The teaching of Modern Standard Arabic to Moroccan pupils in elementary schools in the Netherlands. A study of proficiency, status and input
Saïdi, R.

Publication date:
2001

Citation for published version (APA):
The teaching of Modern Standard Arabic to Moroccan pupils in elementary schools in the Netherlands

A study on proficiency status and input

Redouan Saïdi
The teaching of Modern Standard Arabic to Moroccan pupils in elementary schools in the Netherlands: A study on proficiency, status and input

Proefschrift

ter verkrijging van de graad van doctor aan de Katholieke Universiteit Brabant, op gezag van de rector magnificus, prof.dr. F.A. van der Duyn Schouten, in het openbaar te verdedigen ten overstaan van een door het college voor promoties aangewezen commissie in de aula van de Universiteit op woensdag 7 februari 2001 om 16.15 uur

door

Redouan Saïdi

geboren op 25 augustus 1962 te Tétouan
Table of contents

Preface 1

1 Introduction 3
  1.1 Background 3
  1.2 Aims of the present study 4
  1.2.1 Proficiency in Modern Standard Arabic 5
  1.2.2 The status and input of Modern Standard Arabic 6
  1.3 Overview of the chapters 7

2 The Moroccan community in Europe and the Netherlands 9
  2.1 The Moroccan community in Europe 9
  2.2 The Moroccan community in the Netherlands 10
    2.2.1 Demographic status 11
    2.2.2 Educational status 12
  2.3 Languages of the Moroccan community 14
    2.3.1 The language situation in Morocco 14
    2.3.2 The language situation in the Netherlands 16
    2.3.3 Home Language Instruction to Moroccan pupils in the Netherlands 17

3 Previous research on Home Language Instruction, in particular to Moroccan pupils in Dutch elementary schools 19
  3.1 Proficiency in Modern Standard Arabic 19
    3.1.1 Conclusion and relation to the present study 27
  3.2 The status of minority languages in the Netherlands 28
    3.2.1 Conclusion and relation to the present study 34
  3.3 The input of Modern Standard Arabic 34
    3.3.1 Conclusion and relation to the present study 40

4 Research Design 41
  4.1 Design and research questions 41
  4.2 The proficiency study 46
    4.2.1 The informants in the Netherlands 46
    4.2.2 The informants in Morocco 48
    4.2.3 Linguistic tasks 49
      4.2.3.1 Receptive tasks 49
      4.2.3.2 Productive tasks 50
  4.3 The status study 56
    4.3.1 Informants 57
    4.3.2 Instruments 58
6.6 Conclusion and discussion 119
6.6.1 Moroccan parents 119
6.6.2 The children 122
6.6.3 The teachers of Modern Standard Arabic 123
6.6.4 The school directors 125
6.6.5 Common concern and different perceptions 126

7 The input study 129
7.1 Try-outs and administration procedure 129
7.2 Input in Modern Standard Arabic within classes of Arabic 131
7.2.1 The teacher's focus on the language levels of Modern Standard Arabic 132
7.2.2 The teacher's focus on the language skills of Modern Standard Arabic 133
7.2.3 The teacher's use of the children's home languages as instruction media 134
7.2.4 The teacher's attention to the variability in the proficiency of Modern Standard Arabic 136
7.2.5 The teacher's use of activities based on the teaching materials 138
7.2.6 The cultural dimension of the teaching of Arabic 141
7.3 Input of Modern Standard Arabic outside the Dutch school 143
7.3.1 Input of Modern Standard Arabic via use within the family 143
7.3.2 Input of Modern Standard Arabic via auditory and audio-visual media 144
7.3.3 Input of Modern Standard Arabic via printed media and reading and writing of letters 146
7.3.4 Input of Modern Standard Arabic via the Dutch public libraries 147
7.3.5 Input of Modern Standard Arabic via visits to Morocco 148
7.4 Conclusions and discussion 148

8 Conclusions and discussion 151
8.1 Research findings on language proficiency, status and input 151
8.2 Correlational analysis 156
8.2.1 Language proficiency and pupils' ethnicity 157
8.2.2 Language proficiency and language status 158
8.2.3 Language proficiency and language input 160
8.2.4 Language status and pupils' ethnicity 161
8.2.5 Discussion of the correlations studied 162
8.3 Recommendations 165

Bibliography 169

Appendix 1 Questionnaires, observational instrument and interview 179
Appendix 2 Personal characteristics of pupils in the Netherlands and in Morocco 227
Appendix 3 Proficiency test 233
Appendix 4 Translitteration of Arabic letters 251
Preface

The present study on the teaching of Modern Standard Arabic in Dutch elementary schools was carried out at Babylon, Center for Studies of Multilingualism in the Multicultural Society, at Tilburg University in the Netherlands. I want to thank Babylon for making numerous research facilities at my disposal and for the pleasant Dutch hospitality the Center offered during the period of my stay.

The assistance of many people from Babylon has been essential. I would like to thank Guus Extra for his supervision and his encouraging comments during every phase of the study. I am also very grateful to Jan Jaap de Ruiter for his supervision and methodological advice. The support from other colleagues of Babylon has been very important too. In particular, many thanks go to my colleagues Abderrahman el Aissati and Tim van der Avoird for their support and their constructive criticism on earlier drafts of the manuscript for this book. I am grateful to Roeland van Hout and Theo van der Net for their statistical guidance. I also want to thank Sjaak Kroon for his reading of an earlier draft of the manuscript, and Ton Vallen for the many discussions relevant to the topic of the book.

Many thanks go the University of Cadi Ayyad, the Faculty of Human Sciences of Beni-Mellal in Morocco, its Department of English Language and Literature, and the Ministry of Higher Education of Morocco for having allowed me the opportunity of doing research outside Morocco, in the Netherlands.

As for the conduct of the fieldwork, I received full assistance of Omar Bouadi (Municipal Pedagogical Center, ABC in Amsterdam), Farouk Benaissa (Municipal Pedagogical Center, SBD in Breda) and Mustafa Filali (Municipality of Utrecht) whose efforts were indispensable in connecting me to the relevant elementary schools in the Netherlands. I am deeply indebted to the personnel of the participating schools, especially school directors and Moroccan teachers of Arabic in Amsterdam, Utrecht, Rotterdam, Tilburg, Oosterhout, and Breda. Many thanks go to the parents, and particularly to the children who were willing to participate in this study. Last, but not least, I am very grateful to my wife Kaltoum, my family and my friends whose support was beyond the real sometimes, especially Piet van Dongen whose general cultural interests in North African cultures added special spices to my stay in the Netherlands. Finally, special thanks are due to Carine Zebedee for her efforts to give a proper outlay to the book, and to Petra Bos for the translation of the abstract into Dutch.
Chapter 1

Introduction

This study deals with the teaching of Modern Standard Arabic to Moroccan children in Dutch elementary schools. In this opening chapter the framework of the present research is put into perspective. It consists of three sections. A brief background information section (1.1) will acquaint the reader with the topic of the present research. Then the aims of the present research are given in section 1.2. This will be followed by an outline of the sociolinguistic dimensions of the present study. The last section (1.3) provides an overview of the organisation of the book.

1.1 Background

In contrast to the growing number of studies on Dutch as a second language, research into the acquisition of dominated ethnic minority languages in a contact situation as that of the Netherlands is remarkably scarce. Attention has almost always been directed to the assessment of immigrant minority children's achievement in the dominant second language. According to Extra (1992) research among immigrant groups in Europe has typically centred on the acquisition of the host country's language as a second language, rather than the acquisition their own immigrant group's first language. Only recently has attention been directed to the minority children's first language. Inquiries into the acquisition of minority languages were predominantly directed towards school based languages like Turkish and Modern Standard Arabic both in Europe in general and the Netherlands in particular. Such a state of affairs applies also to Modern Standard Arabic as a minority language surviving outside the Arab world, which is the main topic of the present research. At a European level, some studies have been conducted on Modern Standard Arabic as a school subject in a number of areas of the continent, i.e., in the Netherlands, Belgium, France, Spain and Germany (Obdeijn & De Ruiter, 1998) and again Germany (Mehlem, 1998). Also in Israel some studies were conducted on the status of Modern Standard Arabic (Ben-Rafael & Brosh, 1991; Brosh, 1993; Koplewitz, 1998). In the Netherlands, few studies have been conducted on Modern Standard Arabic until now. Research so far has concentrated on the proficiency of Moroccan children in Modern Standard Arabic at the end of Dutch elementary schools (Driessen, 1990; Van de Wetering, 1990; Aarssen, De Ruiter & Verhoeven, 1992; Aarts, De Ruiter & Verhoeven, 1993) but far less on such sociolinguistic dimensions as status and/or input of the language at stake. The overall picture is quite incomplete.
Chapter 1

The present research on the status of the teaching of Modern Standard Arabic in Dutch elementary education should be viewed as part of the outcome of the widened perspective on linguistic minorities in the Netherlands. It deals with Modern Standard Arabic which is the target language of Arabic Language Instruction (in the context of this research henceforward ALI) offered in elementary schools in the Netherlands to Moroccan pupils. It aims to provide not only insights into the proficiency of Moroccan pupils achieve at the end of Dutch elementary schools in the Arabic language, but also to explore the circumstances under which these pupils are learning this language in elementary schools in the Netherlands. This implies not only a study on proficiency but also on the -perceived- status of ALI and the input of Modern Standard Arabic to the Moroccan pupils.

Interest in Modern Standard Arabic is motivated by two main reasons. As a full-fledged means of communication, Modern Standard Arabic has been the object of many studies as a majority language in the Arab countries, but hardly as a minority language surviving outside the Arab world (Versteegh, 1997). Second, it is interesting to see how Modern Standard Arabic is used in migration settings. As Versteegh (1997) rightly remarks: "no survey of the role Arabic in the world would be complete without at least a brief reference to the large numbers of speakers of Arabic who emigrated to other parts of the world" (220). Modern Standard Arabic in Dutch schools is taught in special voluntary lessons in the context of Home Language Instruction (HLI: the teaching of ethnic minority languages in general irrespective of the diverse ethnic groups in contrast to ALI which is the form of HLI offered to Moroccan pupils) facilities for ethnic minority children. Although this form of instruction has been going on for almost three decades now, not much is actually known about the results and the effects of those lessons on the children's proficiency in Arabic. Nor much is known about the learning situation in which Moroccan children learn Modern Standard Arabic in a Dutch-dominant environment. The studies conducted until now produce a rather gloomy image of the organization and results of this kind of education (see chapter 3 for a description of these studies). The present study aims at producing a comprehensive image of the effects of Home Language Instruction, that is Arabic Language Instruction to Moroccan pupils in elementary education.

1.2 Aims of the present study

This research has as its aim to present data on the status of Modern Standard Arabic as offered in the Arabic Language Instruction programme for Moroccan pupils in Dutch elementary schools from three perspectives: proficiency, status and input. As the sociolinguistic situation of Moroccan pupils learning Arabic in a non-Arabic e.g., Dutch-dominant setting has far reaching implications for the level of their proficiency in Arabic, the studies on the status of Arabic and the input of Arabic are crucial. All
the three studies together are expected to provide not only insights into the level of Modern Standard Arabic proficiency Moroccan pupils achieve at the end of Dutch elementary schools, but also into the situation in which these pupils are learning the language at stake in elementary schools in the Netherlands. For this purpose, a number of elementary schools in the Netherlands are selected and visited in order to collect data on the proficiency of Moroccan pupils in Modern Standard Arabic, to meet and interview the relevant participants in Arabic language provision, i.e., Moroccan parents, their children, teachers of Arabic and school directors and to observe Arabic language classes. With respect to Modern Standard Arabic proficiency, a small scale study on a reference group of Moroccan pupils in Morocco is added to this research in order to evaluate the results of the present study.

1.2.1 Proficiency in Modern Standard Arabic

From the point of view of the proficiency in Modern Standard Arabic, earlier studies have shown that the Arabic proficiency of Moroccan pupils in the Netherlands is rather low (Driessen, 1990; Van de Wetering, 1990). The results of Driessen (1990) and Van de Wetering's (1990) studies though are based on testing tasks which are limited in focus. Their studies do not display a coherent concept of language proficiency. The notion of proficiency as operationalized in their research is conceived of as a monolithic ability, which makes it hard to establish the proficiency levels of these children for certain specific skills. More elaborate diagnostic instruments such as standardized proficiency tests, used for assessing proficiency in Arabic, produced more insightful results. The research of Aarssen, De Ruiter & Verhoeven (1992) and Aarts, De Ruiter & Verhoeven (1993) reflects a multifaceted construct of language proficiency. Distinction is made between various oral and written tasks and their research includes functional literacy tasks. However, the proficiency studies of Aarssen, De Ruiter & Verhoeven (1992) and Aarts, De Ruiter & Verhoeven (1993) focus rather on receptive skills, i.e., the phonology, lexicon and syntax of Modern Standard Arabic and not on productive skills of Moroccan children in Standard Arabic. As a consequence of the orientation of research towards the receptive aspects of Modern Standard Arabic, the productive skills have received no attention in the research conducted so far. Also the earlier studies mentioned on Arabic proficiency make use of children selected at random, without taking into account the gross differences in exposure time to Arabic between the children selected for testing. While focusing on children at the end of Dutch elementary schools, the proficiency studies of Driessen (1990), Van de Wetering (1990), Aarssen, De Ruiter & Verhoeven (1992) and Aarts, De Ruiter & Verhoeven (1993) mixed samples of children with gross differences in instruction time in the same testing process. Therefore it is difficult to get a complete picture of the effects of teaching of Modern Standard Arabic on the proficiency of Moroccan children in this language.
Chapter 1

The present proficiency study aims at providing an extended picture of Moroccan children's proficiency in Modern Standard Arabic at the end of elementary schooling in the Netherlands. It makes use of a multifaceted concept of proficiency which is close to the one of Aarts, De Ruiter & Verhoeven (1993). But, it makes use not only of receptive but also of productive tasks. To study children's Arabic receptive proficiency, three tasks derived from the standardized Arabic Language Test (henceforth ALT; cf. Aarts & De Ruiter, 1992) are used: Word Decoding (WD), Written Vocabulary (WV) and Syntax (SYN). To investigate productive skills, new tasks are devised: two Cloze Tasks (I and II), a Dictation Task (DIC) and a Composition Task (COMP). In the hope of better evaluating the effect of Arabic instruction on the Arabic language proficiency of Moroccan children, this study focuses on pupils having had the opportunity of learning Arabic in Dutch elementary schools for an extended period of seven to eight years uninterruptedly. These children (N=50) are selected from schools offering Arabic instruction for an average of 2.5 hours per week on a regular basis. The research conditions become more interesting through the Arabic test replication in Morocco with a reference group. Use is made of Arabic proficiency data of 20 children following Arabic education in elementary schools (group 5) in a first language environment, i.e., Morocco. These data are used as reference data, offering a perspective within which the results obtained in the Netherlands can be viewed. With reference to the sample of children in the Netherlands, a subset of children turned out to follow mosque schooling in addition to HLI in Arabic. This provides an opportunity to investigate the effect of mosque schooling on children's proficiency, of which very little is known in the literature. A portion of the present study conceitedly concerns the status of this form of Arabic instruction.

1.2.2 The status and input of Modern Standard Arabic

Apart from looking at Arabic proficiency, an attempt is further made to identify the circumstances under which Moroccan children in Dutch schools learn Arabic. Two relevant perspectives are incorporated: the -perceived - status of Modern Standard Arabic and the input of Modern Standard Arabic in classes of Arabic, at home and within the community at large.

Concerning the status study the major aim is to bring together information about its current status as determined by the interplay of the major actors in the provision of Arabic: Moroccan parents, their children, Arabic teachers and school directors. This part of the study aims at understanding how these four types of actors in the provision of Arabic try to make sense of the position of Arabic in Dutch elementary education. Data are collected by means of three written questionnaires and an oral interview from a total of 95 informants. It is important to note that the results of this part of the research are interesting too as they coincide with major Dutch policy changes into the position of minority languages in elementary schools in the
Netherlands, Modern Standard Arabic included (see chapter 3.2). It is thus a time of change, marked both by excitement and anxieties as to the effects which these changes would have on Moroccan parents, their children and teachers of Arabic.

Regarding the input study of Modern Standard Arabic, the aim is to show what and how much Arabic language input is available for Moroccan children inside and outside the school context to support their proficiency in Modern Standard Arabic. With respect to input within classes of Arabic, a research design combining self-reported and observational data has been opted for. Some aspects of the language teaching process are investigated through observation: quality and quantity of the language input in Modern Standard Arabic, effectiveness of communication through the use of the home language of the children, children opportunities to use and practice Modern Standard Arabic. In addition more data are collected through a written questionnaire for the teacher of Modern Standard Arabic.

From another side, the present input study recognizes also the importance of the quality and the amount of Modern Standard Arabic input Moroccan children are exposed to in what can be referred to as diaspora monitoring conditions, where language input is generally considered to be weaker than is generally experienced in a genuine mother tongue environment. Arabic language input at home and in the community at large is investigated through the use of self-reported data. 25 Parents of the same children taking part in the proficiency test in Dutch schools are interviewed through the use of pre-structured interviews.

Throughout this study reference is made to ALI: (Modern Standard) Arabic Language Instruction to Moroccan pupils in elementary education. For Moroccan children though the actual home language is either Moroccan Arabic or Berber (for a thorough discussion of the actual mother tongues of Moroccans see Bentahila & Davies, 1992). While the main focus is on Modern Standard Arabic, it is obvious that the other language varieties of Morocco will show up. It is, in fact, difficult to deal with Modern Standard Arabic without looking at Moroccan Arabic and Berber varieties. A description of the language situation of Moroccans is presented in chapter 2.

1.3 Overview of the chapters

Chapter 2 provides demographic, educational and linguistic data on the Moroccan community in the Netherlands. In addition, it presents some demographic information on Moroccans in Europe. Additionally, an outline is given of the sociolinguistic status of Moroccans in Morocco and the Netherlands. Chapter 3 deals with previous research on the proficiency in and status and input of Modern Standard Arabic in Dutch schools. Methodological dimensions of the present research are addressed in chapter 4. In this chapter the research questions, the design of the three studies, the Arabic proficiency study, the Arabic language input study and the Arabic status
study, a description of informants, data collection instruments and language proficiency tests, materials and data collection procedures are documented. Chapter 5 deals with the results of the language proficiency test in the Netherlands as well as the results of the test replication in Morocco. Chapter 6 deals with the status of Arabic within the framework of HLI at Dutch schools. Chapter 7 presents the findings with respect to the study of Arabic language input within classes of Arabic, at home and in the community at large. Chapter 8 is divided into two main sections. First, the results reported in the preceding chapters are summarized and second a correlational analysis drawing on the findings of the three studies of proficiency, status and input is presented and discussed. The final chapter ends with the presentation of a number of educational reflections and recommendations.
Chapter 2
The Moroccan community in Europe and the Netherlands

This chapter outlines some characteristics of the community of Moroccans in Europe and the Netherlands from a demographic, educational and sociolinguistic perspective. The first section provides information on the Moroccan community in Europe as well as its spread across European (European Union, EU) countries. The second section provides a perspective on the Moroccan community in the Netherlands. It offers basic figures about the demographic growth of the Moroccan community in Dutch society from both a comparative and a longitudinal perspective. It also provides educational data on Moroccan children in the Netherlands, using Dutch peers as a reference group. The chapter ends with a brief outline of the language situation in Morocco and of Moroccans in the Netherlands.

2.1 The Moroccan community in Europe

The traditional population spectrum across Europe has shown considerable changes over the last decades as a result of socio-economic or politically determined patterns of migration. Initially, economically motivated migration processes took place. This concerned, in particular, the case of Moroccans along with other Mediterranean groups who were contracted at first as temporary workers. Their stay however became gradually longer. Later, the process of economic migration was followed by a second process of social migration through family reunion. Afterwards, a second and third generation of Moroccan children was born in the EU host countries.

On 1 January 1995, most of the Mediterranean citizens were concentrated in two member states of the EU: Germany and France. In Germany, nearly all of these (90%) are Turks. In Belgium and the Netherlands nearly all of them are Turks and Moroccans. The share of Mediterranean citizens of all non-nationals in a Western European country is the highest in the Netherlands (47%), followed by France (45%). In the period between 1986 and 1995 353,000 Moroccans migrated to the EU, mainly to France (113,000) but also to the Netherlands (70,000), Italy (62,000) and Germany (49,000). Table 2.1 presents statistics of Moroccans along with other Maghreb residents in 10 EU countries on January 1, 1995, based on the nationality criterion and derived from EuroStat (1998).
Table 2.1 Estimated numbers of Maghreb residents in 10 EU countries on 1 January 1995, based on the nationality criterion (source: EuroStat, 1998; * The figures for Italy are derived from EuroStat (1996))

<table>
<thead>
<tr>
<th>Country</th>
<th>Morocco</th>
<th>Algeria</th>
<th>Tunisia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>143,969</td>
<td>10,001</td>
<td>5,714</td>
</tr>
<tr>
<td>Denmark</td>
<td>3,227</td>
<td>394</td>
<td>452</td>
</tr>
<tr>
<td>Germany</td>
<td>82,412</td>
<td>19,085</td>
<td>27,359</td>
</tr>
<tr>
<td>Spain</td>
<td>63,939</td>
<td>3,201</td>
<td>394</td>
</tr>
<tr>
<td>France</td>
<td>572,652</td>
<td>614,207</td>
<td>206,336</td>
</tr>
<tr>
<td>Italy *</td>
<td>77,180</td>
<td>3,177</td>
<td>35,318</td>
</tr>
<tr>
<td>Netherlands</td>
<td>158,653</td>
<td>933</td>
<td>2,124</td>
</tr>
<tr>
<td>Sweden</td>
<td>1,513</td>
<td>578</td>
<td>1,116</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>7,000</td>
<td>4,000</td>
<td>1,000</td>
</tr>
<tr>
<td>Total</td>
<td>1,110,545</td>
<td>655,576</td>
<td>279,813</td>
</tr>
</tbody>
</table>

According to the figures in Table 2.1, Moroccan immigrant minority groups living currently in EU countries show large variation in terms of size. A concentration of these groups resides notably in the northern industrialized EU countries, France, the Netherlands and Belgium. France appears to be the most important immigrant country not only for Moroccans (572,652), but for all Maghreb residents as well, i.e., Algerians (614,207) and Tunisians (206,336). The Netherlands comes in the second place followed by Belgium.

2.2 The Moroccan community in the Netherlands

With the sharply rising demand for labour in the seventies of the 20th century, recruiting foreign workers became also common in the Netherlands. While most of the Moroccan labourers were directly contracted by Dutch companies, approximately 30% of them arrived indirectly via other European countries such as Belgium (Bovenkerk et al., 1985). In the seventies and eighties, Moroccan workers were followed by their families, which led to processes of family reunion. Approximately 70% of the Moroccan immigrant workers in the Netherlands originate from the North of Morocco, the Rif area in particular, a traditionally poor and underdeveloped part of Morocco (Van Amersfoort, 1986). Additionally, a number of Moroccans stem from larger cities such as Tangiers, Rabat, Casablanca, Marrakech and the southern Sous area, together with the south-eastern area of Zagoura (Otten & De Ruiter, 1993). Of the total number of immigrant minorities living in the four major cities of the Netherlands, 24% are of Moroccan origin (Martens & Verweij, 1995). Almost half of
the Moroccans (48%) live in the four big cities in the west and centre of the country where varying proportions of Moroccans can be found: Amsterdam (22%), Rotterdam (11%), the Hague (8%) and Utrecht (8%) (Smeets, Martens & Keenman, 1998). The region of origin in Morocco seems to be characteristic for the spread of Moroccan communities in the Dutch cities. In Utrecht the vast majority of the Moroccans are Rifians, whereas, e.g., in Alkmaar, Moroccans from the Sous are strongly represented (Otten & De Ruiter, 1993).

### 2.2.1 Demographic status

The number of Moroccans in the Netherlands has been growing steadily. Their total number was 22,000 according to the national statistics of 1971. In the period between 1971 and 1988, the Moroccan community in the Netherlands rose to approximately 130,000 persons, in part as an effect of family reunion. During the period 1987-1991, while the total population of Dutchmen increased by 2%, the Moroccan community showed a much stronger growth (28%). Table 2.2 shows the development in the Dutch population along with other groups, including Moroccans, between 1990 and 1998.

According to a CBS prognosis, the number of Moroccans in the Netherlands could reach 355,000 in the foreseeable future (Smeets, Martens & Veenman, 1998). Nevertheless, it is not easy to get a precise picture of the actual number of Moroccans in the Netherlands. While the nationality criterion is rather objective and easy to establish, it leads to intergenerational erosion through naturalization or double nationality. Also the nationality criterium is not always an indicator of ethnicity or identity (Broeder & Extra, 1998). These observations underline the need for more valid criteria to establish more reliable figures on the number of Moroccans as well as other minority groups in the Netherlands. One of these criteria could be the combined birth-country criterium. Table 2.2 gives an overview of demographic statistics of minority groups living in the Netherlands based on this birth-country criterium with figures for 1990, 1996 and 1998. The 1998 figures are taken from Muus (1999) which does not contain figures for the Moluccan community. Therefore the total number of minorities based on Muus (1999) is not added up. The growth of the diverse groups in percentages is based on the 1990 and 1998 figures except for the Moluccan group which is based on the 1990 and 1996 figures.
Table 2.2 Population figures of the Netherlands based on the birth-country of a person and/or his/her mother and/or his/her father in the years 1990, 1996 and 1998 and growth in percentages between 1990 and 1998 (*Moluccan group between 1990 and 1996; source: Smeets, Martens & Veenman, 1998; Muus, 1999)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Surinam</td>
<td>236.995</td>
<td>282.310</td>
<td>296.984</td>
<td>25,3%</td>
</tr>
<tr>
<td>Turkey</td>
<td>205.898</td>
<td>271.764</td>
<td>299.662</td>
<td>45,5%</td>
</tr>
<tr>
<td>Morocco</td>
<td>167.810</td>
<td>225.253</td>
<td>252.493</td>
<td>50,5%</td>
</tr>
<tr>
<td>Moluccan Islands</td>
<td>81.079</td>
<td>93.514</td>
<td>--</td>
<td>15,4% *</td>
</tr>
<tr>
<td>Italy</td>
<td>31.403</td>
<td>31.989</td>
<td>33.113</td>
<td>5,5%</td>
</tr>
<tr>
<td>Spain</td>
<td>28.724</td>
<td>29.099</td>
<td>29.643</td>
<td>3,2%</td>
</tr>
<tr>
<td>(former) Yugoslavia</td>
<td>24.232</td>
<td>56.331</td>
<td>62.821</td>
<td>159,6%</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>12.254</td>
<td>16.667</td>
<td>17.925</td>
<td>46,5%</td>
</tr>
<tr>
<td>Portugal</td>
<td>11.542</td>
<td>13.193</td>
<td>13.650</td>
<td>18,3%</td>
</tr>
<tr>
<td>Greece</td>
<td>9.220</td>
<td>10.642</td>
<td>10.857</td>
<td>17,7%</td>
</tr>
<tr>
<td>Tunisia</td>
<td>4.606</td>
<td>5.923</td>
<td>6.388</td>
<td>38,0%</td>
</tr>
<tr>
<td>Total minorities</td>
<td>813.763</td>
<td>1.036.685</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutchmen</td>
<td>12.667.804</td>
<td>12.872.194</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>1.411.027</td>
<td>1.585.010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>14.892.594</td>
<td>15.493.889</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2.2 Educational status

The attained educational level and educational participation are important indicators of the educational status of a population group (Martens & Verweij, 1995). The extent to which Moroccans of different ages take part in full-time education is important for their future chances in education and on the labour market. A representation of the Moroccan population group aged between 15 and 65 years who are not (no longer) attending full-time education and their achieved educational levels is offered in Table 2.3, with figures of native Dutch as a reference group.

