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**A STUDY OF COMMON ERRORS BY SECONDARY SCHOOL LEARNERS OF  
ARABIC LANGUAGE IN NAIROBI COUNTY.**

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## DECLARATION

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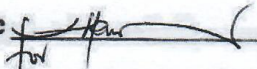
This project is my original work and has not been presented for award of any degree in any University.

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## **DEDICATION**

I dedicate this work to my loving family, for having constantly encouraged me to become the best that I could. God bless you all!

## **ACKNOWLEDGEMENTS**

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## ABSTRACT

Arabic is among the world's oldest languages. Besides its predominance in the Middle East, Arabic is spoken in North Africa and some parts of Far East Asia. Considered the official Islam language, it is widely used as a communication tool by Muslim faithful across the globe. This is, of course, not without the common spelling mistakes witnessed among those new to the language, which sometimes causes communication breakdown. Consequently, this study was carried out to assess some of the common errors among secondary school learners of the Arabic language. The following specific objectives guided the research; (i) To identify common errors committed by secondary school learners taking Arabic as a foreign language, (ii) To establish and explain the source of such errors, and (iii) To propose a possible solution(s). The descriptive survey research design was adopted. Four Secondary schools in Nairobi County were identified for the research, targeting more than 148 students of both genders. The stratified sampling method was employed. First, Public and private schools were divided into several strata. Afterward, 44 Form Three and Form Four students were randomly selected from the strata, constituting 30% of the entire population. To identify errors, the researchers embarked on steps and procedures which included; (i) Collection of samples of learners' languages, (ii) Conducting of written tests for students in forms three and four, (iii) Analysis of all errors according to language order and (iv) Carrying out a comparative analysis in regards to related studies. The study's findings were that poor Arabic proficiency among Arabic learners resulted from the lack of a proper grasp of the language's basic vocabulary and application concepts. Not only did this negatively affect their understanding, but also their ability to express themselves. It was observed that students struggled with the proper use of verbs and phrasal verbs in structuring sentences. In addition, the inability to properly apply pronouns and prepositions made it difficult to translate phrases from active to passive voices and vice versa. The study recommended that learners continue using print, audio and visual materials to enhance their grasp of Arabic's basic vocabulary and application of concepts. Further, it was recommended that students develop a culture of communicating in Arabic more frequently, as this would greatly enhance their ability to express themselves. To generally improve the quality of Arabic language training in Kenya, this study recommends that the government, through the ministry of education, should facilitate the hiring of properly trained and qualified Arabic instructors.

## LIST OF ABBREVIATIONS

<b>Acc:</b>	accusative
<b>Adj:</b>	adjective
<b>Al:</b>	Arabic Language
<b>EA:</b>	Error analysis
<b>Gen:</b>	genitive
<b>KCSE:</b>	Kenya certificate of secondary Examination
<b>L1:</b>	First language
<b>L2:</b>	Second language
<b>N:</b>	noun
<b>Nom:</b>	nominative
<b>Nt:</b>	native language
<b>P:</b>	Preposition
<b>Tl:</b>	target language
<b>V:</b>	verb
<b>T AFL:</b>	Teaching Arabic as Foreign Language
<b>EFL:</b>	English as Foreign Language
<b>ESL:</b>	English as second language

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Arabic is one of the fastest-growing languages in the world (Al-Sharkawi, 2016). Not only is it the first language in more than 26 countries in the Middle East and North Africa, but also widely used by Muslims as their official language of worship (Versteegh, 2014). Over the decades, Arabic has become an important language in international trade, especially in the oil and gas industry. For instance, in East Africa, particularly along the coast, Arabic was introduced by Arab sailors who made frequent visits to the region for trade and, later, settlement (Andrea & Overfield, 2015).

As time went by, their influence on the region was evident as Arabic became a dominant language along the East coast of Africa (Andrea & Overfield, 2015). In addition, the language is fully recognized by the United Nations, as it is listed among the official international mediums of communication (Al-Sharkawi, 2016). As a result, learning and studying Arabic remains an interesting prospect for many.

In Kenya, especially on the mainland, where the language is not as predominant as on the Coast, Arabic is taught as one of the optional foreign language courses offered in several secondary schools (Richards, 2018). From the perspective of most natives, the process of learning a foreign

language can be quite hard, as many of its component structures might not be anywhere near those of the native language (Richards, 2018). This explains why foreign language learners initially experience difficulties in expressing themselves clearly.

According to Brown (2010), it is a difficult process that requires a lot of effort for learners to acquaint themselves with a second or foreign dialect. Consequently, a learner is bound to commit phonological, semantic, syntactic and linguistic errors (Corder, 1981). Corder (1981) and Brown (2010) concur that the commission of such errors in both written and oral communications can be used to gauge a learner's progression. Therefore, it follows that to assist a challenged learner positively, it is important to pay keen attention to the errors committed.

Of all mistakes committed by Arabic learners, those involving spelling are the most common. According to Smedley (2013), spelling errors often lead to communication breakdown, as the writer cannot effectively communicate with the reader. Research experts, including Koda (2011) and Fender (2008), further re-iterate the fact that poor spelling often translates to poor reading. Poor spelling leads to a negative impression in official capacities and hinders the development of learners' literacy skills (Fender, 2008).

According to Swan and Smith (2017), most English speakers find communicating in written Arabic challenging. This owes to the fact that these two languages are very distinct regarding their linguistic features. For instance, in the English language, writing and reading start from left to right, while it is the other way around in Arabic. The other distinct feature is when it comes to the use of silent letters, which is common with English terms as opposed to Arabic (Swan & Smith, 2017).

## **1.2 Statement of the Problem**

Secondary school students taking Arabic as a foreign language are known to commit many linguistic errors in their language usage, both written and oral (Al-Sobhi et al., 2017). This is largely attributable to the influence created by their first and/or second languages (L1/L2), which may not be related to Arabic in terms of structure (Swan & Smith, 2017). There are several compelling reasons for examining this phenomenon. Nassaji (2011) states that using the verb, a key area of grammar, causes so much strain on those taking Arabic as a foreign language in school.

Therefore, there is no denying that regardless of how important it has become, studying Arabic is proving a challenge to most learners (Al-Jarf, 2010). This study was, therefore, intended to examine written errors made by Arabic students from a linguistic point of view. This was intending to suggest possible solutions to the problem.

## **1.3 Objectives of the Research**

### **1.3.1 General Objective**

The general objective of this study was to examine the Common Errors committed by Secondary School learners of the Arabic language

### **1.3.2 Specific Objectives**

This study was guided by the following specific objectives;

- i. To identify common errors made by learners of Arabic as a foreign language in secondary schools.
- ii. To explain the causes of such errors
- iii. To suggest possible correction mechanisms

#### **1.4 Research Questions**

- i. Which are the common errors made by learners of Arabic as a foreign language in secondary schools?
- ii. What are the causes of errors by Arabic learners?
- iii. Which are the possible correction mechanisms to the Arabic errors?

#### **1.5 Rationale of the Study**

Based on the reviewed literature, many studies have been carried out in various countries, including Kenya, in relation to the topic. Even so, the literature review did not reveal or come across any research in Kenya on secondary school learners and the Arabic language. Guided by the desire to contribute to the knowledge/research gap in Kenya, this study was deemed necessary in order to help generate greater insight into the common challenges encountered by secondary school learners taking on Arabic as a foreign language and solutions to that.

#### **1.6 Scope and Limitations**

The study limited its focus to secondary school students taking Arabic as a foreign language in Nairobi. The choice of secondary schools as the study sample was driven by the Ministry of Education recognizing Arabic as one of the foreign languages offered in secondary schools. In addition, the sample size was limited to 4 schools, with two being private and two public. While some of the selected schools offer Arabic lessons under the Kenyan curriculum, some offer it under the British curriculum, while some use a mixed approach.

The study investigated the competence and performance of Arabic learners in Forms 3 and 4, as students at this level are considered to have covered substantial ground to facilitate their clear communication in both written and oral forms. The four schools altogether had about 148 Forms 3 and 4 students. Errors under consideration were spelling, tense and syntax.

## **1.7 Theoretical Framework**

The study was guided by the Error Analysis Theory developed by Corder (1967) and published in *The Significance of Learners' Errors*. It was an alternative to contrastive analysis which dominated in those years. The contrastive analysis approach was based on behaviorism. The theory suggested that errors were committed due to the persistence of existing habits of the native language in the new target language. The scholars of the contrastive analysis depended on comparing the forms of the native language to those of the target language to predict and explain the errors. Therefore, all errors underwent the same method, and whichever did not undergo the same routine was ignored (Corder, 1967).

According to Ellis (2017), the field of error analysis is closely associated with the work of Corder, who published several articles (Corder, 1967; 1973) around the 1960s and 1970s and posited that examining errors is a way of investigating a learning process. Corder also helped to create a methodology for conducting analysis. Error analysis felt that contrastive analysis could not predict most of the errors, although more important aspects have been integrated into the study of language transfer.

The theory gave errors an important role in the acquisition of the second language that they were no longer perceived as unwanted forms of the language as viewed by teachers and researchers but as an integral part of the learning process since they show that a learner is making an effort of acquiring certain principles of a language (Corder, 1967). When identified, errors may help a teacher guide the learner to overcome this problem, and it helps to put up a learner-friendly syllabus.

Additionally, Corder (1967) opined that errors were not formed because of the learner's native language only but also reflected some common learning strategies, thus further enhancing the

understanding of the fundamentals second language acquisition. Further, Corder (1967) distinguishes errors from mistakes. Mistakes are kin to a slip of the tongue, so it is a one-time event that can be corrected if need be. For instance, *I late*, meaning *I am late*. On the other hand, errors are systematic and likely to become repetitive without a learner's notice, as they have been incorporated into the learner's system (Corder, 1967). In that case, errors only become errors from a researcher's or teacher's perspective but not from the learner's (Gass et al., 2020).

Further, Corder (1967) classified errors into either local or global. Local errors also referred to as overt errors, are obvious even out of context. On the other hand, global or covert errors are evident only in context. Grammatical errors can also be categorized into language phonological errors, syntactic errors, and lexical errors (Gass et al., 2020).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Global View on Common Errors among Language Students: An Analysis of Studies

This section analyzes empirical literature from other scholarly works and studies across the globe.

French (2011) examined the causes and solutions to common errors that Arabic-learning students from the Philippines, India, Malta, China, Hawaii, West Africa, Japan, and Burma experience. The findings were that most mistakes result from the complexities of Arabic and the students' cognitive styles and learning methods. The research, therefore, concluded that as opposed to a learner's native language, the target or new language is the primary cause of language interference errors. The study further showed that a learner's incapacity to understand when and where particular grammatical rules apply could also be attributed to some of the common mistakes in what the authors called *the queer processes of cerebral gestation* (French, 2011). However, due to the inclusion of multiple countries with diverse cultural practices and linguistic groups, the findings cannot be seen as generally conclusive.

