مئذنة مسجد محمد علي
The minaret of Mohamed ^CAly's mosque
- ٣ - نتائج حرب التحرير
The liberation war results
- ٤ - ان حرب تحرير افغانستان قد انتهت
Afghanistan liberation war came to an end
- ٥ - قواد دول أوروبا
European countries' leaders
- ٦ - طمع تجار الفاكهة
The greed of fruit merchants

Class drill 2:

Join the Idāfa construction composed of 3 words or more. Use the prefix " الـ " as appropriate:

١ - ضغط اعلانات جرائد .

The pressure of newspaper announcements

٢ - فصل دراسة لغة عربية .

The Arabic language classroom

٣ - غرفة جلوس شقتي .

My flat sitting room

٤ - جنوب غرب دلتا مصرية .

South West of Egypt's Delta

٥ - ازدحام شوارع القاهرة .

Cairo streets' crowdedness

٦ - شباك حجرة بيت .

The window of the room of the house

C. Note:

When we have an Idāfa construction which is composed of more than two terms, only the last of the second terms features definiteness by " ﺝﻰ " or (other). The first term and all the middle placed terms are definite by conditioning from the last term.

The chain Idāfa is an idāfa construction composed of more than two terms.

In a chain Idāfa the 2nd term plays again the role of 1st term to the term that comes after it.

In a chain Idāfa, only the first word is called 1st term of Idāfa; only the last word is called the 2nd term of idafa (and features " ﺝﻰ " or others).

All the terms in the middle have 2 names 1st and 2nd term, as they have a duty toward the precedent and antecedent terms, they play two roles, and could be called double duty terms: they have one duty as a 2nd term of Idāfa to the precedent word and the other duty as a first term of Idāfa for the consecutive word.

The double duty terms do not feature " ﺝﻰ " in a definite Idāfa. " ﺝﻰ " is featured in the last of the 2nd terms of Idāfa.

Again, all the 2nd terms of Idāfa in the chain Idāfa are in the genitive case.

Again: when the last term of Idāfa is made definite by " ﺝﻰ " (or a pronoun suffix or a proper name) every other term of Idāfa in the construction is definite.

The first term of Idāfa is determined by its second term in a chain of definite construct "Idāfas".

In the delimited idāfa or "idāfa muxassassa", the first term is conditioned by its second term.

D. Home drill 1:

1. Identify:

- The words playing only the role of first term of Idāfa by (1).
- The words playing only the role of second term of Idāfa by (2).
- The words playing double roles of first and second terms of Idāfa by (2/1).

2. Put the case marker of every second-term of Idāfa:

Ex.:

مسجد السيدة زينب قريب من بيتنا .
(1) (2) (1) (2)

- مكتبة جامعة القاهرة واسعة .
- هذا البلد بلدي .
- ما هي بعض المعنويات التي سوف أقابلها في القاهرة ؟
- درجة الحرارة في سبيرا تحت الصفر .
- هناك بعض الكتب النادرة والأفلام التاريخية .
- هذا النظام ليس مثل نظام الجامعات في أمريكا .
- تسيطر على بعض الجامعات كنائس معينة .
- بعض الجامعات في أمريكا مشهورة وبعضها ليست مشهورة .
- تقع الاسكندرية شمال غرب الدلتا .
- وضعت الكتاب في أعلى رف الكتب .

Home drill 2:

Underline the string Idāfa construction in the following:

Ex.: ان كلمات دروس كتاب تعليم اللغة العربية سهلة .

- ١ - احجار هرم خوفو مأخوذة من جبل المقطم .
- ٢ - اتفقت الدول الكبرى على تخفيض عدد بعض أنواع الأسلحة .
- ٣ - عندما يقترب عيد الميلاد يشتد ضغط اعلانات وسائل الاعلام .
- ٤ - تزين شرفات حجرات شقتنا نباتات بها زهور ملونة .
- ٥ - يساعد مترو الأنفاق على اقلال زحام بعض ميادين القاهرة .
- ٦ - تعتبر آثار المناطق القريبة من مدينة المنيا فريدة في نوعها .
- ٧ - يفضل السواح الأجانب زيارة آثار مدينة الأقصر في الشتاء .
- ٨ - أمكن زراعة بعض أنواع نباتات الغذاء في الصحراء برش الماء .
- ٩ - ليس من الصعب فهم عناوين صحف الصباح بالنسبة للدارسين .
- ١٠ - استخدم المصريون في بناء الأهرامات أحجار جبل المقطم المنقولة على النيل .

