

Teaching Functional Morphology to Non-Native Arabic Learners: A Proposed Conceptualization

Ibrahim M. AlAwfi

Linguistic Preparation Department, Islamic University of Madinah, Saudi Arabia

Abstract—This study aimed to identify appropriate morphological subjects for inclusion in Arabic language teaching programs for non-Arabic speakers. Through the development of a functional teaching morphology using a descriptive approach and employing questionnaires as research tools, the author assessed the relevance and precision of proposed morphological topics across beginner, intermediate, and advanced language levels. The research findings confirmed the suitability and significance of these topics for teaching Arabic to non-Arabic speakers. Additionally, a comprehensive proposal for teaching functional morphology to non-Arabic-speaking learners was formulated and evaluated. Based on these results, the author put forth a series of recommendations and suggestions for consideration.

Index Terms—suggested proposal, teaching, functional morphology, non-Arabic-speaking Arabic language learners

I. INTRODUCTION

The demand for learning the Arabic language among non-Arabic speakers is steadily increasing, making it a focus for language scholars. As more and more individuals seek to acquire proficiency in Arabic, it is crucial for them to understand the challenges they may encounter along the way. Undoubtedly, the science of morphology holds immense significance, a fact that past scholars have recognized. Ibn Jinni famously stated that "morphology is needed by all people who speak Arabic because it is the balance of the Arabic language and it enables us to distinguish between the origins of the Arabic language and the excesses contained in it." He also emphasized the significance of morphology in Arabic, considering it the most esteemed and crucial aspect of Arabic as it serves as the foundation of the language. He highlighted that a substantial portion of Arabic can be understood through analogy, a feat achievable primarily through a deep understanding of morphology.

One common challenge learners encounter is mastering word conjugation to accurately place them within sentences. The accuracy of a word's verbal aspect hinges on its correct morphological placement in a sentence, and these challenges manifest themselves in various forms such as maintaining morphological balance, handling derivations, minimizing errors, and distinguishing between subject and object nouns.

This research proposes a conceptualization to teach functional morphology to Arabic language learners based on overcoming the difficulties these learners face in properly positioning words in sentences according to their morphological features. The morphological difficulties experienced by these learners are a major obstacle to mastering the four basic language skills of listening, speaking, reading, and writing. Morphological vocabulary is considered one of the most important components for achieving an integrative process across these four skills. Previous studies by Al-Sinani (2021), Al-Harbi (2018), and AH Khasha (2020), among others, have highlighted the importance of morphological exercises, teaching strategies, and course adjustments in overcoming these challenges. Building on these insights, the proposed conceptualization aims to equip learners with the necessary tools and techniques to navigate and utilize morphological structures effectively in their language learning journey.

Indeed, the selection of morphological topics is a key concern for specialists and Arabic language instructors, and the effective teaching of morphology in Arabic language programs for non-native speakers is a crucial aspect that should be both engaging and uncomplicated. Under this light, this study aims to investigate a novel approach to functional morphology instruction tailored to Arabic language learners who speak other languages by addressing two fundamental research questions:

1. What morphological topics are most suitable for inclusion in Arabic language training programs for non-native speakers?
2. How can functional morphology be conceptualized and taught to Arabic language learners who speak other languages in a way that is both effective and accessible?

II. RESEARCH IMPORTANCE

The significance of this research is multifaceted. Firstly, it assists students by providing them with morphological exercises that incorporate multiple evaluation methods, helping them overcome challenges in Arabic morphology. Secondly, it benefits Arabic language teachers by offering a new conceptualization of teaching morphology in Arabic

language education programs specifically designed for non-Arabic speakers. Thirdly, the research outcomes have the potential to inspire further studies in the field, encouraging researchers to explore different aspects of this topic. Finally, this study provides insights that can assist developers of Arabic language education programs in improving the quality of courses offered to non-Arabic-speaking learners. Therefore, the present study aims to:

1. Identify the morphological topics that are suitable for inclusion in Arabic language training programs.
2. Develop a conceptualization for teaching functional morphology by employing the descriptive method along with the questionnaire tool.

III. THEORETICAL FRAMEWORK

The theoretical framework of this study centers on the concept of morphology in the Arabic language, which refers to the changes and shifts that occur in word structure. This is evidenced by Quranic verses such as "And the winds shift" and "We have certainly provided in this Quran every kind of lesson for people".

Morphology is the science that studies the ways to formulate Arabic word structures and their conditions, even if they are not obligatory or constructive. It deals with Arabic words—including conjugated verbs and Arabized nouns—in terms of their validity, declension, originality, increase, and how they are derived to convey new meanings.

Morphology applies changes to verb structures to indicate the subject, preference, or object, and applies changes to Arabized nouns through dualization, pluralization, miniaturization, and attribution. According to Al-Sabban's footnote to Ashmuni's commentary, the definition of conjugation encompasses three key aspects (Al-Sabban, 1305):

1. The first involves altering a word's structure to convey the intended meaning in various contexts, such as through miniaturization, nominalization, and fractional forms.
2. The second aspect suggests that, besides realizing a contextual shift, word alteration serves a different purpose, encompassing actions like addition, deletion, inversion, transfer, insertion, and tilting.
3. The integrity and accuracy of a word's structure, including the authenticity, augmentation, and correctness of its letters, are crucial. The structure of a word signifies its essence when singular and becomes a specialized area of study in grammar when combined with others.

From the above, it is evident that the exchange among the ancients holds two distinct meanings (Al-Hadithi, 1965, p. 23). The first meaning is practical, involving the transformation of a source into various specific intended meanings, such as the names of the subject and object, preferences, and temporal references. The second meaning is scientific, focusing on understanding the principles governing word structures beyond literal expressions. Modern linguists, such as Kamal Bishr, emphasize morphology as a means of analyzing the structure and content upon which the study of grammar is founded (Bishr, 1986, p. 84).