In another study, Nassaji (2011) assessed several learner mistakes related to phrasal verbs, lexis, and coherence. A group of post-secondary college-entry-level students at a Malaysian university comprised the 162 scripts used as a basis for the study. After analyzing the verb phrase, the study found that the learners' difficulties were related to passive voice and tense agreement, with both intra-lingual and inter-lingual factors as possible contributors. The respondents struggled with lexis due to lexical item confusion based on the ignorance of collocational possibilities, the similarity of meaning, and limited vocabulary. This led to improper lexical selections, lexical omissions, and word translations. Therefore, per the study, the main causes of errors include

learners' ignorance of collocational restrictions, negative transfer, and mutual interference between lexical elements in the target language (Nassaji, 2011). Having been conducted in the set-up of a developed country, this study fails to generate insight into issues experienced by Arabic learners in second and third world countries.

English spelling mistakes made by first-year students at Dongola University were investigated by Benyo (2014) to determine the causal factors. The study involved two hundred Sudanese EFL students in two different faculties sitting two spelling exams (pre and post-intervention). The students were given a post-intervention spelling test two months after a pre-intervention test. It was found that students have trouble understanding English vowels and some English sounds that are absent from Arabic (Benyo, 2014).

Alhaisoni (2015) examined English spelling errors made by 122 Saudi EFL students at Ha'il University. The students were instructed to select one of four suggested subjects to write a well-structured and clear essay. The researcher stratified the spelling mistakes made by the students into four categories: insertion, transposition, omission and substitution. The students produced 1,189 spelling errors, 462 errors of omission and 429 substitution errors. Most of the errors were due to incorrect pronunciation and usage of vowels. The research associated the students' first language interference with the irregularity of English spelling (Alhaisoni, 2015).

Samhoury (2014) studied errors in examination scripts of Damascus student. The study suggested that errors would emerge in situations of contradiction between the structure of Arabic and English, which highly affects word order, verb construction and tense. Nonetheless, the study was more of contrastive research than an analysis of error, and this explains why statistics on errors made by the students and the frequency of it were not provided (Samhoury, 2014).



Scott and Tucker (2014) studied the English competency of 22 Arab students whose data consisted of oral and written samples obtained at the start and completion of the course. After a syntactic error analysis, the results revealed that most errors appeared at the beginning and end of the phrases in verbs, prepositions, articles, and relative clauses. For instance, prepositions had equal rates in both groups, while on the other hand, verbs exhibited different patterns in both samples. The obvious verb errors were in copula and auxiliary; auxiliary verb faults comprised redundant use, substitution, and omission. The omission or substitution of the copula by another verb was the most common error. The bulk of tense mistakes occurred in tense succession (Scott & Tucker, 2014). While Scott and Tucker's research focused on Arab students taking English as a foreign language, the current study focuses on Kenyan learners taking Arabic as a foreign language.

Further, Scott and Tucker (2014) suggested that challenges experienced by students in writing could be a result of classical Arabic, whereas colloquial Arabic could trigger challenges in speaking. Nonetheless, the study has a number of both theoretical and methodological limitations. First, the sample size of 22 participants is too small to support true and robust conclusions concerning Arab learners' acquisition of English syntax. Also, their explanation of the sources of errors lacks sufficient evidence. For example, the scholars suggested that the introduction of the presumptive pronoun in the written English of Arab learners results from intra-lingual developmental element (Scott & Tucker, 2014). However, the presumptive pronoun is usually a result of a transfer from Arabic language.

Daud et al. (2005) investigated written errors in grammar, sentence structure, lexis, and orthography among 127 Arabic students at the National University of Malaysia's Arabic Department, Faculty of Islamic Studies. Daud et al. (2022) postulated that Malay students

struggle significantly with written Arabic. The majority of grammatical mistakes resulted from the use of definite articles, gender, and prepositions. The use of the glottal stop hamza caused the most orthographic problems. The lexical problems experienced, as per the study, were largely due to incorrect word choice. The study concluded that most errors were associated with mother tongue interference, the Arabic language, or student performance. The interference from the native language was caused by Malay's sentence patterns and grammar system, which is distinct from Arabic. The limiting factor for Daud et al.'s (2022) study, in relation to the current study, lay in the fact that it was conducted on post-secondary students instead of secondary school students.

A closely related study is that of Abdalla (2015), which aimed to identify and analyze the most prevalent grammatical faults of Malay pupils when writing in Arabic. It examined the fundamental types and reasons and the significant distinctions between and among grammatical faults. The sample comprised 100 undergraduate students at the International Islamic University of Malaysia, with Arabic as a major or minor course. Data was sourced from 200 student-written compositions. The survey highlighted that the learners made 2233 mistakes, with definite articles comprising 26.5% of the total figure, declension 19%, gender 12.9%, prepositions 23.5% and tense 18.1% (Abdalla, 2015). The study, overall, established that students with greater skills in grammar make fewer errors compared to those with weaker skills.

Hamdallah (2011) examined written syntactic errors made by students of Arabic origin taking English classes at An-Najah National University, Jordan. Fifty compositions written by the learners were analysed. The study found that: i) learners found five key noun phrases and verb forms challenging. These included relative articles, clauses, tense, concord, aspect, and prepositions; ii) a multifactor approach that considers the foreign learners and other teaching and

learning strategies that should be used to explain learners' errors in second language learning; iii) the errors resulted from simplification, interference, and overgeneralization; and iv) poor teaching methods have influence on learning a second language (Hamdallah, 2011).

Al-Khasawneh and Maher (2010) investigated the academic writing issues faced by postgraduate Arab students at the University of Utara Malaysia. The findings were that students had grammar, spelling, reference, vocabulary register, and concept structure issues. Ghabool et al. (2012) conducted a similar study that investigated writing problems among Malaysian ESL students to understand difficulties experienced in the three areas of the writing development process - language use, punctuation, and conventions - from the perspectives of teachers and students. The study's instruments consisted of an essay and a questionnaire. The results indicated that Malaysian ESL students struggle with writing assignments, particularly language use and punctuation (Ghabool et al., 2012).

Meziani (2013) examined 50 Moroccan literacy students who had studied English for two years and were in their senior year of high school. The study aimed to understand the difficulties Moroccan pre-university English learners face. The study's outcomes were that the tense category had the highest frequency of errors, followed by prepositions and articles, possessive, singular/plural pronouns, word order, and concord (Meziani, 2013). The limiting factor of the study is that it did not attempt to establish the source of errors.

Khuwaileh and Shoumail (2010) investigated the writing weaknesses of students in both Arabic and English in order to establish whether there was any correlation. The participant's performance was similar in both languages, concluding that some inter-language errors reflect pupils' difficulties with their native tongue. In other words, pupils mistook two identical Arabic words for one another, which showed in their English. A closely related study by Al-Damiree &

Bataineh (2015) attributed the high number of mistakes made by Jordanian undergraduate EFL students in their use of the indefinite article to various factors, the obvious one being a direct translation from the native language. In order to look at the frequent grammatical mistakes made by third-secondary school boys in the eastern United Arab Emirates, Hourani (2018) conducted a study. He estimated that 38% of all inter-lingual transfer mistakes were present.

According to Jassem (2000), El-Hibir (2016) studied errors made by students in secondary schools in Sudan, where an attempt was made to identify the root cause of errors with verbs, concords, articles, and prepositions. The findings were that most errors were caused by the interference of the student's first language. The study made no effort to specify the types or frequency of errors. Al-Tamimi (2018) examined unstructured writing by first-year students at Sudan's Khartoum University. The study addressed the significant verb tense and tense noun errors. The data primarily contained verb, concord, article, tense, and prepositional errors. Al-Tamimi (2018) provided various justifications for the inaccuracies. After that, a comparative analysis was carried out between the errors and the native language's structures.

Chebet (2016) investigated errors committed by some Kiswahili speakers of Nandi origin. In her research, she established that most errors committed by Nandi were a result of poor apprehension of both phonological and morphological aspects. In addition, the study revealed that several Kiswahili phonetics were absent in the native language and vice versa, complicating an attempt at proper pronunciation and articulation of some words. The study's limiting factor in relation to the current study is the fact that it only focused on a certain geographical location and only assessed Kiswahili language syntax errors (Chebet, 2016).

Simiyu and Buregeya (2010), in his thesis on Morpho-syntax errors committed by form three Kiswahili-learning students in Nairobi, found that even though students could express

themselves well in their written work, there existed frequently repeated grammatical errors. Such a trend was attributed to overgeneralization and improper application of the rules learned. In addition, native language interference was also stated to be a contributing factor. Again, the study's limiting factor in relation to the current study is that it only assessed Kiswahili language syntax errors (Simiyu & Buregeya, 2010).

Mwaniki (2001) investigated the causes of syntactic deviations in the inter-language of students of Kikuyu origin taking English as their second language. The study was carried out on standard 7, 8 and form 2 students. The investigation captured a sample of 864 students from 20 schools. The study findings were that even though students made errors in their work, the level of errors depended on their level and exposure to the English language (Mwaniki, 2001). Those in the upper classes showcased few errors due to substantial exposure compared to their counterparts in the lower classes. The study also established that errors were generally committed in the deviation in tenses, models, auxiliaries, prepositions and adverbs. The study lamented that despite the learners' efforts in employing different processes and strategies in formulating sentences, the effects of direct translation from their native language were bare. The most stand-out fact from the above empirical review is that none of the reviewed studies were conducted in the Kenyan context regarding secondary school learners of the Arabic language. It is this gap in knowledge that this particular study seeks to attend to (Mwaniki, 2001).

## **2.2 The Concept of Common Errors**

Concerning linguistics, different scholars have come up with numerous definitions as pertains to errors. According to Corder (1967), it denotes a structural flaw resulting from a learner's lack of language proficiency. Ferris (2011), on the other hand, considers errors to be "lexical, syntactic, and morphological forms, deviating from the rules of the target language, thus breaking the

potentials of a competent native speaker." Scholars also have differentiated language errors from language mistakes. Green and Tanner (1998) considers a mistake as a slip of the tongue, thus the learner may be knowledgeable about the appropriate form but it could momentarily escape the mind. In addition, Green and Tanner (1998) attribute such mistakes to fatigue. From the perspective of Gass et al. (2020), while correcting an error may take some time, it takes even less time to correct a mistake. This owes to the fact that errors are systemic, which means they are more likely to occur frequently and even go unnoticed by the learner.