Home drill 3:

Use some or all the words (in the same order) in each group of words to form sentences having:

a) Simple two-term Idāfa.

b) Chain Idāfa.

by introducing " ال " as suitable.

Ex.:

ان - كلمات - في - دروس - كتاب - ل - تعليم - لغة - عربية - سهلة .

a) ان الكلمات في دروس كتاب لتعليم اللغة العربية سهلة .

b) ان كلمات دروس كتاب تعليم اللغة العربية سهلة .

١ - اتفقت - دول - كبرى - على - تخفيض - في - عدد - ل - بعض - أنواع - من - اسلحة .

٢ - عندما - يقترب - عيد - ميلاد - يشتد - ضغط - من - اعلانات - في - وسائل - اعلام .

٣ - تزين - شرفات - في - حجرات - ب - شقة - نا - نباتات - ب - ها - زهور - ملونة .

٤ - يساعد - مترو - انفاق - على - اقلال - زحام - في - بعض - ميادين - ب - القاهرة .

٥ - يفضل - سواح - اجانب - زيارة - آثار - في - مدينة الأقصر - في - شتاء .

٦ - أمكن - زراعة - بعض - من - أنواع - نباتات - ل -
غذاء - في - صحراء - ب - رش - ماء .

٧ - ليس - من - صعب - فهم - عناوين - في - صحف -
صباح - ب - نسبة - ل - دارسين .

٨ - استخدم - مصريون - في - بناء - أهرامات - أحجار -
من - جبل المقطم - منقولة - على - النيل .

Key of home drill 3:

- a) ١ - اتفقت الدول الكبرى على تخفيض في العدد لبعض أنواع
من الأسلحة .
- b) اتفقت الدول الكبرى على تخفيض عدد بعض أنواع الأسلحة .
- a) ٢ - عندما يقترب عيد الميلاد يشتد الضغط من الاعلانات في
وسائل الاعلام .
- b) عندما يقترب عيد الميلاد يشتد ضغط اعلانات وسائل الاعلام .
- a) ٣ - تزين الشرفات في الحجرات بشقتنا نباتات بها زهور ملونة .
- b) تزين شرفات حجرات شقتنا نباتات بها زهور ملونة .
- a) ٤ - يساعد مترو الانفاق على اقلال الزحام في بعض الميادين
بالقاهرة .
- b) يساعد مترو الانفاق على اقلال زحام بعض ميادين القاهرة .
- a) ٥ - يفضل السواح الاجانب زيارة الآثار في مدينة الأقصر
في الشتاء .
- b) يفضل السواح الاجانب زيارة آثار مدينة الأقصر
في الشتاء .

a) ٦ - أمكن زراعة بعض من أنواع النباتات للغذاء في الصحراء
برش الماء .

b) أمكن زراعة بعض أنواع نباتات الغذاء في الصحراء برش
الماء .

a) ٧ - ليس من الصعب فهم العناوين في صحف الصباح بالنسبة
للمدارسين .

b) ليس من الصعب فهم عناوين صحف الصباح بالنسبة للمدارسين .

a) ٨ - استخدم المصريون في بناء الأهرامات ابحجار من جبل المقطم
منقولة على النيل .

b) استخدم المصريون في بناء الأهرامات ابحجار من جبل المقطم
المنقولة على النيل .

Home drill 4:

Fill in the blanks, making necessary addition of " الـ " whenever required in the given nouns to obtain either a delimited idāfa or a definite idāfa as indicated.

Ex.:

• _____ يزداد _____
(مخزون) (أسلحة) (دول) (عالم)

Definite-
Idāfa

• يزداد مخزون أسلحة دول العالم ←

Ex.:

• _____ تصبح _____
(صورة) (نتائج) (حرب) (عالمية) (مروعة)

Delimited
Idāfa

• تصبح صورة نتائج حرب عالمية مروعة جدا ←

Definite Idāfa:

١ - منذ _____ حدثت ثورة علمية .
(نهاية) (حرب) (عالمية) (ثانية)

٢ - كان _____ و _____
(ضغط) (تجار) (ضغط) (اعلانات)

• _____
(معب) (احتمال)