Morphology examines two types of words: nouns in their expressed form and verbs in their conjugated form. Furthermore, morphological categories include the morphological scale, the structures of nouns and verbs, the conjugation patterns of verbs and nouns, and common conjugational aspects like dependency and substitution.

A. Key Challenges in Morphology

Morphology is a complex subject that presents numerous challenges due to its wide range of topics and intricate themes and issues. One of the main difficulties is the intersection between morphology and grammar, as certain morphological aspects, such as singularity, plurality, and pluralization, can also be analyzed at the sentence level. Another challenge is the inconsistency of the rules set by experts, which can be confusing for learners. Additionally, non-native speakers may struggle with unfamiliar concepts such as derivation, morphological balance, singular and plural forms, dual forms, and the distinctions between sources, verbs, derivatives, abstract, augmented, transitive, and intransitive forms. Furthermore, students' phonological difficulties can hinder their understanding of certain morphological concepts. Moreover, the lack of clear organization based on psychoeducational criteria can make learning even more challenging.

B. Methods for Studying Arabic Morphology

There are several different approaches to acquiring knowledge of Arabic morphology. The traditional method involves teaching morphological principles and their application through practical examples. The constructivist method focuses on breaking down word roots and weights before using morphological rules to reconstruct them. The inductive method involves analyzing recurring morphological patterns in Arabic texts to deduce the rules. The interactive method incorporates games and activities to engage students in learning morphology and enhance their overall experience. Additionally, the project-based method assigns students with morphological projects to apply in real-life situations. These methods are all tailored to meet the specific objectives and requirements of students and are often used simultaneously for optimal results. Despite their interplay, each method maintains its distinct nature.

IV. CHALLENGES IN TEACHING MORPHOLOGY

The study of morphology and derivation focuses on analyzing words independently of their context or usage within a sentence. The primary concern lies in dissecting the structure of words and observing how changes in structure impact meaning. In contrast to grammar, which examines a word's function and relationships within a sentence, morphology

requires and is interconnected with knowledge of phonetics. To grasp morphology's rules, one must first understand phonetics, modern phonetic writing, and principles like similarity and dissimilarity, particularly in areas such as substitution. A foundational understanding of morphology and phonetics precedes a comprehensive study of grammar, as grammar primarily scrutinizes a word's characteristics within a sentence.

In the Arabic linguistic tradition, phonetics is considered part of the field of morphology because the study of morphology heavily relies on phonological principles. This is emphasized by Dr. Kamal Bishr who stated that "We do not believe that any of the knowledgeable students feel that many of the issues of Arabic morphology in particular cannot be studied accurately except by relying on phonological laws and taking them into account at all stages of the study. For example, the topics of decomposition and substitution require a good knowledge of sounds and their characteristics and reference to the phonetic rules of Arabic for guidance in their analysis if we were to approach them in a linguistically correct way" (Bishr, 1986).

Furthermore, the confusion surrounding the relationship between phonetics and morphology stems from a lack of awareness regarding the close connection between grammatical and morphological rules. Learners often study derived words and their types separately from grammatical concepts which is essential for establishing a more coherent understanding of the language.

In conclusion, a significant challenge in teaching morphology lies in the outdated methods used that fail to meet the requirements of learners and diminish their motivation for learning. In contrast, modern strategies have demonstrated their efficacy and appeal, particularly for non-Arabic speakers.

V. RESEARCH RESULTS AND DISCUSSION

This section will present the research outcomes derived from administering questionnaires to a group of experts. First, however, to analyze and interpret the results in conjunction with relevant research literature, the first research question of what morphological topics should be introduced in programs for teaching Arabic to non-Arabic speakers must be answered. To provide a more thorough and knowledgeable answer to this question, it was subdivided into three questions that require more specific answers:

1. What morphological topics should be introduced at the beginner level in Arabic language teaching programs?
2. Which morphological topics should be introduced for intermediate-level Arabic language education programs?
3. Which morphological topics should be introduced for advanced levels in Arabic language education programs?

The experts' responses to the functional morphological topics that they considered suitable for Arabic language learners at each level were recorded, and respective percentages were calculated. The results are shown in Tables 1–6.

TABLE 1
SUITABLE MORPHOLOGICAL TOPICS TO BE INTRODUCED IN PROGRAMS FOR TEACHING ARABIC TO BEGINNERS SPEAKING OTHER LANGUAGES