Al-Barakat and Bataineh (2011) studied the causes and solutions to writing issues among Jordanian elementary school children. According to students, instructors, and educational supervisors in Oman schools, this research attempted to unearth the true causes of poor Arabic writing habits among students in the fourth, seventh, and tenth grades and to develop and test a rehabilitative model. The findings indicated that modifying the letter's appearance by adjusting its location or linking or splitting its letters poses a challenge for students. After reviewing these studies, the researchers discovered spelling challenges across all educational levels. The study also revealed that while almost all students encounter errors in spelling, it becomes less of a problem as they advance up the ladder of education (Al-Barakat & Bataineh, 2011). Previous studies have also identified factors that may have contributed to this phenomenon. In addition to offering financial and ethical incentives, the earlier studies also suggested intervention plans and techniques, for instance, using an integrative approach in spelling instruction, including taking addressing the instructors' needs as they are the foundation of successful mastering of Arabic domains. The researchers noted the following as important components of effective spelling instruction: (a) practice, instruction, and testing reading, spelling, and functional writing, (b) making an alert in case of spelling errors, (c) limiting and monitoring spelling errors, (d)

emphasizing spelling errors in language texts, (e) specifying the pass mark of excellence in writing grammar. If faithfully and carefully adhered to, the above techniques can effectively tackle the problem (Al-Barakat & Bataineh, 2011).

Similarly, Albalawi (2016) analyzed and classified the spelling mistakes made by baccalaureate students at Saudi Arabia's Tabuk University. Forty-five Saudi EFL individuals were involved in the study. The students' spelling issues were divided into errors of addition, substitution, and omission. The results demonstrated that spelling errors might be resulting from the non-phonetic character of English spelling and the distinctions between Arabic and English sound systems (Albalawi, 2016).

Rass (2015) investigated the difficulties experienced by Palestinian Arab EFL students in composing coherent English paragraphs. The results demonstrated that students had several issues, notably in the four key areas of sentence construction, paragraph structure, content, and organization in English composition. She also established that the transfer of their native language's writing style was the root-cause of most of the issues (L1 transfer) (Rass, 2015).

Similarly, Mehdi (2018) researched the typical grammatical mistakes secondary-level Emirati male students made when writing English essays. Word order, passive writing, plurality, subject-verb agreement, verb tense and form, prepositions, auxiliaries, and articles were among the most prevalent and obvious grammatical faults observed.

According to Ellis (2017), errors are indicators of a student's competency gaps. This owes to the learners not knowing what is appropriate. From a different perspective, errors are considered sporadic performance failures or verbal mishaps (Brown, 2000). Errors become systematic because a learner might not be able to observe and sufficiently appreciate their repetitive nature

keenly. Consequently, instructors and researchers are better positioned to notice the systematic and repetitive nature of errors.

Adopting Arabic is considered a linguistic paradigm shift for many learners, and challenges are, therefore, to be expected and appreciated. Zhao (2019) focused on direct transfers in examining errors from a different perspective. Zhao (2019) defines direct transfer as the translation of a learned aspect from one set to a different one. Zhao (2019) further sub-divides transfers into positive and negative. Positive transfer occurs when a learner applies first-language rules to second-language rules in an effective manner, especially when there are several similarities between the two languages. Negative transfer means applying the first language rules to the second language ineffectively, especially in situations where there are no striking similarities between the two languages (Zhao, 2019).

Diab (1996) focused on English-learning Lebanese students with Arabic as their first language. As per the study's findings, most of their target language mistakes involved capitalization, punctuation, spelling, and grammar. The findings further demonstrated how Arabic language transfer affected Lebanese students' English writing on semantic, grammatical, syntactic levels, and lexical (Diab, 1996).

In their attempt to study the issues Arab English learners face in the initial stages of the course, Kharma and Hajjaj (2019) acknowledged four key areas of difficulty. First, they discovered that several pairs of consonant sounds create confusion among many Arab students. Second, students break up the lengthy consonant clusters with a short vowel. Third, L1 interference causes some diphthongs to be substituted by other sounds. Last but not least, Arab students frequently struggle with different vowels. Language compartmentalization is the idea that L2 should be formed independently from L1 to prevent L1 interference (Cook, 2018).



Macdonald (2018) advises instructors to communicate using mime or demonstration if they have no otherwise. Nonetheless, some studies support the use of L1. For instance, Willis and Willis (2017) argue that L1 cannot be evaded in L2 courses because of its potential benefits, particularly for beginning students. For example, some instructors have observed that students who completed a job in L1 before completing it in L2 made commendable progress in L2 and used L1 less frequently overall.

Harbord (2012) holds a similar opinion. He views L1 as a natural instrument for teacher-student communication, such as when providing directions in class, but he is adamantly opposed to utilizing L1 to clarify grammar. Butzkamm (2013) backs up the justifications mentioned above for using L1 and states that L1 encourages learners' reliance on L2. Cameron (2016) suggests that using the target language as much as feasible and ensuring that students use their first language helps their language development. Similarly, Salem (2007) in a study involving students at Al-Azhar University in Egypt revealed that most students struggled with idioms, vocabulary, cultural knowledge of the English language, and rhetorical devices. According to Salem (2007), the students in the study were English majors at the university; therefore, their mistakes reflected their advanced level.

According to Kharma and Hajjaj (2019), Arabic spelling is predominantly regular in contrast to English. Fisiak (1981) and Odlin (2017) stated that the student is frequently misled by the visual depiction of sounds as in English, Spanish and Arabic, which are languages of intonation. The intonation signals are significant since they convey the emotions of the speaker and give cues for starting and closing sentences and signaling exchanges during turn-speaking. A resemblance in the supra-segmental patterns of two languages provides a student with significant advantages while gaining knowledge of the target language's syntax (Keller-Cohen, 1979). The current study

will seek to examine the pronunciation mistakes made by native Arab speakers and categorize them into fossilized and non-fossilized faults. According to Ouden (1995), the spectrum of syllable structure patterns used by Arabic and English languages differ significantly. This leads to the conclusion that significant interference is anticipated once English becomes the target language of Arabs.

The voiceless stop consonant /p/ does not exist in Arabic but occurs in English, according to Zimmermann's (2009) table of words utilizing the minimum pair /p/ and /b/. Similarly, Swan and Smith (2017) demonstrated the minimum pairings of /f/ and /v/, which explains why Arabic lacks the phoneme /v/, Arabic also lacks the voiced phoneme, unlike the /p/ instance. According to Demirel (2017), Arabs make four different sorts of grammatical mistakes, one of which is the phonological error, in which students mix up the sounds /b/ and /p/, /v/ and /f/, and /e/ and /i/. Numerous intra-language mistakes were enumerated by Demirel (2017), including oversimplification, overgeneralization, hypercorrection, improper instruction, avoidance, insufficient learning, and erroneous notions imagined. According to Towler, M. (2021), diglossia affects Arabs, causing them to use slang Arabic rather than "Fusha" or Modern Standard Arabic. Even Among Arab nations, there exists language differentiation. Egyptian Arabic learners have difficulty pronouncing the consonants /p/, //, and/v/. According to Zimmermann (2009), these sounds are transcribed as [b], [s], [s], and [f] accordingly. Such an observation was validated by Rini et al. (2022) using Egyptian participants. However, Messiha (2015) noted that not all Arab speakers experience the same issues with interdental fricatives as Egyptian speakers. According to Gordon (2005), Ethnologue offers 35 different Arabic dialects. These Arabic dialects are spread out across 21 countries, although they are not only spoken in Arab countries but also

countries like Afghanistan, Cyprus, Malta, and Uzbekistan. There are four dialects spoken in Saudi Arabia: the Hijazi, Gulf, Standard, and Najdi spoken dialect.

According to Scott and Tucker (2014), colloquial Arabic is the cause of some examples of mistakes in spoken English by Arab learners since particular Arabic dialect speakers make distinct mistakes. According to Yost (1959), Lebanese and Syrian English learners frequently struggle to discriminate between particular sounds, such as [s] and [t]. This is because [s] never follows [t] in the same syllable in Syrian and Arabic speakers. Yost went on to explain why some English phonemes were absent from Arabic and were replaced by native-language phonemes as follows: /p/ changed to [b].

According to an analysis by Barros (2003), individuals from Egypt showcase pronunciation mistakes distinct from those made by Saudi Arabian and Kuwaiti subjects. Flege and Davidian (1984) provided evidence that phonological rules can be improperly translated from L1 to L2. According to Abdulwahab (2015), some English consonant sounds, like /p/, //, and /v/, do not exist in Arabic. Even these consonants, which appear to be similar to some Arabic consonants, like /t/ or /k/, are not the same; rather, they are different in how they are pronounced and even where they are articulated. He clarified that whereas Arabic /t/ is dental and non-aspirated in the same word position as in /ti:n/, English /t/ is aspirated and alveolar in the beginning position of a word that is followed by a vowel like /ti:/ (Abdulwahab, 2015).

Al-Ahdal (2020) drew attention to the phonetic differences between Arabic and English. Examples of the contradiction provided by the author include: /p/ is a phoneme in English but not Arabic, /t/ is an alveolar sound in English. However, a dental sound in Arabic, /d/ is an alveolar sound in English, but a dental sound in Arabic, /c/ is a sound in English but not Arabic, and /v/ is a sound in English but not Arabic (Al-Ahdal, 2020).

According to Al-Shuaibi (2014), who researched phonological issues, Arabs have a challenge pronouncing terminal consonant clusters, reduction, replacement, and deletion. Al-Shuaibi (2014) concluded that these three criteria are the most important ones in these clusters that affect pronunciation. The study by Hago and Khan (2015) focused on the pronunciation mistakes made by Saudi English students. Hago and Khan (2015) noted several significant pronunciation errors: pronouncing the letter c as [k] when it should be pronounced as [s]; pronunciation of "silent" letters; pronouncing the voiced stop /g/ as a voiced aff; vowel insertion in words containing a sequence of two consonants initially; replacing the sounds /p, v, and e/ with the sounds [b, f, and I], respectively.

### **2.2.1 Examples of Common Misspellings**

As per Richards (2018), inter-language mistakes might involve phonological, morphological, or grammatical translations of first-language components into second-language structures. Inter-lingual mistakes, also known as transfer or interference errors, due to the L1's effect on the acquisition of L2. It is a significant source of mistakes for learners since they often happen in the early stages of learning L2. Developmental mistakes are mistakes a student makes when attempting to form theories about a new language based on his limited experience. These types of mistakes, such as inadequate rule application, erroneous hypothesis, overgeneralization, and ignorance of rule limits, were committed over several seasons (AlKhresheh, 2015).