- ٣ - تعرفت بزوجي عندما كنا في _____
(فصل) (عربية)
- ٤ - اذهب الى _____ التي اضطرت أن اسافر اليها .
(قنصلية) (دولة)
- ٥ - خطر على بالي _____ المشهور .
(مكان) (ترفيه)
- ٦ - يأكل الناس _____
(حلويات) (مولد)
- ٧ - تحول اهتمامي الى الأدب الانجليزي ومن ذلك الى السياسة و _____
(دراسات)
- _____ (شرق) (أوسط)

Delimited Idāfa

- ١ - لا توجد _____ أو _____
(غرفة) (جلوس) (غرفة) (استقبال)
في الشقة .
- ٢ - خطر على بالي _____
(مكان) (ترفيه) (مشهور)
- ٣ - يدرك قواد هذه الدول _____
(ضرورة) (تجنب) (حرب) (عالمية)
_____ (ثالثة)

GENERAL NOTE

The 1st term of Idāfa:

As seen from the examples above, the Idāfa construction is composed of at least two terms.

The first term is in whatever case is appropriate to that term's role in the sentence at large.

If it is a subject, it will be in the nominative case.

If it is the object of a preposition, it will be in the genitive case.

If it is a subject of " أن " it will be in the accusative case etc.

Although the 1st term of Idāfa could be in any of the above cases, it never features the definite article or the

تنوين — — —

For a definite Idāfa, in which " ال " is linked to the last word, the first term is definite by conditioning.

For a delimited Idafa in which " ال " does not figure, but in which the second word specifies the 1st word, the 1st term is specified by conditioning.

The second term of Idāfa:

The second term in an Idāfa construction is always in the genitive case; whether it is a noun a pronoun suffix, a proper name or a noun phrase.

In case it is a noun phrase, it will be treated from the grammatical point of view as if it is one word, an entity, always in the genitive case.

The second term of Idāfa usually features the article, in case it is definite, in an Idāfa construction of 2 terms.

If the Idāfa construction is a chain Idāfa, the last of the 2nd terms of the Idāfa chain is the only term which would feature " ال " in a definite Idāfa.

The terms carrying the role of double duty--one time as a 2nd term and the other as a 1st term--toward the preceding and following words never feature " ال " in a determined Idāfa.

Note: The second term of Idāfa could be linked to the first term by the conjunction " و " .

Ex.: Each of صوت and ضوء is a second term of Idāfa .
عرض الصوت والضوء

Each of خضروات and فاكهة is a 2nd term of Idāfa
طمع تجار الفاكهة والخضروات

CONCLUSION

The main purpose of the study was to deal with the problem of Arabic writing through a survey of 164 composition papers of the advanced group of CASA students at A.U.C. during the fall semester 1987-88. This survey was limited to mistakes of linguistic nature, and focused on a particular problem: that of common and persistent mistakes. The results were to be taken as a basis for devising a remedial plan to help address these mistakes.

The analytical survey of errors showed that they could be framed within the following 24 common types:

- | | |
|--------------------------------|---------------------------------------|
| 1. Noun derivation | اشتقاق الاسماء |
| 2. Verb derivation | اشتقاق الافعال |
| 3. Noun-preposition idiom | الاستخدام الاصطلاحي للحروف مع الاسماء |
| 4. Verb-preposition idiom | الاستخدام الاصطلاحي للحروف مع الافعال |
| 5. Semantic field of nouns | دلالات الاسماء |
| 6. Semantic field of verbs | دلالات الافعال |
| 7. Word order | ترتيب الكلمات في الجملة |
| 8. Spelling | الهجاء |
| 9. Case ending | علامات الاعراب |
| 10. Definite article " ال " | ادارة التعريف " ال " |
| 11. Verb-subject agreement | مطابقة الفعل والفاعل |
| 12. Gender | التذكير والتأنيث |
| 13. Spelling of Arabized names | هجاء الاسماء المعربة |

14. Colloquial Arabic interference

تداخل من اللغة العامية في اللغة الفصحى

15. "كان" kaana and its sisters

كان واخواتها

16. "ان" ʔanna and its sisters

ان واخواتها

17. "ان" ʔann

ان كحرف مصدري ونصب

18. Relative clause

الموصول وصلته

19. "قد" qad

حرف قد

20. Demonstrative pronouns

اسماء الاشارة

21. Conjunction "و"

واو العطف

22. Conjunction "ف"

فاء العطف

23. Punctuation: Fullstop

علامة الترقيم : النقطة

24. Punctuation: Comma

علامة الترقيم : الفصلة

When the types of error were arranged to the degree of occurrence in all of the 3 periods among all of the students, the following types came at the top of the list in terms of common occurrence: spelling; noun derivation; case ending; semantic field of nouns; verb-preposition idiom; definite article "ال"; noun-preposition idiom; word order; and verb derivation.

