

Additional resources for Chapter 4, "Preparing Arabic Teachers for Integration: The Edinburgh Model" by Jonathan Featherstone, in *Arabic as One Language: Integrating Dialect in the Arabic Language Curriculum*, edited by Mahmoud Al-Batal, Georgetown University Press, 2018.

Activity 4.2

The Diglossic Gap and Activity Evaluation "فجوة الازدواجية"

إن الفجوة اللغوية بين الفصحى والعامية غير ثابتة، ويختلف حجم هذه "الفجوة" بين تركيبية وأخرى.

تمرين: انظر الى التراكيب اللغوية التالية وحاول ترتيبها حسب حجم الفجوة اللغوية بين الفصحى والعامية، ورقمها من 1 - 12

(ملاحظة: رقم 1 يجب أن يدل على أكبر فجوة بين الفصحى والعامية في رأيك)

	المفردات اليومية
	المفردات المتطورة
	النفى في جميع أشكاله
	تصريف الأفعال
	حروف الجرّ
	الصفات

	التقديم
	القواعد
	الإفراد والتنثية والجمع
	اللفظ
	كلمات الاستفهام
	ترتيب الجملة

تأمل.....

1. هل ساعدك هذا النشاط على التفكير في جانب من جوانب اللغة العربية لم تفكر فيه من قبل؟

2. كيف يمكن لهذا الوعي الجديد أن يساعد مدرسي اللغة العربية على تدريس الطلبة الأجانب الذين يريدون تعلم القراءة بالفصحى والكلام بالعامية خلال فترة زمنية محدودة؟

أنظر الى الأنشطة التالية المصممة لتساعد الطالب على التعامل مع فجوة "الازدواجية"
أي نشاط تفضل ولأي سبب؟

3	2	1
لعبة مطار القاهرة	أقدر "ضد" أستطيع	الافعال الأربعة "الكبرى"
Cairo Airport Game	أستطيع v أقدر	The Big Four Verbs

Diglossic Drill Example 1: The "Big Four" Verbs "الكبرى" الأفعال الأربعة

There are four everyday verbs shared by most versions of spoken Arabic that differ considerably from their MSA equivalents. These are outlined below:

English	MSA	Main spoken dialects
<i>he saw</i>	شَاهَدَ	shaaf
<i>he went</i>	ذَهَبَ	raaH
<i>he did</i>	فَعَلَ	ʿamal
<i>he worked</i>	عَمِلَ	ishtaghal

NB: It is interesting to note that the verb for "do" in spoken Arabic is the one used for "work" in MSA. Also the MSA verb "faʿala" should be avoided when speaking.

Look at the contrast between the following two phrases:

1. (Spoken) عamalt eeh imbaariH? (What did you do yesterday?)

2. (MSA) ماذا فعلتَ أمس؟ (What did you do yesterday?)
(maadha faʿalta ams?)

Exercise 1: Now see if you can match the following phrases into spoken Arabic with their MSA equivalents:

shuft il-akhbaar imbaariH?

ماذا فعلتَ أمس؟

aywa, ana shuft il-akhbaar
imbaariH

أين عملتَ أمس؟

ruHt feen imbaariH?

ذهبتُ الى السينما

ana ruHt is-sinima

عملتُ في مكتبي أمس

عamalt eeh imbaariH?

هل شاهدتَ الأخبار أمس؟

ana ruHt il-madrassa imbaariH

ذهبتُ الى المدرسة أمس

ishtaghalt feen imbaariH?

أين ذهبتَ أمس؟

ana ishtaghalt fi maktabi imbaariH

نعم - شاهدتُ الأخبار أمس

Exercise 2: Reenact the following dialogue in Spoken Arabic.

1. What did you do yesterday?
2. I went to the museum.
3. What did you see there?
4. I saw lots of beautiful pictures at the exhibition
5. What did you do after that?
6. After that I worked in my office.

Exercise 3: Using the above information, write three sentences explaining what you did yesterday in MSA.

Useful Vocabulary:

exhibition	maʿraḍ / maʿaariḍ	مَعْرَض / مَعَارِض
museum	maṭḥaf/mataaḥif	مَتَحَف / مَتَاحِف
picture	Suura/Suwar	صُورَة / صُور
after that (MSA)	baʿda dhaalika	بَعْدَ ذَلِكَ
after that (Spoken)	baʿdeen	بعدين

Diglossic Drill Example 2: يَقْدِرُ ۷ يَسْتَطِيعُ

In spoken Arabic, most dialects use the verb يَقْدِرُ / قدر to convey the meaning “to be able to do something.” This is followed by the present tense.

Example: باقْدِرْ اتكلم عربي I *can* speak Arabic

MSA uses the verb اسْتَطَاعَ / يَسْتَطِيعُ

Example: أستطيع أن أتكلم اللغة العربية:I *can* speak Arabic (MSA)

NB: أريد takes أن + the subjunctive / منصوب similarly to أريد

Below are the two versions of “to be able to” conjugated in the present tense. Notice the stress in the 2nd person feminine and 2nd and 3rd person plural in the spoken form:

English	Spoken Arabic	MSA
I can, I am able to	بأقدر b-a'dar	أستطيعُ
you can, you are able to	بتقدر b-ti'dar	تستطيعُ
you can, you are able to (f)	بتقدري b-tidari	تستطيعين
he can, he is able to	بيقدر b-yi'dar	يستطيعُ
she can, she is able to	بتقدر b-ti'dar	تستطيعُ
we can, we are able to	بنقدر b-ni'dar	نستطيعُ
you can, you are able to (pl.)	بتقدروا b-ti'daru	تستطيعون
they can, they are able to	بيقدروا b-yi'daru	يستطيعون

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To negate, the normal rules of عامية and فصحى apply:

<i>I cannot go tomorrow</i>	ما اقدرش أروح بكره	لا أستطيع أن أذهب غداً
	ma- a'darsh aruuH bukra	

Exercise 1: Ask your partner the following questions in spoken Arabic and write up your answers in MSA.

<i>Can you see Tanzania from here?</i>	تقدر تشوف تنزانيا من هنا؟	1
	تقدر تسوق عربية؟	2
	تقدر تعوم؟	3
	تقدر تفهم برتغالي؟	4
	أمك تقدر تتكلم عربي؟	5
	أبوك يقدر يجي هنا بكره؟	6

Teacher's Instructions:

Cut the following squares into cards and create as many sets as you need according to the size of your class.

Put the students in groups of twos or threes and give them a set of cards and ask them to place face down.

Student A (pretending to be the customs officer) asks a question in Egyptian Colloquial Arabic (ECA). Student B pretends not to understand, so student A or C (if you do it with three students) shouts out same question again in MSA.

Student B then understands and finally answers in ECA.

What do you want to do in Cairo?	How long are you doing to stay in Egypt?	Why do you want to study Arabic?	Where are you staying?*(نزل / ينزل)
Where do you want to work in the future?*(في المستقبل)	Where are you studying Arabic in Cairo?	Why don't you want to study Arabic in your country?*(بلدك)	Do you have any family or friends in Egypt?
Have you visited Egypt before?	Where is your suitcase?	Does your father want to visit you in the Middle East?	Which languages can you speak?