In a similar study conducted in 2018, Al-Sobhi investigated the challenges of speaking English among Arab students. His research established that students encountered many challenges when speaking the English language due to a lack of knowledge, motivation, and ineffective teaching methods. In a study by Hind (2018) on the variables influencing Arab students' English-speaking ability, it was found that students' linguistic and speaking abilities are weak due to the influences

of their first language, the cultural differences between the two countries, and the teaching strategies.

Given the growing interest in addressing common spelling errors Zayed (2007) identified many, errors that many students make and to which educational planners, teachers, students, and linguists should draw attention. The study classified these errors as shown in Table 1.

**Table 2.1. Spelling Mistakes Made By Students. Source: Zayed (2007)**

Do not differentiate between the taa' almarbutat and aha' of absent, as their words: Bilrafah and baneen: the right to bialrafaahi, miat the right is miah.
Do not differentiate between the waw aljame' and waw aljamaeat which followed by 'alf altafriqi, as saying: alfawakata the right is alfawakih.
Do not differentiate between al'alf alliyana alqayima and ya' almaqsura. - Do not differentiate between the meanings.
Not to differentiate between al'iibdal and al'iidghami.
Lack of mastery of some spelling rules, towards: if he does what he wants: and the right to do what he wants, the establishment of God: and the right, In Shaa Allah.

Sbitani (1997) also noted common spelling mistakes made by students as shown in Table 2 shows the errors:

**Table 2.2. Spelling Mistakes Made By Students. Source: Sbitani (1997)**

The rules of humaza almutatarifa written on the almad letter appropriate for the diacritical marks before the humaza.
Do not differentiate between tethered and unscrupulous.
No distinguish between ta' almarbuta and ha' aldamir.
Do not distinguish between ta' almarbuta and almabsuta.
No differentiate between the al'alf alliyana and Almqsoura.
And the lack of mastery of the rules of the separation after the waw aljamaeat.
Lack of mastery of grammatical rules.
No rules of increase and deletion in some words.
The lack of mastery of exchange rules.
Errors in single, compound and round numbers.

### 2.3 Common Errors in Arabic Language

This section analyzes learning Arabic as L2, common mistakes, phonology mistakes, morphology mistakes and syntax.

More people than witnessed before have gained interest in studying Arabic as L2. Facchin (2017) noted that teaching Arabic as a foreign language (TAFL) during the past fifty years has amassed a sizable scientific corpus of papers and practices. TAFL is directed at students from non-Arabic speaking nations. Theoretically, TAFL considers the perspectives of both teachers and students to enhance and raise the effectiveness of Arabic language instruction. The TAFL class is a special instance for the type and quality of language inputs the instructor should deliver to the students (Facchin, 2017).

In order to attain a certain level of competency, studying Arabic requires a varying number of hours depending on the learners' original language. Some significant aspects of the Arabic language and potential learning challenges have been identified in a study conducted by Al-Busaidi (2015) that reviewed the literature on Arabic language programs. A total of twenty

countries in Asia and Africa speak Arabic as their official language, as reported by Al-Busaidi (2015). Arabic is a member of the Semitic family of languages. It is a synthetic language instead of an analytical one. As a result, the structures of Arabic and Indo-European languages like French, English, German, and Spanish differ significantly.

Consequently, as Holes (2004) noted, Arabic features some traits that European languages lack, as well as a fairly intricate morphological system. According to several academics, Arabic morphology poses challenges for pupils because some find it difficult to connect newly learned words to their formal roots. This is so that the bulk of Arabic words may be deduced from, and their roots, which stand for meaning, can be examined. Every letter in the Arabic system of writing, viewed orthographically, is put together to create meaning. Fragman and Russak (2014) looked at the Arabic spelling accuracy of eighth-grade Hebrew pupils and discovered orthographic causes of difficulty due to the distinctions between Arabic and Indo-European languages. According to reports, students' spelling mistakes were caused by their confusion about the similarity of Arabic characters, which are often only distinguished by dots put inside, on top, or below the chosen letters. Similarly, the Right-to-Left orientation of Arabic presented another challenge to those learning it as a foreign language. It follows an entirely different direction and script (Fragman & Russak, 2014).

Al-Bayati (2013) studied the grammatical errors committed by Iraqi students in the English Language Department at the University of Kufa. It is critical to note that other grammatical errors were not explored in this study, which was restricted to mistakes in preposition usage. Al-Bayati (2013) used Quirk's (1985) comprehensive grammar model to analyze the final examination copybooks of 32 students enrolled in a literacy course. The findings showed that three errors - preposition omission, replacement, and addition - occurred in the setting of this

investigation. In other words, students often choose the incorrect prepositions when an equivalent was found in their native language, the correct ones when none were, and skip prepositions when counterparts were not necessary. Al-Buainain (2010) also addressed the issue students in the Qatar University English department frequently encounter when taking writing courses. This study examined 40 exam scripts from those students during their first university writing course. This study was based on Corder's proposed error analysis methods (1973). According to data analysis, students' systematic mistakes may be divided into prepositional, countable and uncountable nouns, relative clauses, article, fragment, and verb errors.

Al-Juhany (1990) noted that directionality is cognitively challenging and necessitates reorganizing a person's thinking style. Similarly, a study conducted by Sirajudeen and Adebisi (2012) highlighted that the Arabic language's structural features, its socio-cultural context, and the teachers' competencies pose a challenge that affects Arabic education in many African countries. According to the above literature review, some difficulties are expected learning Arabic as a second language, as in any effort to acquire a second language. Additionally, the unusual qualities that make Arabic unique as a language shed light on an additional aspect of the narrative (Sirajudeen & Adebisi, 2012).

#### **2.4 Addressing Common Mistakes and/or Errors in Arabic language**

The complete educational strategy based on the complementary strategy offered by Badawi (1997) is one of the most effective strategies used to solve the prevalent errors in Arabic writing, especially spelling. The strategy lists the spelling errors made by Arab learners, such as diacritical marks, letterforms, and voice convergence related to the alphabet letters. This calls for further analysis, intervention, and training from specialists. The strategy also highlights the connection between accurate spelling and reading, comprehension, and the clarity of meaning



expression. The strategy contains a series of activities connected to particular spelling errors, as follows:

**Activity 1:** Stresses; indicating the severity above the weakened letter.

Theoretical basis: It refers to two identical letters that are accented as one since the first is a consonant and the second is moving.

Common illustration of the typographical error: not to emphasize the letter that is weak, like in: surr, shaddah.

The activity's unique goal is: The student concentrates on the letter that is weak and is pronounced as two letters.

Instructional Techniques: The instructor explains the idea of weakness, provides examples, and demonstrates how to draw the weak correctly.

**Activity 2:** Letters converged in the output.

Theoretical basis: This indicates that the almufakhama and almuraqaqa converged in the characteristics and output, producing sad and siin, alzaa'i, aldaadd, and aldhaal, aldaal.

Typical misspelling illustration: Due to audio, socialization, or other causes, the character is inaccurately depicted.

The activity's unique goal is to give pupils the opportunity to depict sounds in accordance with word or letter pronunciation or meaning.

Instructional Techniques: The teacher corrects spelling mistakes, instructs students, and goes over the desired characters.

**Activity 3:** Letters of the almad replaced with diacritical marks or vice versa

Theoretical basis: The three tenses letters are "ya," "alf," and "alwaw," and they include diacritical markings that are identical to those in the pronunciation, which are "fatha," "alf," "aldima," "alwaw," and "alkusra," respectively.

The three diacritical markings are not separated by the appropriate pronunciation of pronouns, which results in frequent misspellings.

The activity's unique goal: To differentiate the student's spelling of the diacritical markings from those of the comparable tidal

Instructional Techniques: The teacher instructs students on how to draw each spelling and demonstrates the differences between the alphabetic letter and diacritical symbols.

**Activity 4:** Drawing the ta' almabsuta and ta' almarbuta

Theoretical basis: The ta' almarbuta refers to the ta' sound, which is the last sound of the connection and the indicator of gender for the singular noun. The pupils' inability to accurately depict the shapes of the letters ta and tied is the most prevalent image of the spelling mistake.

Unique goal of the activity: To distinguish between the words "tethered" and "strained" in the pupils' spelling

Instructional Techniques: In order to get to the laws of their appropriate drawing, the instructor writes examples of tethered and untethered lines and asks learners to distinguish between them.

After asking them to produce examples, the teacher gives them further instruction.

**Activity 5:** Al maqsoura Alif and soft Alif in a name:

Theoretical basis: Soft alif words are come last and are followed by Fat-ha, which can be one of three things: a list that waits and turns in the present tense, a compartment written in the form of a yaa, a variation in the present tense, or a yaa in Muthanna.

The typical illustration of a spelling mistake is when students are unable to distinguish between a list of 1,000 words that are written correctly.

The activity's specific objective is to give students the ability to compartmentalize words that finish in stand 'alif.

Educational practices: The instructor assigns a list of words that finish in "k" and other names, actions, and letters. They then debate the list with the pupils and decide on the guidelines for drawing the right spelling.

Students' ability to create a list of words that finish in 1,000 and effectively compartmentalize other words is the activity's special objective.

Instructional Techniques: The instructor assigns a list of words that finish in "k" and other names, actions, and letters. They then debate the list with the pupils and decide on the guidelines for drawing the right spelling.

**Activity 6:** The letters that are uttered but not spelled

Theoretical basis: There are some letters in Arabic that are uttered when reading and do not spell. These letters are considered exceptions. The only terms in which they may be found are hadha, lakuna, hadhhu, 'uwlaiika, and dawud.

The typical representation of a spelling mistake: due to their lack of knowledge or memory of these popular terms, pupils are misled while sketching these words.

The activity's primary goal is to teach students how to spell words correctly when they are spoken rather than written.

Instructional Techniques: The instructor limits the pupils' use of certain terms and teaches them how to spell words correctly.

**Activity 7: A differentiate Alif**

Theoretical basis: A thousand differentiations refer to those who are added after the group waw in the last act related to it, or the five fixed and broken actions.

The typical illustration of the typo: Not making a clear distinction. The activity's special goal is to provide pupils the opportunity to differentiate themselves after groups have been correctly formed.

Instructional Techniques: The instructor instructs the children in the five activities that are graded and taught, watches some previous group behaviors, and suggests adding "alif extra" to set them apart from the other kids in the waw group.

**Activity 8: hamzat alwasl, hamzat alqat'i**

Theoretical basis: To pronounce the static alphabet, the hamzat alwasl is alif written in the first word. At the beginning it is pronounced, and at the junction it is removed.