Listing the errors according to their persistence at the end of the semester gave the following types as the most persistent types: demonstrative pronoun (a special case of the definite article "ال" mistakes but few in number); noun-derivation; semantic

field of verbs; definite article " الـ " ; and noun-preposition idiom. It was suggested above that a "drill" class should be annexed to the writing class. This class should meet two hours per week in three intermittent sessions and be called "controlled writing." A short curriculum was prepared to structure the order of teaching hours with regard to the occurrence and persistence.

Teaching material for the proposed items of teaching in this short curriculum will have to be prepared for example, a short course for treating spelling which would count heavily on reading aloud, pronunciation and dictation. Material to teach derivation should be prepared. Grammar material should constantly be revised. Material to teach idioms as used by Egyptian students should be composed.

It is recommended that this class of "controlled writing" begin early in the CASA summer semester when CASA students first arrive Cairo, in order to avoid future mistakes as far as possible in writing classes.

Since mistakes in the definite article " الـ " proved to be wide spread, a remedial plan composed of three lessons was prepared to suit CASA students. The examples and drills in the lessons were based on the students' actual mistakes as extracted from their compositions.

It is also recommended that more attention be given to the development of the complete sentence.

A further recommendation is that this controlled writing course should be offered not only to CASA students at that stage, but also

to ALU students beginning in their second semester of learning Arabic.

A controlled course of writing for beginners, intermediate as well as controlled writing course for CASA, needs special teaching material. th

This material should also include learning poetry "by heart" and be coordinated to the material taught in students' other courses.

Topics should concentrate on Media as well as on culture.

Graphical representations of the number of errors over the three periods showed some graphs with convexity due to a rise in the number of errors in the second period of the semester. These convex graphs need further investigation.

در مجوری بل

Appendices :

- | | <u>Pages</u> |
|--|--------------|
| A- A copy of one handwritten composition.... | 181-184 |
| B- Tabulation of the mistakes extracted
from the above composition | 185-187 |
| C- List of the subjects' compositions
written in the three classes during
the study periods. | 188-192 |

هر مجوري بل

بيتي

وجدنا من حسن الحظ انا وزوجتي البيت الجميل الذي نشأ

فيه الآن نوراً ووصلنا الى القاهرة . ولكن ما أتت بي بيتي ليس

بيتا في متيعة الامر بل بيتنا نفقة مفرقة جميلة تقع

في احدى احياء القاهرة واسمها جاردن ستي (وبمعنى

الاسم مدينة الحدائق بالعربية) . ونسفيد انا وزوجتي من

جاردن ستي استفادة عظيمة لاننا طالبان في الجامعة الامريكية

بالقاهرة وتقع تلك الجامعة قريب من جاردن ستي

ان شقتنا تتكون من اربع غرف وسيدة الى جانب

حمام ومطبخ ومدخل ضيق يسير الى غرفة الاكل وتشمل

الغرف التي ذكرتها مجلًا وغرفة الأكل وغرفتين النوم.

كل هذه الغرف بالاثاث الاثريه التي قد جمعها صاحب شقتنا أثناء

السنوات الاخيره. وبالإضافة الى هذه الغرف واثاثها توجد شرقاً

كبيرة تطل على الشارع. وهناك ايضاً في شقتنا المجهزان

اللذان هما من امم النواع المجهزات في القاهرة وهما المكينه

والهاتف المحمول.

تقع شقتنا في الطبقة الثالثة من عمارة طويلة قائمة في

شارع جمال الدين ابو الحسن. وهذا الشارع ضعيف ولا يكون

مجيد فيه الا في الصباح حين يوجد المرور وكثرة الناس الذين

يمرون بأشارع امام عمارتنا إلى أعمالهم. وكما ذكرنا

ما بين توجد قوائد عديدة بالنسبة موقع سقنتنا

منها هي ان هناك صيدلية بجانب سقنتنا وايضا هناك

عيادة كبيرة عبر الشارع ويجهل عدد من الاطباء والاختصاصيين

في هذه العيادة. واعتقد ان قد يكون قرب هذين الموضعين

مفيدا جدا في حالة مرض واحد منا.