N	Morphological Topics		Suitability of Topics for the Level		Importance of Topics			Scientific Accuracy	
			Suitable	Not Suitable	Very Important	Important	Not Important	Accurate	Inaccurate
1	Sections of the Verb	T	16	2	8	3	0	9	1
		%	88.9	11.1	50.0	18.8	0.0	75.0	8.3
2	Verb Divisions in Terms of Tense	T	18	0	10	3	0	10	0
		%	100.0	0.0	62.5	18.8	0.0	83.3	0.0
3	Verb Divisions in Terms of Validity and Impairment	T	15	3	5	6	2	10	0
		%	83.3	16.7	31.3	37.5	12.5	83.3	0.0
4	Verb Divisions in Terms of Transitive and Intransitive.	T	13	5	6	5	1	10	0
		%	72.2	27.8	37.5	31.3	6.3	83.3	0.0
5	Verb Divisions in Terms of Known and Unknown	T	13	4	10	4	0	10	0
		%	72.2	22.2	62.5	25.0	0.0	83.3	0.0
6	Verb Divisions in Terms of Abstraction and Augmentation	T	12	5	10	3	1	10	0
		%	66.7	27.8	62.5	18.8	6.3	83.3	0.0
7	The Importance of Verb Augmentation	T	12	6	7	4	2	10	0
		%	66.7	33.3	43.8	25.0	12.5	83.3	0.0
8	Increased Letters	T	11	6	9	4	1	10	0
		%	61.1	33.3	56.3	25.0	6.3	83.3	0.0
9	Triple Augmentation	T	13	5	9	4	1	10	0
		%	72.2	27.8	56.3	25.0	6.3	83.3	0.0
10	Quadratic Augmentation	T	10	8	9	3	1	10	0
		%	55.6	44.4	56.3	18.8	6.3	83.3	0.0
11	Attributing Verbs to Pronouns	T	14	3	13	0	0	10	0
		%	77.8	16.7	81.3	0.0	0.0	83.3	0.0
12	Pronouns to Which a Verb is Attributed	T	16	2	9	2	0	10	1
		%	88.9	11.1	56.3	12.5	0.0	83.3	8.3
13	Attributing Other Correct Verbs to Pronouns	T	14	4	9	2	0	9	1
		%	77.8	22.2	56.3	12.5	0.0	75.0	8.3
14	Attributing a Dysfunctional Verb to Pronouns.	T	14	3	10	2	0	10	1
		%	77.8	16.7	62.5	12.5	0.0	83.3	8.3

According to the expert assessments presented in Table 1, all the morphological topics selected for the beginner level were deemed appropriate. The suitability percentage ranged from a lower limit of 55.6% for Topic 5 to a maximum of 100% for Topic 2. These results indicate that all topics were considered important, with percentages ranging from 68.8% for Topics 1, 3, 4, 7, 12, and 13, to 87.5% for Topic 5. Furthermore, all topics were considered scientifically accurate, with percentages ranging between 75% for Topics 1 and 13, and 83.3% for Topics 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 14.

TABLE 2
MORPHOLOGICAL TOPICS THAT CAN BE INTRODUCED IN PROGRAMS FOR TEACHING ARABIC TO INTERMEDIATES SPEAKING OTHER LANGUAGES

N	Morphological Topics		Suitability of Topics for the Level		Importance of Topics			Scientific Accuracy	
			Suitable	Not Suitable	Very Important	Important	Not Important	Accurate	Inaccurate
1	Verb Emphasis With <i>Nun</i>	T	15	2	11	2	0	9	0
		%	83.3	11.1	68.8	12.5	0.0	75.0	0.0
2	Past Tense	T	15	1	11	3	0	9	1
		%	83.3	5.6	68.8	18.8	0.0	75.0	8.3
3	Command Verb	T	15	1	12	2	0	9	1
		%	83.3	5.6	75.0	12.5	0.0	75.0	8.3
4	Present Tense	T	16	0	12	2	0	9	1
		%	88.9	0.0	75.0	12.5	0.0	75.0	8.3
5	Verb Emphasis	T	17	0	11	2	0	8	0
		%	94.4	0.0	68.8	12.5	0.0	66.7	0.0
6	Duty-Permissible-Impermissible	T	12	5	8	3	2	8	1
		%	66.7	27.8	50.0	18.8	12.5	66.7	8.3
7	Assigning the Verb Emphasized With <i>Nun</i> to Pronouns	T	13	4	9	2	2	10	1
		%	72.2	22.2	56.3	12.5	12.5	83.3	8.3
8	The Singular Predicate	T	16	1	10	3	0	9	1
		%	88.9	5.6	62.5	18.8	0.0	75.0	8.3
9	The Predicate to <i>Alif</i> of Tows	T	15	2	9	5	0	9	1
		%	83.3	11.1	56.3	31.3	0.0	75.0	8.3
10	The Predicate to the <i>Waw</i> Group	T	17	0	9	4	1	9	1
		%	94.4	0.0	56.3	25.0	6.3	75.0	8.3
11	Assignment to <i>Ya</i> of Addressing	T	17	0	9	4	0	9	1
		%	94.4	0.0	56.3	25.0	0.0	75.0	8.3
12	The Predicate to the Feminine <i>Nun</i>	T	16	0	9	4	0	9	1
		%	88.9	0.0	56.3	25.0	0.0	75.0	8.3
13	Triple Verbs Source	T	16	1	11	3	0	9	0
		%	88.9	5.6	68.8	18.8	0.0	75.0	0.0
14	Quadruple Verbs Sources	T	15	2	11	3	0	10	0
		%	83.3	11.1	68.8	18.8	0.0	83.3	0.0
15	Pentameter And Hexagram Verbs Sources	T	14	3	11	2	1	9	1
		%	77.8	16.7	68.8	12.5	6.3	75.0	8.3
16	Bitter Source	T	13	4	9	4	1	10	0
		%	72.2	22.2	56.3	25.0	6.3	83.3	0.0
17	Body Source	T	14	3	9	4	1	10	0
		%	77.8	16.7	56.3	25.0	6.3	83.3	0.0
18	Artificial Source	T	13	4	9	3	2	10	0
		%	72.2	22.2	56.3	18.8	12.5	83.3	0.0
19	Masculine Infinitive	T	14	3	9	3	2	10	0
		%	77.8	16.7	56.3	18.8	12.5	83.3	0.0
20	Instrumental Infinitive	T	13	4	10	2	2	9	0
		%	72.2	22.2	62.5	12.5	12.5	75.0	0.0

As shown in Table 2, according to expert opinions, all morphological topics offered in Arabic language programs at the intermediate level were considered appropriate. The percentage ranged from 66.7% (lower limit) for Topic 6 to 94.4% at the upper limit for Topics 5, 10, and 11. The results of the previous table indicate that all topics were considered important, with percentages ranging from a minimum of 68.8% for Topics 6 and 7 to a maximum of 87.5% for Topics 2, 3, 4, 9, 13, and 14. Furthermore, the results demonstrate that all topics were considered scientifically accurate, with scientific accuracy values ranging from 66.7% for Topics 5 and 6 to 83.3% for Topics 7, 14, 16, 17, 18, and 19.