Common illustration of the typographical error: Because of its various restrictions, the hamzat alwasl and hamzat alqat' drawing frequently contains spelling errors.

Unique goal of the activity: Students should fully understand how the hamzat alwasl and hamzat alqat' drawings vary from one another.

Instructional Techniques: The instructor assigns a list of terms that includes the drawing of the hamzat alqat' and hamzat alwasl, instructs the pupils on their bases, and illustrates them using correct spelling and logic.

**Activity 9: Drawing of the hamzat alqat' almutawasita**

Theoretical basis: The clasp is spoken wherever it appears in a name, a verb, or a character. Because it separates the letter before it from the letter following it and draws either on a list, it is known as a cut.

The failure to draw the middle Hamza on the proper tidal character is a common example of a spelling mistake.

Unique goal of the activity: teaching kids how to correctly draw medium-sized medallion spells.

Instructional Techniques: The teacher displays a collection of words that are in the center of the hummus and talks with the pupils about how to draw the Hamza correctly in accordance with its principles.

### **Activity 10:** drawing the hamzat alqat' almutatarefa

Theoretical basis: The clasp is a symbol that appears in the name, letter, verb, and anywhere else in the word. It is termed the alqat'i because it separates the letter before it from the letter following it to produce either "alf qayima, waw, ya," or on the line in line with their regulations. Lack of skill to draw a Hamza almutatarefa on the proper alphabet letter is a typical representation of the spelling mistake. To become a skilled student drawing Hamza almutatarefa by spelling according to their regulations was the activity's special goal.

Instruction Techniques: The teacher shares with the students a list of words in hamzat alqat' and guides them on how to draw Hamza accordingly. It should be emphasized that this suggested program takes into consideration many of the spelling errors, from the 4-angle perspective: the theoretical context, the error in spelling, the activity's goal, and the steps involved in conducting the activity. This approach is unquestionably suitable and efficient if used by a teacher who is knowledgeable about the subject matter, has strong performance and execution skills, and has a confident attitude. The similar method may be used to identify and correct other typical misspellings.

### **2.5 Conclusion**

While many scholars fully acknowledge grammatical issues in English-learning students of Arab descent, very few scholarly studies have shed light on those students studying Arabic as a foreign language. In addition, a review of relevant literature showcases several studies having issued recommendations on correction mechanisms.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This section includes the research design, study population, the sampling method and sample size. The data collection instruments and data analysis methods are also described.

#### 3.2 Research Design

This study adopted the descriptive survey research design. Data is gathered using a descriptive survey study strategy to describe current conditions or provide benchmarks against which current conditions may be measured (Cohen& Morrison, 2000). Additionally, descriptive research methods are employed since they rely on people's reports of their knowledge, attitudes, or conduct (Creswell, 2009). As a result, the study used a descriptive survey research approach to obtain a comprehensive picture of the common mistakes made by Arabic language secondary school students.

#### 3.3 Target Population

Population refers to the whole group of people. The target population should be reachable for the purposes of this study. According to Kothari (2003), ten percent of the accessible population is sufficient for descriptive investigations.

**Table 3.1 Target Population**

<b>Schools</b>	<b>Frequency</b>	<b>Percentage</b>
Maina Wanjigi	22	15
Eastleigh High School	23	16
Muslim Academy	42	28
Wamy High School	61	41
<b>Total</b>	<b>148</b>	<b>100</b>

This study carried out the research in four Secondary schools in Nairobi County, targeting more than 148 students of both genders. The study schools targeted secondary schools teaching Arabic, and the unit of interest was form three and four students.

### 3.4 Sampling Techniques and Sample Size

Selecting the students from forms three and four involved using a stratified random sampling approach. A combination of stratified, random, and quota sampling is known as stratified random sampling (Leedy & Ormrod, 2001). The stratified random sampling approach increases the possibility that the sample is representative of the population at large, and it further assures that the major demographic groups are represented (Fraenkel & Wallen, 2009).

**Table 3.2 Sample Size**

<b>Schools</b>	<b>Population</b>	<b>Sample Ratio</b>	<b>Sample size</b>
Maina Wanjigi	22	0.3	7
Eastleigh High School	23	0.3	8
Muslim Academy	42	0.3	12
Wamy High School	62	0.3	18
<b>Total</b>	<b>148</b>	<b>0.3</b>	<b>44</b>

Public and private schools were divided into several strata. Then, 44 forms three and four students were chosen randomly from the strata as the sample. This accounted for 30% of the total population. Babbie (2005) asserts that a sample representing 10% to 20% of the population is ideal for descriptive investigations.

### **3.5 Data Collection**

To identify errors, the researcher followed the following steps laid down by Corder to identify errors: -collecting samples of the learner's language. The researcher conducted written tests for students in forms three and four in four identified schools which included writing a composition on *My First Day in School* with a length of not less than 150 words (see Appendix A). Secondly, the researcher prepared ten short answers question in order to test competence in the language (see Appendix B). Words were repeated three times to give the students enough time to revise and double-check their solutions. Following the submission of the answer sheets, the student's performance was graded as either correct or incorrect.

### **3.6 Data Analysis**

According to Cook's (2018) error classification, the students' spelling mistakes are divided into the following categories: (a) substitution, due to the learner substituting the proper form with an incorrect one, such as 'sboon' for spoon, (b) omission, which is when a letter necessary for a well-formed sentence is missing, as in 'ligt' for light, (c) insertion, occurring when an article is entered erroneously, such as when 'fierst' is used instead of first, and (d) transposition, which occurs when two or more things are arranged in reverse, as in 'fromation' for formation

The following are the likely causes of the spelling mistakes made by Arab EFL students (Albalawi, 2016; Al-Zuoud & Kabilan, 2013; Hameed, 2016) (a) missing connection between the graphemes phonemes and phonemes of English, which demonstrates the irregularity in the English orthographic system. For instance, the phoneme "k" can be represented by a variety of digraphs or graphemes, including "k" for kit, "c" for car, "ck" for back, "cc" for account, "ch" for school, and "q" for quiet. Omitting silent letters in words such as night, writing, and know, falls within this category, (b) the pupils' low understanding of English intentional morphology,



including the intentional suffixes -s, -ed, and -ing, as in testimonies, halted, and gaining may be the cause of their lack of awareness of spelling standards, (c) the first language negative transfer happens when the languages L1 and L2 interact linguistically. For instance, Arab EFL students are taught to spell the terms (vast - push) improperly (fast - bush). Because of the absence of the phonemes /v/ and /p/ in Arabic, this replacement occurs.

### **3.7 Logistical and Ethical Considerations**

The researcher asked the Post Graduate School at the University of Nairobi for permission to collect data. The researcher also asked the county education authority in Nairobi for authorization to gather data. A further request was made for a letter from NACOSTI. The researcher visited the study schools after securing permission to provide a general introduction to the subject, ask for permission, and set up data collecting. In order to participate in the study, respondents had to give their permission. Respondents were guaranteed that the data they provided would be kept private and used only for research.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.1 Introduction

This section discusses analysis and presentation of data. Data was collected from four secondary schools in the pursuit of getting holistic picture of the common errors by secondary school learners of Arabic Language.

#### 4.2 Response Rate

This study was carried out on four secondary schools. The schools included Maina Wanjigi High School, Eastleigh High School, WAMY High School, and WAMY Academy. Table 4.1 displays the sample size and actual number of participants. Overall, the study achieved high response rate (86.67%); however, Form 3 students showed a higher response rate (95%) compared to Form 4 students (75%)

**Table Error! No text of specified style in document..1: Response Rate**

<b>Schools</b>	<b>Sample Size (Form 3, 4)</b>	<b>Study Participants (Form 3, 4)</b>
Maina Wanjigi	7 (3, 4)	5 (2, 3)
Eastleigh High School	8 (3, 5)	6 (3, 3)
WAMY High School	12 (7, 5)	12 (7, 5)
WAMY Academy	18 (8, 10)	16 (8, 8)
<b>Total</b>	<b>45 (21, 24)</b>	<b>39 (20, 19)</b>

#### 4.3 Common Error Analysis

The students were subjected to several tests through the developed questionnaire to facilitate the analysis of common errors in this study. The questionnaire contained of two parts: composition *My First Day in School* (see Appendix A) and comprehension (see Appendix B). The findings are presented as follows;

### 4.3.1 Comprehension

The comprehension consisted of 10 questions testing the learners on different aspects of grammar and self-expression by giving short answers. The mistakes made by the learners were considered to be errors whenever a learner erred in 20% or more.

The comprehension errors were analyzed in the following areas:

Type of Error	Form 3	Form 4	Total
Re-arranging words	6	3	9
Filling in prepositions	8	0	8
Changing from active to passive voice	19	13	32
Re writing sentences in the correct form	17	15	32
Formation of questions	20	14	34
Matching words	19	17	36
Present tense	18	17	35
Past tense	17	15	32
Nominal and verbal sentences	19	18	37
Comprehension	3	7	10
<b>Total number of errors</b>	<b>146</b>	<b>119</b>	<b>265</b>

From the comprehension part, nine students could not re-arrange given words to make complete sentences, and eight could not fill prepositions appropriately. It was also established that 32 students could not correctly make sentences from active to passive voice, 32 could not re-write sentences in the correct form, and 34 students could not make questions from the given sentences. Further, 36 could not match the corresponding words, 35 could not make sentences in

the present tense, 32 could not make sentences in the past tense, and 37 could not differentiate between nominal and verbal sentences.

Based on the above findings, performance was average for a few learners, but the majority scored low marks. The learners were generally not well versed in the language, which could have enabled them to understand well and comfortably answer questions as expected.

In this case, the learners made many mistakes, including a lack of enough vocabulary, which hindered them from understanding requirements. Their incompetence in the language concepts hindered them from expressing themselves well. Further, learners could not conjugate the verbs in their correct forms (singular, dual and plural) and proper phrasing of sentences. As fore stated, the difficulties with understanding are due to students' inadequate linguistic and syntactical expertise. These results overlap with those of the study by Nyangau (2014), who found that while most teachers thought that mastery of content was the most difficult aspect of essay writing, some thought that grammar and coherence, conclusion, citations, and vocabulary were more difficult.

The study also established that learners could not correctly use pronouns and prepositions and could not change phrases from active to passive voice. This is consistent with Daud et al.'s (2022) suggestion that the intrinsic complexity of the Arabic language is another reason for errors. According to Daud et al. (2022), Arabic uses verbs in a complex, almost confusing manner. Although certain verbs have forms and etymologies that resemble nouns, their meaning varies depending on the context in which they are used. In conclusion, the comprehension was relatively better compared to the composition, which was poorly done as it needed good command of Arabic language for a learner to express themselves well.