As shown in Table 2.3, more than 80% of the Moroccan population group does not have a secondary education diploma; only 2% has a higher vocational or pre-university education diploma. Among both Moroccan and native Dutch women, the percentage without diploma is somewhat higher compared to Moroccan and native Dutch men. Interestingly, when a comparison is made on the basis of age cohorts, a clear rise in educational level can be observed in the Moroccan community. Moroccans between 25 and 35 years have considerably more often a diploma than those in the higher age groups. Since a comparable rise can be observed among
Dutchmen, this cannot be labelled a 'catching up' manoeuvre (Martens & Verweij, 1995). Still, there is an important improvement within the Moroccan group.

**Table 2.3** Proportions of Moroccans in % between 15 and 65 years who are not (no longer) attending full-time education and their achieved educational level (source: Martens & Verweij, 1995). BAO: Basisonderwijs (elementary education); MAVO: Middelbaar Algemeen Vormend Onderwijs (medium level secondary education); HAVO: Hoger Algemeen Vormend Onderwijs (higher secondary education); VWO: Voorbereidend Wetenschappelijk Onderwijs (preparatory scientific education); HBO: Hoger Beroepsonderwijs (higher professional education); WO: Wetenschappelijk Onderwijs (scientific education)

<table>
<thead>
<tr>
<th></th>
<th>Gender distribution</th>
<th>Age distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td><strong>Moroccans</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without diploma/BAO</td>
<td>81</td>
<td>79</td>
</tr>
<tr>
<td>LBO/MAVO</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>MBO/HAVO/VWO</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>HBO/WO</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>N informants</td>
<td>1.390</td>
<td>784</td>
</tr>
<tr>
<td><strong>Dutchmen</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without diploma/BAO</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>LBO/MAVO</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>MBO/HAVO/VWO</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>HBO/WO</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>N informants</td>
<td>1.334</td>
<td>668</td>
</tr>
</tbody>
</table>

Table 2.4 represents the educational participation of Moroccans compared to native Dutch. What is immediately striking is the close relation between the extent of educational participation and age. Of all Moroccans aged 15-20, a little over 80% attends full-time education, whereas among those aged 20-25, the proportion of those attending school has decreased to a quarter; in the age categories 25-30 and 30-35, educational participation has decreased to slightly more than 5%. Within each age category, the educational participation of Moroccan men is greater than that of women. Compared with that of native Dutchmen, the educational participation of Moroccans can be considered as developing positively.
Table 2.4 The educational participation of Moroccans compared to native Dutch (in %) (Source: Martens & Verweij, 1995)

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moroccans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-20 years</td>
<td>81</td>
<td>86</td>
<td>78</td>
</tr>
<tr>
<td>20-25 years</td>
<td>26</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>25-30 years</td>
<td>6</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>30-35 years</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Dutchmen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-20 years</td>
<td>83</td>
<td>75</td>
<td>90</td>
</tr>
<tr>
<td>20-25 years</td>
<td>54</td>
<td>59</td>
<td>48</td>
</tr>
<tr>
<td>25-30 years</td>
<td>13</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>30-35 years</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

2.3 Languages of the Moroccan community

2.3.1 The language situation in Morocco

Research attests that Moroccans evolve within the framework of complex socio-cultural structures and manifest complex sociolinguistic behaviour (Boukous, 1995b). Showing a unique multilingual and multicultural profile as a result of the ethnic composition of the population and the socio-cultural character of the country, the Moroccan linguistic situation reveals intricate patterns of language variation and language choice (Abbassi, 1977; Bentahila, 1983; Boukous, 1995a).

There are three different Berber varieties that are not completely mutually intelligible: Rifian Berber or Tarifit spoken in the Rif and the North-East; Tamazight spoken in the Middle Atlas (i.e., central Morocco) and Eastern High Atlas and Shelha or Tashelhit in the western High Atlas, Anti-Atlas and Sous-valley (South-east of Morocco). Belonging to the Hamitic branch of the Afro-Asiatic language family, the Berber language varieties are spoken non-standardized languages.

Furthermore there are three mutually intelligible varieties of Moroccan Arabic dialect: jebli or mountain Arabic, mdini or urban Arabic and 'rubi or bedouin Arabic). Arabic has developed mainly in the north of the country; in cities like Tangiers, Tetouan and Ksar-el-Kebir and in central Morocco in the cities of Fes, Taza and Meknes, Rabat and Salé. The jebli variety is spoken in the Jbala areas in the North. Bedouin Arabic is mainly spoken in the western plains and around larger cities.

Classical Arabic is the language of religion and classical literature. Modern Standard Arabic is a modern variety of Classical Arabic. It is mainly used in
education and literature. Modern Standard Arabic - as well as French - is also the language of the press and modern literature.

French and Spanish are still used as former colonial languages because of the French and Spanish mandatory period (1912-1956) and the still present Spanish northern enclaves in Morocco (Ceuta and Melilla). French though is much more dominant than Spanish.

With respect to the domains of usage and functions of each of these varieties, it is interesting to note that Berber and Moroccan Arabic are basically spoken community languages. Berber is spoken by around 45% of the population (cf. Boukous, 1995b). Other languages such as Classical Arabic, Modern Standard Arabic and French are learnt in school and are used in public oral or written communication. It is common practice in Morocco that Berbers learn Moroccan Arabic as a dominant daily language of communication. Arabophones do not commonly learn Berber. Illiterate Berberophones without knowledge of dialectal Arabic are hardly able to communicate with Arabophones.

Regarding the typological distance between Berber and (Moroccan) Arabic, there is a distant genetic relationship, which is only discernible for linguists but hardly so for present-day speakers. Arabic is a semitic language and as such closely related to languages like Hebrew. Berber is not viewed as a semitic language. There is a general consensus among many linguists that Berber belongs to the Afro-Asiatic language family which includes also Ancient Egyptian and Cushitic Chadic languages.

In Morocco, there is some evidence of a diglossic relationship between Classical or Modern Standard Arabic on the one hand and Moroccan Arabic on the other. Classical or Modern Standard Arabic is seen as the prestigious historical high variety in the Moroccan diglossia. In Morocco as well as in other parts of the Arab world, Classical or Modern Standard Arabic is the language used in elementary, secondary and higher education. It is also the main vehicle of formal discourse, news broadcast, political speeches and official announcements. Moroccan Arabic is the less prestigious present-day low variant. Serving as the language of casual daily conversation as well as being neglected in education, Moroccan Arabic tends to be seen by Moroccans as a "corruption" of Modern Standard Arabic (Bentahila, 1983). Because of the historical relationship between Modern Standard Arabic and Moroccan Arabic, the linguistic distance between the two language varieties is small. Also, both languages have close typological affinities as they are both varieties of Arabic. Both Modern Standard Arabic and Moroccan Arabic are genetically related and their cultural relationship is very important. At the lexical level, an extensive borrowing occurs from Modern Standard Arabic into Moroccan Arabic, particularly in cases of words for new concepts. Over the years, Classical and Modern Standard Arabic have enriched the lexical stock of Moroccan Arabic, especially in the domains of religion and culture. Words borrowed undergo commonly slight phonological adaptations. Having undergone a rapid and sizeable change at the phonological, lexical and syntactic level, Moroccan Arabic and Berber abound with words from
Classical or Modern Standard Arabic to the point that they can be labelled as "high Moroccan Arabic" or "high Berber". Still, both Moroccan Arabic and Berber have a dialectal status as they do not fully meet the criteria of a standard language in terms of complete standardisation, terminological modernisation and full-fledge education.

Broadly speaking, Moroccan children in Morocco acquire their actual mother tongue, Berber or Moroccan Arabic, by exposure to the language in their immediate Berber- or Arabic-dominant environment. With reference to Modern Standard Arabic, Moroccan children, irrespective of their ethnic origin, learn Modern Standard Arabic by a tutored process, i.e. in the formal context of the school. They are also regularly exposed to this language at home, for example, by watching television, listening to radio programmes, by reading daily newspapers and through 'street literacy' (Ezzaki et al., 1987). Children who are used to speak Moroccan Arabic or Berber at home may not speak these language varieties within their classes at the school level.

2.3.2 The language situation in the Netherlands

In the Netherlands the Moroccan community reflects at least part of the complex sociolinguistic conditions in the homeland. There are of course differences. It is estimated that around 70% of the Moroccans living in the Netherlands has a variety of Berber as their mother tongue and the rest a variety of Moroccan Arabic (cf. Aarts, De Ruiter & Verhoeven, 1993), whereas in Morocco the Berberophones are in a minority position. The remaining 30% includes Berbers originating from the Middle and High Atlas, speaking Tamazight and Tashelhit respectively and Moroccans from cities and plains speaking different varieties of Moroccan Arabic (Otten & De Ruiter, 1993). Other language varieties have entered the lives of Moroccans who have grown up or were born in the Netherlands (Extra & De Ruiter, 1994). These involve the following languages:

- standard Dutch as the language of the workplace and of communication in most public domains and government agencies and as a vital instrument for schooling;
- regionally or locally spoken dialects or sociolects in the Netherlands.

Issuing statements about the actual language use or language choice of the Moroccan community in the Netherlands is complicated. Extra & De Ruiter (1994) stipulate that the language choice of Moroccans of the first generation has initially reflected sociolinguistic patterns of the source country. Being from a rural background, many members of the first generation will have continued to use Tarifit as a home language and Moroccan Arabic as a language of communication for outdoor contacts. Of the people who only speak a Berber variety, many are older women from rural areas; their outdoor contacts are limited and they have had little, if any, schooling. Modern
Standard Arabic is mastered by relatively few Moroccan migrants, due to their low degrees of education. Contrastively, a small minority of Moroccans who came to the Netherlands after having received higher education in their country of origin have good receptive and productive skills in this formal language (Extra & De Ruiter, 1994).

2.3.3 Home Language Instruction to Moroccan pupils in the Netherlands

Dutch elementary education consists of eight grades and can be divided into three parts: the first two years (grades 1-2) which are a continuation of the former kindergarten, the medium grades (grades 3-5) and the higher grades (grades 6-8). Until 1998, the Dutch legislation allowed for ethnic minority children in primary education to have instruction in the home language for 2.5 hours a week. In all grades of elementary schools, Moroccan children were entitled to HLI. Starting from the school year 1998-1999 on the new law on HLI was implemented. Section 3.2 in Chapter 3 will treat these new developments. Data on the participation of ethnic minority children in HLI provided by the Dutch Ministry of Education, Culture and Sciences show that Moroccan children are the second largest group participating in HLI (Broeder & Extra, 1998).

### Table 2.5 Participation of ethnic minority children in HLI in the Netherlands (Broeder & Extra, 1998:96)

<table>
<thead>
<tr>
<th>Country</th>
<th>Year 1990</th>
<th>Year 1993</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N total</td>
<td>N HLI</td>
</tr>
<tr>
<td>Morocco</td>
<td>38.867</td>
<td>27.501</td>
</tr>
<tr>
<td>Turkey</td>
<td>38.294</td>
<td>31.328</td>
</tr>
<tr>
<td>Moluccan Islands</td>
<td>4.755</td>
<td>1.726</td>
</tr>
<tr>
<td>(ex) Yugoslavia</td>
<td>2.989</td>
<td>807</td>
</tr>
<tr>
<td>Spain</td>
<td>2.721</td>
<td>914</td>
</tr>
<tr>
<td>Italy</td>
<td>2.529</td>
<td>262</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>2.462</td>
<td>1.031</td>
</tr>
<tr>
<td>Portugal</td>
<td>1.506</td>
<td>508</td>
</tr>
<tr>
<td>Greece</td>
<td>815</td>
<td>318</td>
</tr>
<tr>
<td>Tunisia</td>
<td>671</td>
<td>69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>95.609</strong></td>
<td><strong>64.464</strong></td>
</tr>
</tbody>
</table>

From the beginning of elementary schooling, Moroccan children are offered HLI. Officially, this instruction aims at teaching Modern Standard Arabic. In practice, the children in the first grades are often addressed in their native mother tongues, i.e.,
Moroccan Arabic or Berber, or even in Dutch if their knowledge of the mother tongues is weak. As Arabic is a language of literacy and as writing and reading are not part of the curriculum during the first two years of elementary schooling, the children are not taught Modern Standard Arabic during that phase, although they get acquainted with basic letters of the Arabic alphabet. Most of the time the lessons are devoted to aspects of Moroccan and Arabic culture. In the medium and higher grades, children are confronted with Modern Standard Arabic in HLI lessons. Chapter three will discuss the recent political developments (i.e. until 1998) and studies on HLI to Moroccan pupils in primary education.
Chapter 3

Previous research on Home Language Instruction, in particular to Moroccan pupils in Dutch elementary schools

Chapter 2 briefly introduced the sociolinguistic status of the Moroccan community in the Netherlands. This chapter reports on the main empirical studies conducted on Modern Standard Arabic in the Dutch context. Following the overall structure of this study, it focuses on the proficiency in Modern Standard Arabic (section 3.1), on the status of minority languages in the Netherlands, Modern Standard Arabic in particular (section 3.2) and on the input of this language (section 3.3). Each of the three sections ends with a conclusion and a description of the ways the present research tackles the operationalization of the three areas under concern.

3.1  Proficiency in Modern Standard Arabic

During the eighties and nineties of the last century, the acquisition of Modern Standard Arabic by Moroccan children and the acquisition of Turkish by Turkish children in the Dutch context gradually received more attention. Most commonly, Moroccan and Turkish children were compared on the basis of similar background variables, particularly their period of immigration and (low) socio-economic status. Results show consistently that Turkish children score better at Turkish language tests than Moroccan children at Arabic ones. The Arabic language tested in these studies is nearly always Modern Standard Arabic.

Van de Wetering (1990) reports on the proficiency of Moroccan children in Modern Standard Arabic. In a longitudinal study from 1983-1985, she tests 447 Moroccan children from grades 3-8 in eight primary schools in two large cities. Their age ranges between 6 and 14 years. The testing instruments used for this purpose include a decoding test (63 words) and two reading comprehension tests based on 14 and 13 multiple choice items respectively. The research findings are presented in correlation with the number of years of instruction in Arabic Moroccan children receive both in Morocco and the Netherlands. Of all her subjects, 71% having received three years of Arabic instruction or more, achieve at least 33 correct items in word decoding during the first research year. In the second year, 72% of children with four years of Arabic instruction or more obtain similar scores; the same applies to 76% of the children with five years of Arabic instruction or more in the third
research year. As far as the first comprehension test is concerned, 70% of the children with three years of Arabic instruction or more get 10 out of 14 questions right in the first year. The same score is achieved by 84% of the pupils with four years of Arabic instruction or more and in the third year by 87% of the pupils with five years of Arabic instruction or more respectively. As for the second reading comprehension test, 39% of the children get 10 or more of 13 items correct in the first year; in the second and the third research years the same scores are achieved by 33% and 48% of the children respectively. Generally speaking, the Berberophone children are found to be on a similar level as the Arabophone children with respect to technical reading, but they are below average in reading comprehension. In the light of these results, Van de Wetering (1990) concludes that most pupils who have had HLI for 5 or 6 years uninterruptedly in relatively favourable circumstances are expected to reach a level at which they are able to read and understand a simple Arabic text.

Opting for a survey-type of investigation, Driessen (1990) studies the effects of HLI on proficiency in Turkish, Modern Standard Arabic and Spanish languages of children in elementary schools in the Netherlands. A total number of 254 Moroccan children together with 368 Turkish and 46 Spanish children participate in his research. Driessen (1990) distinguishes between two types of variables: measures of language proficiency (dependent variables) and background variables (independent variables). The reading and writing dimensions in the proficiency test consist of pragmatics, idioms, vocabulary, grammar and spelling. Use is made of a number of formats including multiple-choice items, completion items and yes/no items. In the pre-test phase, it turns out that it is impossible to maintain one measure of L1 proficiency for all the groups involved (Moroccan, Turkish and Spanish) as the Moroccan children score dramatically low. So it is decided to adapt the norm of Modern Standard Arabic proficiency. The definitive test for Moroccan children consists of a total of 53 items. The test reliability is 0.93 (Cronbach’s alpha). Since the proficiency test measures written skills only, it is envisaged to present a self-assessment scale to the children under consideration. They are asked to indicate how they perceive their own oral and written language proficiency. Specifically, the children are asked to assess their skills in listening, speaking, reading and writing, using a five-point scale ranging from "I am unable to do that" to "I find that very easy". In addition to the global proficiency test and the L1 self-evaluation test, a questionnaire on the children’s background is presented to teachers regarding their age, sex, home language, estimated number of years of HLI, number of years of Dutch education, length of residence, attitudes towards their country of origin and the Netherlands, estimated Dutch proficiency of the parents and attitudes towards HLI, the Dutch school and Arabic teachers. Other information on individual pupils is obtained from Dutch teachers through a questionnaire on ethnic background, support of home climate, family characteristics, parental contacts with school, number of resits, school achievement, language use in different domains, estimated Dutch proficiency of parents, number of years of HLI attendance, number of hours HLI
Chapter 3

weekly and position of HLI: within or outside the school building. Other personal data are sought from HLI teachers, including information like qualifications and teaching experience of the teacher, her/his length of residence in the Netherlands, cooperation with other teachers and aims and goals of HLI. HLI teachers also provide information about individual children: their number in HLI groups, the number of HLI hours attended and their estimated proficiency in Modern Standard Arabic. Among the Turkish children the mean of correctly completed items of the language test is 73%. Of the Moroccan children, 42% fail to provide answers at all. The mean of correct answers of children in the Moroccan group that complete at least one item correctly is 33%. At group level, self-assessed ability parallels the scores on the language test, which indicates that children have a fairly good idea of their own linguistic ability. For a better interpretation of the results of Moroccan children in the Netherlands, a replication of the test takes place in Morocco (1992). The testing involves primary school children in years 2, 3 and 4 in three Moroccan cities (Marrakech, Tissa and Oujda). Second year children complete on average one third of the items correctly (34.2%). Third-years complete slightly over half correctly (58.9%) and fourth years over three quarters (95%). The Moroccan data also show that children make progress in results as their period of years of schooling grows.

Aarssen, De Ruiter & Verhoeven (1992) assess the language proficiency of Moroccan and Turkish children at the end of primary school in Modern Standard and Moroccan Arabic and in Turkish respectively. 81 Moroccan children participate in their research, 40 boys and 41 girls. Of all the subjects, 24 started their education in Morocco, entering Dutch elementary schools at a later stage and are referred to as higher grade entrants (HGE). The rest are first grade entrants (FGE). All attend schools in big cities in the central and southern part of the Netherlands. The Moroccan group of children is tested on both Moroccan Arabic and Modern Standard Arabic proficiency. Language tasks are accordingly divided into oral and written terms. In addition to two oral measures for vocabulary listening comprehension in Moroccan Arabic dialect (Oral Vocabulary, 60 items and Instruction Task, 30 items), five written measures on the levels of grapheme, lexicon, syntax and text are developed in Modern Standard Arabic (Word Decoding, 46 items; Spelling, 42 items; Written Vocabulary, 54 items; Syntax, 42 items and Reading Comprehension, 18 items). While means and standard deviations on each measure are computed, other statistical calculations are conducted to evaluate the reliability and validity of the measures involved. The internal consistency as well as the content validity of the language proficiency tasks are examined. Correlations between the scores on the measures as well as the relation between language skills and background variables (i.e., the period of L1 instruction and the use of L1 at home and in the peer group) are computed. While the internal consistency of the Oral Vocabulary and Instruction task are good, other tasks, except for reading comprehension, have to be adapted for reliability. On the level of content validity, there is no need to reject the model for both the oral and written tasks. Moroccan children's scores on Word Decoding and
Reading Comprehension are satisfactory, i.e., 81% and 60% correct items respectively. Their scores on Written Vocabulary, Spelling and Syntax are very low, i.e., 31%, 26% and 24% correct items respectively. With respect to the analysis of correlations for the Arabic proficiency tasks with the variables number of years HLI, home language and peer language, spelling and syntax tasks are excluded because of their low means. A significant correlation between the amount of instruction in Arabic and the scores on Word Decoding and Written Vocabulary is found. The measures of Oral Vocabulary and Word Decoding appear significantly correlated to the use of Arabic at home. The measures of Instruction, Written Vocabulary and Reading Comprehension tend to be significantly correlated to the use of Arabic in peer contact. A t-test is calculated to see whether there are differences in scores between high grade entrants (HGE) and first grade entrants (FGE). HGE are found to have higher scores than FGE. The differences are not significant though, showing that the educational experience of HGE in Morocco does not influence their language performance favourably. Compared with the Turkish group, Moroccan children have lower scores on all measures of the proficiency test.

Based on the findings of their previous research of 1992, Aarts, De Ruiter & Verhoeven (1993) do an attempt to refine the test developed in 1992. Their follow-up research focuses on the level of oral and written skills of Turkish and Moroccan children at the end of elementary school and on whether differences in skills in the children’s native language can be related to their own personal, family or school characteristics. 242 Moroccan children (108 males and 114 females) in the Netherlands and 222 children from Morocco (92 males and 150 females) participate in this research. In order to measure proficiency in Modern Standard Arabic, the Arabic Language Test (ALT) is used. The first version of the test is formerly described in Aarssen, De Ruiter & Verhoeven (1992) (see above). In the second version of the ALT, the tasks of spelling and syntax form one single task. Additionally, for measuring the abilities and knowledge for the performance of literacy tasks, a Functional Literacy Task (FLT) is introduced. The latter comprises a letter, a page from a TV guide, the front page of a newspaper and an application form. Also, a questionnaire is developed for children and their teachers to gather relevant sociolinguistic data on pupils’ characteristics such as country of birth, length of stay, age, sex, socio-cultural orientation, self-esteem and reading comprehension in Turkish or Arabic and Dutch; family characteristics such as socio-economic background, socio-cultural orientation; family culture, aspects such as general stimulation regarding school achievement, motivations for schooling, capacity of the parents to motivate the child; language contact and reading in Turkish or Arabic and in Dutch; and school characteristics such as percentage of ethnic minority pupils, percentage of Dutch lower class pupils, amount of Home Language Instruction and expectations of the teacher in terms of his/her perception of the performance of the pupil and the aspiration level he/she holds for the pupil. The Arabic and Turkish Language tests along with the accompanying questionnaires are conducted at the end
of elementary schools both in the Netherlands as well as in Morocco and Turkey. Of the two oral tasks only the Oral Vocabulary Task is administered in Morocco and Turkey. The Oral Instruction Task is perceived as trivial for native speakers in the source countries. In Morocco and Turkey, the Functional Literacy Tasks are conducted simultaneously. In the Netherlands, however, they are administered at the beginning of secondary education. A number of statistical analyses are made, including mean values, standard deviations and t-tests for the significance of difference. Moreover, factor analyses are conducted to cluster the scores for the tasks on school-type language proficiency. Correlations are computed to examine the interrelationships between language skills and to explore the relationship between language skills and background variables. Finally, the best predictors of children's language proficiency are revealed by means of multiple regression analyses.

Moroccan children in the Netherlands score reasonably well on the Oral Vocabulary Task with a mean score of 21.60 (60% correct items). Their scores on the Instruction Task are lower with a mean score of 15.54 (52% correct items). On Oral Vocabulary, the scores of children in Morocco are higher than those of children in the Netherlands with a mean score of 32.69 (91% correct items). For children in the Netherlands, the scores on word decoding are high with a mean score of 27.81 (79% correct items); their scores for reading comprehension are reasonable, with a mean score of 12.69 (50% correct items). However, their scores for spelling and written vocabulary are extremely low, with mean scores of 12.18 and 12.94 respectively (30% and 34% correct items respectively). Children in Morocco obtain significantly higher scores on all written tasks, though the Spelling Task is difficult for them too. It is concluded that Home Language Instruction appears only sufficient to attain the basic skills of word decoding and also a limited oral vocabulary and reading comprehension.

Also the scores of first grade entrants (FGE) and high grade entrants (HGE) are compared. The significance of difference between FGE and HGE is calculated by means of a t-test. With respect to the Oral Vocabulary and Instruction Task in Moroccan Arabic, it is found that HGE score significantly higher than FGE, with mean scores of 24.24 (67% correct items) and 20.99 (58% correct items); and 20.00 (67% correct items) and 14.20 (47% correct items) respectively. Similarly, on the written tasks HGE score generally higher than FGE. For the Spelling Task and the Reading Comprehension Task the difference between HGE and FGE is significant. The mean scores for HGE on spelling are 13.83 (35% correct items) and for FGE 11.73 (29% correct items) respectively; for HGE, the scores for the Reading Comprehension Task are 14.43 (58% correct items); for FGE 11.64 (47% correct items). On Word Decoding and Written Vocabulary only small differences emerge. For Word Decoding, the mean scores of HGE are 29.10 (83% correct items) and of FGE 27.37 (78% correct items; for Written Vocabulary 14.40 (38% correct items) and 12.32 (32% correct items) respectively. It is concluded that Moroccan children who have had some education in Morocco perform better than those who have none.
With respect to the results on the literacy tasks, Moroccan children in the Netherlands perform very poorly on the Arabic Functional Literacy Task, while children in Morocco do not face major problems with the same task: 4.44 (19% correct items) and 18.95 (79% correct items) respectively. In similar vein, HGE perform significantly better than FGE on the Arabic Functional Literacy Task. But HGE, if compared to Moroccan children in Morocco, score much lower.

Generally, Moroccan children in the Netherlands seem to be less equipped for everyday literacy tasks as shown in correlations between school-type and functional literacy skills. The correlations between the written tasks of the Arabic Language Test and functional literacy are stronger than the correlations between the oral tasks and functional literacy. Regarding the prediction of Arabic proficiency, there is a positive relationship with the country of birth: pupils born in Morocco perform significantly better on the written tasks of the Arabic Language Test and on the Functional Literacy Task in Arabic. There are also positive correlations between the children's cultural orientation and their language proficiency level. Children who are oriented towards the Moroccan language and culture have substantially higher scores for both the oral and written tasks of the Arabic Language Test and for the Functional Literacy Task. Children who read more in Arabic also seem to perform better on the Functional Literacy Task.

Concerning family characteristics, the general stimulation which the parents give to the child correlates significantly with the written dimension of the Arabic Language Test. The motivation of the parents for school has an impact on both the written language proficiency and the level of functional literacy. The amount of reading and writing by the mother correlates significantly with the level of Arabic functional literacy of the children.

School characteristics primarily correlate with the children's written language proficiency. Moroccan children who attend schools with a high percentage of ethnic minority children have high scores for the written tasks of the Arabic Language Test and for the Functional Literacy Task in Arabic. Children attending schools with a high concentration of Dutch children score significantly lower on the written tasks in Arabic. Instruction outside the school context seems to have a positive impact on mastering the written tasks in Modern Standard Arabic. The teacher's view of the performance ability of Moroccan children also correlates positively with proficiency in Modern Standard Arabic. The amount of instruction outside the school context and the parents' motivation with respect to their children's schooling seem to be the best predictors of the children's proficiency in Modern Standard Arabic. Also the socio-cultural orientation of the children, the percentage of ethnic minority pupils in the school and the amount of reading in Arabic by their pupils are found to have an impact on proficiency in Modern Standard Arabic. These factors explain 80% of the variance. The best predictor of oral proficiency in Moroccan Arabic is the socio-cultural orientation of the pupil, accounting for 11% of the variance. Finally, the best predictors of functional literacy in Arabic are the socio-cultural orientation of the
pupil and the parents' motivation with respect to their children's schooling. These factors explain 34% of the variance.