TABLE 3
MORPHOLOGICAL TOPICS THAT CAN BE INTRODUCED IN PROGRAMS FOR TEACHING ARABIC TO ADVANCED LEVEL LEARNERS SPEAKING OTHER LANGUAGES

رقم	Morphological Topics		Suitability of Topics for the Level		Importance of Topics			Scientific Accuracy	
			Suitable	Not Suitable	Very Important	Important	Not Important	Accurate	Inaccurate
1	Subject Noun	T	15	1	12	3	0	11	0
		%	83.3	5.6	75.0	18.8	0.0	91.7	0.0
2	Object Noun	T	15	1	13	3	0	11	0
		%	83.3	5.6	81.3	18.8	0.0	91.7	0.0
3	Exaggeration Formulas	T	15	0	13	2	0	11	0
		%	83.3	0.0	81.3	12.5	0.0	91.7	0.0
4	Comparative Adjective	T	16	0	12	3	0	11	0
		%	88.9	0.0	75.0	18.8	0.0	91.7	0.0
5	Place, Time Nouns	T	14	1	13	2	0	11	0
		%	77.8	5.6	81.3	12.5	0.0	91.7	0.0
6	Machine Name	T	14	1	14	2	0	11	0
		%	77.8	5.6	87.5	12.5	0.0	91.7	0.0
7	Superlative Noun	T	15	0	13	3	0	11	0
		%	83.3	0.0	81.3	18.8	0.0	91.7	0.0
8	The Subject Noun Role	T	14	2	9	3	2	10	1
		%	77.8	11.1	56.3	18.8	12.5	83.3	8.3
9	Exaggerated Formulas Role	T	14	3	8	4	2	10	1
		%	77.8	16.7	50.0	25.0	12.5	83.3	8.3
10	The Object Noun Role	T	15	2	9	2	2	10	1
		%	83.3	11.1	56.3	12.5	12.5	83.3	8.3
11	Comparative Adjective Role	T	13	3	7	5	3	10	1
		%	72.2	16.7	43.8	31.3	18.8	83.3	8.3
12	Superlative Noun Role	T	14	3	7	5	3	10	1
		%	77.8	16.7	43.8	31.3	18.8	83.3	8.3
13	Sources and Derivatives Role	T	15	1	8	4	2	10	1
		%	83.3	5.6	50.0	25.0	12.5	83.3	8.3
14	Correct Noun	T	16	1	12	1	0	11	1
		%	88.9	5.6	75.0	6.3	0.0	91.7	8.3
15	Defective Noun	T	15	1	13	1	0	11	1
		%	83.3	5.6	81.3	6.3	0.0	91.7	8.3
16	Masculine and Feminine	T	14	2	13	1	0	11	0
		%	77.8	11.1	81.3	6.3	0.0	91.7	0.0
17	Singular, Dual and Plural	T	13	3	12	1	0	10	1
		%	72.2	16.7	75.0	6.3	0.0	83.3	8.3
18	Minimization and Its Purposes	T	17	0	11	2	1	11	0
		%	94.4	0.0	68.8	12.5	6.3	91.7	0.0
19	How to Minimize	T	17	0	11	2	1	11	0
		%	94.4	0.0	68.8	12.5	6.3	91.7	0.0
20	Conditions for Minimization	T	16	1	9	3	2	10	1
		%	88.9	5.6	56.3	18.8	12.5	83.3	8.3
21	Minimization Weights	T	16	1	9	4	1	11	0
		%	88.9	5.6	56.3	25.0	6.3	91.7	0.0
22	Minimization Provisions	T	14	2	9	4	2	10	1
		%	77.8	11.1	56.3	25.0	12.5	83.3	8.3
23	Distinction	T	16	0	14	1	0	11	0
		%	88.9	0.0	87.5	6.3	0.0	91.7	0.0
24	Pedigree and Its Provisions	T	16	0	12	3	0	11	0
		%	88.9	0.0	75.0	18.8	0.0	91.7	0.0
25	Pedigree Anomalies	T	10	5	8	1	6	10	1
		%	55.6	27.8	50.0	6.3	37.5	83.3	8.3
26	What Eliminates the <i>Yah</i> of Descent	T	12	4	9	1	5	10	1
		%	66.7	22.2	56.3	6.3	31.3	83.3	8.3
27	Cases of Merging	T	14	2	11	2	2	11	0
		%	77.8	11.1	68.8	12.5	12.5	91.7	0.0
28	Obligatory Merging	T	13	3	8	4	3	10	1
		%	72.2	16.7	50.0	25.0	18.8	83.3	8.3
29	Permissible Merging	T	13	3	8	4	3	10	1
		%	72.2	16.7	50.0	25.0	18.8	83.3	8.3
30	Prohibition Of Merging	T	13	3	8	4	3	10	1
		%	72.2	16.7	50.0	25.0	18.8	83.3	8.3
31	Commutativity	T	15	1	9	4	2	11	0
		%	83.3	5.6	56.3	25.0	12.5	91.7	0.0
32	Commutation Letters	T	14	2	9	3	3	11	0
		%	77.8	11.1	56.3	18.8	18.8	91.7	0.0
33	Cases of Commutativity	T	14	2	9	3	3	11	0