These findings raise critical concerns about how effectively the existing instruction methods meet the requirements for students with spelling issues. As a result, students often carry forward their spelling issues after graduating from secondary school and enrolling in colleges or joining the employment market.

### 4.3.2 Composition Writing

Composition writing was the next test subjected to the study respondents. Table 4.1 presents the findings.

**Table 4.1: Types of Errors in Composition Writing**

<b>Type of Error</b>	<b>Form Three</b>	<b>Form Four</b>	<b>Total</b>
Correct structure of a sentence	10	14	24
Correct spellings of Alphabets and words	16	14	30
Correct form of a verb	20	16	36
Definite article “the”	6	11	17
Usage of prepositions	13	12	25
Masculine and Feminine	20	13	33
Open “Ta” and closed “Ta”	12	11	23
Singular and plural	18	16	34
Agreement of verb and subject	19	17	36
Agreement of adjective and the noun it qualifies	18	18	36
The Genitive case	20	19	39
Cardinal Numbers	12	19	31
<b>Total number of errors</b>	<b>184</b>	<b>180</b>	<b>364</b>

As shown in Table 4.1, the total number of errors made by secondary learners in composition writing was 364. The major ones included wrong structure in adjectival phrases (36), inability to construct genitive case (39), inability to use cardinal numbers (31) and inability to conjugate the verbs from one form to another correctly (36). The area that registered the least errors was the use of definite articles correctly (17). The findings agree with earlier empirical studies, which demonstrate that writing is a time-consuming activity that calls for expertise in the proper use of language. According to Mac Donald (2016), writing is a process rather than an event. Though writing is a lengthy process, it promises a clearer, more coherent, and intelligent outcome. Therefore, if students cannot spend enough time on writing, they are likely not to become proficient.

Some of the learners that struggled to express themselves well in Arabic when writing the composition *My First Day in School* could not even write the title. Clearly, students lacked substantial language command and the majority could not arrange their compositions properly. Their compositions had a lot of grammatical mistakes that made the sentences not connect very well. It was not systematically arranged in paragraphs as required. Many learners hardly reached 150 words, as indicated in the instructions. Further, most of the respondents could not properly use punctuation marks.

As noted previously in the study, according to Pincas (1982), writing requires linguistic expertise, and use of suitable vocabulary, grammar and coherent techniques. Therefore, inability to execute linguistic knowledge effectively and efficiently in writing considerably decrease the quality of written output. Also, as noted by Al-Busaidi (2015), Arabic morphology's peculiarities present challenges for students learning Arabic since some were not able to draw the connection between the new term they acquired and its formal origin. This is so that the bulk of Arabic

words may be deduced from, and their roots, which stand for meaning, can be examined. All letters in the Arabic writing system, seen orthographically, is put together to create meaning. Consequently, students made spelling errors, because they were confused by identical-looking Arabic characters that are sometimes separated solely by diacritical dots.

Additionally, these results support the claims stated by Badger and White (2016). The scholars argue that writing requires knowledge of the language, awareness of the setting in which writing takes place, knowledge of the intended audience, and language-use abilities. Therefore, an integrated writing approach assumes that students use strategies that cover every aspect of completing quality writing work.

1. The learners made a lot of errors in spellings

i: Substitution: which occurs by replacing the correct syllable with wrong one, such as:

a- e.g “dua’a aswabah” the correct spelling is دعاء الصّباح with (ص) Not دعاء السّباح with (س)

**Correct spelling(s)**

- a - صلاة الدّهر - صلاة الظّهر  
b - ذهبت إلي الحمام كي أنذف أسناني - أنظف  
c - وظعت كل شيء في الحقيبة ثم ذهبت - وضعت  
d - وليتت ملايئ المدرسة - ولبيت ملايئ المدرسة  
e - الأستاطة - أستاذة ،  
f - الطلب لها ثياب انظف من أثوب - الطلاب لهم ثياب أنظف من.....  
g

ii-Omission: omission of basic alphabets, such as:

**Correct spelling(s)**

- a مبانها “mabaaniha” - مبانها “mabaani-ih”  
b مائدة maidah - مائدة ma’aidah  
c ثياب Thiyab - ثياب Thiyaab

iii- Combining two independent words

**Correct spelling(s)**

- 1- إنشاء الله - إن شاء الله

2.They were unable to conjugate verbs in their correct form e.g a learner writes “anaa أنا دخل” which means (I“he” entered) instead of saying “ana dakhaltu” أنا دخلت (I entered) .



More examples: -

**Correct spelling(s)**

- 1- أنا أدرس في المدرسة - أنا أدرس  
2- لم أكن لي أصحاب كثير - لم يكن لي أصحاب كثير  
3- أمي قالت لي هذا اليوم تأخذك إلي المدرسة - أمي قالت لي هذا اليوم سأخذك إلي مدرسة جديدة .  
4- أنا رأى المدرسة كبيرة وجميل - أنا رأيت المدرسة مدرسة كبيرة وجميلة

3. Exchange of alphabets: “dhun-ya” instead of Dun-ya

**Correct spelling(s)**

- 1- دُنيا - دِنيا

4. Unable to differentiate between closed “ta” and open “ta”

**Correct spelling(s)**

- 1- ذهبت إلي غرفت أبي وامي - غرفة  
2- حديقة - حديقات  
3- سمعت صوت جرس - سمعت صوت الجرس  
4- الجدة المحبوبت في البيت - الجدة المحبوبة في البيت

5. Unable to differentiate between short vowel from long vowel Atamanaa أتمنا with long alif instead of atamana أتمنى with short vowel.

6. Wrong construction of sentences.

**Correct spelling(s)**

- 1- كان تلك يوم من أيام لا انساه أبدا ( ذلك )  
2- وأنا رأى المدرسة كبيرة وجميلة ( رأيت )  
3- أنا ذهبت إلي الفصل وتجلس على الكرسي ( جلست )  
4- والبس في الثوب الجديد ( ولبست ثوبا جديدا )

7. Misplacement of prepositions

**Correct spelling(s)**

- 1- وألبس إلي الثوب الجديد - وألبس الثوب الجديد  
 2- جلست إلي الكرسي - جلست على الكرسي

### 8. Misuse of pronouns

#### Correct spelling(s)

- 1- اسم هو - اسمه  
 2- الطالبات هي في فرحة - الطالبات هن في فرحة  
 3- اسم المدرسة هي ... - اسم المدرسة هو .....

### 9. Lack of agreement of phrases and sentences

- a- Nominal sentence (Subject and predicate)

#### Correct sentence

- 1- المعلمون كثير - المعلمون كثيرون  
 b- Verbal sentence (verb and subject)

#### Correct spelling(s)

- 1- الطلاب يدخل الفصول - ( يدخلون )  
 2- الأقدام تسقطون على الأرض - ( تسقط )  
 c- Adjectival phrase

#### Correct phrase

- 1- طريق ممتاز - طريق ممتاز  
 2- الدروس الجديد - الدروس الجديدة  
 d- Genitive case is known as (الجار والمجرور) is a compound word that consist of two nouns which shows possession or ownership. The first noun is indefinite and the second noun is definite which in most cases has article the (ال) e.g. حقيبة الطالب which means a student's bag or مدرستنا our school.

Learners made mistakes in their written on genitive cases, such as:

**Correct spelling(s)**

- |                |                 |
|----------------|-----------------|
| 1- الصلاة فجر  | - صلاة الفجر    |
| 2- لعب كرة قدم | - لعب كرة القدم |
| 3- اسم هو      | - اسمه          |

10. Interlingual errors: errors emanated from the first language influence.

**Correct spelling(s)**

- |                                   |                |
|-----------------------------------|----------------|
| 1- دخلت في فصل الاول الابتدائي    | (دخلت)         |
| 2- أمي توقدني بسرور               | (توقظني)       |
| 3- يوم الجمعة التاريخ             | (التاريخ)      |
| 4- أنا أردت نفايس في الفصل الثاني | (فرصة الدراسة) |
| 5- أكل الخداء                     | (الغداء)       |
| 6- يوم الاثنيين                   | (يوم الإثنين)  |

11. Tanween or Nunation is the doubling of the short vowel at the end of a noun which sounds “n” in pronunciation but not in written. There are three types of tanween:-

- a- Fat-ha بَ (ban) not (بُنْ)  
b- Kasra بِ (bin) not (بِنْ)  
c- Dhuma بْ (bun) not (بُنْ)

**Correct spelling(s)**

- |                        |                      |
|------------------------|----------------------|
| d - وجوهن              | - وجوة               |
| e - ذهاب               | - ذهاباً             |
| f - رأيت طلاباً كثيراً | - رأيت طلاباً كثيرين |

The error analysis showed that several faults were committed by students, including topic mastery, introduction, organization, paragraphing, coherence, and conclusion (Corder, 1967; Ellis, 2017). Most learners are encountering difficulty in learning the necessary linguistic skills for writing in Arabic. Arabic is a language with diverse morphological systems compared to those English or other European languages (Facchin, 2017; Holes, 2004). It gets even much more

challenging with diverse cognitive and mental skills (Al-Busaidi, 2015). As noted by Pincas (1982), writing is mostly about linguistic expertise and use of proper vocabulary and grammar.

Furthermore, Al-Busaidi (2015) noted that some Arabic students found it difficult to connect a newly-learned term to its official origin due to the peculiarities of Arabic morphology. This is important to reduce the bulk of Arabic words and their roots, which stand for meaning, can be examined. All letters in the Arabic writing system, seen orthographically, are put together to create meaning. Therefore, this results to the possibility of students committing spelling mistakes because of confusing the similarities in Arabic letters. Similarly, the right-to-left orientation of Arabic presented an additional challenge to those learning it as a foreign language. It follows an entirely different direction and script. Al-Juhany (2018) suggested that this directionality of the Arabic writing presents a cognitive challenge as it necessitates reorganizing one's style of thinking.

#### **4.4 Causes of Common Errors**

This research also explored the reasons behind mistakes made by secondary school learners of the Arabic language. The study attributes the common faults to four factors; (a) first/native language interference, (b) irregularity of Arabic usage, (c) performance errors, and (d) shortage of knowledge of rules. The irregularity of Arabic usage accounted for the bulk of mistakes, constituting 50% of errors.

Despite being far less significant, first language interference and lack of knowledge of rules were found to be significant contributing factors to most errors. Findings from the current study support other studies and points of view regarding the primary causes of spelling errors, despite discrepancies in classification and nomenclature (Benyo, 2014; French, 2011; Nassaji, 2011).