De Ruiter (1997) studies the position of Berberophones and Arabophones vis-á-vis French and Arabic in Morocco, i.e., their proficiency in Modern Standard Arabic, their language behaviour and attitudes towards Arabic and French and the linguistic behaviour of their parents in both languages. The same group of 242 pupils that participated in the research described above, participates in this research. These pupils are in the last grades of elementary schools in Rabat and Nador. With respect to proficiency in Arabic, the Arabic Language Test is administered (for a description of the Arabic Language Test see Aarssen, De Ruiter & Verhoeven, 1993 and above). For the study of children's language behaviour and attitudes towards Arabic and French and the language behaviour of their parents in both languages, a questionnaire is used. The questionnaire on children's language behaviour and attitudes towards Arabic and French consists of scales running from 1 to 5 where 1 stands for an equivalent of "Modern Standard Arabic only" and 5 for an equivalent of "French only". To deal with the language behaviour of the children's parents, pupils are also asked in what language their fathers and mothers read and write, using the same scales presented to them earlier. Teachers are asked to judge the proficiency of the pupils' parents in Modern Standard Arabic.

Concerning the pupils' proficiency in Modern Standard Arabic, the differences between the Berberophone and Arabophone groups are small in three of the five tasks. It is in the Vocabulary and Reading Comprehension tasks that the Arabophones are significantly ahead of the Berberophones. The Berberophone group scores quite low on the vocabulary task. From the point of view of proficiency in Modern Standard Arabic, De Ruiter's research (1997) makes clear that Arabophones and Berberophones have similar problems and skills in acquiring Modern Standard Arabic, although the Arabophones profit from the common trunk of vocabulary between dialectal and standard Arabic. In terms of language behaviour, Arabic is the dominant language for both groups, while French seems to play only a minor role. With regard to language attitudes, a significant difference between the two groups emerges. For Arabophones, Arabic is the most important language. Modern Standard Arabic is the language Arabophones prefer most. According to them, it is also the language of best expression. It is also the case that a large minority opts for French as a dominant language. For the Berberophone group, the majority opts for Arabic and French similarly as a 'neutral' choice. With respect to the data on the parents, Berberophone and Arabophone fathers make less use of Arabic than their children. The French language is strongly represented in the language behaviour of the Arabophone fathers and mothers. Relatively many Berberophone mothers are illiterate. If they are schooled, Arabic is their medium of communication.

Other studies on Moroccan children in the Netherlands that have been conducted involve Moroccan Arabic and Berber, the spoken home languages of Moroccans. Broeder & Extra (1993) undertake a study on (self)identification and home language
use among 428 Moroccan pupils from elementary schools. Among the languages used by them at home are Arabic (33%), Berber (28%), Arabic plus Berber (8%), 'Moroccan' - not identified as either Berber or Moroccan Arabic - 28%, or Dutch only (3%). Here again in interaction with the parents, the children use Dutch the least and in interaction with older brothers and sisters the most. In a self-judgement task (Broeder & Extra, 1993), grade 7 and 8 pupils judge their proficiency in Arabic or Berber with 3 on a scale that runs from 1 (no proficiency) to 5 (excellent proficiency). In an oral receptive vocabulary task the average correct score of the Arabophone children is 75% in the mother tongue and 87% in Dutch. Moreover, high skills of children in the mother tongue correlate strongly with high skills in the second language. In a follow-up study, Broeder & Extra (1998) report on the status and use of Arabic in elementary education. The language profile for Arabic consists of five different dimensions in terms of home language repertoire, language proficiency, language choice, language dominance and language preference. The Arabic language group consists of 803 pupils, mainly second generation children. As far as the home language repertoire is concerned, for 582 children (73%) Arabic is the only home language. For 152 children (19%), in addition to Arabic, Berber is also used at home. Regarding proficiency in Arabic, almost all of 803 pupils in the Arabic language group say that they understand (731 children, 94%) and speak (701 children, 96%) Arabic. With respect to written Arabic language proficiency, the percentages are much lower: for reading, 40% (298 children) and for writing, 42% (309 children). As for language choice patterns within the family, most children say that they speak Arabic always or often with their parents: 459 children (60%) with their mother and 455 children (60%) with their father. With their younger as well as their older brothers/sisters, most children always or often speak Dutch (306 children 66% and 418 children 54% respectively). As regard language dominance, the children in the youngest grades say that Arabic is the language they speak best (in grades ½, 90 children 61%). On the other hand, the older pupils (grades 3/4, 5/6, 7/8) indicate that their best language is Dutch (106 children, 52%; 102 children, 62% and 114 children, 70% respectively). As for language preference, preference for Arabic is found at a younger age (grades ½, 71 children, 52%; grades 3/4, 102 children, 62%). At a later age a shift in preference towards Dutch can be observed (grades 5/6, 99 children, 57%; grades 7/8, 103 children, 62%).

In a longitudinal study on bilingual Moroccan children in the age range of 4 to 11 years (Moroccan Arabic-Dutch), Bos (1997) investigates the development of their L1 and L2. She finds that the children are dominant in their mother tongue until the age of 8, after which dominance shifts towards Dutch. In receptive tasks, the Moroccan children seem to emerge as balanced bilinguals. In productive tasks they have a less sophisticated mastery of narrative skills (especially in the use of cohesive devices) than their monolingual Dutch and Moroccan peers. This lack of mastery is statistically evidenced for both Dutch and Moroccan Arabic. Bos makes a plea for
linguistic support of the home languages (Berber and/or Moroccan Arabic) in schools in order to provide the children with a stronger basis for the acquisition of Dutch.

In his study of language loss among Moroccan youngsters in the Netherlands, El Aissati (1996) asks 25 second-generation adolescents about their language proficiency and language use patterns with parents, siblings and friends. The reported proficiency of these adolescents is lower for Moroccan Arabic than the one reported for Dutch. On a five-point scale, they report a mean score of 3.9 for speaking and 4.1 for listening comprehension in Moroccan Arabic, while for Dutch these means are 4.7 and 4.8 respectively. A t-test on the difference between the reported means for Moroccan Arabic and Dutch reveals a difference that is significant at the .01 level. These results support the observation that the informants feel that they are more proficient in Dutch than in Moroccan Arabic. Regarding their patterns of language use, the Moroccan adolescents report that they use Moroccan Arabic more than 80% of the time in interaction with parents, while with their siblings and friends, the use of Dutch is much more frequent. In addition to language use within the family and with friends, informants are also asked to report on how often they think they use Moroccan Arabic and Dutch in general, that is, regardless of context and interlocutors. Their answers indicate that on average they speak Moroccan Arabic for 38% of the time and Dutch for 62%. El Aissati finds that the adolescents use more Dutch than Moroccan Arabic in their everyday verbal interactions, especially in those situations in which their parents are not included, such as in contacts with siblings and friends. The language proficiency of these adolescents is also found to be higher in Dutch than in Moroccan Arabic. El Aissati concludes that the higher proficiency of second generation Moroccan adolescents in Dutch as compared to Moroccan Arabic is concomitant with a restriction on domains of language use characteristic of minority languages undergoing a process of language shift.

Aspects of proficiency in Moroccan Arabic are tackled in the context of some code switching studies. Both Nortier (1989) and Boumans (1998) measured the proficiency in Moroccan Arabic and Dutch adult informants participating in their research. The results indicated various levels of proficiency in Moroccan Arabic and Dutch. Modern Standard Arabic though was not included in these studies.

3.1.1 Conclusion and relation to the present study

As regard proficiency in Modern Standard Arabic, it is clear that the findings of the reported studies generally point out the low proficiency of Moroccan children in this language. Also in these studies, the effect of Arabic Language Instruction (ALI), as offered in elementary schools in the Netherlands, on Moroccan children's proficiency in Modern Standard Arabic remains often unclear. This could be accounted for by the blurring effect resulting from selecting groups of children at random, that is, selecting samples of children with different levels (i.e., beginners and non-beginners) in Modern Standard Arabic proficiency and gross differences in exposure time. No
previous study takes into account to test pupils who have followed ALI uninterruptedly over the whole period of elementary education. The risk exists that policy conclusions will be drawn on the future of ALI due to its apparently poor results, while until now no study takes into consideration the case where pupils have followed ALI under relatively favourable circumstances. The present study focuses on pupils who have had the opportunity of learning Arabic at Dutch elementary schools for an extended period of seven to eight years uninterruptedly. By selecting these pupils, the aim is to investigate what effect ALI has on the Arabic proficiency of Moroccan pupils having been learning Arabic until the end of Dutch elementary education and at schools offering Arabic instruction on a regular basis. Only then a valid and reliable picture of ALI can be obtained.

Furthermore in the earlier studies mentioned on Arabic proficiency, the focus has mostly been placed on receptive skills. Productive skills of children in Modern Standard Arabic obtain much less attention. The present proficiency study is based on a multifaceted conception of language proficiency. Not only receptive skills (at sound, word and sentence levels) are focused on as is the case with previous research, but also productive dimensions (at the textual level in particular) of Arabic language proficiency are explored.

In addition to the Modern Standard Arabic proficiency data in the Netherlands, similar data are also collected in Morocco for use within the framework of the present study. In this way, the results of the Modern Standard Arabic proficiency study in the Netherlands have a frame of reference, which helps better interpret them.

### 3.2 The status of minority languages in the Netherlands

In the Netherlands migration patterns during the post-war period have resulted in heterogeneous school populations. Classes which include children from widely different linguistic and ethnic backgrounds gradually became the norm for growing numbers of schools. There is a number of distinct phases in response to linguistic and cultural diversity by Dutch educational policy. Instruction in the home language (HLI) of ethnic minorities at Dutch schools was introduced in 1974 (HLI was then known as OETC, in English: Education in Own Language and Culture) and today as OALT (Education in Minority Living Languages). HLI for minority children at Dutch schools was originally directed at their eventual return to the home country, that is, to help children achieve reasonable skills in their native language and culture that would facilitate their reintegration in school in the home country. Gradually, it was realized that the presence of immigrant families is a long-term phenomenon and that their stay has to be seen as permanent. This resulted in substantial changes in the policy vis-à-vis the objectives of HLI. The focus shifted from remigration to integration. This, in turn, resulted in redefining new objectives for HLI, that is, preservation of children's contact with their parents and relatives, development of their identity and a positive
self-image in the host country, identification with the school and increasing their school success. Interestingly, the cultural dimension of the previous OETC programme faded out in the background, resulting in a change in the term itself: OET without the abbreviation "C" for the word Culture (Education in Own Language).

In retrospect, the teaching of ethnic minority languages as part of the curriculum of Dutch schools has a unique history of implementation (Broeder & Extra, 1998:152). Since its launch in 1974, the organisation of OETC has been problematic. Hardly any previously developed curriculum and materials existed, nor are teachers prepared, trained or inspected for this form of instruction. It operated in the beginning even without a legal framework. Moreover, the language provision is hugely complicated by the piecemeal nature of the policy response. Broeder & Extra (1998) point out that the Dutch policy underlying HLI has been a truly difficult endeavour for the schools for at least three reasons. In the first place, the school's task is not restricted to establishing bilingual programmes only, but extended to ensuring multilingual education, given the ever-growing multilingual and multicultural character of the school population. Secondly, there is a spectrum of variation in the patterns of bilingualism characteristics of minority children both within and across different ethnic groups. Thirdly, HLI provisions have not been uniform. While some ethnic minority children receive HLI in addition to other subjects in the core curriculum, others receive it instead of other subjects in the core curriculum.

In the Netherlands, ethnolinguistic variation is usually viewed in terms of deficits and problems, rather than in terms of differences and resources. In this vein, developments in HLI are assessed from a policy deficit perspective rather than from a cultural perspective, that is, in terms of socio-economic and second-language deficits rather than in terms of ethnocultural differences. The beginning of the 70's marks the Ministry of Education's attempt to focus on the primacy of the struggle to eliminate the deficiencies of elementary school children from low socio-economic background. Schools hosting children with a low socio-economic background are allocated funding for additional teaching staff. Later in the seventies and eighties, minority policy becomes exclusively equated with this struggle against deficits in the domains of education at the expense of ethnocultural differences. The deficit versus cultural perspectives on home language use in the Netherlands have particular repercussions on the directionality of majority/minority focus on the acquisition of languages along with the underlying attitudes involved. There is what is referred to as a top-down focus of majority groups (e.g., national or local education authorities, school boards or principals and majority language teachers) on the acquisition of Dutch as a second language, combined most often with rather negative attitudes towards first language learning and maintenance over time. In contrast, there is a bottom-up focus of minority groups (e.g., ethnic minority organisations or parents and ethnic minority teachers) on first language learning and maintenance over time (Van de Wetering, 1990; De Jong et al, 1988). Majority language speakers in the Netherlands still commonly subscribe to the model which expects that ethnic minority
children should abandon their own language and culture in favour of the dominant language and culture. In this general conception multilingualism is seen as a problem, not as an asset or resource. More recently, significant policy developments have been taking place in relation to the status of ethnic minority languages in the Dutch educational system. The 1992 CALO report for the Dutch Ministry of Education, Culture and Sciences 'Ceders in de tuin' ('Ceders in the garden') is an important move in this regard. The importance of this document lies in the marked shift from approaches which attempt to assimilate ethnic minority children to a more pluralist multicultural stance. In the CALO report, the exclusive form of HLI as a means of meeting ethnic minority children's difficulties needs is gradually replaced by arguments that minority children should be encouraged to retain and develop their own linguistic and cultural resources within the school context. In this connection, this advisory report marks a change in the definition of HLI from a deficit to a cultural perspective. Such a redefinition has far reaching implications for the target groups, goals, target languages and evaluation of HLI. In Table 3.1 the previous and proposed policy concepts are seen from both deficit and cultural perspectives.

**Table 3.1** Home Language Instruction from a deficit vs. cultural perspective (source: Extra & Verhoeven, 1993:19; SES = socio-economic status)

<table>
<thead>
<tr>
<th></th>
<th>HLI: a deficit perspective</th>
<th>HLI: a cultural perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups</strong></td>
<td>temporary facility for low SES children from first/second generation</td>
<td>structural facility for groups of children with non-Dutch home language, independent of SES and generation</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>primary focus on auxiliary goals: bridging the home/school gap and contribution to second language learning or school success</td>
<td>primary focus on intrinsic goals: contribution to first language learning</td>
</tr>
<tr>
<td><strong>Target language</strong></td>
<td>home language</td>
<td>home language or standard language of source country (optional)</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>in terms of school success in other subjects</td>
<td>in terms of first language proficiency</td>
</tr>
</tbody>
</table>

Not all minority groups in the Netherlands have been eligible in the past for HLI: only children having at least one parent from a Moluccan or Mediterranean origin and children with at least one parent with a recognized refugee status. While such a listing of target groups appears to be indicative of a variety of policy restrictions, it has attracted a number of remarks. While the list remains restricted in terms of source countries and/or target groups (Broeder & Extra, 1998), it is striking that the
government lists target groups for HLI without explaining the criteria whereby such groups rather than others are considered (Kroon & Vallen, 1994). Similarly, the target groups list being restricted in terms of generation (i.e., first/second generation) is intended to be only a temporary facility (Broeder & Extra, 1998). Thirdly, the list tends to place emphasis on groups with socio-economic disadvantages "which obstructs the view of the ethnocultural differences which are so important to many minorities" (Kroon & Vallen, 1994). Such groups as the Chinese, because they have a relatively higher socio-economic status than the Mediterranean target groups for instance and Antillean and Surinamese children, because of the colonial status of Dutch in the respective source countries, are explicitly excluded. Socio-economic as well as generation criteria in listing target groups for HLI are disregarded by the CALO (1992). This means that all children using another language at home in addition to or instead of Dutch in contact with at least one of the parents would have the right to follow HLI.

Over the past years, the goals for HLI have primarily been spelled out in terms of dependence; only rarely has the primacy of intrinsic goals in terms of promoting proficiency in the minority language been advocated. HLI is perceived in the current policy as a means to bridge the gap between the home and school environment and to promote second language learning and/or school success. It is interesting to note in this connection that the CALO (1992) argues for the primacy of intrinsic goals rather than dependent goals for HLI in elementary education. The question of which language should be the target for HLI (i.e., the actual home language (i.e., mother tongue) or the official national language (i.e., the standard language) remains problematic. This holds in particular for situations in which the home language of ethnic minority children diverges widely from the standard language of the source country. This applies very much to the case of Moroccan children who often speak a Berber variety at home. In cases of home and standard language divergence, the CALO (1992) suggests that parents of elementary school children have the right for option. Such a conditional right of option derives largely from principles of cultural self-orientation and freedom of choice. While most children have education in the official language of their country of origin, Moluccan and Syrian-Orthodox children are currently the only groups receiving HLI in a non-standard language variety. While Moluccans learn Malay instead of Standard Indonesian, Syrian-Orthodox children may opt for Aramese instead of Turkish.

Most evaluative studies of HLI programmes for ethnic minority children in Europe focus on L2 learning and on school achievement in other subjects. In this conception, the main obstacle to the educational success of ethnic minority children is perceived to be the low proficiency in Dutch language. The priority is therefore to learn Dutch as rapidly and effectively as possible and children's home languages or L1 are seen to play only a bridging role in this process. Also, progress in L1 proficiency is rarely thought of and measured in terms of school success. The effect of HLI on the level of L2 proficiency and school success is not entirely clear from the empirical point of
view (Driessen, 1990). With reference to the effects of HLI on L1, very few studies have been conducted. While HLI appears to have positive effects on the Turkish proficiency of Turkish elementary school children in the Netherlands (Aarts, De Ruiter & Verhoeven, 1993), similar effects of Arabic instruction only emerge to a lesser degree for Moroccan children (Driessen, 1990; see also section 3.1).

One of the recent features of educational policy in the Netherlands is its tendency towards decentralization. With the aim of establishing a new balance in educational policy, there is a redistribution of tasks and responsibilities of the Ministry of Education, municipalities and schools. Against this background and in response to the CALO report, the Ministry of Education published a policy document (Uitwerkingsnotitie, 1995), acknowledging three basic elements - taken over from the CALO (1992) report:

- the broad support of HLI as expressed by minority parents and minority organizations;
- the governmental responsibility for the provision and quality of HLI;
- the relevance of the home language criterion instead of socio-economic status or generation criteria for determining a child's entitlement for HLI.

A newly spelled out element involves the focus on local educational policy. Given the local variation in municipalities, the Ministry envisages that municipalities should take responsibility for informing parents about HLI facilities, for HLI needs assessment, for a selective distribution of the decentralized and locally available budget across schools, for interscholastic cooperation on HLI for smaller language groups and for the role of minority groups as actors rather than just target groups for the implementation of a municipal HLI policy. The schools on the other hand should retain responsibility for recruiting qualified teachers and for the quality of HLI. Recently, in 1997, a law has been approved regarding the implementation of this policy in elementary education. The extent to which the law should be carried out and the resources made available for its implementation, remain a subject of concern. Such concern results not only from the vagueness surrounding the newly assigned roles of the Ministry, the municipalities and the schools, but also from the budget, local expertise and commitment presently available for implementing the new law. The law functions since September 1998. It implies that municipalities can take their own stand regarding the target groups of HLI. They can opt for a system in which through the whole school programme of 8 years HLI is offered to the minority children as an autonomous language programme at extracurricular hours. Another option is to offer HLI in a dependent context in the lower grades, i.e. serving the acquisition of Dutch as a second language. In the latter case, HLI as an autonomous language is given from group 5 onwards outside regular school hours. Most municipalities opt for HLI supporting Dutch as a second language in the lower grades of primary education (group 1 to 4) and HLI outside school as en autonomous
language from group 5-8. The new situation has led to an enormous fragmentation of the HLI system in the whole country.

In considering the official statements set out in government policy regarding minority languages in the Netherlands, a number of points should be made clear. Since the launch of HLI, minority languages in the Netherlands have not been able to acquire a stable status of their own in primary education. The main reason for this state of affairs lies in the fact that Dutch government policy has remained ambivalent over the years due to the type of perspectives adopted (i.e., deficit vs. cultural perspectives). Also, there has always been a monolithic language policy with respect to HLI for all the minority languages involved without trying to take into account their specific situation, needs or achieved potential. Third, it should be noted that the use of the label HLI does not apply to all the cases of minority languages involved. The home language for Moroccan children is either Moroccan Arabic or Berber. However, the language which is taught to Moroccan children within the framework of HLI is Modern Standard Arabic, which is the official language of Morocco and the language used as the medium of education at Moroccan schools. With reference to the aims of HLI, these have most of the time been (re)formulated in terms of broad categories. Such general aims as allowing minority children to retain and develop their own linguistic and cultural resources within the school (CALO, 1992) have nothing specific to the Dutch situation or to the particular needs of any specific minority group in the Netherlands.

In addition to HLI, a community-based type of Arabic instruction takes place in mosques. It is common practice for part of the Moroccan parents to send their children to attend lessons in Arabic outside the school. As yet not much is known about this type of schooling. Shadid & Van Koningsveld (1990) mention that in Rotterdam around 40% of the Moroccan children between 6 and 14 years frequent mosque education. Driessen (1990) registers that of the Moroccan subjects in his study 15% in grade 3, 36% in grade 7 and 30% in grade 8 of elementary schooling participate in this kind of education. He reports that having followed additional lessons in Arabic has a positive effect on the children's skills in this language. Not much is known though about the content of these lessons. Shadid & Van Koningsveld (1990) point out that this kind of education gives the children the opportunity to become full members in the religious community of their parents. In any case, these lessons take up much of the children's time, in most cases not only Wednesday afternoons, but also Saturday mornings. Striking in the research of Aarts, De Ruiter & Verhoeven (1993) is that most of their 222 Moroccan subjects followed lessons in Arabic outside school whereas none of their 263 Turkish subjects participated in this kind of education.
3.2.1 Conclusion and relation to the present study

Against the background of Dutch government policy vis-à-vis minority languages, it is interesting to consider the particular case of HLI for Moroccan children in the Netherlands. The present study attempts to explore the status Modern Standard Arabic has acquired in elementary schools in the Netherlands as perceived by the four principal actors in the provision of ALI: Moroccan pupils, their parents, teachers of Arabic and school directors. This study aims at an understanding of how each of the actors involved makes sense of the position of Arabic in Dutch elementary schools. A number of issues are treated under this heading. These include the objectives of Arabic teaching, the teaching conditions of Arabic, the contact between Moroccan parents and teachers of Arabic, the collaboration between teachers of Arabic and their Dutch colleagues at school and the future status of Arabic in the Dutch educational system. Additionally, the effect of mosque schooling on Moroccan pupils's proficiency in Modern Standard Arabic is studied.

3.3 The input of Modern Standard Arabic

Concerning the input of Modern Standard Arabic language at Dutch elementary schools, an elaborate study on the content of Arabic lessons has been conducted by Van de Wetering (1990). Van de Wetering uses semi-structured observations in Arabic lessons, allowing comments on issues like the content of the lessons, differences in Arabic proficiency among Moroccan children, the teachers' use of the children's home languages and the cultural dimension of instruction. As regard Arabic language input, Moroccan children are observed to learn a number of skills that can also be transferred to their Dutch reading skills. These include, for example, the connection between sounds and letters of Arabic, the discrimination of sounds in a word and the position of first, middle and final letters in words, which plays an important role in Arabic writing. Teachers of Arabic are reported to complain about the large variation in the proficiency level in Modern Standard Arabic between the children and the limited amount of instruction time per group. First, this has to do with the influx of pupils from Morocco. Some of them have received education in Moroccan elementary schools and have a relatively high level in Arabic. Most of them though have not received similar Modern Standard Arabic education in Morocco and tend consequently to lag behind those coming from Morocco. Second, a number of children does not follow Arabic lessons from the start of their school career, because of the optional character of HLI and because not all schools provide HLI. Against this background, only a small number of teachers is able to deal with differences in proficiency in Arabic among Moroccan children, by regrouping the HLI target groups. Originally, the children are grouped according to class level of regular education. However, such grouping strategies seem to conflict with the
interest of the Dutch teacher as a number of children are likely to miss other subjects in the core curriculum.

Van de Wetering (1990) also reports on the teachers' use of children's home languages. Three patterns of language use are distinguished in this regard. With reference to the first pattern, teachers are observed to use Modern Standard Arabic in the instruction as much as possible and to expect pupils to speak this language. While the focus is on Modern Standard Arabic, other languages like Berber, Moroccan Arabic and Dutch are used when communication in Modern Standard Arabic is impossible due to the pupils' low proficiency level. The second pattern consists in the teachers' use of Modern Standard Arabic in written texts, in formal conversation or in spoken grammar exercises. The remaining instruction and conversation take place in Moroccan Arabic. Pupils' answers in Moroccan Arabic are accepted. Dutch and Berber are avoided as much as possible and are only used in exceptional cases in order to explain a word. Finally, the third pattern relates to Arabic teachers' use of Modern Standard Arabic in written texts, in formal conversation or in spoken grammar exercises. In the remaining instruction and conversations both Moroccan Arabic and Berber and Dutch are important media of instruction. It is attempted to avoid Dutch, but the children are allowed to use either Dutch or Berber. The choice between the patterns appears to be influenced by language attitudes of the teacher of Arabic and by class composition in terms of Arabophone and/or Berberophone children. With reference to cultural instruction, it turns out that there is a considerable difference between teachers in terms of the instruction time dedicated to Islam and the way in which Islamic instruction is given. Islamic instruction is observed to play a role mainly in middle and advanced groups of elementary education.

In developing measures of language proficiency for Turkish and Modern Standard Arabic, Driessen (1990) makes an extensive survey of the objectives of HLI. Teachers of Arabic are asked about what they think children should know in terms of linguistic skills at the end of elementary schooling. Additionally, a study is made of the materials used in HLI lessons. Driessen reports that the imported materials used to teach Moroccan children can hardly be regarded as pedagogically sound and that there is a shortage of educational resources adapted to the Dutch situation. The time available for learning and teaching the language is scarce and the teaching conditions are far from ideal.

In their study on bilingualism and school success, Aarts, De Ruiter & Verhoeven (1993) report also on the contents and objectives of HLI. The HLI teachers are requested to indicate on a 5-point scale the amount of time spent on reading, speaking, writing, history, geography and religion. The contents of HLI consist mainly of language activities; slightly more time is devoted to reading (an average of 3.00) than to writing (an average of 2.67) and speaking (an average of 2.77). History and geography are allocated significantly less time, about 10% of the total amount of HLI time for each. The smallest amount of time is spent on religious teaching: at most schools less than 10% of the total time. The HLI teachers are also asked to what
extent they subscribe to some fifteen possible objectives of HLI. These possible objectives have been formulated on the basis of the many possible objectives that have been set up for HLI during the last few years. The teachers are asked to indicate the relevance of each of the possible objectives on a five-point scale, where 1 corresponds to "not important" and 5 to "very important". The findings are very interesting. Such HLI goals as a good development of personality and the formation of children's own identity are generally considered as very important, with 4.28 and 4.23 respectively. The bridging function (between home and school) of HLI instruction and the integration of children in the Dutch society and school (4.19) as well as knowledge of the culture of origin (4.16) and language skills -writing (4.07), speaking (3.98) and reading (3.98) - are also seen as important goals of HLI. Following in order of importance are knowledge of the family background (3.96) and multicultural functions of HLI in terms of bridging cultural differences (3.91) and supporting education in Dutch (3.88). Other objectives receive lower scores, including making the child aware of his immigrant background (3.61), knowledge of religion (3.27), knowledge of Islam (3.23), moral education according to parents (3.05) and the rules of religion (3.02).