		%	77.8	11.1	56.3	18.8	18.8	91.7	0.0
34	Sections of Commutativity	T	12	4	8	1	6	11	0
		%	66.7	22.2	50.0	6.3	37.5	91.7	0.0
35	Stopping Rules	T	12	4	7	3	5	10	1
		%	66.7	22.2	43.8	18.8	31.3	83.3	8.3
36	Replacement by Inversion	T	12	4	7	3	5	10	1
		%	66.7	22.2	43.8	18.8	31.3	83.3	8.3
37	Punctuation by Deletion	T	12	4	7	3	6	10	1
		%	66.7	22.2	43.8	18.8	37.5	83.3	8.3
38	Punctuation by Shifting	T	12	4	7	3	5	10	1
		%	66.7	22.2	43.8	18.8	31.3	83.3	8.3

According to the expert opinions shown in Table 3, all proposed morphological topics for the advanced level in Arabic language education programs were appropriate, with percentages ranging from 55.6% for Topic 25 to 94.4% for Topics 18 and 19. This is in agreement with the findings of Khasha (2020), who studied the use of various teaching methods for increasing academic achievement and emphasized the need to reconsider the topics of exchange prescribed for intermediate students. The results of the previous table indicate that all topics were considered important by experts, with importance percentages ranging from 56.3% for Topics 25 and 34 to 100% for Topics 2, 6, and 7. Furthermore, the results also indicated that all topics were scientifically accurate, as the percentage of scientific accuracy ranged from 83.3% for topics numbered 8, 9, 10, 11, 12, 13, 20, 22, 25, 26, 28, 29, 30, 35, 36, 37, and 38 to 91.7% for topics numbered 1, 2, 3, 4, 5, 6, 7, 14, 15, 16, 18, 19, 21, 23, 24, 27, 31, 32, 33, and 34. Moreover, it must be noted that eight topics (25, 26, 33, 34, 35, 36, 37, and 38) did not meet the minimum threshold for consensus.

Research Question 2 asked, "What is the proposed conceptualization of teaching functional morphology to Arabic learners who speak other languages?" and outlined the proposed conceptualization for teaching Arabic to non-native speakers, as presented below:

A. Proposed Conceptualization Premises

Teaching morphology functionally enhances the effectiveness of teaching more than teaching about the language, and embracing functional morphology instruction enhances learners' linguistic and communicative proficiency. However, it is important to note here that educational morphology differs from the scientific morphology typically presented in grammar and morphology textbooks.

B. Proposed Conceptualization Goals

This research proposes a conceptual framework for how functional morphology should be taught to learners of Arabic whose native language is not Arabic. The framework is based on the specific morphological topics that were identified in this study as being suitable for inclusion in Arabic language instruction for non-native speakers.

C. Proposed Conceptualization's Sources

The proposed conceptualization was constructed based on of the following sources which included linguistic, psychological, and pedagogical criteria affecting the quality of a functional morphology course for Arabic language learners; results based on the administered questionnaires; findings of previous studies, derived from books, conferences and seminars specialized in teaching morphological rules to non-Arabic speakers; the objectives of teaching morphology in Arabic language education programs; and the evaluation of the proposed conceptualization by acquiring opinions, suggestions, and amendments of experts in linguistics and methods for teaching the Arabic language to non-Arabic speakers.

D. Conceptualization Elements

The goals of the conceptualization were divided into two main parts: the first part comprises a final list of morphological topics that can be taught to speakers of other languages. The second part presents a model lesson on minimization for advanced-level learners, which is presented in Appendix A.

TABLE 4
MORPHOLOGICAL TOPICS THAT CAN BE INTRODUCED IN PROGRAMS FOR TEACHING ARABIC TO BEGINNERS SPEAKING OTHER LANGUAGES

N	Topics	N	Topics
1	Sections of the Verb	8	Increased Letters.
2	Verb Divisions in Terms of Tense	9	Triple Augmentation
3	Verb Divisions in Terms of Validity and Impairment	10	Attributing Verbs to Pronouns
4	Verb Divisions in Terms of Transitive and Intransitive	11	The Pronouns to Which a Verb Is Attributed.
5	Verb Divisions in Terms of Known and Unknown	12	Attributing the Other Correct Verb to Pronouns
6	Verb Divisions in Terms of Abstraction and Augmentation	13	Attributing a Dysfunctional Verb to Pronouns
7	The Importance of Verb Augmentation		

TABLE 5

MORPHOLOGICAL TOPICS THAT CAN BE INTRODUCED IN PROGRAMS FOR TEACHING ARABIC TO INTERMEDIATES SPEAKING OTHER LANGUAGES

N	Topics	N	Topics
1	Verb Emphasis with <i>Nun</i>	11	The Predicate to the Feminine "Nun"
2	Past Tense	12	Triple Verbs Source
3	Command Verb	13	Quadruple Verbs Sources
4	Present Tense	14	Pentameter and Hexagram Verbs Sources
5	Verb Emphasis	15	Bitter Source
6	Assigning the Verb Emphasized with <i>Nun</i> to Pronouns	16	Body Source
7	The Singular Predicate	17	Artificial Source
8	The Predicate to <i>Alif</i> of Tows	18	Masculine Infinitive
9	The Predicate to the <i>Waw</i> Group	19	Instrumental Infinitive
10	Assignment to <i>Ya</i> of Addressing		

TABLE 6

MORPHOLOGICAL TOPICS THAT CAN BE INTRODUCED IN PROGRAMS FOR TEACHING ARABIC TO ADVANCED LEVEL LEARNERS SPEAKING OTHER LANGUAGES