اننا سعدان جدا في سقنتنا ولا سيما من وجهة

مقارنة -- اذا قورنت سقنتنا القاهرية بالسقنة التي

في الولايات المتحدة الامريكية اخيرا فنرى السبب لحدوث

فهما تائما : السقّة التي نكن فيها الآن أجمل من سقّتنا

الامريكية الاخيرة واكبر منها. وبالاضافة الى كل ذلك سقّتنا

القاهرية أرخص من تلك السقّة الاخيرة ! وما أجس من

الأحوال تقع سقّتنا الحالية في وسط مدينة من أفقر

مدن العالم !

Error Code	Sentences with mistakes	Error	Comments
II.3.a.1	تقع شقتنا في إحدى أحياء البامزة واسمها جاردن سيتي	Idafa non-agreement of noun gender	أحد أحياء البامزة واسمها جاردن سيتي perhaps, confusion resulting from forming agreement with the word "city" which is feminine in Arabic
II.3.a.2	وستفيد أنا وزوجتي من موقع جاردن سيتي استفادة عظيمة لأن طالبان في الجامعة الأمريكية	Spelling and omission of suffix pronoun ل	لا تبتأ Sound interference due to quick strategy resulting in using "shadda" on ل when clustered with another
II.3.a.3	وتقع تلك الجامعة قريب من جاردن سيتي	Adverb wrong inflection	قريباً inadequate learning
II.3.a.4	وتشمل وفرفيتين النوم	Idafa non-omission of the dual "ن" in the idafa construction and wrong inflection	قريباً inadequate learning in the idafa of dual nouns
II.3.a.5	وتفرض كل هذه الغرف بالأثاث	Verb tense: use of imperfect for perfect	قريباً Verb form II was chosen from the dictionary and made imperfect
II.3.a.6	بالأثاث الأثرية التي جمعها صاحب شقتنا	Gender wrong gender of noun	بالأثاث الأثرية التي جمعها صاحب شقتنا inadequate vocabulary
II.3.a.7	الجهازان اللذان هما من أهم الجهارات في القاهرة	Broken plural wrong derivation of broken plural	الأجهزة

Error Code	Sentences with mistakes	Error	Comments
II.3.a.8	وهما المكتبة والهايف المعمول	Vocabulary choice of wrong verbal noun	Inadequate vocabulary المعمول الطابق الثالث
II.3.a.9	تقع شقتنا في الطيقة الثالثة من عارة	L1 interference	semantic field
II.3.a.10	شارع جمال الدين أبو المحسن	Spelling use of short for long vowel	أبو المحاسن
II.3.a.11	ولا يكون اضمحج فيه إلا في اصباح	Spelling omission of "ل" in the article	الصحيح - الصباح sound interference - sun letter
II.3.a.12	حين يوجد المرور وكثرة الناس الذين	additive non-agreement of additives	يوجد و يكثر Inadequate drill in the agreement of additive verbs
II.3.a.13	وكما ذكرت في ما سبق	writing script error	فيما Inadequate drill in the writing of attached and disattached letters
II.3.a.14	ترجع فوائد عديدة بالنسبة لموقع شقتنا	Preposition omission of a necessary preposition inside a sentence	بالنسبة ل Inadequate learning in the use of prepositions after certain words
II.3.a.15	فوائد عديدة وإحدى منها هي أن	Derivative use of wrong derivative	واحد اها confusion between two alternatives
II.3.a.16	ويعمل عدد من الأخطاء، وإلا خصائص في هذه المسألة	Spelling and Grammar omission of الا خصائص	sound interference due to quick strategies in meetings 3 clustered 1 in

Error Code	Sentences with mistakes	Error	Comments
II.3.a.17	وأعتقد أن قد سيكون	1. omission of the subject of <u>إن</u> in <u>إنه</u> 2. Wrong verb tense in <u>قد يكون</u>	inadequate learning of the use of <u>إن</u> and <u>قد</u>
II.3.a.18	قرب هذين المؤسستين	Demonstrative pronoun non-agreement of <u>هاتين</u> in noun in gender	lack of drill in the agreement of demonstrative pronouns with nouns.
II.3.a.19	إذا قوربت شفتنا الفاهرية بالشفقة التي سكتنا فيها في الولايات المتحدة	Spelling: use of additional ن instead of "shadda"	automatic addition of the suffix <u>سكتنا</u> pronoun "نا" to the verb without omission of a "ن" and using a "shadda"
II.3.a.20	إذا قوربت ففتح السبب لسعادتنا	Preposition 1) use of <u>إن</u> instead of <u>ل</u> as prefix to the second verb after <u>إذا</u> 2) use of <u>السبب</u> instead of <u>السبب في</u>	inadequate drill in the use of <u>إذا</u>
II.3.a.21	شفتنا الفاهرية أرخص	Spelling use of non-emphatic for emphatic sound <u>أرخص</u>	2) inadequate drill in the use of prepositions after certain words sound interference of <u>س/ص</u>
II.3.a.22	وما أحسن من الأحوال تقع شفتنا في وسط	Superlative wrong formation of superlative	<u>وما أحسنها من حال أن تقع</u> inadequate drill in the superlative form in Arabic; and non-standard arabic language interference.