Other dimensions of Arabic language input involve studies on textbooks used for the teaching of Arabic. De Jong (1985) compares aspects of Moroccan textbooks to those of Dutch methods for the initial teaching of the Dutch language. In this vein, she analyzes a number of initial language teaching methods which are all of Moroccan origin. A basic characteristic of these methods is that the reading materials for the first school year are fully vocalised (all vowels are indicated) and that the transition to reading unpointed materials (i.e., the words of Modern Standard Arabic are written whereby vowels are not represented in print) in the second year is very abrupt. There is also a clear transition from relatively simple texts using short words to much more complex texts using longer and much less frequent words. In this connection, de Jong reports that it should not be surprising that some children are strongly demotivated by this sudden change of the type of text in class and that they consequently score significantly lower marks. With reference to the learning of Arabic decoding skills, De Jong observes that the newly introduced letters in a lesson are graphically very similar, differing from each other only in the number of diacritical dots. Moreover, they are sometimes used in texts with affixes (mostly suffixes) which may not have been introduced yet in the lessons. Suffixation may cause a change of the known letter shape into an allographic form and therefore the changed overall word shape would make it hard for children to discriminate the separate letters which constitute the word. Other critical remarks include the scarcity of practical exercises and the absence of intrinsic possibilities to diversify these exercises. Finally, the books are markedly visually unattractive, especially for young children. At the thematic level, De Jong observes that there is a cultural mismatch between these textbooks and Dutch society. Some Arabic textbooks deal with a rather traditional farming life whereby farmers use animal-drawn ploughs rather than
tractors. They also emphasize palm trees, olive trees and orange trees whereas no such trees are found in the Netherlands.

In similar vein, Khleif (1991) examines the cultural content of the Iqra' series produced for use in elementary schools in Morocco, which is also used by Moroccan teachers of Modern Standard Arabic in the Netherlands. Some of the themes of the Iqra' texts e.g., moral qualities of the individual such as chastity or being self-effacing, are found rather unrealistic for the Moroccan children's experience of the Netherlands. Such textbooks tend to reflect a non-industrial Third World society, having strong feudal-agricultural tendencies and a short post-colonial liberation history, that is, a history of political independence. Moroccan textbooks, the Iqra' series in particular, convey a pre-industrial ethos centred on a sense of hierarchy and community rather than individualism and equality. In this regard, Morocco-imported materials give rise to concern about the fact that they deal with experiences far-removed from their mostly Dutch-born Moroccan readers. A Moroccan child who, with the exception of a few brief visits to Morocco, knows only a Dutch urban environment, will find it difficult to relate to the experiences and expectations permeating books designed for a home audience.

A limited number of studies have been conducted on the use of the mass media among immigrant minorities like Moroccans and Turks in the Netherlands. These shed some light, as a by-product, on the issue at stake. De Ruiter (1995) reports that Turks and Moroccans living in The Netherlands have only a small amount of media facilities at their disposal. Turks can read a relatively broad range of papers in Turkish. These originate from Germany or Turkey and can be obtained everywhere in bookshops and such. Moroccans have more difficulty in finding Arabic papers. These are imported from Morocco and sold to a limited extent. Moreover, these papers are mostly written in Modern Standard Arabic, a language that many Moroccans may not have a command of at paper reading level because of their limited education. Some initiatives have been taken in order to have bilingual periodicals for Moroccans published, but those are granted only a short life. An example is the two-weekly magazine El mizan, which has existed only for a couple of years. Each day the radio broadcasts 20-minute news bulletins in Moroccan Arabic, Berber, Turkish and Kurdish. On Sundays, there is an informative television programme in Turkish and 'standardized' Moroccan-Arabic. Finally, Turks can watch the Turkish TV station TRT and Moroccans can follow programmes on the Saudi TV station MBC, both of which have daily broadcasts. MBC though is not specifically aimed at Moroccans in the Netherlands. Local authorities, provinces and the Dutch government frequently publish brochures and leaflets in Turkish, Modern Standard Arabic or Moroccan Arabic. In an investigation by Veldkamp (1994) 100 Turks and 100 Moroccans at a time were interviewed with respect to their use of and need for mass media. Both groups are adequately representative for the entire group with respect to age, but with respect to gender Moroccan women are less well represented. The educational level of both groups is relatively higher than the average. Only
slightly over 15% of both groups have got satellites to receive programmes directly
from Turkey or Morocco. As for being informed on what is going on in Turkey and
Morocco, Turkish people appear to be informed mainly by TRT and by means of
Turkish papers, whereas Moroccans are commonly informed by Dutch radio
broadcasts in their home language, Dutch television and family and friends. With
respect to information about what is going on in the Netherlands, Dutch television
scores higher with the Turks and the remainder of the picture remains unaltered. The
role the MBC station plays for Moroccans is of significantly less importance than the
role of TRT for Turks. Undoubtedly, this relates to the fact that it is a Saudi station
which reports only little on Morocco and the Netherlands. Radio appears to be much
more popular with Moroccans than with Turks. A majority thinks there ought to be
radio programmes for them and, hence, a substantial minority listens to the radio.
Moroccans listen to home radio programmes mainly because of the supply of
language and culture. Turks expect to obtain more information about their own group
from it. Incidentally, Moroccans refer to listening to local Moroccan stations as well.
As for television, Moroccans mainly watch RTL 4 (60%) and MBC (38%) whereas
Turks watch TRT (96%) and RTL 4 (4%). The programme Meer op Zondag ('More
on Sunday'; not broadcasted any more at the moment of publication of this thesis) is
aimed mainly at Turks and Moroccans, but it is broadcasted almost entirely in Dutch.
19% of the Turks and 22% of the Moroccans can not keep up with it properly, while
52% of the Turks and 34% of the Moroccans can keep up with it at a good level. That
does not alter the fact that Moroccans appreciated the programme Najieb very much,
because it used to be broadcasted in Moroccan Arabic (this programme as well is not
broadcasted any more at the moment of publication of this study). As for the
proposition that the NOS (Nederlandse Omroep Stichting = Dutch Broadcasting
Corporation) thinks that there is no more need for programmes in home languages for
Turks and Moroccans now that the stations TRT and MBC are available, 53% of the
Turks and 66% of the Moroccans respond negatively. With respect to reading the
printed press, Schothorst & Bronner (1995) report the following. In 1992 77% of the
Turks read a source country newspaper, versus only 19% of the Moroccans. The
percentages for magazines are 39% and 11% respectively. The percentages for Dutch
papers and Dutch magazines are 46% and 17% for Turks and 48% and 22% for
Moroccans respectively. Lohman (1995) reports on the extent to which the various
age groups within the Turkish and Moroccan communities understand Dutch in the
various programmes. Two thirds of the age group 3 to 7 years understand Dutch
sufficient to good. In the age group from 8 to 12 years 95% understands Dutch very
good while in the age group from 13 to 17 years 90% understands Dutch very good.
The conclusion is that 82% of the Turkish and Moroccan youngsters aged 3 to 17
years have enough command of Dutch to understand programmes in Dutch. As for
the age group of 18 years and more, one third has not enough command of Dutch to
be able to keep up with programmes in Dutch. This percentage does not increase
along with age (mainly the group aged more than 35 years), especially in the case of Berber women.

In a research by Media Investigation of Ethnic Groups (Veldkamp, 1994), 150 Turks and 153 Moroccans have been interviewed. These interviewees appear to be a proper reflection of the group living in the Netherlands with respect to age, gender and education. Approximately half of the interviewees are males and more than half of them is younger than 35 years. Compared to the Dutch population, the level of education can be described as low: 61% of the Turks and 56% of the Moroccans have attended primary school education at most, whilst approximately 20% of both groups have attended MBO (intermediate vocational education) or a higher level of education. Women have the lowest level of education and younger people generally have a higher level of education than older people. The majority of the interviewees have been educated in Turkey or Morocco; approximately one fourth of them are of Dutch nationality (or have the Dutch nationality as well). 85% of the Turks and 71% of the Moroccans are married or are living together; in most cases the partners live in the Netherlands as well and belong to the same ethnic group. In the case of the Turks the average number of children is 2.8 whereas the Moroccans have on average 3.6 children. More than 90% of these children live in the Netherlands, nearly 70% still live with their parents. On average the interviewees have been living in the Netherlands for 15 years, but approximately half of them have been living here for over 15 years. The majority of the interviewees have been in their home countries in the last six years. Many Turks and Moroccans (more than 40%) have contact with people of their own communities in their spare time; in comparison to other groups that have been interviewed (e.g., Surinamese) they have the least contact with Dutch people in their own living environment. If they would have to see a general practitioner because of stress problems, 22% of the Turks has a need for a Turkish interpreter, 12% of the Moroccans wants a Moroccan Arabic interpreter and 11% has a need for a Berber interpreter. About 70% of the interviewees say that they are able to read a Dutch brochure, 40% of the Turks would have such a brochure translated into Turkish (also some of those who can read in Dutch), 18% of the Moroccans would have it translated into Moroccan Arabic and 13% into Berber. Are they able to read a brochure in Turkish or Modern Standard Arabic? Nearly all Turkish people indicate they do not encounter problems in doing so, but with the Moroccans this picture is different: 45% say they can not read it. About two third of those who can not, would have the brochure translated into Moroccan Arabic (10% of the total group), Berber (14% of the total group), or Dutch (7% of the total group). When confronted with the choice between booklet and audio-cassette, it appears that Turks prefer a booklet in Turkish (50%) and Moroccans prefer one in Dutch. Moroccans choose a sound cassette in their home language more often than Turks. If there would be a videotape on the subject of stress problems, the Turks prefer a version in Turkish; the Moroccans’ choice is somewhat more diffuse: the versions in Dutch and in Moroccan Arabic receive the highest rankings. As for the Dutch version, Turks
appreciate the fact that it is subtitled; Moroccans have less need for it. If the tape is in a home language, Turks have most need for subtitling in Dutch, but also in the Moroccan group this amounts to nearly 50%. If the tape is in Moroccan Arabic or Berber, more than 40% of the Moroccans appreciates subtitles in Modern Standard Arabic. In the case of a disease which would strongly influence life expectancy, many Turkish and Moroccan interviewees have a need for support; Moroccans say more often than Turks that it does not matter whom they have contact with, i.e., people from their own group or Dutch people. Nearly half of the Turks prefer contact with Turkish people. The data given by Veldkamp (1994) point out a remarkable correspondence to what was stated above. Dutch is more dominant in the case of Moroccans than in the case of Turks. Turks hold on to Turkish relatively more than Moroccans hold on to their home languages. In both groups there is a high degree to which one is able to communicate with a general practitioner in Dutch and to which one can read brochures in Dutch. However, among the Veldkamp interviewees there are also large groups of people who can not cope with Dutch and who require material in their home language or who can communicate in their home language only. If one regards the itemized data i.e., the data classified according to age, gender and education one will notice that the need for home language information is higher in the case of elderly people, women and people with relatively low education.

3.3.1 Conclusion and relation to the present study

The present study deals with the input of Arabic at school, at home and within the community at large. The language input study shows what and how much Arabic language input inside and outside the Dutch school setting is available for Moroccan pupils to develop their proficiency in Modern Standard Arabic. Within the school context, this study looks at the teaching of different linguistic dimensions of Arabic, the teachers' handling of pupils' variability in Arabic proficiency, the home language of the pupils, the use of Arabic teaching materials and the teachers' handling of the cultural dimension of Arabic. Outside the school context, the language input study deals with potential contacts Moroccan pupils may have with Arabic at home and within the community at large. These include Arabic tutoring at home, the availability and use of audio visual media in Arabic at home, the use of printed materials, the use of library materials and visits to Morocco.
Chapter 4

Research design

This chapter provides a presentation of the methodology of the empirical part of the present research. In addition to the research design and research questions (4.1), an account is given of each of the three studies that make up the framework of this research: (1) the Arabic proficiency study, (2) the Arabic status study and (3) the Arabic input study. With respect to proficiency (4.2), information is given about the informants in the Netherlands (4.2.1), the informants in Morocco (4.2.2) and the linguistic tasks put forward (4.2.3). Regarding the status study (4.3) a description is given of the participating informants (4.3.1) and the instruments used (4.3.2). With respect to the input study (4.4.), an account is given of the informants (4.4.1) and the instruments used (4.4.2) as well.

4.1 Design and research questions

The concern of this research is to evaluate the effects of Arabic Language Instruction (ALI) offered in elementary schools in the Netherlands to Moroccan pupils. To this effect, a comprehensive sociolinguistic approach of Moroccan pupils' proficiency in Modern Standard Arabic is used, including three areas of research: a study of the proficiency of the pupils under concern in Arabic, a study after the status of the Arabic language in the learning context of the pupils and a study after the input of the Arabic language to the pupils under concern. As the sociolinguistic context of Moroccan pupils learning Arabic in a non-Arabic, in this case Dutch-dominant, setting has far reaching implications for the levels of Arabic language proficiency these pupils may achieve, the studies on the status and the input of Arabic are crucial. The derived combination is expected to provide not only insights into the proficiency Moroccan pupils achieve at the end of Dutch elementary schools in the Arabic language, but also to explore the circumstances under which these pupils are learning this language in elementary schools in the Netherlands.

The proficiency study deals with the proficiency of Moroccan pupils in Modern Standard Arabic. As outlined in Chapter 3 and based on the survey of other studies related to this field, this study includes pupils having had the opportunity of learning Arabic in Dutch elementary schools for an extended period of seven to eight years uninterruptedly. By selecting these pupils, the aim is to investigate what effects ALI has on the proficiency of Moroccan pupils having been learning Arabic from the beginning to the end of Dutch elementary education and at schools offering Arabic
instruction on a regular basis. Such an effect is not always clear in previous research as was discussed in Chapter 3.

The present proficiency study also makes use of a multifaceted notion of language proficiency. Not only receptive skills (at sound, word and sentence levels) are focused on - as is the case with previous research (cf. Chapter 3), but also productive dimensions of Arabic language proficiency are explored, including the textual level. Also, the effect of mosque schooling on Moroccan pupils' proficiency in Modern Standard Arabic is studied (see Chapter 8).

Besides concern with proficiency, the present research aims at exploring those sociolinguistic factors that are thought to affect the acquisition of Modern Standard Arabic by Moroccan children in elementary schools in the Netherlands. Research attests that an assessment of the proficiency of Moroccan children in Modern Standard Arabic may lead to simplistic conclusions if it does not take into account the conditions under which Moroccan children learn the language at stake in a Dutch-dominated environment (Bentahila & Davies, 1992). In relation to these learning conditions, a multitude of factors are held responsible. The present status study will take a number of these factors, deemed relevant, into consideration. With reference to the status factor, research claims that the status Modern Standard Arabic acquires in elementary schools in the Netherlands is the result of an interaction of the actors who are directly involved in the Arabic language provision at the school level (Van de Wetering, 1990). An understanding of how each of these actors perceives Modern Standard Arabic (in Dutch schools) is of paramount importance in evaluating the current status of this language in Dutch schools. In the present study, an attempt is made to evaluate the status of Modern Standard Arabic from these actors' perspectives. The aim is, through this evaluation, to gain insights into how each of the actors involved makes sense of the position of Modern Standard Arabic in Dutch elementary schools. Four types of informants are involved in this way: Moroccan parents, their children, the teachers of Arabic and school directors. Depending on their own degree of involvement, their own interests and their own aspirations, these actors construct their own views of the status of Arabic in Dutch schools.

Another key dimension of this research is the input study. The input study attempts to investigate what and how much input is available for Moroccan pupils to develop their proficiency in Modern Standard Arabic, within and outside the Dutch school setting, i.e., at home and in the community at large. Input concerns the types of language input in Modern Standard Arabic children receive either in classes of Arabic, i.e., through, for instance, reading and listening or other activities, or outside the school at home and/or in the community at large, i.e., in particular input via use within the family, input via audiovisual media, input via printed materials, and input via libraries and visits to Morocco. With reference to input within the school context, it is the concern of the present study to investigate what and how much language input is presented to Moroccan children in classes of Arabic in Dutch schools. Three types of language input in Modern Standard Arabic are distinguished here: linguistic
domains (i.e., sounds, words and grammar), language skills (i.e., speaking, reading, writing and listening) and activities based on teaching materials (i.e., written, oral, reading assignment and use of supporting materials). Besides the quantity of input, there is also concern with the quality of input in Modern Standard Arabic. Reference is made here to how teachers of Modern Standard Arabic adjust their talk to the level of the children to make input more comprehensible. Accordingly, the input study also explores the following aspects of the teachers' behaviour: teachers' attention to variability in the proficiency among children, teachers' attention to the home languages of the children, and teachers' handling of the cultural dimension of Arabic instruction. Some important caveats should be made clear here. It is not the purpose of this study to make claims about which patterns constitute the most effective teaching for Modern Standard Arabic. Nor is it the intention of this study to judge the way in which lessons of Arabic are taught by the teachers participating in this study. Rather, the scope of this study is to investigate how lessons of Modern Standard Arabic are conducted and by doing so to find out the quantity and the quality of input in Modern Standard Arabic offered by teachers in such classes. Given the number of schools and informants focused upon, this study does not pretend to provide gross generalisations on the teaching of Modern Standard Arabic in elementary schools of the Netherlands.

As regard input outside the school context, the focus of the present study is on the Arabic linguistic network in Moroccan children's homes and in the community at large. Different categories of Arabic input that research has considered as significant in the case of Moroccan children in the Netherlands (cf. Bentahila & Davies, 1992) are distinguished, including input of Arabic via use within the family (parental tutoring at home), input of Arabic via audiovisual media (TV, radio, audio-tapes and video-cassettes), input of Arabic via printed media (books, newspapers and letter reading/writing), input of Arabic via frequenting public libraries and finally input of Arabic via visits to Morocco.

Based on the foregoing, three main research questions are dealt with. With reference to the proficiency study, the following question is addressed:

1. What is the proficiency level in Modern Standard Arabic of Moroccan pupils at the end of Dutch elementary schools, who have followed seven to eight years of Arabic instruction uninterrupted?

Concerning the status study, the following question is dealt with:

2. What are the perceptions of the status of the teaching of Arabic of the key players in this kind of education, i.e., Moroccan parents, Moroccan pupils, teachers of Arabic and school directors?
With regard to the input study, the question is formulated as follows:

3. What language input in Arabic is available for Moroccan pupils learning Arabic inside and outside the Dutch elementary school context?

To answer the three focal questions outlined above, designing appropriate tests and interviewing instruments as well as locating appropriate informants are necessary conditions. Table 4.1 provides an overview of the range and number of informants involved and the instruments used. The Table will be discussed subsequently.

Table 4.1  Overview of the range and numbers of informants involved and the instruments used

<table>
<thead>
<tr>
<th>Informants</th>
<th>Number</th>
<th>Proficiency test</th>
<th>Questionnaire</th>
<th>Observational instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moroccan pupils in the Netherlands</td>
<td>50</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Moroccan pupils in Morocco</td>
<td>20</td>
<td>+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moroccan parents</td>
<td>25</td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Teachers of Arabic</td>
<td>10</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>School directors</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The questionnaires, oral interview, observational instrument and proficiency test (see below) can be found in Appendices 1 and 3. In order to find answers to the first research question, existing tests measuring receptive skills in Modern Standard Arabic and newly developed tests measuring productive skills are used for data collection. The first category consists of three tasks of the Arabic Language Test developed by Aarts & De Ruiter (1992), i.e., Word Decoding (WD), Written Vocabulary (WV) and Syntax (SYN). A range of productive language proficiency tasks is devised for use in this study in terms of a Dictation Task (DIC), two Cloze Tasks (CT 1 and CT 2) and a Composition Task (COMP).

The proficiency study focuses on 50 Moroccan pupils meeting the following basic criterion: the pupils must have been following Arabic instruction for an extended period of seven to eight years uninterruptedly until the end of elementary school, i.e. until group eight. These pupils are selected from schools offering Arabic instruction for 2.5 hours per week on a regular basis. Tracking out pupils having followed Arabic lessons for seven to eight years of elementary schooling is a labour-intensive process, as not all schools offering ALI comply to this condition. Nevertheless, a group of 50
pupils could be traced in diverse schools. A subset of this sample of pupils was found to follow Arabic lessons in mosques as well. Such a condition presents an opportunity to learn about the effect of this form of instruction on their proficiency in Arabic. As yet, not much is known about the effect of mosque schools on pupils’ proficiency in Modern Standard Arabic.

The Arabic proficiency test is replicated in Morocco in terms of a small scale study as well. Other studies, like Aarssen, De Ruiter & Verhoeven (1993), Driessen (1990), El Aissati (1996) and Bos (1997) administered tasks in Morocco as well. The results of these tasks could well be used to put the results obtained in the Netherlands more in relief. This study follows the same procedure. The Moroccan data are used as reference data, offering a perspective within which the Arabic proficiency test results in the Netherlands can be interpreted. Such reference data are meaningful for at least two considerations. In the case of Modern Standard Arabic instruction at Dutch schools, there are no directly quantifiable or measurable aims which have been formulated, referring to a measurable proficiency level of Moroccan children in Modern Standard Arabic. Second, if reference data are not available the proficiency of Moroccan children can not easily be judged as high or low. The test replication in Morocco focuses on a sample of 20 Moroccan pupils. These pupils followed at the moment of data collection Arabic education in Moroccan elementary schools (group 5).

In order to answer the second research question on status, data are collected by means of an oral pre-structured questionnaire-based interview with a subset of 25 Moroccan parents of the 50 pupils participating in the proficiency test and by means of three written questionnaires for the 50 Moroccan pupils participating in the Arabic proficiency test, for 10 teachers of Arabic and for 10 school directors.

To answer the third research question, an observational instrument coupled with a written questionnaire for the same 10 teachers of Arabic and an oral interview for the same 25 Moroccan parents are developed and used. In order to find an answer to the question of the input of Arabic inside classes of Arabic, an observational instrument and a written questionnaire for the teachers of Arabic are developed and used. To answer the question on the input of Arabic outside the school setting, an oral pre-structured interview for the parents of the pupils participating in the proficiency test is developed and used. This instrument tries to gauge the availability of Arabic language input outside the school and to determine how existing language input contacts with Modern Standard Arabic leave open the possibility for Moroccan pupils to extend their Arabic language skills. The present study aims not only at investigating children’s use of input media, but the degree of efforts Moroccan parents exert in creating an environment that is conducive to the acquisition of Modern Standard Arabic in a Dutch-dominant environment as well.

From a methodological point of view, the present research uses a combination of data collection strategies to deal with the issue in focus from different perspectives. Though caution is necessary with respect to the applicability of the research findings
and the objectivity and generalisability of observational and (self)-reported data, this combination of approaches is likely to lead to more useful results than using only one of these approaches. The fact that these different methods of data gathering and data analysis are used and that each of the studies does not involve the same proportionate number of informants has consequences for the description of the outcomes. With reference to the proficiency study, the data are analyzed using the procedures involved in data entry for SPSS. The number of informants (=50), testing tasks and items allow for a statistical description of the proficiency outcomes under consideration. This is also the case for the observational part of the input study the findings of which are statistically documented. The reported data of both the status and input studies are presented in a discursive way. The informants in both studies are presented with pre-structured questions to be dealt with. However, they are also given maximum opportunity to bring up their own points of interest. The statistical interaction between a selected number of variables involving proficiency, status and input is presented and discussed in Chapter 8.

4.2 The proficiency study

4.2.1 The informants in the Netherlands

In selecting the pupils in the Netherlands the number of years of learning Arabic in Dutch schools is taken as a starting point. The criterion, as mentioned above, is that pupils should have followed the whole curriculum, i.e. seven to eight years, of ALI uninterrupted. Arrangements have been made to visit a number of schools where the teaching of Modern Standard Arabic is taking place. The full list of schools in which teachers of Arabic are deployed amounts to 17. These elementary schools are approached in six cities: Amsterdam, Rotterdam, Utrecht, Tilburg, Breda and Oosterhout. All these schools have reasonable numbers of Moroccan pupils among their school population and provide relatively well established facilities for Arabic instruction. The directors of the 17 schools have been supplied with a written report about the present research project and a letter in which they have been invited to participate, if the following two criteria could be met with:

- the school should supply a minimum of five Moroccan pupils in group eight having followed Arabic instruction for seven to eight years uninterrupted;
- the schools should provide lessons of Arabic for group eight during 2.5 hours weekly on a regular basis.

Of the 17 schools contacted, seven did not meet the required criteria stated above. Of these seven schools, three in the city of Amsterdam were chosen as pilot schools. During the school year 1996-1997, ten elementary schools meeting the two above
mentioned conditions participated in this study. As far as the geographical spread of these ten schools is concerned, an appropriate distribution over different regions of the Netherlands could be established. Four schools, providing twenty informants, are situated in the big cities in the urbanised western part (i.e., Amsterdam, Rotterdam and Utrecht). The other six schools, providing thirty informants, are located in smaller urbanised areas in the south of the country (i.e., Tilburg, Breda and Oosterhout). Table 4.2 presents an overview of the schools selected, the total school population and the number as well as the percentage of Moroccan pupils among the school population. The distribution of schools over the cities is given as well.

Table 4.2 Selection of schools and pupils in the Netherlands

<table>
<thead>
<tr>
<th>School code</th>
<th>City</th>
<th>Total school population</th>
<th>Total Moroccan pupils at school</th>
<th>Proportion of Moroccan pupils at school (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Tilburg</td>
<td>190</td>
<td>39</td>
<td>21</td>
</tr>
<tr>
<td>02</td>
<td>Oosterhout</td>
<td>82</td>
<td>40</td>
<td>49</td>
</tr>
<tr>
<td>03</td>
<td>Tilburg</td>
<td>497</td>
<td>58</td>
<td>20</td>
</tr>
<tr>
<td>04</td>
<td>Breda</td>
<td>285</td>
<td>104</td>
<td>35</td>
</tr>
<tr>
<td>05</td>
<td>Amsterdam</td>
<td>293</td>
<td>105</td>
<td>35</td>
</tr>
<tr>
<td>06</td>
<td>Utrecht</td>
<td>249</td>
<td>88</td>
<td>38</td>
</tr>
<tr>
<td>07</td>
<td>Breda</td>
<td>231</td>
<td>121</td>
<td>35</td>
</tr>
<tr>
<td>08</td>
<td>Rotterdam</td>
<td>343</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>09</td>
<td>Breda</td>
<td>182</td>
<td>63</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>Rotterdam</td>
<td>358</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As can be derived from Table 4.2, the total population of the selected schools varies between 82 and 497, while the total number of Moroccan pupils in the same schools varies between 29 and 121. Apart from school 03, most of the schools serve a significant number of Moroccan pupils as compared to the total number of the school population in each school.

From these 10 elementary schools, 50 Moroccan pupils have been selected (i.e., 5 pupils from each school). Their selection for taking part in the Modern Standard Arabic proficiency test has been done on the basis of the following three criteria:

- pupils should be born in the Netherlands; no pupils previously schooled in Morocco have been selected to participate in the Arabic proficiency testing;
- pupils should have been following Arabic lessons for seven to eight years uninterruptedly;
• pupils should have followed and follow Arabic lessons in group eight for an average of 2.5 hours per week.

To check for these criteria a written questionnaire (not included in Appendix 1 as its contents is presented here) on the pupils' background - to be filled out by their teachers of Arabic - has been developed. The questionnaire includes two main sections: a first section on personal characteristics such as age, gender and ethnic origin (Arab or Berber); the second section provides information on the Moroccan pupils' learning experience of Arabic. To establish the pupils' rate of attending Arabic lessons, Arabic teachers are asked to specify the number of years along with the number of hours of Arabic lessons these pupils attend per week. A distinction is made between in-school and out-of-school Arabic lessons. In-school rate of attendance in terms of hours is specified on a five-points scale ranging from one hour to three hours weekly. The rate of Arabic lesson attendance outside school is defined on a five-point scale ranging from two hours to five hours a week. Similar types of questionnaires have been used earlier for studies on Turkish and Arabic in Dutch schools, such as those described in Aarts, De Ruiter & Verhoeven (1993) and Driessen (1994).