N	Topics	N	Topics
1	Subject Noun	18	Minimization and Its Purposes
2	Object Noun	19	How to Minimize
3	Exaggeration Formulas	20	Conditions for Minimization
4	Comparative Adjective	21	Minimization Weights
5	Place, Time Nouns	22	Minimization Provisions
6	Machine Name	23	Distinction
7	Superlative Noun	24	Pedigree and Its Provisions
8	The Subject Noun Role	25	Cases of Merging
9	Exaggerated Formulas Role	26	Obligatory Merging
10	The Object Noun Role	27	Permissible Merging
11	Comparative Adjective Role	28	Prohibition of Merging
12	Superlative Noun Role	29	Commutativity
13	Sources and Derivatives Role	30	Commutation Letters
14	Correct Noun	31	Cases of Commutativity
15	Defective Noun	32	Sections of Commutativity
16	Masculine and Feminine	33	Stopping Rules
17	Singular, Dual and Plural		

E. Adjusting the Proposed Conceptualization

After refining the conceptualization, it was presented in its final version to seven faculty members at the Institute of Arabic Language Education at the Islamic University in Medina, Saudi Arabia. Their feedback confirmed that the refined concept successfully meets its objectives and aligns with established scientific principles in this field.

F. Results of the Proposed Conceptualization

The proposed conceptualization of functional morphology instruction for learners of Arabic included a final list of morphological topics for learners of Arabic that have been approved by specialists, along with model lessons for teaching morphology to learners of Arabic for speakers of other languages.

The proposed conceptualization properties can be summarized as follows:

- Functionalization of exercises to evaluate the teaching of morphology.
- Variety of training methods (pattern, meaning, communication).
- The course takes into account linguistic accuracy, and it should have the following characteristics:
 - Free of grammatical and morphological errors;
 - Free of semantic errors;
 - Free of spelling errors;
 - Attention to punctuation;
 - Adjusting the words that need to be adjusted;
 - Using common vocabulary;
 - His use of natural morphological structures that are not artificial and stilted, especially at elementary levels;
 - Uses common language structures;
 - Integrates language skills (integrative approach);
 - Suitable for the age level of learners;
 - Suitable for the linguistic level of learners;
 - Taking into account the differences between learners' inclinations and interests;
 - It takes into account the individual differences between learners;
 - It motivates the student to work extra and rely on himself in a self-directed learning process;
 - Formulate the objectives of the functional exchange course;

- Formulate the objectives of the functional exchange course clearly;
 - Formulate the objectives so that they are procedural and measurable;
 - Formulate the objectives so that each objective measures a single performance;
 - Describe the course objectives and learner performance;
 - Consider the comprehensiveness of the objectives;
 - Have a summary at the end of each lesson;
 - The course content directs learners to use more than one method of learning and teaching; and
 - Determine the appropriate teaching strategies for each lesson based on the quality of its content, students' level, needs, and abilities.
- Formulating functional education assessment exercises to achieve the following:
 - Diversity of evaluation methods in the course:
 - Variety of training methods (pattern, meaning, communication);
 - Variety of evaluation forms and language exercises;
 - The comprehensiveness of the evaluation of the course should have the following characteristics:
 - Taking into account individual differences between learners.
 - The evaluation is linked to the content, and it is also linked to the outcomes.

This study aligns with the findings of previous researchers, including Al-Sinani (2021), Al-Harbi (2018), Khasha (2020), and Harb (2004), who emphasized the importance of developing a comprehensive list of morphological concepts to be incorporated into Arabic language education curricula across all grade levels. Additionally, the researcher recommends reviewing and revising the content and assessment methods of Arabic language courses for non-native speakers to ensure their effectiveness and relevance.

In sum, the proposed morphological topics that could be offered in programs for the three levels of Arabic learners were deemed appropriate, important, and scientifically accurate by experts. However, in the beginner level topics, Topic 10 (Quadratic Augmentation) had a percentage of agreement of 78%; thus, in terms of consensus, it did not reach the minimum threshold for acceptance. Furthermore, at the intermediate level, Topic 6 (Duty-Permissible-Impermissible) had an agreement rate of 79.5% and thus also did not reach the minimum threshold for acceptance in terms of consensus and topics. Moreover, the advanced-level Topics 25, 26, 34, 35, 36, 37, and 38 also did not reach the minimum threshold for acceptance in terms of consensus and topics with a percentage of agreement ranging from 70.7% to 76.2%. Finally, the proposed conceptualization for teaching functional morphology to Arabic language learners should be implemented after evaluation.

VI. CONCLUSION

This study sought to find appropriate morphological subjects for inclusion in Arabic language instruction programs for non-Arabic speakers. The author evaluated the relevance and precision of proposed morphological subjects at the beginner, intermediate, and advanced language levels by developing a functional teaching morphology utilizing a descriptive approach and questionnaires as research tools. The study's findings verified the appropriateness and significance of these themes for teaching Arabic to non-Arabic speakers. Furthermore, a thorough concept for teaching functional morphology to non-Arabic-speaking students was developed and assessed. Based on these findings, the author proposed a set of recommendations and suggestions for consideration.