The literature discusses the issues mentioned above as the primary reasons why Arabic learners generally struggle with spelling. Due to Arabic's non-phonetic nature, irregular Arabic usage is a source of perplexity for all Arabic learners, including those to whom it is the first language (Bahloul, 2007). Since research has revealed that students from various linguistic backgrounds experience distinct spelling issues, many academicians believe that interference from the first language is the root cause of errors (Fender, 2008). Regarding the third reason for errors in Arabic language, which is a lack of understanding of the rules and their exceptions, academics think that most spelling mistakes made by students are due to a lack of understanding of the guidelines and regular spelling patterns. These errors can be avoided by explicitly teaching these guidelines for spellings to Arabic language students (Shemesh & Waller, 2016).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This section presents the summary, conclusions, and recommendations. The study sought to analyze the Common Errors by Secondary School Learners of the Arabic Language in Kenya. The specific objectives, in brief, included identifying common errors made by learners of Arabic as a foreign language in Secondary schools, explaining the causes of these errors and suggesting possible correction mechanisms.

#### 5.2 Summary of the Findings

The main types and possible causes of students' spelling errors have been identified by this study. The learners were generally not well versed in the language, which could have enabled them to understand well and answer the questions comfortably.

In this case, the learners made many mistakes, including a lack of enough vocabulary, hindering them from expressing themselves. Further, learners could not conjugate the verbs in their correct forms (singular, dual and plural) and proper phrasing of sentences. The study also established that learners could not use pronouns and prepositions properly and could not change phrases from active to passive voice correctly.

The study found linguistic disparities between their native language and Arabic as one of the main reasons for the students' frequent mistakes. Additionally, the inconsistent usage of sounds and spelling may confuse some students, resulting in spelling mistakes. Additionally, the data showed that students used basic reading skills, resulting in low levels of know-how. They struggled to articulate themselves, and even though the reading material was appropriate for their levels in terms of complexity, some of them still found them quite challenging. The majority of

students struggled to read comprehension passages correctly, and they spent lots of time deciding on the most appropriate vocabularies.

### **5.3 Conclusion**

The collected data demonstrate that some students found writing Arabic essays to be a difficult activity. Further, they experienced various difficulties that needed to be resolved to enhance the learning environment and boost students' general performance (Bahloul, 2007). Many Arab students across the board struggle with spelling due to various factors, for instance education level, social circumstances, the directionality of Arabic writing, and its extensive rules (Zayed, 2007). Reading, writing, speaking, and listening are the four language abilities that must be mastered to develop language competency. Spelling competency is further complicated because the spelling lesson occupies a specific space in the language class and is impacted by other linguistic mastery levels (Albalawi, 2016).

It is important to remember that not all errors have obvious causes; different causes coexist. Therefore, mistakes may have many causes, such as overgeneralization and improper application of the rules and the dictionary (Al-Ahdal, 2020). Psychological factors are also considered as secondary factors. These include the inability to recall information, not paying attention, being careless or misunderstood, and having a poor hearing or writing quickly (Albalawi, 2016). They undoubtedly result in errors, but there is uncertainty that a specific error is brought on by any of these factors because no concrete proof can be provided.

### **5.4 Recommendations**

This study, therefore, gives out the following recommendations;

In the study of the Arabic language, it is advised for students to utilize more time reading and listening to materials in Arabic language. Arabic radio stations are particularly beneficial for

students (Fisiak, 1981; Nyangau, 2014; Rass, 2015). Additionally, it is important to encourage students to converse in Arabic outside the classroom (Al-Barakat & Bataineh, 2011; Fisiak, 1981), to benefit in knowing precisely when to utilize the imperative, past, present, and future.

To improve Arabic education in Kenya, the Ministry of Education should hire properly trained instructors (Nyangau, 2014). The usage of teaching techniques for teaching Arabic as a second or foreign language must be imparted to these instructors. Additionally, every two or three years, these teachers should take one- to three-month refresher courses that introduce them to the most recent difficulties with teaching Arabic to foreigners in educational faculties, particularly in Arabic-speaking nations (Nyangau, 2014).

Given that most students made mistake in the past and present tenses, teachers should concentrate on teaching these tenses (Al-Barakat & Bataineh, 2011). They should also rectify their students' mistakes on the spot in order to prevent them from becoming systematic. It is essential to regularly plan writing workshops that concentrate on arming instructors with the knowledge and abilities required to train students in writing. Teachers should assign writing assignments on various subjects that stimulate thought and discussion. Additionally, teachers must be encouraged to engage students in constructive criticism (Zimmerman, 1997).

Since language comprises all the elements mentioned above, textbook authors should incorporate a full understanding of grammar into their work by teaching phonology, morphology, vocabulary, structure, and style (Badawi, 1997). Additionally, the designers ought to demonstrate the research things with a ton of drills and activities (Al-Sobhi et al., 2017).

Vocabulary is still not given as much attention in most Arabic classrooms, despite its significance for learning Arabic. Additionally, the instructor should use images when teaching and revisiting specific terminology. Words should be taught to students in their contexts, and



their usage should be promoted (Al-Sobhi et al., 2017). The greatest method to make a language more useful and learning more durable is to use vocabulary in its context.

### **5.5 Recommendations for Further Studies**

Further research is required at all Arabic learning and teaching levels in Kenya. Phonology, morphology, lexis, semantics, and stylistics should be looked into further because this study only focused on a few grammatical issues. Additionally, research is needed to determine how students' age affects their ability to learn Arabic.

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## Appendix A: Composition

School: ..... اسم المدرسة:

Class: ..... الصف:

Name: ..... اسم الطالب :

اُخْتَرِ وَاحِدًا مِنَ الْمَوْضُوعَاتِ الْآتِيَةِ وَكُتِبَ فِيهِ إِشْنَاءٌ لَا يَقِلُّ كَلِمَاتُهُ عَنْ 150 كَلِمَةً

1- جُمهُورِيَّةِ كِينِيَا

2- أَهْمِيَّةُ اللُّغَةِ الْعَرَبِيَّةِ

3- أَوَّلُ يَوْمِي فِي الْمَدْرَسَةِ

اُكْتُبْ قِصَّةً قَصِيرَةً مِنْ إِشْنَائِكَ بِحَيْثُ تَبْدَأُ بِالْعِبَارَةِ الْآتِيَةِ ( فِي يَوْمٍ مِنْ تِلْكَ الْأَيَّامِ الْمُشْمِسَةِ وَأَنَا فِي طَرِيقِي إِلَى

## Appendix B: Comprehension

الاستبيان في اللغة العربية .

2- الأسئلة العامة

School: ..... اسم المدرسة:

Class: ..... الصف:

Name:..... اسم الطالب :

### Examiner's Use Only

Questions	Maximum Score	Student's Score
One	4	
Two	4	
Three	4	
Four	4	
Five	4	
Six	4	
Seven	4	
Eight	4	
Nine	4	
Ten (Comprehension )	10	
Composition	14	
<b>GRAND TOTAL</b>	<b>60</b>	

فَمُ بِالْإِجَابَةِ عَنِ جَمِيعِ الْأَسْئَلَةِ



[ السُّؤَالُ الْأَوَّلُ ]

أَعِدْ تَرْتِيبَ الْكَلِمَاتِ لِتَكُونَ جُمْلَةً مُفِيدَةً (وَاصْبِطْ كُلَّ كَلِمَةٍ بِالشَّكْلِ) (4 درجات)

1- الْفَأْرُ-الْقُطُّ يَقْتُلُ

.....

2- الطُّلَّابُ-الْمُعَلِّمُ يُدَرِّسُ-الْفَصْلُ-فِي

.....

3- بَلَدٌ-كَبِيرٌ-كِنِينَا

.....

4- يَخْتَرِمَنَّ-أَزْوَاجَهُنَّ-الرُّوَجَاتُ

.....

[ السُّؤَالُ الثَّانِي ]

أَكْمِلْ كُلَّ فَرَاغٍ (بِحَرْفٍ جَرٍّ مُنَاسِبٍ) (4 درجات)

أَنْتَ طَالِبٌ مُجْتَهِدٌ تَسْتَنْقِظُ مُبَكِّرًا . ثُمَّ تَنْظِفُ أَسْنَانَكَ ، وَبَعْدَ ذَلِكَ تَذْهَبُ إِلَى الْحَمَّامِ

فَتَغْتَسِلُ (1) ..... الْمَاءِ وَالصَّابُونَ ثُمَّ تَذْهَبُ (2) ..... الْمَدْرَسَةَ بَعْدَ تَنَاوُلِ وَجِبَةِ الْفُطُورِ. تَجْلِسُ (3)

الْكُرْسِيِّ (4) ..... الْفَصْلِ ، وَتَسْتَمِعُ (5) ..... الْمُدْرَسِ بِأَدَبٍ وَاحْتِرَامٍ

وَتَسْأَلُهُ (6) ..... شَيْءٍ لَمْ تَفْهَمْهُ. تَلْعَبُ مَعَ زُمَلَانِكَ. وَعِنْدَمَا تَرْجِعُ (7) ..... الْمَدْرَسَةَ ذَاهِبًا إِلَى الْبَيْتِ وَقَدْ

الْمَسَاءِ تُسَلِّمُ (8) ..... الْأُمَّ وَالْأَبَ بِأَدَبٍ وَاحْتِرَامٍ.

### [ السُّؤالُ الثَّالِثُ ]

حَوِّلْ كُلَّ جُمْلَةٍ مِنَ الْمُبْنِيِّ لِلْمَعْلُومِ إِلَى الْمُبْنِيِّ لِلْمَجْهُولِ (واضْبُطْ كُلَّ كَلِمَةٍ بِالشَّكْلِ) (4 درجات)

### المَجْهُولُ

### المَعْلُومُ

- 1- فَتَحَ الْحَارِسُ الْبَابَ .....
- 2- يَشْرَبُ الطِّفْلُ الْحَلِيبَ .....
- 3- شَكَرَ الْوَالِدُ الْوَالِدَةَ .....
- 4- فَهَمَّتِ الدَّرْسَ .....

### [ السُّؤالُ الرَّابِعُ ]

صَحِّحْ كُلَّ جُمْلَةٍ مِنَ الْجُمَلِ الْآتِيَةِ كَمَا فِي الْمَثَالِ (4 درجات)

مِثَالُ: تَكَلَّمَ الطَّالِبُ فِي اللُّغَةِ الْعَرَبِيَّةِ ..... تَكَلَّمَ الطَّالِبُ بِاللُّغَةِ الْعَرَبِيَّةِ .....