50 Moroccan pupils from group eight take part in the study. These are all second generation Moroccan pupils born in the Netherlands; and they are making their school career together with native Dutch peers from the beginning of schooling. They are all following Arabic lessons at the end of Dutch elementary education (i.e., in group eight). The group of pupils in the Netherlands is made up of 20 girls and 30 boys whereas 22 of them are from Berber origin and 28 from Arab origin. Their average age is 12.08 (sd .72). Concerning their Arabic learning experience, the pupils have followed an average of 7 years and 5 months of Arabic lessons. All of them have followed Arabic in Dutch elementary schools with an average of 2.5 hours a week. As for outside school Arabic lessons, 16 of them participate in Arabic lessons in mosque schools with an average of 3.6 hours per week. In Appendix 2 a table with the personal characteristics of each individual pupil can be found.

4.2.2 The informants in Morocco

The linguistic tasks of the Arabic proficiency test have been administered to Moroccan pupils in Tetouan (in the North of the country) and Beni-Mellal (in the middle of the country) in Morocco during the month of January 1997. Both cities have approximately 400.000 inhabitants. Grade five pupils from Moroccan elementary schools were opted for. These pupils are of the same age group as their Moroccan peers learning Modern Standard Arabic in Dutch elementary schools. The group of pupils in Morocco consists of 13 girls and 7 boys. 7 are from Berber origin and 13 from Arab origin. Their average age is 11.02 (sd .97). In Appendix 2 a table with the personal characteristics of each individual pupil can be found.
4.2.3 Linguistic tasks

The linguistic tasks used and developed for the purpose of this study include both receptive proficiency and productive proficiency tasks, each testing specific linguistic dimensions in Modern Standard Arabic. The receptive part of the tasks consists of three tasks: Word Decoding (WD), Written Vocabulary (WV) and Syntax (SYN). All of these tasks are taken from the Arabic Language Test as developed by Aarts & De Ruiter (1992). Only the Syntax part is taken from the combined Syntax/Spelling task originally included in the Arabic Language Test. Productive language proficiency tasks include a Dictation Task (DIC), two Cloze Tasks (CT) and a Composition Task (COMP). Table 4.3 gives an overview of the different linguistic tasks. The diverse linguistic tasks can be found in Appendix 3.

Table 4.3 Overview of linguistic tasks and number of items in each task

<table>
<thead>
<tr>
<th>Proficiency mode</th>
<th>Linguistic task</th>
<th>Code</th>
<th>Number of items</th>
<th>Linguistic level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive skills</td>
<td>Word Decoding</td>
<td>WD</td>
<td>35</td>
<td>sound</td>
</tr>
<tr>
<td></td>
<td>Written Vocabulary</td>
<td>WV</td>
<td>38</td>
<td>word</td>
</tr>
<tr>
<td></td>
<td>Syntax</td>
<td>SYN</td>
<td>19</td>
<td>sentence</td>
</tr>
<tr>
<td>Productive skills</td>
<td>Dictation</td>
<td>DIC</td>
<td>140</td>
<td>text</td>
</tr>
<tr>
<td></td>
<td>Cloze Tasks</td>
<td>CT 1 + CT 2</td>
<td>69</td>
<td>text</td>
</tr>
<tr>
<td></td>
<td>Composition Task</td>
<td>COMP</td>
<td>open task</td>
<td>text</td>
</tr>
</tbody>
</table>

4.2.3.1 Receptive tasks

The Arabic Language Test, from which the receptive tasks are taken, is a standardized testing instrument developed to test the proficiency in Modern Standard Arabic of Moroccan pupils at the end of Dutch elementary schooling. Seven different oral and written tasks make up the framework of the Arabic Language Test. As both formal written Modern Standard Arabic and informal spoken dialectal Moroccan Arabic are communicatively important to young Moroccans, the Arabic Language Test aims at testing Moroccan pupils' language skills in both language varieties. Accordingly, two tests are developed for oral proficiency. An Oral Vocabulary (OV) task and an Instruction (INS) task testing the children's proficiency in Moroccan Arabic. In addition to these two tasks, five other tasks are developed for written Modern Standard Arabic proficiency: a Word Decoding task, a Written Vocabulary task, a Spelling and Syntax task and a Reading Comprehension task. Three of these tasks are selected for this study and discussed here.
Word Decoding Task
The Word Decoding (WD) task consists of 35 items. Each item consists of four words that have almost identical morphological and phonological patterns; these words are more or less the same, but not similar to one another. In the administration of the task, the researcher reads out one of the words and the pupils are instructed to mark the word they think they have heard. The ordering of the items is done according to supposed morphological and phonological complexity. Two criteria are applied in the choice of the words used in this task: the words should not be unknown to the pupils and they should be a reflection of the base word forms of Modern Standard Arabic (Aarssen, De Ruiter & Verhoeven, 1992). To obtain a random series of words, 385 lexical items were transferred from the Dutch vocabulary list of Kohnstamm et al. (1981), basically words six-years-old native Dutch pupils should know in Dutch. Further selection produced 46 words that were used for the task according to the criteria mentioned. Distracters were developed primarily based on minimal consonantal differences (i.e., saːid vs. saːiːd, kays vs. qays, ‘aɾay vs. ‘aɾwij) and vowel differences (saːid, saːiːd; thabat vs. thːbit; matːar vs. maːtar; an overview of the system of transliteration of Arabic letters can be found in Appendix 4).

Written Vocabulary Task
The Written Vocabulary task covers a total number of 38 words. These words are presented in sentences to the pupils in a multiple choice format, in which they have to mark the synonym of the underlined target word. Three distracters are created on the basis of phonological or semantic similarity with the target word and one at random. The Written Vocabulary task is derived from a list of 25,000 words in Van Dale's Basic Dictionary of Dutch (Huijgen & Verburg, 1987). Dutch pupils are supposed to have these at their command by the end of Dutch elementary schooling.

Syntax Task
In the Syntax Task complete sentences have to be judged on their syntactic correctness. The pupils are asked to mark the sentence, which contains a possible syntactic error, from three alternatives. The final option (i.e., no error) is included in case pupils could not find any error. The Syntax Task is based on 19 items. These are chosen on the basis of an inventory of errors Moroccan pupils of group eight make in writing Arabic. Section 5.2.5.2 presents the syntactic categories tested in this task.

4.2.3.2 Productive tasks
The productive tasks of the proficiency study consist of a Dictation Task (DIC), two Cloze Tasks (CT 1 and CT 2) and a Composition Task (COMP). These productive tasks are newly devised in the light of the present research. In developing the productive tasks, there is a need for knowledge of the topics and quality of the Arabic instruction and teaching materials. In order to gain a sense of the productive skill
levels of Arabic targeted in group eight for Moroccan pupils at Dutch elementary schools, four different activities were undertaken:

1. Preliminary meetings and personal contacts with coordinators and teachers of Arabic in Breda, Tilburg, Rotterdam, Gouda, Utrecht and Amsterdam provided first hand documents and written reports on the objectives of teaching Arabic in elementary schools. These meetings have facilitated a series of classroom observations and discussions with the teachers have given the opportunity to look into the life of classrooms where Arabic is taught to Moroccan pupils. Some aspects of the patterns of language use along with language teaching and learning styles have been observed, particularly the quality of the input of Arabic and pupils' opportunities to use and practise Arabic. Detailed data about the patterns of productive language use in Arabic lessons have been collected through recording samples of the lessons that have been observed in due course. The recordings have allowed capturing spontaneous interactions between the teachers of Arabic and the pupils and among the pupils themselves. Such recordings along with classroom observations have been used as the basis for an initial assessment of the language input in Arabic classes. Considerable knowledge about the grammatical categories and structures along with the vocabulary of Modern Standard Arabic commonly used in Arabic lessons for children in group eight could be captured as well.

2. A documentary analysis of textbooks in Modern Standard Arabic as well as teaching materials at use in Arabic instruction for Moroccan children in group 8 in Dutch elementary schooling has been made. These include textbooks originally designed for Moroccan primary schools like the three volumes of `al-Fusha: readers (Boukmakh, 1979a, 1979b, 1980a); the five volumes of the Iqra' series (Boukmakh, 1980b) and Kama:lw Sami:ra (Amrani et al, 1989). This analysis includes also textbooks produced in the Netherlands and Germany such as Arabisch communicatief, 1 and 2 (Miloud & Benabbou, 1995, 1994); `al-arabiyyatu:fi: mara:`hil (Samenwerkingsverband, SAC-ABC, 1995), Durusi:fi: `al-lughati `al-carabiyyati (Materialforscherteam Arabisch, 1990) and aqra`u, afhamu, `atamarranu 4 (Artubo, 1992).

3. An examination has been made of reports written on the available teaching materials. These include the Advieslijst Arabisch voor het Basisonderwijs (Nederlands Bibliotheek en Lektuur Centrum, 1992); Begrippenlijst Basiseducatie (Nederlands Centrum Buitenlanders, 1990) and Leermiddelen Onderwijs in Eigen Taal (en Cultuur) (Nationaal Informatie Centrum Leermiddelen, 1992).

4. Finally an examination has been done of a diversity of previous tests targeting Moroccan pupils, including the Eén Minuut Toets Arabisch (Lkoundi, Teunissen & Van de Wetering, n.y.); Diagnostische Toets Technisch Lezen in het Arabisch
(Lkoundi, Teunissen & Van de Wetering, n.y.); Begrijpend Lezen in het Arabisch (Lkoundi, Teunissen, Van de Wetering, n.y.); the Arabic test Driessen (1990) used in his research and Examentraining Schrijfvaardigheid Arabisch (Chergui, 1994).

The four steps outlined above have provided the necessary background information about topics, types of productive exercises and test formats that are used in the lessons of Arabic for group eight pupils, in the light of which the productive linguistic tasks in this study have been developed, piloted and applied.

**Composition Task**

In this task pupils are asked to write a letter to a friend or relative in Morocco in Modern Standard Arabic. No specification for the number of words is made. For pupils in Morocco, the topic of writing is reversed. These are asked to write a letter to a friend in the Netherlands. Writing in Modern Standard Arabic in this stage of learning it, i.e., in elementary education both in Morocco and the Netherlands, is done using full vocalisation, i.e. indicating all vowels and diacritics. Thus it could be expected that the children’s writings would be vocalised which turned out to be the case in both countries.

The assessment of the linguistic quality of Moroccan pupils' writing in Modern Standard Arabic takes into account two dimensions: the correct use of Modern Standard Arabic in the written mode and syntactic complexity. With respect to the former, a method of scoring that awards points for error-free words and subtracts points for errors, inspired by Oller (1979), is applied. This method of scoring is based on restating or rewriting parts of the pupils' writing protocols that are in error. One of the vexed issues here is how to evaluate the writing protocols of Moroccan children in the Netherlands, especially if some errors are perceived to be more serious than others. To gain information about error gravity and to build a hierarchy of errors relevant to the context of Moroccan children at the end of Dutch elementary schooling, the ten teachers of Arabic participating in the study have been presented with a list of twenty-five sentences just after the administration of the Arabic proficiency test, a method adapted from McCreton & Rider's (1993) scale of error gravity and error hierarchies. Twenty-one of these sentences contain errors, while the other four containing no errors act as controls. Most of the errors in the sentences are inspired by an inventory of errors Moroccan pupils of group eight make (Aarssen, De Ruiter & Verhoeven, 1992). The list of the 25 sentences provides the following seven categories of errors: errors of tense, agreement, preposition, definiteness, case-marking, spelling and hamza placement. The latter relates to the orthographic variations in placing the hamza (i.e., the glottal stop) in Modern Standard Arabic. For each error category there were three sentences, each contained a single error in this category. Teachers were asked whether there was an error in each sentence and then to indicate how serious they felt each error to be on a scale running from 1 to 5. While 1 indicates that the error is considered not to be serious, 5 indicates that the
error is considered to be very serious. Table 4.4 shows the order in which teachers of Arabic placed the errors.

Table 4.4 Arabic teachers' rank order of error types

<table>
<thead>
<tr>
<th>Error type</th>
<th>Mean scores</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense</td>
<td>4.50</td>
<td>.28</td>
</tr>
<tr>
<td>Agreement</td>
<td>3.80</td>
<td>.23</td>
</tr>
<tr>
<td>Definiteness</td>
<td>3.00</td>
<td>.22</td>
</tr>
<tr>
<td>Preposition</td>
<td>2.93</td>
<td>.49</td>
</tr>
<tr>
<td>Spelling</td>
<td>2.93</td>
<td>.21</td>
</tr>
<tr>
<td>Case marking</td>
<td>1.13</td>
<td>.23</td>
</tr>
<tr>
<td>Hamza placement</td>
<td>1.06</td>
<td>.14</td>
</tr>
</tbody>
</table>

As becomes clear from Table 4.4, errors of tense and agreement are ranked as the most serious errors. Definiteness, preposition and spelling errors are considered less serious, while errors of case marking and hamza placement are ranked as not serious. The writings of the pupils are scored on the basis of the categories mentioned here. The following formula, called Correctness Mean, summarizes the scoring of pupils' protocols, adapted from Oller (1979):

The total number of correctly used words is divided by the total number of words in the composition versions of the children. This last total number of words equals the total number of incorrectly used words in the compositions of the children.

This procedure applies also to the calculation of the Correctness Mean of the 7 grammatical categories. A child for instance has produced 7 cases of the hamza. Of the 7, 5 were correct. To derive the Correctness Mean score 5 is divided by 7 which gives .71 score for hamza placement. The maximum score would be 1 (where the seven cases are correct, i.e. 7/7 = 1).

Syntactic complexity is calculated on the basis of the Mean Length of Utterance (MLU). The MLU has been used in a number of studies on language proficiency (De Ruiter, 1989; Higgs, 1983 and Vermeer, 1986). The procedure is first to count the total number of utterances. Second, the number of words each utterance consists of is counted. The total of these outcomes is divided by the total number of utterances. This index is calculated as follows:

The total number of words divided by the total number of utterances is the Mean Length of Utterances (MLU).
Cloze tasks
For the purpose of this study two cloze tasks are used. Generally the selection of blanks in the composed texts functions according to the principle of deleting every nth word according to a fixed-ratio procedure, as is the case typically with cloze procedures (Brown, 1983). Subjects are required to fill each of the resulting blanks with an appropriate word (Oller, 1979). With the intention of creating a cloze test similar to the 'imla 'alfara:gh (fill in the blanks) exercises that were most often observed at use in classes of Arabic in Dutch elementary schools, an adapted version of Farhadi & Kermati's (1996:194) text-driven method is used, where the deletion rates are set on the basis of the number of the linguistic and discourse structures in a particular passage (see below). Two steps were taken in developing the Arabic cloze task: selecting the appropriate material for the task and deciding on the deletion procedure. Two texts were composed for the purpose of the present task: 'al-Fila:ha (agriculture) and Lu'batuna: 'almufaddala (our favourite game), containing 33 (i.e., Cloze 1) and 36 (i.e., Cloze 2) blanks respectively. Similar self-made cloze procedures have been used in previous studies (Oller, 1979; Cohen, 1980).

In the present Cloze Tasks, words are deleted according to their position in the sentence in order to focus on certain discrete points of the structure and morphology of Modern Standard Arabic that are taught in classes of Arabic. Features deleted under this procedure include the determination of the definite article; prepositions, i.e., maʕa (with), 'ila: (to), fi: (in, at), 'ala: (over); the function of nouns in the sentence as subject, as object and as complement of a preposition; verb-subject agreement; and the correct use of present and past tenses.

As for the scoring of outcomes of the cloze tasks, a three-point scale of weighted degrees of appropriateness ranging from "appropriate" to "inappropriate" is used as follows:

- an appropriate response would be the one which does not violate local semantic and syntactic constraints and fits well in the blank slot;
- a less appropriate response would be the one which is semantically correct (in preserving the overall meaning of the cloze), but grammatically incorrect; similarly, a less appropriate response would also be the one which is grammatically correct, but semantically unacceptable regarding the general meaning of the cloze text;
- an inappropriate error would be the one that fails to fit either in the local or the long range constraints.

As for the scoring, a strict method is followed. Only the appropriate response is assigned one point. The less-appropriate and inappropriate responses are assigned 0 points.
Dictation Task
The aim of the dictation task is to explore the extent to which Moroccan pupils are able to write down orally presented material in error-free language. In this regard, three texts are chosen from the textbooks used for group eight Arabic classes, taking into account complexity and length. The instructional materials consisted of -among others- the following textbooks: Kitabu al-qira: ‘ati li-t-tilmi:dh (Educational Group for the Teaching of Arabic Language, 1980:209) and Duru:si: fi: ‘al-lughati `arabiyyati (Materialforscherteam Arabisch, 1990) and ‘al-Fusha: (Boukmakh, 1979a, 1979b, 1980a). These dictation materials include passages of connected discourse which are basically similar to the dictation exercises utilized by the teachers of Arabic for group eight children. It concerns the following texts: ‘ar-Rabwatu `al-jami:latu (the beautiful hill) from Kitabu al-qira: ‘ati li-t-tilmidh ( Educational Group for the Teaching of Arabic Language, 1980:209) and Sa:ci: ‘al-bari:di (the postman) from Duru:si: fi: ‘al-lughati `arabiyyati (my lessons in the Arabic language) (Materialforscherteam Arabisch, 1990:26-27) and ‘Awwalu n-nuba: ‘ati (the beginning of prophecy) from ‘al-Fusha: (Boukmakh, 1979a:146).

As the passages selected so far vary with regard to difficulty, the teachers of Arabic taking part in this research were asked to select one out of the three texts that would suit Moroccan pupils' level of proficiency in Modern Standard Arabic most. The teachers' choice fell on the text Sa:ci: ‘al-bari:di (the postman). This text was opted for since it fulfils the following principles: (1) the vocabulary in the text is frequently covered in the classroom; it includes words like rasa: ‘il (letters), al-ha:tif (telephone) shawa:ri: (streets), yajidu (he finds), huna:ka (there) ‘al-‘usbu: ‘u (the week); (2) most of the vocabulary is concrete and matches the nature of the lexical repertoire of the pupils under concern; (3) the text combines important lexical and syntactic elements, especially the basic word order in Arabic that pupils of group 8 should be familiar with (i.e., the verb-subject-object pattern); and (4) the length of the text is judged as reasonable given the language level of the pupils. But, the number of words in the original (116 words) was modified to reach 140 words as the teachers suggested. This was to make the dictation text similar to the type of dictation texts that were given to children in Arabic classes at the end of elementary schooling. The dictation text contains a total number of 140 words.

Dictation calls for an active and creative involvement of language learners. Their skills at listening comprehension, their overall-command of the language and their ability to hold what they have heard in memory are all at play. Therefore some administrative conditions should be taken into account. First, it would be more valid when the dictation exercise is played from a tape recorded by one and the same native speaker than when given live by the researcher or the teacher of Arabic themselves. The same condition should also be created for all the pupils under concern for another more specific reason. As there is no conventionalized pronunciation for Modern Standard Arabic, the possibilities of having the text read-out with native influence from different language varieties such as Berber or Moroccan Arabic are high.
Teachers will articulate the sounds of Arabic differently due to their linguistic background, which might affect negatively the sound-perception of the pupils. In fact, a number of teachers of Arabic have been observed to pronounce the Arabic bilabial plosive /b/ like the English inter-dental fricative /v/. Similarly, the Arabic plosive uvular /q/ has sometimes been observed to be realized by some teachers of Arabic, especially those originating from Fes and Tetouan, as a glottal stop //. In administering the dictation exercise the presentation of the task should follow some necessary steps. In general this involves the reading-out of a passage of discourse while the pupils write down what they hear. Specifically, the text is presented three times, as dictation is more effective when there is opportunity for repetition. First, it is read through at a normal conversational speed and the children only listen. The second time the text is read with pauses at natural boundaries, with chunks of 5-10 words between every two pauses, while the children write down in full what is presented to them orally. Delivering the dictated passage at normal conversational speed challenges the limits of the short-term memory of the learner and forces a deeper level of processing than mere phonetic echoing (Oller, 1979:273). The text is read for the third time at a normal speed again so that the subjects can review their writings and make corrections. Punctuation is provided in the second reading.

The scoring method of the Arabic dictation is adapted from Oller (1979) and Cohen (1980). It is done according to the ways pupils alter dictated material at the word level in terms of addition (i.e., adding new elements), deletion (i.e., deleting elements), substitution (i.e., substituting one element for another), or transposition within the word. If the pupils add a new letter in their written version of the words of the dictation, this word is circled as one error. If one or more elements are deleted, a caret is inserted at the place of deletion and a circle is placed above the line for each deleted letter. If elements are substituted for the correct element, these are circled. A letter transposed to another position in the word is circled as one error, with an arrow directed to its appropriate position. The scoring of the Arabic dictation operates on a word-for-word correspondence base. Each correctly written word is credited 1 point and spelling errors are given 0 point. The maximum number of points possible for this section of the test is 140 points. The individual score is calculated by counting the errors per Dictation task and their number is subtracted from the total number of words.

4.3 The status study

This section focuses on the status study of this research. Information is given on the selection of informants and on the development of the interview and questionnaires used for this purpose: a pre-structured oral interview with Moroccan parents and
written questionnaires for the teachers of Arabic, the Moroccan pupils and the school directors.

4.3.1 Informants

95 informants participate in the status study: the same 50 pupils that participate in the proficiency study, 25 of their parents, 10 teachers of Arabic and 10 school directors. Table 4.5 provides an overview of the range and number of informants involved, instruments used, and the mode and language of communication applied.

Table 4.5 Overview of the range and number of informants involved, instruments used and mode and languages used (MA = Moroccan Arabic; MSA = Modern Standard Arabic)

<table>
<thead>
<tr>
<th>Informants</th>
<th>Number</th>
<th>Instrument</th>
<th>Mode</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>50</td>
<td>questionnaire</td>
<td>written</td>
<td>Dutch</td>
</tr>
<tr>
<td>Parents</td>
<td>25</td>
<td>interview</td>
<td>oral</td>
<td>MA</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>questionnaire</td>
<td>written</td>
<td>MSA</td>
</tr>
<tr>
<td>Directors</td>
<td>10</td>
<td>questionnaire</td>
<td>written</td>
<td>Dutch</td>
</tr>
</tbody>
</table>

All selected schools have one Moroccan teacher of Arabic available for the teaching of Arabic for group eight. Only parents whose pupils are following lessons of Arabic in the selected schools are asked to take part in the study.

The teachers of Arabic have the following characteristics. Eight are men, two are women. Seven teachers are Arabophone; they declared not to be proficient in Berber and had not followed courses in order to acquire a basic knowledge of Berber. Three teachers are from a Rifian Berber origin and are Rifian Berber speaking. These speak Moroccan Arabic as well. Concerning their command of Dutch nine teachers report an average proficiency level in Dutch. Only one teacher has an official diploma in Dutch as a second language, reporting a reasonably good command of Dutch. All teachers were recruited from Morocco. They had received an extra one year teacher training after receiving their Bachelorâ€”ate in Morocco. In the Netherlands they were given a short intensive supplementary training. Furthermore, all the teachers reported that they had had experience in teaching Modern Standard Arabic to elementary school children in Morocco for at least three years with a maximum of seven years.

Seven teachers teach Modern Standard Arabic to Moroccan pupils of all age groups at one school. The remaining three teachers teach in more than two schools. Two of these three teachers teach Modern Standard Arabic in four schools for all the age groups. As for the types of schools, five teachers give lessons of Arabic in public schools. The other five teach Arabic in denominative schools, i.e. catholic or protestant schools. All selected teachers have a relatively long experience in teaching.
Arabic for group eight, i.e., for an average of 8.7 years. Concerning their work load per week, the teachers work for an average of 31.4 hours per week. The selection of the parents for interviewing was done on the basis of two factors: they should be the parents of the pupils taking part in the proficiency test and they should be willing to take part in a face-to-face interview and give feedback about the current areas of concern. In order to obtain a sample of the pupils' parents the help of the teachers of Arabic proved vital. First of all, Moroccan pupils were asked as a go-between in reaching and informing the parents about the project at home. The parents were either contacted by phone or by a letter, depending on their level of literacy in Dutch or Arabic. Not all Moroccan parents of the pupils participating in the project accepted the idea of being interviewed. Nevertheless the required number of 25 of them informed the teachers that they were willing to take part in the interviews.

The parents of the pupils under investigation are part of the first generation of Moroccans who have moved to the Netherlands during the sixties and the seventies of the last century. Their mean duration of stay in the Netherlands is 14.8 years. Ethnically, the group of parents is almost equally divided. Parents of Berber origin (N=12) stem mainly from the northern parts of Morocco, ranging from large cities like Nador, Al-Hoceima and Oujda to smaller villages and hamlets in the Rif mountains, including Beni Nsar, Driouche and Beni Said. Arab parents (N=13) come from fairly big cities like Casablanca, Rabat and Marrakech and from smaller towns situated in the northern parts of Morocco like Tetouan and Tangiers. As regard the professions of the parents, it turned out that 12 fathers do skilled or semi-skilled work in factories. The others are unemployed (N=13). The majority of the mothers (N=19) are housewives. Only few of them (N=6) are cleaners or workers in factories. Illiteracy is still quite common among these parents who are members of the first generation of Moroccan immigrants. Few of the fathers have had some years of primary education (N=8) or a few years in koranic school (n=6) and some of the mothers (N=6) have followed few years in koranic schools in Morocco. The distribution in the educational patterns among the pupils' parents in the Netherlands reflects the education patterns in the country of origin where illiteracy is high among women, especially in the rural areas of Morocco.

4.3.2 Instruments

The instruments for data collection described here refer to their final formats. All the questionnaires were revised after their piloting. The piloting procedures are described in Chapter 6 on the status study. The following questionnaires are used as data collection instruments:
• a written questionnaire for the school directors;
• a written questionnaire for the teachers of Arabic;
• a written questionnaire for the pupils;
• an oral interview with the parents of the pupils.

All the instruments, including those for the input study, grew out of the initial research questions. Relevant issues for the status study were identified and formulated in question forms. This study partially uses the format of the questionnaires of other studies such as Klatter-Folmer (1996) and Özuguel (1994) for Turkish, Van de Wetering (1990) for Modern Standard Arabic and Aarts, De Ruiter & Verhoeven (1993) for Turkish and Modern Standard Arabic. The questions that were adapted from Özugel's research on the vitality of Turkish in the Netherlands, deal with the teaching conditions of Turkish at Dutch secondary schools.

In rating the expectations of the parents, their children and teachers of Arabic vis-à-vis the proficiency in the skills of Modern Standard Arabic children are to reach at the end of Dutch elementary schools, the speaking skill is not included. This has to do with the peculiarities that make Modern Standard Arabic distinguish itself from other languages like Dutch or English. While these languages are both spoken and written means of communication, Modern Standard Arabic is basically a written language. Speaking in Modern Standard Arabic has low priority compared to the other skills. In situations of language use there is much less appeal to speak Modern Standard Arabic than to understand it. It is the dialectal varieties of Arabic that are used in particular for oral communication all over the Arab world.