APPENDIX A: A MODEL LESSON ON MINIMIZATION FOR ADVANCED-LEVEL LEARNERS

Grapes and Their Benefits

”كزَمَةُ الْعِنَبِ وَفَوَائِدُهَا“

الكزَمَةُ أَوْ شَجَرَةُ الْعِنَبِ مِنْ أَقْدَمِ اللَّبَنَاتِ الَّتِي أَفْتَتِ الْإِنْسَانَ بِفَيْئَادِهَا، وَتَعْدَى مِنْهَا أَلْفُ السِّنِينَ قَبْلَ أَنْ يَغْرِفَ كَيْفَ يُحْسِنُ أَنْوَاعَهَا. إِنَّ لَوْنَ وَرَقَةَ الْكَزَمَةِ يَغْتَمِدُ عَلَى الْجِنْسِ الْأَصْلِيِّ لِلنَّبْتَةِ، وَمِنْ بُرْيُوعِيهَا تَنْشَأُ أَعْصَانٌ تُحْمَلُ الْأَزْهَارُ الَّتِي يَطْهَرُ عَلَى سَاقِيهَا حُبُّبٌ أَوْ حَبُّبَانٌ أَوْ عِدَّةٌ حُبُوبٌ، وَطِيفَتْهَا دَعْمُ الْأَعْصَانِ وَمُسَاعَدَتُهَا عَلَى التَّسْلُقِ. أَمَّا ثَمَرُ الْكَزَمَةِ، وَهُوَ عَنَيْقِدُ الْعِنَبِ، فَيَتَأَلَّفُ مِنْ حَبِيبَاتٍ مُكَوَّرَةٍ تُعْطِيهَا قَشْرَةٌ مَلِيسَاءٌ، وَفِي دَاحِلِهَا بُرَّةٌ سَوْدَاءٌ، وَبَعْضُ أَصْنَافِ الْعِنَبِ لَا بُرَّةَ لَهَا، وَاللَّصُوءُ شَأْنُهُ فِي زِيَادَةِ مَحْتَوَى السُّكَّرِ فِي الْعِنَبِ. وَمِنْ الْعَوَامِلِ الْمُنَاحِيَةِ الَّتِي يَنْبَغِي الْإِهْتِمَامَ بِهَا: اخْتِيَارُ الْمَوْضِعِ الْمُنَاسِبِ لِزِرَاعَةِ الْكَزَمَةِ، وَمَقْدَارُ الْأَمْطَارِ وَمَوَاقِيتِ هَطُولِهَا، وَعَدَمُ الْإِقْرَاطِ فِي مَرَحَلَةِ سَقِيهَا فَلَا تُسْمَى إِلَّا عِنْدَ الصَّرْبُورَةِ الْفُضْوَى. تَبْدَأُ الْكَزَمَةُ فِي إِنتَاجِ الْعِنَبِ أَبْتِدَاءً مِنَ السَّنَةِ الثَّلَاثِيَّةِ أَوْ الثَّلَاثِيَّةِ، وَيَدُومُ عَطَاؤُهَا بَيْنَ ثَلَاثِينَ وَأَرْبَعِينَ عَامًا، وَلِلْعِنَبِ قِيَمَةٌ غِذَائِيَّةٌ عَالِيَةٌ بِسَبَبِ مَحْتَوَاهُ مِنَ السُّكَّرِ، وَهُوَ هِبَةٌ مِنَ اللَّهِ تَعَالَى لِخَلْقِهِ، فَعَلَيْكَ يَا أَحْيَ الْأَفْلاَحِ الْمَعْرَبِيِّ بِالْعِنَابَةِ بِغَرْسِهِ وَالْحِفَاطِ عَلَى نَبْتِهِ، فِرْعَانِيَّةٌ ذَلِكَ هُوَ دَيْدِنَانُ بَقَائِهِ وَإِنْتِاجِهِ.

Read the text carefully and consider the following:

1. **Minimization of a triple word:** Where the first word is *dammah*, the second *fathah*, and a consonant *ya* is added to it, identify the miniaturization, as in:

قلم: قَلِيم / *qalam: qulaim*

جبل: جُبَيْل / *jabal: jubail*

2. **Minimization of a quadrilateral word:** the first part is *dammah*, the second *fathah*, and a consonant *ya* is added to it, and any letter that comes after the *ya* is given a *kasra*.

درهم: دُرَيْهِم / *dirham: durayhim*

كتاب: كُتَيْب / *kitab: kutayyib*

3. **Minimization of words with more than four letters:** They are minimized just like quadrilateral words, where a letter or two are deleted, resulting in a minimization according to the pattern (فُعَيْل), as seen below:

عنكبوت: عُنْكَيْب / *unaykib* spider:

زنجبيل: زُنْجَيْب / *zunayjib* ginger:

4. **Minimization of a pentagonal word that precedes its last letter with a prolongation letter:** When reducing a five-letter word, the presence of a prolongation letter (*alif*, *waw*, or *ya*) before its last letter alters the minimization process compared to words with more than four letters, where excess letters are simply deleted. For example:

مفتاح: مِفْتَاح / *miftah* key:

صندوق: صُنْدُوق / *sunduq* box:

منديل: مَنْدِيل / *mandil* napkin:

Moreover, in the examples below, it is reduced to the weight of *fu'ayil*, so the letter of the extension is turned into a *ya* if it is an *alif* or *waw* and remains unchanged if it is a *ya*, as in:

صندوق: صُنْدُوق / صُنْدَيْق / *sunaydiq*

مفتاح: مِفْتَاح / مِفْتَيْح / *mufaytih*

5. **Minimizing the plural form of the word *afa'l*:** It is treated like a triple; first comes a *dammah*; second, a *fathah*; and a consonant *ya* is added to it. If the second letter of the noun to be minimized is an *alif*, it is turned into a *waw* when minimized. If the triple feminine noun is minimized, it is followed by a feminine *ta*. There are nouns with more than three letters that are treated as a triple, so they are reduced to the weight of *fa'il*. There are also names with more than four letters that are treated as a quadrilateral and are reduced to the weight of *fa'il* without deleting any letter from the word. If these names are triple or quadrilateral, then the following are added to them:

a) T. Feminization: *nakhla: nakhila*

b) A feminine shortened *alif*: *odhma: odhaima*

c) Extended feminine *alif*: *chaqra': choqaira'*

d) The sign of femininity (A and N or Y and N): *jabalan: jubilan*

e) Masculine plural marker (F and N or Y and N): *jelson: joelson*

f) The sign of the plural of the feminine gender (A and T): *tamrat: tumairat*

g) The extra *alif* and *nun* at the end of the word: *salman: suleiman*

h) *Ya* of descent: *abqari: obaqiri*

6. **Miniaturization purposes:**

a) Reducing size

b) Decrease in number

c) Maximization

d) Degradation ("belittling")

e) Salting

f) Endearment (close to "salting")

g) Compassionate

h) Indicating shortness of time

i) Indicating closeness of place

7. **Conditions for Miniaturization:**

1. Constructed nouns like interrogative and conditional nouns, pronouns, symbols, etc., cannot be miniaturized. However, some constructed nouns have been observed to allow miniaturization.
2. The name should not carry the significance of a formula for minimization; thus, names like *Kamit*, *Dredd*, and *Suwaid* are not suitable.
3. The significance of the name can be reduced; therefore, names that hold sacred connotations like those of God, prophets, and angels should not be considered for minimization.

Exercises

Exercise 1: Together with your group members, minimize the following names and show the change that occurred.

Nouns	Miniaturization	The Change That Occurred
رمح		
دملج		
كرمة		
سارق		
عبد الرحمن		
خالد		
نوافذ		

Exercise 2: Working with a classmate, restore each minimized word back to its original form and put it into a meaningful sentence:

شَهِيدُونَ - سُلَيْبِي - مُسَلِّمَةٌ - أُصْحَابٌ - أُذْيَرُوعٌ - زُعْفِرَانٌ - تُمَيْرَةٌ:

Exercise 3: With your group members, select which words do not get minimized and why. Then, evaluate your answers.

حمراء - احترم - نحن - الرحمن - قنديل - الخميس - مسيطر.

Exercise 4: Read the following statement in the worksheet and then write down the concept it refers to.

"تغيير بطلاً على بنية الاسم، وذلك بضم أوله وفتح ثانيه وزيادة ياء ساكنة بعد حرفه الثاني، ليصير على صيغة (فُعَيْل)، فمن أنا؟"

Exercise 5: In this example, working with your group members, find the mistakes in the writing.

Exercise 6: Dear Guest Structure - The morphology teacher has chosen you to play the role of (tetrameter and pentameter verb minimization) in the Dear Guest program. Introduce yourself to the audience.

REFERENCES

- [1] Al-Asili, A. (1423 AH). *Fundamentals of teaching Arabic to speakers of other languages* (Makkah Al-Mukarramah: Umm Al-Qura University, Scientific Research Institute).
- [2] Al-Assaf, S. (2003). *Introduction to Research in the Behavioral Sciences*, Riyadh: Al-Obeikan Printing and Publishing Company.
- [3] Al-Hadithi, K. (1965). *Structures of morphology in Sibuyeh's book*, Al-Nahda Library, Baghdad, 1st ed.
- [4] Al-Harbi, M. (2018). *Designing a matrix of the extent and sequence of morphological concepts needed for learners of Arabic language speaking other languages*. [Unpublished master's thesis] Islamic University of Madinah.
- [5] Al-Hudaibi, A. (2013). The effect of the proposed "Atqan" strategy on the development of reading comprehension skills among Arabic language learners who speak other languages. *Arabic Journal for Speakers of Other Languages*, 27(106), 183 – 239.
- [6] Al-Rajhi, A. (2020). *Morphological application*, Dar Al-Masirah.
- [7] Al-Sabban, A. (1305). *Hashiya Al-Sabban on Ashmuni's commentary on Al-Ashmuni's commentary on Al-Alfiya bin Malik*, Al-Khairiya Press, Egypt, T1.
- [8] Al-Shamsan, A. (2004). *Lessons in Morphology*, Al-Rushd Library, C1, third edition.
- [9] Al-sinani, M. (2012). The reality of morphological difficulties faced by Arabic language learners who speak other languages at the Islamic University, and ways to address them from the perspective of faculty members. *Islamic University Journal of Arabic Language and Literature*, 2(1), 475-524.
- [10] Bishr, Kamal. (1986). *Studies in Linguistics*, Dar al-Maarif, Egypt.
- [11] Fawzit Dandana, Nawal Akti. (n.d.). Teaching Arabic Morphology at the Algerian University Problems and Solutions, *Al-Hikma Journal of Literary and Linguistic Studies*, Vol. 9, Issue: 3, pp. 56-71.
- [12] Harb, H. (2004). *Difficulties of learning exchange among sixth grade students in the North Gaza Governorate*. (Islamic University of Gaza).
- [13] Ibn Asfour. (1996). *Almomtea Alkabeer fee Altasreef* (Al-Mam'at al-Kabir fi al-Tasrif), edited by Fakhr al-Din Qabawah, Maktaba, Lebanon, Beirut, T1.
- [14] Ibn Jinni, O. (1954). *Al-Mansaf*, edited by Ibrahim Mustafa and Abdullah Amin. Ministry of Public Knowledge, Al-Babi Al-Halabi Press, Egypt.
- [15] Khasha, R. (2020). Difficulties of learning morphology among third intermediate students from the perspective of teachers of the subject. *Journal of Educational Studies*, 49(6), 379-406.
- [16] *Teaching methods in learning Arabic morphology*. Retrieved 13 March 2024 <https://www.ejaba.com/question/>.

Ibrahim M. AlAwfi Associate Professor, Linguistic Preparation Department, Institute of Teaching Arabic to Non-Native Speakers, Islamic University of Madinah. He has several published research papers. He supervised and discussed a number of scientific theses. He held a number of administrative positions.