Period	Date of deliv.	Code	Subjects of Compositions	Delivered by Students							
				1	2	3	4	5	6	7	
1 Sept. 15 to Oct. 20	22.9.87	a	I was born in....	x	x	x	x	x	x	x	
	13.10.87	b	E1 - Tahrir Square	x	x	x	x	x	x	x	
	15.10.87	c	My city	x	x	x	x	x	x	x	
	23.9.87	j	The refrigerator	x	x	x	x	x	x	x	
	23.9.87	k	The tree	x	x	x	x	x	x	x	
	2 Oct. 21 to Nov. 30	29.10.87	d	What to do if you have to travel immediately		x			x	x	x
		3.11.87	e	Why people become religious		x			x	x	x
		16.11.87	f	Bargaining	x	x	x	x	x	x	x
		16.11.87	g	Comparison between the car and the bus		x			x	x	x
		11.87	h	Why did I choose my profession		x			x		x
19.11.87		i	Old people are a load on the society		x			x		x	
20.10.87		l	Directions for using the dictionary		x			x		x	
19.10.87		m	Directions for using the lift		x			x		x	
23.10.87		n	Direction for starting a car	x	x			x		x	
27.10.87		o	Recipes		x			x		x	
10.11.87 10.11.87		p q	Hamburger		x			x			
			French Toast		x			x			
			Potato Salad		x			x			
			Lebanese Taboula		x			x			
			Defining the Sea		x			x			
Defining absence from the homeland		x			x						

Period	Date	Code	Subjects of Compositions	Delivered by Student						
				1	2	3	4	5	6	
1 Sept. 15 Oct. 20	29.9.87 4.10.87 20.10.87	a b c	Cairo A friend coming to Cairo القاهرة صديق قادم إلى القاهرة	x	x	x	x	x	x	
			A friend going to the States صديق ذاهب إلى أمريكا	x	x	x	x	x	x	
2 Oct. 21 Nov. 30	27.10.87 6.11.87 6.11.87 16.11.87 16.11.87 16.11.87 16.11.87	d e f g h i j k l m	This picture reminds me of... تذكركني هذه الصورة ب... اختر موضوعا	x	x			x	x	
			Choose a subject خطاب	x	x			x	x	
			A letter مقارنة بين مد ينتين	x	x					
			Comparison between 2 cities مقارنة بين الكتابة و فن الرسم					x		
			Comparison between writing and painting مقارنة بين أختين						x	
			Comparison between 2 Sisters مقارنة بين لغتين							x
			Comparison between 2 languages مقارنة بين الأعياد							
Comparison between feasts مقارنة بين الأعياد										
	16.11.87 16.11.87 16.11.87		Women of Japan نساء اليابان	x	x			x	x	
	16.11.87		Where do you go this week						x	

Period	Date	Code	Subject of Compositions (Class 3 cont'd)	Delivered by Student						
				1	2	3	4	5	6	
3 December 1 to January 5	1.12.87	n	The trip							
	29.12.87	o	The holidays							
	8.1.88	p	Analysis and criticism							
	8.1.88	q	Circumcision							
	8.1.88	r	Economics of Rumania							
	8.1.88	s	She awoke at midnight							
	8.1.88	t	Catholic religion							
	8.1.88	u	Occupied land today							
	8.1.88	v	A Palestinian Film							
	8.1.88	w	Israeli army action							
8.1.88	x	Poor American Negros								
8.1.88	y	"The City Bottom" Film								
8.1.88	z	A book I read								

الرحلة

الاجازة

تحليل ونقد

الختان

الموضع الاقتصادي في رومانيا

استيقظت نصف الليل

الدين الكاثوليكي

الأراضي المحتلة اليوم

فيلم فلسطيني

نشاط الجيش الاسرائيلي

الفقراء السود في أمريكا

فيلم قاع المدينة

كتاب قرأته

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