In the present study, questionnaire guidelines by Churchill (1978) are followed in designing the instruments, including the following considerations: avoidance of complicated structures and terminology; diversification of question formats (i.e., direct-indirect questions and close-open questions); precise specification of the content of the questions and the appropriate choice of the questionnaire's language. In relation to this last issue, the written questionnaire with the school directors is presented in Dutch. The questionnaire for the children is presented to them in Dutch, which is their dominant language. As for the teachers of Arabic, their questionnaire is in written Modern Standard Arabic, as this is the language used in tackling academically-oriented topics. Only in the case of the Moroccan parents of the children the option is made for an oral interview in Moroccan Arabic. This was done as it was deemed possible that there would be unschooled parents in the sample (which turned out to be the case, see above), as illiteracy is still quite high among Moroccans of the first generation in the Netherlands. Moroccan Arabic is opted for because nearly all Moroccans speak Moroccan Arabic irrespective of their ethnic background.

Not all results of the questions in the instruments used are presented in the present study as some of them did not yield relevant answers. Nevertheless the instruments are presented in Appendix 1 in the format in which they were administered.
The questionnaire for school directors
The questionnaire for school directors contains 37 questions. A total of around 40 minutes was needed for the completion of the questionnaire. The questionnaire includes the following sections: the school directors' views of the objectives of ALI to be achieved, the teaching conditions of ALI, the contact between Moroccan parents and the school, and the future status of Modern Standard Arabic in elementary schools in the Netherlands.

The questionnaire for teachers of Arabic
The status part of the questionnaire for the teachers of Arabic includes 72 questions. A total of around 120 minutes was needed for the completion of the whole questionnaire, i.e. including the input part (see below). The questionnaire is made up of the following sections: background characteristics of the teachers; the teachers' motivations to teach Modern Standard Arabic in Dutch schools; the contact between Moroccan parents and the teachers of Arabic; the collaboration between the teachers of Arabic and their Dutch colleagues; the status of Modern Standard Arabic in mosque schooling and the future status of Modern Standard Arabic in Dutch schools.

The questionnaire for Moroccan pupils
The questionnaire for the pupils includes 55 questions. A total of around 90 minutes was needed for the completion of the questionnaire. The questionnaire includes the following sections: background characteristics; the pupils' motivations for learning Modern Standard Arabic in Dutch schools; the teaching conditions of Modern Standard Arabic in Dutch schools; the status of Modern Standard Arabic in mosque schooling; the status of Modern Standard Arabic in Dutch schools and the future status of Modern Standard Arabic in Dutch schools.

The interview with Moroccan parents
The interview with the Moroccan parents includes 61 questions on status. A total of around 180 minutes was needed for the completion of the whole interview, i.e. including the input part (see below). It contains the following sections: background characteristics; the parents' motivations for sending their children to ALI; the contact between the Moroccan parents and the teachers of Arabic; the status of Modern Standard Arabic in mosque schooling and the future status of Modern Standard Arabic in Dutch elementary schools.

4.4 The input study
This section focuses on the study of the input of Arabic within classes of Arabic and outside the Dutch school setting. Information is given about the participating informants as well as the development of the instruments used for data collection.
4.4.1 Informants

A total number of 35 informants participate in the input study of this research. The same 10 teachers of Arabic that participate in the status study participate in the input study as well (see section 4.3 for a discussion of the background of the Arabic teachers). Then the same 25 parents selected for the status study participate in the input study as well (see section 4.3 for a discussion of the parents' background). Also classes of Arabic were observed through an observational instrument. This was done in 10 schools and in each school four times. The observation was done by the researcher. Table 4.6 provides an overview of the range and number of informants involved, the instruments used and the mode and languages used.

<table>
<thead>
<tr>
<th>Informants</th>
<th>Number</th>
<th>Instrument</th>
<th>Mode</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>25</td>
<td>interview</td>
<td>oral</td>
<td>MA</td>
</tr>
<tr>
<td>Teachers</td>
<td>10</td>
<td>questionnaire</td>
<td>written</td>
<td>MSA</td>
</tr>
<tr>
<td>Researcher</td>
<td>40 visits</td>
<td>observational instrument</td>
<td>written</td>
<td>MSA</td>
</tr>
</tbody>
</table>

4.4.2 Instruments

The input study focuses on the input of Modern Standard Arabic within and outside the school context, i.e., at home and in the community at large. In order to study the quantity and quality of the language input within classes of Arabic at Dutch schools, use is made of a written questionnaire for the teachers of Arabic and an observational instrument. The written questionnaire and the observational instrument deal with similar aspects of input quality. Self-reported data and observational data are expected to complement each other, yielding a comprehensive picture of input in classes of Modern Standard Arabic. With reference to language input outside the school setting, a pre-structured oral interview is developed for use with the 25 parents of the children participating in the research. The instruments for data collection described here refer again to their final formats. All the instruments were piloted. At the beginning of Chapter 7 on input a description can be found of the pilot phase of the instruments under concern. In the following the instruments used in the input study are briefly described.

Not all results of the instruments used are presented in the present study as some of them were not considered directly relevant. Nevertheless the instruments are presented in Appendix 1 in the format in which they were administered.
The observational instrument
The observational instrument focuses on the teacher rather than on the learner and provides an overall impression of the input in Modern Standard Arabic in classes of Arabic. Two aspects are focused on: input levels and input quality. Input levels involve language categories such as sounds, words and grammar; language skills such as speaking, listening, reading and writing and activities based on teaching materials such as oral assignments, written assignments and reading assignments. Categories related to the quality of language input involve those aspects of instruction that research has identified as indicative of effective Arabic teaching (Van de Wetering, 1990), including the teachers' attention to the variability in proficiency in Modern Standard Arabic of the children, the teachers' attention to the home languages of the children, i.e. Moroccan Arabic, Berber or Dutch, and the teachers' handling of the cultural dimension of the instruction of Arabic. Table 4.7 provides an overview of the behaviour categories of the teacher along with the levels focused on.

<table>
<thead>
<tr>
<th>Behaviour categories of the teacher</th>
<th>Focus level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Linguistic domains</td>
<td>sounds, vocabulary and grammatical aspects</td>
</tr>
<tr>
<td>2 Language skills</td>
<td>speaking, listening, reading and writing</td>
</tr>
<tr>
<td>3 Variability in Arabic proficiency</td>
<td>addressing skilled or less skilled children or the whole group</td>
</tr>
<tr>
<td>4 Pupils' home languages</td>
<td>Moroccan Arabic, Berber or Dutch</td>
</tr>
<tr>
<td>5 Teaching materials</td>
<td>the use of the teaching materials</td>
</tr>
<tr>
<td>6 Cultural dimensions</td>
<td>the handling of cultural dimensions in Arabic lessons</td>
</tr>
</tbody>
</table>

In each observational session, the observer coded the teacher's behaviour, paying attention to the spectrum of categories included in the observational instrument. The coded material has been edited and then analyzed. All this has been done during 40 sessions of 30 minutes.

The questionnaire for the teachers of Arabic
The input part of the questionnaire for the teachers of Arabic includes 56 questions. The questionnaire consists of the following sections: the proficiency of the pupils in Modern Standard Arabic; the use of the home languages of the pupils; the teaching methods and activities used; and the cultural dimension of Arabic instruction.

The interview with Moroccan parents
The input part of the interview with the parents of the children includes 40 questions. It is structured in sections depending on the different types of input: input in Modern
Standard Arabic via language use within the family; input in Modern Standard Arabic via auditory and audiovisual media; input in Modern Standard Arabic via printed materials; input in Modern Standard Arabic via Dutch public libraries and input in Modern Standard Arabic via visits to the country of origin, Morocco.
Chapter 5

The proficiency study

In this chapter, the receptive as well as the productive language proficiency in Modern Standard Arabic of the Moroccan pupils participating in this research are determined. In order to put the results of the Moroccan pupils in the Netherlands on the proficiency test more in perspective, it is replicated with Moroccan pupils in Morocco attending elementary schools. In the first section information is given about the piloting and administration procedure of the diverse tasks of the proficiency test. In section 5.2 the test results of the pupils in the Netherlands and Morocco in terms of receptive and productive tasks are given, followed by a section on a separate item and error analysis of three of the tasks. In the final section 5.3, the results of the Arabic proficiency test of pupils in Dutch schools along with those of pupils in Morocco are discussed.

5.1 Try-outs and test administration

As the receptive tasks of the language test, i.e. Word Decoding (WD), Written Vocabulary (WV) and Syntax (SYN) are available in a standardized form (see Chapter 4), only the newly developed battery of productive tasks has been piloted. The aim is to see whether these productive tasks could be used with pupils at the end of Dutch elementary schools without being too difficult or too easy for them. The tasks of Dictation (DIC), both Cloze Tasks (CT 1 and CT 2) and Composition (COMP) have been tried out on ten Moroccan pupils from one elementary school in Amsterdam. After the piloting phase the productive tasks have hardly been changed, as the pupils have proved able to attain the level originally aimed for. The teacher of Arabic participating in the piloting study has issued some interesting remarks. First of all, the teacher emphasized that clear instructions should be given to pupils about what is expected from them - before they start doing the test. Second, he has commented on the editing side of the test. The characters were considered to be very small for pupils to really read without a feeling of discomfort. The dictation task was administered using the Arabic teacher's voice during the piloting phase. While such a decision may make the test applicable in this specific case, it was observed that, later in the main study, the different teachers' accents and tempo of delivery could possibly alter seriously the nature of what is being measured by the test. The remarks concerning the lay-out of the test and task instructions were taken into account in designing the final version of the productive tasks. They were reformatted in a letter
type larger than the original one. As for the dictation task, a tape-recorded dictation text was used for the main study, thus avoiding the influence of linguistic variation between teachers of Arabic on the results. The piloting phase also gave an idea on the time spent by the pupils on each of the productive tasks: Dictation: 30 minutes; Cloze 1: 30 minutes; Cloze 2: 35 minutes. The Composition task did not have a time limit. It simply stopped when all the pupils had finished their writing. The standardized receptive task already had time limits defined: Word Decoding: 20 minutes; Written Vocabulary: 45 minutes; Syntax: 30 minutes. It was decided to use these time limits in the main study.

In the Netherlands all data collection took place in the schools the pupils attended. In each of the schools selected, the pupils were collectively tested in a separate classroom. Given its considerable length, the proficiency test was split into two halves, i.e. two sessions, which were administered with a one-week interval. The first session started with the receptive tasks of Word Decoding, Written Vocabulary and Syntax. After one week, the second session started with the productive tasks. Table 5.1 presents an overview of the proficiency tasks along with the performance time limits.

<table>
<thead>
<tr>
<th>Mode</th>
<th>Tasks</th>
<th>N items</th>
<th>Time limit (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive</td>
<td>Word Decoding (WD)</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Written Vocabulary</td>
<td>38</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Syntax (SYN)</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Productive</td>
<td>Dictation (DIC)</td>
<td>140</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Cloze 1 (CL1)</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Cloze 2 (CL2)</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Composition (COMP)</td>
<td>open</td>
<td>no limit</td>
</tr>
</tbody>
</table>

Table 5.1 Overview of the tasks of the proficiency test along with the time limits for their completion

With the aim of ensuring optimal testing conditions, a number of basic instructions were accordingly addressed to teachers of Arabic prior to the test administration. Chief among these was that teachers were asked to prepare and encourage their pupils to participate in the test. Second, teachers were asked to inform their pupils about their new roles as testers during the test time, dispensing with their role as teachers during the test. It was made clear to the pupils that they should not expect their teachers nor their classmates to help them with the testing items.

After having provided instruction to the teachers of Arabic, an informative session was presented to the pupils. In the first place, each of the pupils received a proficiency test manual containing general guidelines and specific instructions
regarding each task to be performed as well as detailed information on how to use it. Pupils were instructed to follow attentively a general overview of the receptive and productive components of the test, as well as the procedure, the time allocated and the purpose of every single task from word decoding to writing. In addition, pupils were instructed to perform the same task at the same time. Teachers made clear that they should not start performing a new task before the others or anticipate other subsequent tasks. Furthermore, teachers made clear that those who finished first should keep quiet until their classmates had finished.

The procedure for the administration of the tasks can be summarized as follows. Before starting the proficiency tasks, the instructions for the receptive tasks for all pupils were as follows: "On each page of your booklet you will find a number of tasks. For each task you will have to find out the right item (i.e., word or sentence). Mark the right word or sentence. This can be done by circling the letter before the word or sentence which is asked for". All instructions were given orally in Moroccan Arabic and sometimes in Berber for Berberophone pupils, followed by additional instruction in Dutch. For all tasks except the Composition task one or two items were used as examples, which were explained until the procedure of administration was fully understood by all the pupils. For the Composition task, an explanation of the topic was supplied.

Regarding Word Decoding, the teacher first read the instruction specific to the task very slowly, making sure that pupils were following attentively. The teacher then provided two examples, making sure that pupils understood. The exercise started with the teacher mentioning the number of the item on the word list and reading aloud one of the four words on the word list, the target word. Once the presentation of the stimuli occurred, pupils circled the words they thought they had heard. Pupils were given the necessary time to select and circle the target word. When the task was over, pupils were given a five-minutes break.

As for the task of Written Vocabulary, the Arabic teacher read out the instruction for the pupils very slowly. The instructions for this task were similar to those of the Word Decoding task except that the words to be marked occur in sentences and not in isolation as the teacher specified. Moreover, teachers explained that target words were put into sentences and that four options were given, one synonym and three distracters. Two examples were given in this connection. Pupils were asked to circle the synonym of the target word. Pupils were given a five-minutes break when the task was completely done.

The last task of the first session of the proficiency test was that of Syntax. Teachers explained to the pupils that the syntactic task had a format similar to the previous task of written vocabulary, except for the fact that complete sentences had to be judged for grammaticality. Teachers provided two examples of ungrammatical sentences, making sure that pupils understood the task well enough. Prior to the task performance, pupils were asked to mark one and only one sentence, including the final option of "no error". Afterwards, pupils completed the task independently and
individually. When the exercise was done, pupils were informed that they would be taking the second part of the test in the following week.

Prior to the administration of the productive tasks teachers informed their pupils that this time they were not expected to circle the right items on the tasks. The second session of the proficiency test consisting of productive tasks opened with the Dictation task. In the first place pupils were instructed that they would be given a dictation passage presented on audio-tape, testing their abilities of writing down what they heard in Modern Standard Arabic. Following the teachers' instructions, the passage was played back from a recording at a normal speed while pupils just listened. The second time the passage was played with pauses and pupils were supposed to write down what they heard. The dictation passage was then played back the third time at normal speed while pupils checked over their work during this last reading. Punctuation was given during the reading and pupils were informed that punctuation would not be scored for. After finishing the dictation task, pupils were granted a pause of ten minutes.

Teachers then made clear that pupils would be given two Cloze tasks, which were similar to the type of fill-in the blanks observed to be practised in their classes of Arabic. Teachers gave examples of how to fill in blanks instructing pupils that they should respect grammatical and semantic relations. Teachers also explained that pupils would be given two texts with 33 and 36 deletions respectively. Pupils were first instructed to read the passages carefully and to insert whatever words made sense according to the meaning of the passage. The words should be grammatically correct. Teachers emphasized that pupils should insert only one word in each slot. When the task was over, pupils were granted a 15 minutes break.

The last productive exercise consisted of the Composition task. Pupils were asked to write a letter to a friend in Morocco. There were no constraints regarding the content and the length of composition; nor was there a time limit for completing this task.

The same procedure was followed in administering the proficiency test in Moroccan elementary schools. Data were collected by the teachers, after having received detailed instructions about the data collection procedure. Data collection was conducted in a two times interval. Before the tests were administered, pupils were given instruction in Modern Standard Arabic and sometimes in Moroccan Arabic. Within each task session, examples were given as a starting point. In the Composition task the pupils were asked to write a letter to a relative or friend in The Netherlands. During the administration of the test no help of any kind was given to the pupils. Pupils also were cautioned not to look at each other's copies of the test and to talk with each other during the testing time, nor to attempt to find out if their responses were the same or different.
5.2 Results

The results of the tasks administered in the Netherlands and Morocco are presented in terms of mean correct scores in numbers and percentages and standard deviations, except for the Composition task where the results are expressed in Mean Length of Utterance (MLU) and Correctness Mean. An item analysis of the Written Vocabulary and Syntax task is given as well. The Correctness Mean of the Composition task is further commented on by a description of the type of errors the pupils made.

5.2.1 Receptive tasks in the Netherlands

In Table 5.2 the scores for the three receptive tasks, Word Decoding (WD), Written Vocabulary (WV) and Syntax (SYN) are presented.

Table 5.2 Scores on Word Decoding, Written Vocabulary and Syntax tasks by pupils in the Netherlands (sd = standard deviation)

<table>
<thead>
<tr>
<th>Task</th>
<th>N items</th>
<th>Mean correct score</th>
<th>% correct</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Decoding</td>
<td>35</td>
<td>29.14</td>
<td>83.3</td>
<td>2.29</td>
</tr>
<tr>
<td>Written Vocabulary</td>
<td>38</td>
<td>18.52</td>
<td>48.7</td>
<td>4.43</td>
</tr>
<tr>
<td>Syntax</td>
<td>19</td>
<td>11.54</td>
<td>60.7</td>
<td>3.34</td>
</tr>
</tbody>
</table>

The scores for Word Decoding, Written Vocabulary and Syntax justify the conclusion that Moroccan pupils at the end of Dutch elementary schools have fairly good receptive skills in Modern Standard Arabic. For them Word Decoding is no problem. Their scores for this task are high, proving that they are efficient word decoders. As for the Syntax task, their scores are satisfactory.

5.2.2 Productive tasks in the Netherlands

In Table 5.3 the scores for the three productive tasks are presented.

Table 5.3 Scores on Dictation task, Cloze Task 1 and Cloze Task 2 of the pupils in the Netherlands

<table>
<thead>
<tr>
<th>Task</th>
<th>N items</th>
<th>Mean correct score</th>
<th>% correct</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictation</td>
<td>140</td>
<td>117.90</td>
<td>84.2</td>
<td>7.13</td>
</tr>
<tr>
<td>Cloze 1</td>
<td>33</td>
<td>10.04</td>
<td>30.4</td>
<td>1.46</td>
</tr>
<tr>
<td>Cloze 2</td>
<td>36</td>
<td>11.40</td>
<td>31.7</td>
<td>1.34</td>
</tr>
</tbody>
</table>
With respect to the Dictation task, the scores of error-free words are high. The scores for both Cloze Tasks are both very low.

Table 5.4 contains the scores of the Composition Task. The scores on these tasks can at best be judged from a comparative perspective. Taking then the scores of the pupils in Morocco into consideration (see below) it shows that the pupils in the Netherlands have nearly a 50% lower MLU and make twice as much errors as pupils in Morocco. For the MLU one could conclude that it is satisfactory while the number of errors made in the Netherlands is relatively high.

Table 5.4 Scores on the Composition Task

<table>
<thead>
<tr>
<th>Mean Length of Utterance</th>
<th>Mean score</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctness Mean</td>
<td>.45</td>
<td>.12</td>
</tr>
</tbody>
</table>

5.2.3 Receptive tasks in Morocco

Table 5.5 contains the results of the receptive tasks of the pupils in Morocco.

Table 5.5 Scores on Word Decoding, Written Vocabulary and Syntax tasks of pupils in Morocco

<table>
<thead>
<tr>
<th>N items</th>
<th>Mean correct score</th>
<th>% correct</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Decoding</td>
<td>35</td>
<td>34.40</td>
<td>98.3</td>
</tr>
<tr>
<td>Written Vocabulary</td>
<td>38</td>
<td>25.50</td>
<td>67.1</td>
</tr>
<tr>
<td>Syntax</td>
<td>19</td>
<td>12.15</td>
<td>63.9</td>
</tr>
</tbody>
</table>

On Word Decoding, pupils in Morocco have high scores. The scores for the Written Vocabulary task and the Syntax task are quite satisfactory but not high.

5.2.4 Productive tasks in Morocco

Table 5.6 presents the results of the pupils in Morocco on Dictation and both Cloze tasks.
Table 5.6  Scores on Dictation Task, Cloze Task 1 and Cloze Task 2 of pupils in Morocco

<table>
<thead>
<tr>
<th>Productive Tasks</th>
<th>N items</th>
<th>Mean correct score</th>
<th>% correct</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictation</td>
<td>140</td>
<td>110.05</td>
<td>78.9</td>
<td>0.13</td>
</tr>
<tr>
<td>Cloze 1</td>
<td>33</td>
<td>11.90</td>
<td>36.1</td>
<td>0.92</td>
</tr>
<tr>
<td>Cloze 2</td>
<td>36</td>
<td>13.70</td>
<td>38.1</td>
<td>0.89</td>
</tr>
</tbody>
</table>

Moroccan pupils in Morocco obtain very satisfactory scores on the Dictation task. Their scores for Cloze 1 and 2 are very low.

Table 5.7  Scores on the Composition Task

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Length of Utterance</td>
<td>9.70</td>
<td>1.28</td>
</tr>
<tr>
<td>Correctness Mean</td>
<td>.89</td>
<td>.19</td>
</tr>
</tbody>
</table>

It can be seen from Table 5.7 that pupils in Morocco obtain high mean scores with respect to the Mean Length of Utterance (MLU) in comparison to pupils in the Netherlands. Regarding the Correctness Mean, pupils in Morocco display a very low mean of errors in their compositions.

5.2.5  Item and error analysis

The item and error analysis concern three of the seven tasks i.e., Written Vocabulary and Syntax of the receptive tasks and Composition of the productive tasks. The reasons to do so are twofold. First the scores on Word Decoding and Dictation and the Cloze tasks are very high and very low respectively, which does not allow an item analysis to yield more insight in the linguistic skills of the pupils. Either they master the skill (very) well as is the case in Word Decoding and Dictation, or they do hardly master it at, as is the case in the Cloze tasks. The Written Vocabulary and Syntax tasks yield 'moderate' scores with relatively high standard deviations. Insight in the difficulty of its items can therefore produce more information as to the difficulties the pupils face in these specific skills. An error analysis of the Composition task will produce information on what exactly are the problems the pupils face in writing Arabic. The item and error analysis are executed on the results of the respective tasks administered both in the Netherlands and Morocco.
5.2.5.1 Item analysis of the Written Vocabulary task

To evaluate the difficulty of the Written Vocabulary task items grammatical, linguistic/contrastive and sociolinguistic dimensions are examined. They are called as follows:

- the grammar criterion;
- the linguistic/contrastive criterion;
- the formality criterion.

Regarding the grammar criterion, words are classified according to their word classes, i.e., in terms of verbs, nous and adjectives. The resulting ranking list is expected to give an idea about what word classes are more difficult to master and whether pupils find for example more difficulties with nouns than with verbs or adjectives or vice versa.

The linguistic/contrastive criterion looks at whether lexical items which have a similar morpho-phonological shape in both Moroccan Arabic and Modern Standard Arabic (a non-contrastive set of words) are less difficult than those words which do not share a similar morphonological shape (a contrastive set of words). Words that are morpho-phonologically identical in both language varieties may be expected less difficult to learn.

The formality criterion relates to whether the vocabulary is of a formal or informal nature. Unlike formal vocabulary, informal vocabulary is usually physical, concrete and close to the particular environment of the learners. It is the informal type of words that may be less difficult to grasp by language learners.

Table 5.8 gives an overview of the results of this analysis.

<table>
<thead>
<tr>
<th>Ranking number according to correct score pupils in Neth.</th>
<th>Original ranking number</th>
<th>% score pupils in the Netherlands</th>
<th>% score pupils in Morocco</th>
<th>Word class</th>
<th>Contrast</th>
<th>Formal/ informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>90</td>
<td>100</td>
<td>N</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>78</td>
<td>85</td>
<td>N</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>72</td>
<td>85</td>
<td>V</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>72</td>
<td>95</td>
<td>V</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>68</td>
<td>95</td>
<td>V</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>Ranking number according to correct score pupils in Neth.</td>
<td>Original ranking number</td>
<td>% score pupils in the Netherlands</td>
<td>% score pupils in Morocco</td>
<td>Word class</td>
<td>Contrast</td>
<td>Formal/informal</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------------------</td>
<td>---------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>66</td>
<td>90</td>
<td>V</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>7</td>
<td>25</td>
<td>60</td>
<td>65</td>
<td>V</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>31</td>
<td>58</td>
<td>55</td>
<td>N</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>58</td>
<td>75</td>
<td>A</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>10</td>
<td>38</td>
<td>58</td>
<td>80</td>
<td>V</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>11</td>
<td>6</td>
<td>56</td>
<td>50</td>
<td>A</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>56</td>
<td>100</td>
<td>V</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>13</td>
<td>19</td>
<td>56</td>
<td>100</td>
<td>V</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>14</td>
<td>37</td>
<td>56</td>
<td>75</td>
<td>A</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>15</td>
<td>20</td>
<td>54</td>
<td>30</td>
<td>N</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>16</td>
<td>21</td>
<td>54</td>
<td>30</td>
<td>N</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>17</td>
<td>14</td>
<td>52</td>
<td>100</td>
<td>N</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>18</td>
<td>9</td>
<td>50</td>
<td>75</td>
<td>A</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>19</td>
<td>36</td>
<td>50</td>
<td>90</td>
<td>A</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>48</td>
<td>70</td>
<td>V</td>
<td>NC</td>
<td>F</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>48</td>
<td>60</td>
<td>N</td>
<td>NC</td>
<td>F</td>
</tr>
<tr>
<td>22</td>
<td>33</td>
<td>48</td>
<td>55</td>
<td>N</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>23</td>
<td>29</td>
<td>44</td>
<td>35</td>
<td>V</td>
<td>NC</td>
<td>F</td>
</tr>
<tr>
<td>24</td>
<td>30</td>
<td>44</td>
<td>90</td>
<td>V</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>25</td>
<td>16</td>
<td>42</td>
<td>80</td>
<td>N</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>26</td>
<td>8</td>
<td>40</td>
<td>95</td>
<td>N</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>27</td>
<td>13</td>
<td>40</td>
<td>80</td>
<td>A</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>28</td>
<td>24</td>
<td>40</td>
<td>20</td>
<td>V</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>29</td>
<td>27</td>
<td>40</td>
<td>55</td>
<td>N</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>30</td>
<td>35</td>
<td>40</td>
<td>80</td>
<td>N</td>
<td>NC</td>
<td>I</td>
</tr>
<tr>
<td>31</td>
<td>5</td>
<td>38</td>
<td>35</td>
<td>V</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>32</td>
<td>18</td>
<td>36</td>
<td>70</td>
<td>V</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>33</td>
<td>7</td>
<td>36</td>
<td>60</td>
<td>N</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>34</td>
<td>17</td>
<td>30</td>
<td>90</td>
<td>V</td>
<td>C</td>
<td>I</td>
</tr>
<tr>
<td>35</td>
<td>32</td>
<td>26</td>
<td>60</td>
<td>N</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>36</td>
<td>23</td>
<td>24</td>
<td>5</td>
<td>N</td>
<td>C</td>
<td>F</td>
</tr>
<tr>
<td>37</td>
<td>11</td>
<td>20</td>
<td>80</td>
<td>N</td>
<td>NC</td>
<td>F</td>
</tr>
<tr>
<td>38</td>
<td>3</td>
<td>20</td>
<td>10</td>
<td>N</td>
<td>C</td>
<td>F</td>
</tr>
</tbody>
</table>
After its application, the grammar criterion fails to predict the degrees of difficulty of the Written Vocabulary task items. No specific word class seems more or less difficult than another. Therefore it is not feasible to classify lexical items in terms of difficulty according to the grammatical function of words. There is thus no general tendency: items with the same grammatical function are classified as less difficult, but appear somewhere at the bottom of the list as very difficult.