- 1- ذَهَبَ مَرْيَمُ إِلَى الْحَدِيقَةِ .....
- 2- الْوَلَدَانِ جَالَسَ عَلَى الْكُرْسِيِّ .....
- 3- رَأَيْتُ سَيَّارَةً جَمِيلًا فِي الطَّرِيقِ .....
- 4- الطَّالِبَاتُ يَذْهَبْنَ إِلَى الْمَدْرَسَةِ .....

### [ السُّؤالُ الْخَامِسُ ]

كَوِّنْ سِوَالًا مِنْ كُلِّ جُمْلَةٍ مِنَ الْجُمَلِ الْآتِيَةِ كَمَا فِي الْمَثَالِ (4 درجات)

### سِوَالٌ

### جِوَابٌ

- مِثَالُ: كَتَبَ الطَّالِبُ الدَّرْسَ ..... مَنْ كَتَبَ الدَّرْسَ؟ .....
- 1- نَأَلْتُ كِنِينًا الْإِسْتِقْلَالَ سَنَةَ ١٩٦٣م .....
  - 2- رَجَعَ مُحَمَّدٌ مِنَ الْمَدْرَسَةِ جَائِعًا .....
  - 3- تَقَعُ مَدِينَتُهُ مُمَبَّاسًا فِي السَّاحِلِ .....
  - 4- نَعَمْ ، الْعِلْمُ أَفْضَلُ مِنَ الْمَالِ .....

### [ السُّؤالُ السَّادِسُ ]

صل كل كلمة في مجموعة (أ) بما تناسبها من مجموعة (ب) كما في المثال (4 درجات)

مجموعة (أ)	مجموعة (ب)
1- السَّمَاعَةُ	الْأَسْنَانُ
2- شَرِيْطٌ	فَحْصُ الدَّمِ
3- مَوْقِفٌ	الطَّبِيْبُ
4- الْمَعْمَلُ	الصَّلَاةُ
5- الْمَسْجِدُ	فِيْدِيُو
	سَيَّارَةٌ

#### [ السُّؤَالُ السَّابِعُ ]

ضع/ضعي في المكان الخالي صيغة مناسبة للفعل المضارع مما بين قوسين (4 درجات)

- 1- الرَّئِيسُ وَتَائِبُهُ ..... الإِجْتِمَاعُ (يَحْضُرُ).
- 2- الطَّلَابُ لَمْ ..... فِي الإِمْتِحَانِ (يَنْجَحُ)
- 3- ..... الأَوْلَادُ بِالْكَرَةِ (يَلْعَبُ).
- 4- أَنْتِ ..... الطَّعَامُ فِي الْمَطْبَخِ (يَطْبَخُ)

#### [ السُّؤَالُ الثَّامِنُ ]

ضع/ضعي في المكان الخالي صيغة مناسبة للفعل الماضي مما بين قوسين (4 درجات)

- 1- ..... عَصِيْدَةٌ كَبِيْرَةٌ وَحَدِي (أَكَل)
- 2- هَلْ ..... دَرَسَ الْعَرَبِيَّةَ ، يَا طَالِبَاتُ ؟ (فَهِمَ)
- 3- نَحْنُ ..... الْفَصْلَ بِقَشْرِ الْمَوْزِ (وَسَخ)
- 4- زَيْنَبُ وَحَفْصَةُ ..... الْقُرْآنَ الْكَرِيْمَ (حَفِظَ)



## [ السُّؤالُ التَّاسِعُ ]

عَيْنِ (الْجُمْلَةُ الْإِسْمِيَّةُ) بَوَضِعِ تَحْتَهَا خَطًّا وَاحِدًا ، وَ(الْجُمْلَةُ الْفِعْلِيَّةُ) بَوَضِعِ تَحْتَهَا خَطَّيْنِ اثْنَيْنِ (4 درجات)

- 1- رَأَيْتُ اثْنَيْ عَشَرَ طَائِرًا
- 2- يَزِيدُ طَالِبٌ مُجْتَهِدٌ فِي الدِّرَاسَةِ
- 3- سَافَرَ الْمُعَلِّمُونَ إِلَى مُبَاسَا فِي الْعُطْلَةِ الْمَاضِيَةِ
- 4- فِي الدَّارِ كِرَاسِي كَثِيرَةٌ

## [ السُّؤالُ العَاشِرُ ]

الْمُطَالَعَةُ (فَهُمُ الْمَفْرُوعُ): اِقْرَأِ الْقِصَّةَ ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ أَذْنَاهُ (10 درجات)

كَانَ (جُحَا) يَمْلِكُ حُرُوفًا سَمِيئًا جَدًّا ، وَكَانَ يُحِبُّ هَذَا الْحُرُوفَ حُبًّا لَا حُبَّ بَعْدَهُ ، وَفِي يَوْمٍ مِنَ الْأَيَّامِ تَمَنَّى أَصْدِقَاءَهُ جُحَا أَنْ يَدْبَحَ جُحَا حُرُوفَهُ حَتَّى يَأْكُلُوا مِنْ لَحْمِهِ اللَّذِيذِ ، وَفَكَرُوا فِي حِلَّةٍ...

جَاءَ أَحَدُهُمْ إِلَى جُحَا وَسَأَلَهُ قَائِلًا : مَاذَا تُرِيدُ أَنْ تَفْعَلَ بِحُرُوفِكَ النَّمِينِ يَا جُحَا؟ أَجَابَ جُحَا: سَوْفَ أَتْرُكُهُ لِأَدْبَحَهُ فِي فَصْلِ الشِّتَاءِ أَوْ أَبِيعَهُ بِسِعْرِ عَالٍ. فَقَالَ لَهُ صَاحِبُهُ مُوَبِّخًا : هَلْ أَنْتَ مَجْنُونٌ يَا جُحَا؟! فَكَيْفَ تَتْرُكُهُ وَقَدْ سَمِعْتَ أَنَّ الْقِيَامَةَ سَتَكُونُ عَدَا أَوْ بَعْدَ عَدٍ؟! لَا بُدَّ أَنْ تَسْرَعَ بِدَبْحِ حُرُوفِكَ فَلَيْسَ عِنْدَكَ وَقْتُ طَوِيلٍ ، هَيَّا...هَيَّا هَاتِ الْحُرُوفَ لِأَدْبَحَهُ وَتَتَصَدَّقَ بِجُزءٍ مِنْ لَحْمِهِ عَلَى الْفُقَرَاءِ وَالْمَسَاكِينِ ...

فِي الْبِدَايَةِ تَرَدَّدَ جُحَا وَلَمْ يُصَدِّقْ خَبَرَ الْقِيَامَةِ ، وَلَكِنْ بَعْدَ مُدَّةٍ صَدَّقَ هَذَا الْخَبَرَ ، وَعَزِمَ أَنْ يَدْبَحَ حُرُوفَهُ ، فَدَعَا أَصْدِقَاءَهُ إِلَى الْعَابَةِ قَرِيبَةً مِنْ بَيْتِهِ لِيَأْكُلُوا مِنْ لَحْمِ الْحُرُوفِ.

وَبِالْفِعْلِ دَبَحَ جُحَا حُرُوفَهُ النَّمِينِ فِي الْعَابَةِ وَكَانَ يَشْوِي لَحْمَهُ بَيْنَمَا كَانَ أَصْدِقَاؤُهُ يَلْعَبُونَ فِي الْعَابَةِ فَرَجَيْنِ مَسْرُورِينَ لِأَنَّهُمْ قَارُوا فِي حِلَّةٍ إِفْتَاعِهِ عَلَى دَبْحِ الْحُرُوفِ، وَتَرَكَوْا مَلَابِسَهُمْ عِنْدَ جُحَا لِيَحْرُسَهَا لَهُمْ مَا جَعَلَهُ يَشْعُرُ بِالْعَضَبِ ، لِأَنَّهُمْ تَرَكَوْهُ فِي الْعَابَةِ وَجِدًّا دُونَ مُسَاعَدَتِهِ. اجْتَمَعَتِ الشَّعَالِبُ حَوْلَهُ فَجَعَلَ يَرْمِي مَلَابِسَهُمْ فِي النَّارِ فَاحْتَرَقَتْ جَمِيعُ الْمَلَابِسِ ، وَعِنْدَمَا جَاءَ أَصْدِقَاؤُهُ وَاكتشفوا ذَلِكَ ؛ حَاولُوا ضَرْبَهُ وَتَوْبِيخَهُ ، فَسَأَلَهُمْ جُحَا: وَمَا الْفَائِدَةُ مِنْ مَلَابِسِكُمْ ! أَلَيْسَتْ الْقِيَامَةُ قَائِمَةً عَدَا أَوْ

بَعْدَ عَدٍ؟!

الْأَسْئَلَةُ:

- 1- مَاذَا كَانَ يَمْلِكُ جُحَا؟ وَمَاذَا تَمَنَّى أَصْدِقَاؤُهُ ؟

2- مَاذَا كَانَ يُرِيدُ جُحَا أَنْ يَفْعَلَ بِخُرُوفِهِ ؟

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3- كَيْفَ أَفْنَعَهُ صَدِيقُهُ حَتَّى قَبْلَ نَبِيحِ خُرُوفِهِ ؟

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4- هَلْ صَدَقَ جُحَا خَبَرَ الْقِيَامَةِ فِي الْبِدَايَةِ؟

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5- لِمَاذَا غَضِبَ جُحَا عَلَى أَصْدِقَائِهِ ؟

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6- لِمَاذَا تَرَكُوا مَلَاسِيَهُمْ عِنْدَهُ ؟

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7- لِمَاذَا اجْتَمَعَتِ الثَّعَالِبُ حَوْلَ جُحَا؟

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8- مَاذَا فَعَلَ جُحَا بِمَلَاسِيِ أَصْدِقَائِهِ؟

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9- كَيْفَ سَأَلَهُمْ جُحَا لَمَّا حَاوَلُوا ضَرْبَهُ بِخُصُوصِ مَلَاسِيَهُمْ؟

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10- اقْتَرِحْ أَنْسَبَ مَوْضُوعٍ/عُنْوَانٍ لِهَذِهِ الْقِصَّةِ



## **Appendix C: Questionnaire**

### **Paper 1 - Composition (150 words) - 15mks**

### **Paper 2 - (10 questions) – 45mks**

- 1- Re-arranging the words to complete sentences and insertion of vowels at the end of each word.
- 2- Filling in the missing prepositions
- 3- Changing from active to passive voice.
- 4- Re writing sentences in the correct form
- 5- Giving questions to the given sentences
- 6- Matching words
- 7- Filling in the correct form of the given verbs in the present tense.
- 8- Filling in the correct form of the given verbs in the past tense.
- 9-Identify Nominal and verbal sentences
- 10- Comprehension