The contrastive criterion seems to yield more interesting results. A number of lexical items belonging to both Moroccan Arabic and Modern Standard Arabic (non-contrastive vocabulary) does not turn out to be difficult for the pupils in the Netherlands and Morocco. These include such words as al-tut ('strawberry', item 1), al-lihya ('beard', item 4), naqfil ('we close', item 26), tusa:wi: ('is equal to', item 28), muflis ('broke', item 6), jarrat ('she pulled', item 38) and 'ati#sha: ('we were thirsty', item 10). An interesting exception to this tendency is the non-contrastive word wajh ('face', item 11), which, though existing in both Moroccan Arabic and Modern Standard Arabic, seems to pose difficulties for both groups of pupils, i.e. in the Netherlands and in Morocco. The word wajh (without case marking) exists in both Moroccan Arabic and Modern Standard Arabic to mean literally face, but in Modern Standard Arabic wajh also figuratively means "side" and it was this meaning that was implied in the item. In this respect both groups of pupils fail to observe the contrastive semantic meaning of the word at stake. It is the contrastive type of vocabulary that seems to pose difficulties for the pupils in the Netherlands and Morocco as well. This is the case of words like tanzi:m ('organisation', item 3), samma:r 'al-laya:li: ('nightly entertainer', item 23) entertainment here is in general with stories, songs, music and amusing improvisation), and taja:wa#at ('she exceeded', item 27). It is these items that are the most difficult for both groups of pupils. Their difficulty lies possibly in the fact that these are rather infrequent words for pupils learning Arabic in elementary schools. The results of the contrastive criterion analysis show also that there are lexical items that pose difficulties for pupils in the Netherlands but do not do so for pupils in Morocco. Such items include yulqiq ('he sets out', item 2), nasi:ha ('a piece of advice', item 33), yuslihu:na ('they reform or restore', item 29), yasriqu ('he steals', 13) and tanawwu ('diversity', item 35).

Better results emerge in applying the formality criterion. 17 words out of a list of 19 words receiving correct scores over 50% are found to be of an informal type. These lexical items refer to a concrete object or activity which can quite easily be placed in a certain concrete context. Pupils however tend to find difficulties with items that are formal in nature, i.e. words like ta'tabir ('she considers', item 5), or tanzi:m ('organisation', item 3). Pupils in the Netherlands and Morocco seem to have difficulties with such words because they generally represent abstract concepts which are only marginally bound to specific concrete situations. In the Netherlands pupils also encounter difficulties with the following words: nasi:ha ('a piece of advice', item 33), yuslihu:na ('they reform or restore', item 29), yudi:r ('he runs (a firm)’, item 30) and sinf ('type', item 7). These words are likely to be infrequently used in
classes of Arabic given their highly formal type. Quite surprisingly, the pupils in Morocco seem to have difficulties with such informal items like naši:tayni ('both are active', item 20) and wajba ('meal', item 21). Such confusion is due to the fact that these words are also used in Moroccan Arabic, but with different meanings. The word naši:tayni means in Modern Standard Arabic "both are active", whereas in Moroccan Arabic it means "both are having a happy time". Likewise, the word "wajba" in Standard Arabic refers to "meal", whereas in Moroccan Arabic it means "occasion".

5.2.5.2 Item analysis of the Syntax task
The syntax task tested the pupils’ skills in various grammatical structures. It concerns the following structures:

- N-A agreement: the agreement in gender, number, case and definiteness between a noun and an adjective;
- construct: the possessive relation between two nouns;
- imperative: the use of an imperative form;
- S-V agreement: the application of the agreement rules between subject and verb;
- case: the application of case endings to various structures in the sentence;
- N-pronoun agreement: the agreement between a noun and a following pronoun referring to the noun;
- gender agreement: the application of gender agreement in a sentence.

Table 5.9 gives an overview of the results of this analysis.

Table 5.9 Item analysis of the Syntax task for pupils in the Netherlands and Morocco

<table>
<thead>
<tr>
<th>Ranking number</th>
<th>% score pupils in the Netherlands</th>
<th>% score pupils in Morocco</th>
<th>Type of construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>22</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>23</td>
<td>84</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>82</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>39</td>
<td>78</td>
<td>85</td>
</tr>
<tr>
<td>5</td>
<td>29</td>
<td>76</td>
<td>85</td>
</tr>
<tr>
<td>6</td>
<td>34</td>
<td>74</td>
<td>95</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>72</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>70</td>
<td>95</td>
</tr>
<tr>
<td>9</td>
<td>33</td>
<td>68</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>31</td>
<td>66</td>
<td>75</td>
</tr>
</tbody>
</table>
Noun-adjective agreement does not seem to pose great difficulties for the pupils either in the Netherlands or in Morocco. With respect to item 22, pupils recognise the case of strict agreement in which the adjective is marked for both gender and number. In the case of item 27, pupils recognize that the grammatically definite noun (‘al-
mu‘allimu, the teacher) also requires its attributive adjective (‘al-kabi:ru, the big) to be overtly marked as definite by pre-fixing the article. Only in one case of noun-adjective agreement both groups of pupils have difficulties. This is the case of item 40, which is typologically very similar in Moroccan Arabic and thus causes some confusion for the pupils. Pupils seem to handle cases of subject-verb agreement with relatively little difficulty, especially cases where the subject is human plural or human singular. Regarding item 34, pupils find no difficulties in recognizing that the sentence is ungrammatical. The verb dakhala precedes a free-standing subject (‘at-
tala:mi:dhu) should agree with its subject in gender but not in number. Also in the case of item 32 pupils observe that the verb should agree with its subject in number and gender. Only item 24, involving the non-human plural, seems to cause some difficulty for both groups of pupils. In Modern Standard Arabic, whenever a verb precedes a free standing subject, the verb agrees with the subject in gender, but not in number; so if the verb comes before the subject (as it most frequently does), the verb is singular whatever the number of the subject. However, all non-human plural nouns systematically take feminine singular agreement. Quite surprisingly, the pupils in Morocco fail to recognise the sentences containing no errors. This is perhaps because they are less familiar with these types of testing tasks.

### 5.2.5.3 Error analysis of the Composition task

In this section, an analysis of the errors of the Composition task as produced by Moroccan pupils in the Netherlands and Morocco is presented. This analysis presents
the correct scores for each of the following categories: the bearer of the hamza, case-marking, definiteness, spelling, prepositions, agreement and tense. The hamza is the symbol of the glottal stop in Arabic. This symbol can be written loose or -as is the case in most cases- on top or under another consonant. The rules to determine this 'bearing' consonant or an independent position are quite complicated.

The 7 categories are subdivided into smaller related (sub)categories. First, the outcomes of the analysis at the level of all the categories are presented. Then, the results of the analysis at the level of each subcategory are given. The criterion of correctness is the use of the category according to the grammatical rules of Modern Standard Arabic (cf. Holes, 1995). When interpreting the findings portrayed in the tables 5.10-5.16 one has to keep in mind that the maximum attainable score per category is 1 (see 4.2.3.2 for the calculation of the Correctness Mean). Table 5.10 gives an overview of the scores on all categories.

Table 5.10  Correct means and standard deviations for all categories of the Composition task for pupils in the Netherlands and Morocco

<table>
<thead>
<tr>
<th>Category</th>
<th>Netherlands</th>
<th>Morrocco</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
</tr>
<tr>
<td>Hamza</td>
<td>.22</td>
<td>.12</td>
</tr>
<tr>
<td>Case marking</td>
<td>.43</td>
<td>.04</td>
</tr>
<tr>
<td>Definiteness</td>
<td>.62</td>
<td>.01</td>
</tr>
<tr>
<td>Spelling</td>
<td>.51</td>
<td>.10</td>
</tr>
<tr>
<td>Prepositions</td>
<td>.49</td>
<td>.13</td>
</tr>
<tr>
<td>Agreement</td>
<td>.41</td>
<td>.06</td>
</tr>
<tr>
<td>Tense/time</td>
<td>.49</td>
<td>.09</td>
</tr>
</tbody>
</table>

Table 5.10 shows that the degree of errors Moroccan pupils in the Netherlands produce in their writing varies depending on category type. The pupils seem to encounter relatively little difficulties with the use of the correct forms of definiteness (.62) and spelling (.51) in Modern Standard Arabic but they apparently face more difficulties with the correct use of prepositions (.49), tense/time (.49), case marking (.43) and agreement (.41). The most difficult category is hamza placement (.22). The pupils in Morocco show low scores for hamza placement and very high scores for all other categories.

The actual hamza analysis can conveniently be connected to the teachers' judgement on the seriousness of the errors to be scored for, as described and presented in Chapter 4. Concerning the rank ordering of the error categories produced by the pupils the following remarks can be made. As was described in Chapter 4, the rank ordering of the seriousness of errors as judged by the teachers of the pupils was
the following: 1 time/tense, 2 agreement, 3 definiteness, 4 preposition 5 spelling, 6 case and 7 *hamza*. Pupils' correct scores on *hamza* placement and case marking categories are very low, but such errors are judged as not serious by the teachers. Pupils do not make considerable errors with definiteness and spelling, which are considered as relatively serious errors by the teachers. The scores for errors of tense/time and prepositions are not bad and thus the pupils seem to handle these categories considered relatively serious by the teachers. The correct means for agreement is low and agreement errors are serious errors according to the judgements of the teachers. In agreement then there seems to be a certain mismatch between the judgement of the teachers and the scores of the pupils. Following the diverse error categories are discussed more in detail.

**Hamza placement**
The *hamza* is a separate consonant in Modern Standard Arabic with the sound of a glottal stop. The symbol for *hamza* can be placed on three other graphemes: waaw (*w*), yaa' (*y*) and alif (*a*), which then function as bearers of *hamza* and not as consonants any more. *Hamza* can also be placed in a word without a bearer. The rules governing the placement of *hamza* are quite complex to acquire. In this section, mean scores of Moroccan pupils on the placement of the *hamza* in Modern Standard Arabic are discussed. The outcomes on the four *hamza* types are described: alone on the line, on the alif, on the yaa' and on the waaw. Table 5.11 presents the correct scores for the *hamza* category.

**Table 5.11** Correct means and standard deviations for the *hamza* categories

<table>
<thead>
<tr>
<th>Hamza</th>
<th>Netherlands</th>
<th></th>
<th>Morocco</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
</tr>
<tr>
<td>On the line</td>
<td>.31</td>
<td>.25</td>
<td>.65</td>
<td>.23</td>
</tr>
<tr>
<td>On the alif</td>
<td>.22</td>
<td>.26</td>
<td>.46</td>
<td>.29</td>
</tr>
<tr>
<td>On the waaw</td>
<td>.19</td>
<td>.24</td>
<td>.43</td>
<td>.29</td>
</tr>
<tr>
<td>On the yaa'</td>
<td>.16</td>
<td>.22</td>
<td>.28</td>
<td>.26</td>
</tr>
</tbody>
</table>

Table 5.11 demonstrates that the means of the four subcategories of the *hamza* are rather low. Pupils in the Netherlands seem to encounter great difficulties in realizing the correct placement of the *hamza* in Modern Standard Arabic. This is true for all *hamza* positions. Such outcomes are not surprising. Positions of *hamza* are known to be difficult to acquire, especially for initial learners. Second, errors in *hamza* placement seem to stick to learners of Modern Standard Arabic for a long time: also the pupils in Morocco still encounter major difficulties with *hamza* placement.
Chapter 5

Tense/time
The results on the category of tense/time are divided into subcategories in terms of present, past and future. Time and tense do not always agree in Modern Standard Arabic as the time/tense system is of a rather aspectual nature. It distinguishes in essence an accompli/inaccompli system (to use the French term). But accompli and incompli do not always coincide with past and present. In this respect both the mother tongues of the pupils, which are less aspectual and the Dutch language, which in essence does not have an aspectual system and which the pupils use dominantly, contrast with Modern Standard Arabic. The analysis is based on the use of the right tense in relation to time. Table 5.12 presents the results of the analysis.

Table 5.12 Correct means and standard deviations for the tense/time category

<table>
<thead>
<tr>
<th>Tense/time</th>
<th>Netherlands</th>
<th></th>
<th>Morocco</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
</tr>
<tr>
<td>Present</td>
<td>.71</td>
<td>.12</td>
<td>.92</td>
<td>.07</td>
</tr>
<tr>
<td>Past</td>
<td>.61</td>
<td>.10</td>
<td>.95</td>
<td>.06</td>
</tr>
<tr>
<td>Future</td>
<td>.15</td>
<td>.18</td>
<td>.97</td>
<td>.07</td>
</tr>
</tbody>
</table>

The distribution of the scores shows that references to present and past are not difficult for pupils in the Netherlands while they hardly master the future tense. Pupils in Morocco master all three tenses. Obviously, pupils in the Netherlands face great problems in combining future time reference with other tense modes.

Case marking
Modern Standard Arabic has a system of case marking for nouns, adjectives and participles. It consists of three cases: nominative, genitive and accusative. Cases are attributed dependent on their function in a sentence. Subjects prefer nominative case, genitives are found after prepositions and in possessive constructs, and objects are in majority in the accusative case. Case marking is not essential for understanding texts. Most often, texts in Modern Standard Arabic are published without case marking. The children, however, performed their compositions with full vocalisation. Table 5.13 shows the distribution of the correct scores for the case-marking category obtained by pupils in the Netherlands and Morocco.
Table 5.13 Correct means and standard deviations for the case-marking category

<table>
<thead>
<tr>
<th>Case</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>.66</td>
<td>.09</td>
<td>.96</td>
<td>.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Object</td>
<td>.62</td>
<td>.08</td>
<td>.95</td>
<td>.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct</td>
<td>.17</td>
<td>.14</td>
<td>.95</td>
<td>.09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preposition</td>
<td>.60</td>
<td>.09</td>
<td>.97</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In all but one subcategories the scores are over .50 for pupils in the Netherlands. Case marking (with specific reference to the subject, object and the preposition in Modern Standard Arabic) thus is not very difficult for the pupils in the Netherlands. Only constructs seem to be very difficult for them. The Moroccan pupils master all categories.

Agreement
With respect to human noun/adjective agreement Modern Standard Arabic requires full agreement in gender and number, definiteness and case. Gender is closely related to number as non-human plurals take a singular feminine shape. The analysis distinguishes between agreement in these subcategories. Verb/subject agreement is subjected to relatively complex rules (cf. Holes, 1995) where non-human plurals are also treated as feminine singulars and verbs remain singular in case of following nominal human subjects. Table 5.14 gives the results.

Table 5.14 Correct means and standard deviations for the agreement category

<table>
<thead>
<tr>
<th>agreement</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/Adj agreement</td>
<td>.62</td>
<td>.09</td>
<td>.97</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definiteness</td>
<td>.58</td>
<td>.08</td>
<td>.97</td>
<td>.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender/number</td>
<td>.08</td>
<td>.04</td>
<td>.90</td>
<td>.11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case</td>
<td></td>
<td></td>
<td>.95</td>
<td>.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V/S agreement</td>
<td>.36</td>
<td>.16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.15 shows that the number of errors pupils in the Netherlands make in this category, is generally quite small, except for case and V/S agreement. Pupils produce a small number of errors in definiteness. The total amount of errors of agreement is rather low. This is in agreement with the findings on the item analysis of the Syntax task, where pupils show relatively few difficulties with this category. Other aspects
of agreement which tend to be correctly realized by the pupils concern gender/number agreement, which also agrees with similar findings in the item analysis of the Syntax task. Case remains, as was also the case in constructs (see above), problematic for the pupils in the Netherlands. Moroccan pupils in Morocco master all subcategories well. The group of pupils in the Netherlands has more difficulties with verb-subject agreement, which is not in line with the findings of the item analysis of the Syntax task. Possibly here the receptive character of the Syntax task plays a role: judging the grammaticality of sentences differs from producing grammatically correct sentences.

Spelling
In this section, the mean scores on spelling in Modern Arabic are discussed. It should be stressed that the analysis of spelling is limited to those spelling mistakes that teachers judge as serious. This was discussed earlier in Chapter 4. These concern vowel lengthening, vowel shortening, taa' forms and pharyngealized forms. Vowel lengthening is applied when the three long vowels of Modern Standard Arabic (uu, aa and ii) must be written. They are a combination of a consonant symbol combined with a short vowel symbol. Taa' forms concern the way the two `t's can be written in Modern Standard Arabic. Pharyngealized forms are known to be interchanged due to dialectal influence in particular. Table 5.15 provides the results of this analysis.

Table 5.15 Correct means and standard deviations for the spelling category

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Netherlands</th>
<th></th>
<th>Morocco</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>sd</td>
<td>Mean</td>
<td>sd</td>
</tr>
<tr>
<td>Vowel Lengthening</td>
<td>.39</td>
<td>.23</td>
<td>.96</td>
<td>.07</td>
</tr>
<tr>
<td>Taa' Forms</td>
<td>.53</td>
<td>.13</td>
<td>.98</td>
<td>.05</td>
</tr>
<tr>
<td>Pharyngeals</td>
<td>.50</td>
<td>.21</td>
<td>.98</td>
<td>.04</td>
</tr>
</tbody>
</table>

Pupils in the Netherlands tend to make major errors in writing long vowels, interchanging them with their short equivalents. The writing of both taa' forms and pharyngeals is satisfactory. Pupils in Morocco master all subcategories very well. Spelling errors are more frequent in the Composition task than in the Dictation task. Obviously, inventing a new text requires more than reproducing a text that is dictated.

Prepositions
Other error types produced by pupils in the Netherlands concern the correct use of prepositions in Modern Standard Arabic, i.e., in choosing the right preposition according to temporality, location, direction and instrument. Table 5.16 presents the results of the analysis of the preposition category.
Pupils in the Netherlands do not encounter considerable difficulties with prepositions. They do confuse though the semantics of the diverse prepositions. They tend to make less mistakes with prepositions of location and direction. Most of the errors are produced with reference to temporal and instrumental prepositions. Pupils in Morocco have very high scores.

5.3 Conclusions and discussion

In this concluding section, two comparative perspectives are presented. The results of children in the Netherlands are compared to those of children in Morocco and the results of the children in the Netherlands are compared to previous research outcomes. This is done task by task. Table 5.17 presents a comparative overview of the results on the proficiency tasks in the Netherlands and Morocco.

On the basis of the research outcomes as outlined in Table 5.17, a number of conclusions can be drawn. In the first place, Moroccan pupils of group eight who have followed seven to eight years of Arabic instruction uninterruptedly have developed good receptive skills in Modern Standard Arabic. Word decoding is no problem for Moroccan children in the Netherlands. Children in Morocco have higher scores for the word decoding task. That both groups of children have high scores with respect to the Word Decoding task is most probably due to the fact that both groups of children have had enough instruction in Modern Standard Arabic to master this skill. Word decoding is a basic skill which is mastered by children at the end of elementary school irrespective of the language environment in which they grow up. Similar conclusions have been arrived at by Aarssen, De Ruiter & Verhoeven (1992) and Aarts, De Ruiter & Verhoeven (1993) with reference to word decoding skills of Moroccan pupils at the end of Dutch elementary schools. In these studies Moroccan pupils' scores on the same task of word decoding are 81% correct items (Aarssen, De Ruiter & Verhoeven, 1992) and 79% correct items (Aarts, De Ruiter & Verhoeven, 1995).
Table 5.17 Comparative overview of results (in % correct scores (except for the scores on the Composition task) of the Modern Standard Arabic proficiency tasks in the Netherlands and Morocco

<table>
<thead>
<tr>
<th></th>
<th>N items</th>
<th>Netherlands</th>
<th>Morocco</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptive Tasks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Decoding</td>
<td>35</td>
<td>83.3</td>
<td>98.3</td>
</tr>
<tr>
<td>Written Vocabulary</td>
<td>38</td>
<td>48.7</td>
<td>67.1</td>
</tr>
<tr>
<td>Syntax</td>
<td>19</td>
<td>60.7</td>
<td>63.9</td>
</tr>
<tr>
<td><strong>Productive Tasks</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dictation</td>
<td>140</td>
<td>84.2</td>
<td>78.9</td>
</tr>
<tr>
<td>Cloze 1</td>
<td>33</td>
<td>30.4</td>
<td>36.1</td>
</tr>
<tr>
<td>Cloze 2</td>
<td>36</td>
<td>31.7</td>
<td>38.1</td>
</tr>
<tr>
<td>Composition MLU</td>
<td></td>
<td>5.3</td>
<td>9.7</td>
</tr>
<tr>
<td>Composition Correctness</td>
<td></td>
<td>0.45</td>
<td>0.89</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td></td>
<td>0.45</td>
<td>0.89</td>
</tr>
</tbody>
</table>

The scores on the Written Vocabulary task of Moroccan children in the Netherlands turn out to be reasonably good. Moroccan children in Morocco perform better on the same task than Moroccan children in the Netherlands. The fact that Moroccan children in Morocco score higher than those in the Netherlands can be explained in terms of input factors. While children in the Netherlands spend on average 2.5 hours a week on Arabic instruction, children in Morocco have many more hours of actual instruction in Modern Standard Arabic which is also the main medium of instruction for other school subjects. Out of school, children's opportunities of Modern Standard Arabic input contact in terms of television, radio and newspapers are ample in Morocco compared to the Netherlands. The results of Moroccan pupils in the Netherlands with respect to the Written Vocabulary task are better than those obtained in previous studies with respect to the same skill (Aarssen, De Ruiter & Verhoeven, 1992; Aarts, De Ruiter & Verhoeven, 1993). According to their research, Moroccan pupils' written vocabulary skills are extremely low, 31% correct items (Aarssen, De Ruiter & Verhoeven, 1992) and 34% correct items (Aarts, De Ruiter & Verhoeven, 1993). Unlike the case of the present study, in the earlier studies mentioned above, pupils have not followed instruction in Modern Standard Arabic for more than seven years uninterruptedly. These were selected at random.

The scores of both groups of Moroccan children on the Syntax task are quite high though Moroccan children in Morocco perform slightly better on this task. Quite unexpectedly, pupils in Morocco do not achieve higher scores on the task of syntax. Unlike the knowledge of vocabulary that is acquired and reinforced by input from the linguistic environment, the rules of syntax are much more abstract and implicit and
thus hard to be grasped effectively by children at this stage, irrespective of the language environment. The syntax of Modern Standard Arabic poses problems also for pupils in Morocco, including those learning the language at a secondary school level. According to Boushouk (1994), pupils at secondary schools in Morocco fail to develop a good knowledge of the syntax of Modern Standard Arabic. In his study, pupils are found to encounter problems with coreferentiality and agreement structure in Modern Standard Arabic, which results in ill-formedness and ungrammaticality affecting "the structure of the sentence and its underlying semantic component" (p.166). The results of Moroccan pupils in the Netherlands regarding the Syntax task remain very interesting. In fact, it is the first time that research shows that Moroccan pupils have such syntactic abilities. The results are much better than those reported, for instance, in Aarssen, De Ruiter & Verhoeven (1992), where the syntactic skills of Moroccan pupils are found to be very low, with 24% correct items and Aarts, De Ruiter & Verhoeven (1993) with 30% correct items (including the spelling part of the task). An extended period of Arabic instruction appears to have a positive impact on the proficiency in Modern Standard Arabic of Moroccan pupils at the end of Dutch elementary schools. This is in line with Van de Wetering's (1990) finding that Moroccan pupils' proficiency in Arabic correlates positively with the number of years of Arabic instruction at Dutch elementary schools.

With reference to pupils' performance on productive tasks, the data show that Moroccan pupils who have followed seven to eight years Arabic instruction uninterruptedly at Dutch schools have basic productive skills in Modern Standard Arabic but as yet not well developed. The scores of both groups on the Dictation task are rather high, though Moroccan children in the Netherlands perform better than children in Morocco. Such results are quite surprising. The high results of Moroccan children in the Netherlands on the Dictation task may be due to their well developed metalinguistic knowledge, which is frequently found a predictor of children's decoding development (Droop, 1999). An additional empirical finding is that Moroccan children have better abilities than Dutch children in identifying spelling errors in verbs and other words in Dutch (Uiterwijk, 1994).

On both Cloze tasks, the scores of Moroccan children in the Netherlands are low. Quite surprising are the low scores of Moroccan children in Morocco on the same tasks as well. A few explanations with respect to these low scores can be offered. For pupils in the Netherlands as well as in Morocco it seems that the number of years of Arabic instruction does not suffice to acquire productive skills in reading comprehension. Developing good reading comprehension skills seems to require more time than is usually thought (Wagner, 1993). In addition to the limited amount of instruction in Modern Standard Arabic, the situation of Moroccan pupils in the Netherlands is even more complicated as they have to learn Dutch as well as the major language of their social environment. As for the children in Morocco it could be that their unfamiliarity with cloze procedures account for their low results.
In the Netherlands, the performance of the Moroccan children on the Composition task is low compared to that of their peers in Morocco. Two substantial differences can be mentioned here. At the syntactic level, there is evidence that the utterances produced are shorter than those produced by Moroccan pupils in Morocco, as indicated by their scores on the Mean Length of Utterance (MLU). At the orthographic level, it is found that there are substantial differences in the number of misspellings in the compositions of Moroccan pupils in the Netherlands and Morocco. Moroccan pupils in the Netherlands produce more errors in the use of written Modern Standard Arabic than their peers in Moroccan elementary schools. Moroccan children in Dutch schools face more difficulties in producing error-free written Modern Standard Arabic, and they are not equally able to make use of longer utterances as their peers in Morocco. Moroccan children in the Netherlands do not acquire the skill of composing in Modern Standard Arabic as a subject in its own right as is the case with Moroccan children in Morocco. Nor do they seem to spend much time writing Modern Standard Arabic as well (see Chapter 7). Therefore, their writing proficiency is rather limited in terms of producing error-free written Modern Standard Arabic and making longer utterances, which is not the case of their peers in Morocco.

In order to gain more detailed insights into the proficiency of Moroccan children in the Netherlands in Modern Standard Arabic, an item analysis of the Written Vocabulary and Syntax tasks and an error analysis of the Composition task were undertaken. The results of the item analysis for the receptive Written Vocabulary task show that there are no large differences between pupils in the Netherlands and pupils in Morocco concerning difficulty. Both groups of children seem to have less difficulties with concrete and informal words, i.e. referring to concrete objects or activities. Children in the Netherlands have more difficulties with the rather formal lexical items. This does not imply that children in Morocco have less difficulties with this category of words. The reverse is true. The results show that these lexical items do indeed pose difficulties for Moroccan children in Morocco. Likewise, non-contrastive vocabulary does not turn out to be difficult for pupils in both groups of children. Contrastive vocabulary poses problems for pupils in the Netherlands and Morocco alike. Anyway, the findings demonstrate that both groups of pupils are on a normal track of development, although the average correct scores for pupils in Morocco are higher given obvious differences in the learning contexts.

At the level of syntax, structures like noun-adjective agreement do not seem to pose great difficulties for the pupils either in the Netherlands or in Morocco. They tend to observe the prime factor governing agreement in Modern Standard Arabic. The pupils seem to handle cases of subject-verb agreement also with relatively little difficulty, especially cases where the subject is human plural or human singular. Only in the case of one item (24), the non-human plural seems to cause difficulty for both groups of pupils.
With respect to the error analysis of their Composition performances, Moroccan pupils in the Netherlands encounter relatively few difficulties with the use of the correct forms of definiteness and spelling in Standard Arabic. *Hamza* placement is definitely very difficult for them. In the other categories of the error analysis, i.e., time/tense, prepositions, case and agreement, the scores are not bad at all. Pupils in Morocco master all categories very well except for the *hamza* placement. The fact that the pupils in the Netherlands are able to write letters with relative success places them higher than other studies do.

Earlier studies seem to share two basic characteristics. Apart from their focus on receptive proficiency in Modern Standard Arabic, in all the studies reported here and in Chapter 3 the number of hours per week and the number of years of Arabic instruction vary greatly among the pupils selected for testing. There has been no attempt to select samples of pupils with fair chances of learning Modern Standard Arabic. An explanation of the discrepancy between the results of the present study and those obtained in earlier research lies in the focus of the former on pupils with good chances of learning Modern Standard Arabic, i.e., uninterruptedly during seven to eight years of instruction. This holds in particular for the receptive tasks of Word Decoding and Syntax. With respect to the productive tasks, the children's performance is very good on the Dictation task, less on the Composition task and low on the Cloze tasks. Achieving higher scores in productive proficiency in Modern Standard Arabic needs indeed years of Arabic instruction, as mentioned above.

It is important to note that proficiency in Modern Standard Arabic of Moroccan pupils at the end of Dutch elementary schools - and particularly their productive skills - should not be qualified as deficient. On the basis of receptive and productive data so far obtained, it can be argued that the results of Moroccan pupils in the Netherlands, *having followed seven to eight years Arabic instruction uninterruptedly*, seem to be rather satisfactory when seen in the light of those produced by a reference group of pupils living in Morocco and following full-time Arabic instruction during five years in Moroccan elementary schools.

Following Arabic lessons only for a couple of hours a week and for seven to eight years is not enough to attain a thorough productive knowledge of Modern Standard Arabic. Written Arabic is a relatively difficult language mode to learn, in particular for Moroccan pupils for whom Modern Standard Arabic is not the actual mother tongue. Additionally, the limited amount of language input at home and the status and quality of Arabic instruction at schools in the Netherlands can be viewed as major obstacles in attaining better productive abilities in the language under concern. The following chapters will treat these subjects.
Chapter 6

The status study

In this chapter, an account is given of the status of ALI in the eyes of the diverse participants in this study, i.e. Moroccan parents and their children as consumers and teachers of Modern Standard Arabic and school directors as providers. On the basis of three written questionnaires and one interview conducted with the actors involved, this evaluation presents information on a number of issues that underlay the status of the language in focus.

In what follows, information is given about the try-outs as well as the procedures of the administration of the questionnaires and the interview (section 6.1). Then, the results of the questionnaires per actor are presented, i.e., the Moroccan parents (6.2), the pupils (6.3), the teachers of Arabic (6.4) and the school directors (6.5). As was mentioned in Chapter 4, the results of the questionnaires and the interviews will be presented in a discursive way. Specific quotations and paraphrases will be followed by the respondents' codes. These quotations serve as points of reference for interpreting the positions taken by each single actor with regard to the specific issue dealt with. The quotations were initially tape-recorded, while paraphrases were originally notes taken from discussions that developed around the issues at stake. Section 6.6 offers conclusions and a general discussion of the findings obtained per group of actors. It ends with a paragraph containing a comparison of striking and sometimes contrasting results between the different groups.

6.1 Try-outs and administration procedure

Before the actual research was carried out, the interview and the questionnaires of all the groups of actors, i.e., the parents, the pupils, the teachers of Arabic and the school directors, were piloted in three elementary schools in Amsterdam. The interview involving the Moroccan parents of the children was piloted at the houses of three Moroccan families in Tilburg.

In relation to the oral interview with the parents of the children, the try-out was not an easy task. The informants had hardly ever had the experience of being interviewed in their lives before and were suspicious of the nature of the activity they had to carry out. It took some time before their hesitations melted away. The informants got reassured and persuaded that the present research was purely educational and had "nothing to do with politics!". In relation to the interview of the parents, there was only one minor remark. Informants reacted strongly particularly to the use of the
terms l-maka:na (the status) in Moroccan Arabic, which is basically a word borrowed from Modern Standard Arabic. The use of the word l-ha:la (the situation) instead rectified the problem. The interview of the parents was not subject to any further modifications as no more observable difficulties emerged.

During the piloting stage of the pupils' written questionnaire at the first school, some children asked about the purpose of the questionnaires at hand. Some other children reacted better to certain questions thanks to the help they received from their respective teachers and sometimes from the researcher. In the light of the pilot, a number of factors were thought of as necessary for the administration of the children's questionnaire in the main study: the introduction of the objectives of the present research to them as well as its relevance for the Moroccan community in the Netherlands; the presentation to the children of the necessary help during the completion of the questionnaires and the use of the home languages of the children in clarifying minor questions. These measures were all taken into account during the piloting of the children questionnaires in the remaining two schools. This time no particular problems emerged.

The questionnaire of the teachers of Modern Standard Arabic was tried out on three teachers from three different schools. The try-out resulted in one minor modification. It was surprising that the two first teachers commented on the nature of one question in particular, "if the school decides to teach another language or a dialect which parents do not like their children to learn, what would be the reaction of the parents?". The word "dialect" as formulated in that question created some confusion. According to these teachers, the word "dialect" should not have figured in the question. In their point of view, dialects are not school languages and thus are not fit for teaching. A reformulation of the question where the word "dialect" was omitted and replaced by: "If the school decides to teach another language which parents do not like their children to learn, what would be the reaction of the parents?" rectified the problem. After this modification, a third teacher of Arabic was interrogated with the definitive questions. This time no difficulties were encountered.

No particular difficulties were encountered in the case of the written questionnaires for the school directors.

After the pilot study, the actual administration of the interview and the questionnaires took place, i.e. the main study. The interview with the parents as well as the written questionnaires with the teachers of Arabic and the school directors were taken individually. Only the written questionnaire for the children was taken on a collective basis. As was indicated before, the parents were interviewed in the quietest location afforded by the setting of their homes, where appointments had been scheduled in advance and arranged either in the weekends or in the evenings. The informants were told that some three hours of their time would be needed to conduct the interviews involved, i.e., the interview for the status and the input studies (see Chapter 7). The interviews with the parents took place at their homes after the filling out of the written questionnaire of their children at the school setting. An advantage
of the fact that parents were interviewed much later than the children is that their performance could not be influenced by reports of their children's questionnaire or the other way round. On the day of the interview, the home of the informant was visited. The purpose of the study was explained in detail after the initial social routines. Any academic or technical use of the relevant terms was avoided. The first interview was that of the status study, which took about 120 minutes. Afterwards, the completion of the second interview on the input study took place (see Chapter 7 for details). Regarding the interview of the status study, warming up was achieved with the demographic questions in the first section of the interview (see Appendix 1). During the completion of the interview, some informants brought up and elaborated on points of interest, or narrated personal incidents relevant to the questions they were reacting to. If other family members were present during the home interview, the researcher explained that the parents must be allowed to answer without assistance or prompting and that any possible question could be discussed when the interview was completed.

Exactly the same children who participated in the proficiency study (see Chapter 5) were kindly asked to fill out the written questionnaire relating to the status study. The proficiency test and the written questionnaire of the status were administered with a two weeks interval. Concerning the written questionnaire of the children, data collection took place in the environment of their respective schools. Often, the process of filling out the questionnaire took place in an empty room. This counted for all the children participating in the status study. All the informants were informed beforehand about the aims of the status study. They were also informed about how the status study complemented the research activities taking place in their respective schools, especially the proficiency test and, later, the classroom observations relevant to the input study (see Chapter 7). After an informative introduction, the questionnaires were distributed and the children were asked to have a quick look at the questions under the different headings of the questionnaire. Subsequently, a number of relevant instructions were given. These included mainly the technical side of filling out the forms (circling, commenting, etc.) such as: "for every question like question `x', please think about the letter that suits your choice, i.e., a, b, c, or d and circle it". All the instructions were kept simple. Besides, the children were asked to report about unclear or difficult questions or items in the questions. In order to obtain accurate answers, children were asked to listen carefully to the questions being read before them. Every question was read aloud and fully explained in Dutch, Moroccan Arabic or Berber whenever it was necessary. No further problems were encountered and the children completed the written questionnaires collectively.

Written questionnaires of the status study were also administered to the teachers of Arabic (see Appendix 1). The same teachers of Arabic who participated in the input study (see Chapter 7) were asked to fill out the written questionnaire that related to the status study. It was interesting to note that the cooperation rate of the teachers of Arabic was very high as they believed in the benefits of similar educational research for the Moroccan community in the Netherlands.
All the school directors were visited in their respective schools. After a very short meeting, information was provided to the school directors about the aims of the present research as well as the research activities to take place in their respective schools. They were informed that it was the plan of the researcher to visit the schools several times: for the proficiency test involving Moroccan children of group eight, for interviewing the teachers of Arabic, the school director and the children and for classrooms observations (see Chapter 7). School directors were also informed about the duration of each of the activities to be undertaken as well as how all these research activities fit into a general research time schedule. Afterwards, the school directors were asked to provide some school statistics concerning the school population, including Moroccan children and any other materials relevant for the present research, which they kindly did.

With respect to the administration of the written questionnaire, the school directors, participating in this study, often apologized for not being able to fill out the questionnaire and return it immediately, given their task of supervising the school (i.e., receiving parents of the children, telephones, appointments, etc.) and given generally their lack of time. Still, they were kindly asked to go through the questions, one by one and make sure they understood all of them. All the directors found no particular problem with the content of the questionnaire. As just mentioned, the questionnaire of the school directors was not filled out immediately. Once completed, these were either sent by mail to the working address of the researcher (which most of them did) or picked up from the teachers of Arabic on the next visit to the school.

6.2 The results of the interview with Moroccan parents

In what follows, the findings of the interview with Moroccan parents are presented below, under a number of headings: (1) motivations for sending their children to ALI, (2) contact with the teachers of Arabic, (3) the status of Modern Standard Arabic in mosque schooling, (4) the future status of Arabic in elementary schools in the Netherlands and (5) parental expectations with respect to the skills children are to reach in Modern Standard Arabic at the end of the elementary school.

6.2.1 Motivations for ALI

Under this heading, a number of questions is asked to investigate Moroccan parents' motivations to send their children to ALI lessons. A variety of motivations is given, ranging from mastery of Arabic to cultural identity. According to 12 parents, maintaining their children's "sense of Arab cultural identity" (respondent 05) is unquestionable. Their responses reflect the close interdependence between linguistic and cultural maintenance (respondent 14: "People need to know their culture. When my children learn Arabic, they can maintain their Arabic cultural heritage") and the
necessity for children to know their own culture (respondent 4: "Since my son is an Arab he should learn the language"). According to 11 parents, their children's proficiency in Modern Standard Arabic is extremely important. The most frequent explanations concern their children's chance to learn Arabic, "Arabic is our own language; therefore, I want my children to learn it" as one parent puts it (respondent 01). Another parent comments that he wants his "child to be able to communicate with relatives both in the Netherlands and Morocco" (respondent 03). Only two parents report the preservation of their children's Islamic faith as their main motivation: "My child needs to know at least the five pillars of Islam and the rituals for prayer" (respondent 14).

Parental motivations are approached from a different angle as well, which solicits a broader response - that of asking them to characterize the motivations of "other parents" vis-à-vis Arabic in Dutch schools. According to 9 parents, "other parents" feel the need to upgrade and maintain their children's skills in Arabic. Comments offered here include that by respondent 17: "Other parents want to stimulate their children to learn Arabic". For another parent: "A number of our own grown up children speak good Dutch but lost their Arabic" (respondent 11). 9 parents report that another motivation of "other parents" includes the stimulation of children's cultural identity. Respondent 15 says that "a number of other parents expect that Arabic classes would allow children to cultivate their cultural identity". For 7 parents, "other parents" regard Arabic lessons as a source of Islamic education for their children. Typical of their comments is that of respondent 12 who states that "other parents think that their children should also receive Islamic education as part of the lessons of Arabic". Surprisingly enough, the Islamic aspect is mentioned more in connection to "other parents" than to the parents themselves (see section 6.6.).

In order to find out about pupils' attendance, another set of questions is asked. Parents are asked whether there are cases of children who have stopped the attendance of Arabic lessons. While 8 parents respond positively, 17 parents answer in the negative. Those answering in the affirmative suggest three main reasons. According to 3 parents, these children are influenced by the rather negative attitudes of their parents being unsatisfied by the results of Arabic classes: "These parents are not happy about the Arabic proficiency of their children - having spent a significant period of their lives learning Arabic - developing rather very slowly" (respondent 2). For 3 other parents, these children as well as their parents are discouraged by the organisation of Arabic classes: "A number of classes does not take place because of the regular absence of Arabic teachers who are not immediately replaced when they are absent" (respondent 02). Another reason concerns the fact that these children perceive Arabic as a notoriously difficult subject to learn: "Some parents held their children back when they felt that their children are having difficulties in learning Arabic".

To find out more about the issue of attendance, parents are also asked to state whether there are cases of children who never opt for Arabic lessons. Whereas 9
respond in the affirmative, 16 parents answer negatively. Of those responding in the affirmative, 6 parents report that these children are led to believe that they should rather focus on the learning of Dutch, which is a "key to promising job prospects" (respondent 15): "Some are delighted about their children's acquisition of Dutch. Dutch is part of their expectations; it is after all a key to their children's school success" (respondent 12). For two parents, the optional nature of Arabic in the school curriculum is held responsible, as respondent 4 comments: "These children perceive the presence of an optional subject like Arabic in their school programme as an unrealistic burden". For one parent, children who never opt for classes of Arabic do so as "such lessons are given at extra curricular time" (respondent 24).

6.2.2 Contact with the teachers of Arabic

To the question of whether parents contact the teachers of Arabic, virtually all the parents answer in the affirmative. To determine the intensity of this contact, these parents are asked to rate the frequency of their contact with teachers of Arabic on a 4-point scale ranging from "once a month" to "once a year". For 13 parents, their contact with the teacher of Arabic is established once a year, like respondent 12 who says: "Only during the period when the school year starts". 5 parents point out that their contact with teachers of Arabic takes place once in three months, as respondent 23 says: "Especially, when I come for the semestrial records of my children". 7 parents acknowledge that though they regularly visit the school, they meet teachers of Arabic once in six months.

In an attempt to know more about the contact between parents and teachers of Arabic, parents are asked to state those aspects of Arabic lessons that are dominantly tackled during their contact with teachers of Arabic. Discussions of children's rate of attendance is given priority, as 9 parents report. Some of these emphasize the role of attendance rate in improving their children's acquisition of Modern Standard Arabic, as illustrated in the comment by respondent 14 who says: "It is very important for our children to attend Arabic lessons to be able to develop their Arabic proficiency". 9 parents specify that their talks with the teacher of Arabic focus on their children's scholastic achievement in general. Typical of their comments is that of respondent 03 who says: "The teacher of Arabic helps me to have an idea of the achievement of my children in the school. He also helps me to identify their educational needs". Finally, 7 parents report that their contacts with Arabic teachers focus on the progress of their children in Arabic: "Our talks revolve particularly around my child's capacity in coping with and digesting the learning content of Arabic classes" (respondent 15).

Asked whether they experience some difficulties in their contact with Arabic teachers, 19 parents respond in the affirmative. 6 parents answer negatively. Of those answering positively, their main problem, as reported by 11 parents, lies in the considerable lack of time and opportunities to really establish contact with the teacher of Arabic. Typical of their comments is that of respondent 05: "Meeting at school
often proves a stumbling block because of the timing of the meetings and problems which this often poses for the working shifts of parents". According to 5 parents, being unschooled is another difficulty. In their point of view, it is extremely difficult for parents to have a say in the development of children in Modern Standard Arabic if they are unschooled: "This is why the participation of parents is low" (respondent 5). For 3 parents, the lack of information about how much their children progress in Modern Standard Arabic makes it difficult for them to follow the teachers of Arabic during their school contact. Respondent 2 reports: "The teacher discusses the difficulties that my child encounters in learning Modern Standard Arabic, while I do not have the slightest idea".

Attempting to find out more about the issue of parental contact with the school, parents are asked whether there are "other Moroccan parents" who never take contact with the teacher of Arabic. 16 parents respond in the affirmative; 9 answer negatively. Of 16, 11 parents report that "other parents" envisage that the education of their children is strictly a matter for the school, as expressed in the words of respondent 03: "Arabic as well as Dutch education are the task of the school; parents think that they are not expected to intervene in the education of their children". For 3 parents, other parents give priority to their children's education in Dutch, like respondent 4 who says: "These parents prefer that their children learn Dutch, seeing Dutch as prestigious and of great benefit for the future of their children. These are usually ready to wait in long lines for the occasion to meet teachers of Dutch and never the teacher of Arabic". Only 2 parents indicate that "other parents", feeling that their presence is not appreciated, prefer not to contact Arabic teachers: "They prefer instead to get information on Arabic classes from their children", as respondent 15 acknowledges.

Asked about their sources of information on lessons of Arabic, parents mention three main sources of information. For 14 parents, the best source of information on classes of Arabic comes from their contact with other members of the Moroccan community, other parents in particular. Related to this, respondent 21 reports: "Contact with "other parents" provides information about schools that are experienced in Arabic language teaching and in which developments concerning Arabic lessons are at their most encouraging". The best source of information on the current practice in Arabic classes usually comes from children, as 6 parents point out. These parents mention that their children "bring relevant information about the current situation of Arabic at the school level" (respondent 02), relying often on their children's "reaction to Arabic lessons" (respondent 07). 5 other parents report that the teacher of Arabic is their sole source of information on their children's "progress in Modern Standard Arabic", to use the words of respondent 09.
6.2.3 The status of Modern Standard Arabic in mosque schooling

Under this rubric, a number of questions is asked to explore parents' perceptions of the status of Arabic lessons in mosque schooling. A question was asked whether they send their children to Arabic classes in the mosque. While 12 parents answer in the affirmative, 13 parents respond negatively. Those answering positively are asked to rate the frequency of sending their children to Arabic classes in the mosque on a four point scale ranging from "four times a week" to "once a week". 8 and 4 parents reportedly send their children to mosque schools "once a week" and "twice a week" respectively. These parents are positive about mosque schooling, perceiving it as important, especially from the linguistic and the social point of view: "Mosque schooling is useful in making the children literate in Modern Standard Arabic" (respondent 02) and in making the children "recognise that there are other children in the same position as theirs" (respondent 04). The remaining 13 parents report that their children never participate in such out-of-school Arabic instruction. These parents give a multitude of reasons in this connection. Of 13, 6 report parents that their children have generally developed unfavourable attitudes towards Arabic classes in the mosque: "Children start to view going to the mosque as an imposition when their friends are free to play or watch TV" (respondent 02). 7 other parents mention the fact that their children are tired after full days at normal school: "Children get tired of it" (respondent 03) and "feel overburdened" (respondent 04).

Parents are then asked about their motivations for sending their children to Arabic classes in the mosque. This question is meant only for parents (N=12) whose children follow Arabic classes in the mosque. In relation to this question, there are many references to religious arguments. Out of 12, 5 parents believe that their children following Arabic classes in the mosque would maintain their Islamic identity: "I send my children to the mosque to learn more about Islam of which they learn very little. In the Dutch school, they learn only about Dutch cultural values. Learning about Islamic values will protect our children against uprooting and social disintegration" (respondent 21). 5 parents report that their children are sent to the mosque to learn more Arabic: "In Dutch schools teachers are not allocated enough time for the teaching of Arabic" (respondent 18). Arabic classes in the mosque, two parents report, provide children with opportunities to strengthen their ties with the community of Moroccans in the Netherlands, like respondent 14 who states: "Children are not cut off of their own culture and the culture of the community".

When asked whether their children have an advantage over non-participants in mosque schooling, 7 parents answer affirmatively. 5 respond negatively. The arguments advanced here are straightforward. Of the 7 answering positively, 4 parents report that mosque schooling experience enriches their children's knowledge of Islamic religion: "Now children's knowledge ranges from knowing the five pillars of Islam to performing Islamic rituals like ablution, prayer, or fasting" (respondent 6). For 3 other parents, children attending extra classes in the mosque display a better
command of Modern Standard Arabic: "These classes are enriching in making children know more words and structures of Arabic" (respondent 23) and "Through memorized materials (i.e., the koran, poems, proverbs, idioms and dialogues in Arabic)" (respondent 12). The 5 parents giving negative answers, perceive this form of education as inefficient: "It has no positive effect on children's Arabic" (respondent 04). Of 5, 3 parents say that mosque participants are not linguistically better than non-participants: "Their linguistic capacities remain low as this form of instruction focuses mainly on religious knowledge". Again, mosque participants, according to 2 other parents, do not make progress in their "learning of Arabic as the methods are traditionally koranic" (respondent 08).

6.2.4 The future of Modern Standard Arabic in Dutch elementary schools

When asked whether their children still need further lessons of Arabic in the future, all the parents respond in the affirmative. To probe more into their attitudes concerning the future of Arabic, parents are asked how they would react in case Moroccan Arabic or Berber varieties would be taught instead of Modern Standard Arabic. Out of 25, 23 parents opt for the answer category "not sending our children". The category "still send our children" receives the lowest rate, as only two parents opt for it: "It does not matter; whatever other Moroccan dialect is good" (respondent 4).

When asked about the future of Arabic in the Dutch educational system, parents report a number of different opinions. Generally, their responses reflect a strong sense of fearful anticipation. Of 25, 11 parents view the future of Arabic in Dutch schools as unclear. This vagueness is often referred to as the "unfortunate result of the Dutch policy towards Arabic" (respondent 02). It is also viewed as "something to be deplored" (respondent 04), as respondent 12 says: "It is all regrettable that the teaching of Arabic stays in the air". Likewise, 6 parents are not hopeful regarding the future provision of Arabic in Dutch schools: "I personally fear that these and perhaps other developments in the future would threaten the position of Arabic as a language in which our children can communicate if Dutch schools do not provide for it" (respondent 16). According to 6 parents, Arabic instruction would develop in the long term thanks to mosque schooling: "The teaching of Arabic would gradually be placed on the shoulders of the Moroccan community. It would provide a more organised provision of Modern Standard Arabic" (respondent 02). Reference is also made to the degree of enthusiasm shown by the Moroccan community: "The major responsibility for the maintenance of Modern Standard Arabic in the Netherlands lies with the Moroccan community itself" and respondent 2 goes on: "with a Dutch policy that contributes to the cultural benefits of the Moroccan community in the Netherlands". Out of 25, only 2 parents sound optimistic in considering the future of Arabic: "Arabic will gain a higher status in Dutch schools" (respondent 03).

In order to find out more about their reactions about the future of Modern Standard Arabic at the school level, parents are asked about the handing over of offering
Arabic instruction to municipalities (see Chapter 3). Such a development is viewed rather cynically by 17 parents. These parents put the blame directly on the current Dutch policy towards Arabic for the unclarity surrounding the teaching of Arabic in Dutch schools. Respondent 09 says: "Arabic classes in Dutch elementary schools are not taken seriously through governmental policy". Recent developments are also perceived as an attempt to further reduce the status of Arabic, as 4 parents report. This malaise surfaces clearly in the words of one parent: "It is a pity! Arabic language has not been able to gain an accepted place in the schools of the Netherlands, nor has it been able to overcome the difficulties the changes in the policy have caused for it. The fact that Arabic is placed under the wings of the municipalities should not be viewed as an attempt to repair the damage that has occurred" (respondent 17). This development is also optimistically viewed by 4 parents. In their view, "local authorities know more about the needs of the Moroccan community in the Netherlands: "Municipalities would take care of Arabic instruction in Dutch schools" (respondent 01).

Another issue of concern is the reaction of the parents to the shifting of Arabic instruction outside the school curriculum. For 15 parents, this shift is regarded as a method to demote Arabic to a lower status, as crystallized in the words of one parent: "This shift gives me the impression that Arabic is no longer actually part of the school" (respondent 02). 7 parents believe that this would lead to a possible decrease in the number of Moroccan children" (respondent 4) and "Would serve to marginalize Arabic language and teachers alike in the school" (respondent 02). While all previous comments reflect negative attitudes, 3 parents are positive about Arabic classes at extra-curricular: "Our children will not miss whatever the Dutch classmates are doing at the same time; our children would, otherwise, easily fall behind because the teaching time of Arabic is not appropriate" (respondent 16).

6.2.5 Parental expectations

Parental expectations involve the levels of proficiency in Modern Standard Arabic that will be attained by their children at the end Dutch elementary schools. These expectations relate to three skills of Arabic reading, listening and writing. Speaking is not included (see section 4.4.2). Three levels of proficiency are distinguished: (1) levels of elementary knowledge, (2) levels of basic knowledge and (3) levels of advanced knowledge. In the light of these levels, parents are asked first to rate their expectations according to three levels of reading proficiency: (1) to understand simple information in Modern Standard Arabic, (2) to understand any written texts in Modern Standard Arabic and (3) to understand short stories and press articles in Modern Standard Arabic. Generally speaking, the findings show that expectations of the parents are moderate, targeting levels of elementary knowledge of reading. Of 25, 15 parents expect their children to reach a level of reading proficiency enabling them to read simple information in Modern Standard Arabic. Children are expected, 6
parents report, to develop levels of basic knowledge of reading whereby they are able to read any written texts in Modern Standard Arabic. Only 4 parents opt for a level of advanced knowledge of reading in Modern Standard Arabic, expecting their children to be able to read short stories and press articles in Modern Standard Arabic.

With reference to the listening skill, parents are asked to rate the listening proficiency levels they expect their children to attain at the end of Dutch elementary schools. This rating is done in the light of the three following levels (i.e., levels of elementary, basic knowledge and advanced knowledge of skills): (1) to understand simple oral information in Modern Standard Arabic, (2) to understand simple oral conversations in Modern Standard Arabic and (3) to understand any oral conversation in Modern Standard Arabic. Children are generally expected to reach a level allowing them to be able to understand simple oral information, as 16 out of 25 parents report. For 6 parents, children are expected to reach a level of basic knowledge of listening i.e., to understand simple oral conversation in Modern Standard Arabic. Only 3 parents show higher expectations wishing their children to attain a level of advanced knowledge of listening, i.e., to be able to understand any oral conversation in Modern Standard Arabic.

Concerning the writing skill, parents are asked what levels of writing proficiency they wish their children to attain at the end of Dutch elementary schools. Parents' judgement is done according to the three levels established above, i.e., (1) to write simple notes in Modern Standard Arabic using a dictionary, (2) to write simple notes in Modern Standard Arabic without a dictionary and (3) to write a letter without making grave mistakes. In general, children are expected to reach elementary writing abilities in Modern Standard Arabic, i.e., attaining a level where they are able to write simple notes in Modern Standard Arabic using a dictionary, 17 parents out of 25 report. 4 parents want their children to reach basic levels of knowledge in writing Modern Standard Arabic, i.e., to write simple notes in Modern Standard Arabic without a dictionary. Only 6 parents have higher expectations targeting an advanced knowledge of writing in Modern Standard Arabic, i.e., to write a letter without making grave mistakes.

6.3 The results of the questionnaire with Moroccan pupils

The findings of the questionnaire with the pupils presented below are categorised under five different headings: (1) motivations for following ALI, (2) conditions of Arabic teaching, (3) Arabic in mosque schooling, (4) the future of Arabic in Dutch elementary schools and (5) the pupils' expectations.
6.3.1 Motivations for following ALI

A number of relevant questions is asked not only about the motivations of the pupils but about their measure of participation in Arabic lessons as well. When asked about their motivations for Arabic, children mention instrumental, linguistic and socio-cultural motivations. 20 children report their utilitarian motivations, tending to express their want to be able to communicate and socialize with people in Morocco, particularly during holidays. Another 20 children indicate their linguistic interest in Arabic, expecting Arabic lessons to cultivate their linguistic and communicative skills in the language under consideration. The remaining 10 children are very keen to know about Arab culture as reflected through their classes of Arabic.

In order to find more about children's motivations, they are asked about the motivations "other children" might have for ALI. Knowledge of Arabic as a basic motivation is more pronounced here than in their own case (34 of "the children" versus 20 of the children for the previous question). An additional 9 report that other children are motivated to learn Arabic to use it during their holidays in Morocco (20 in the previous questions). Another motivation for other children's Arabic participation in lessons of Arabic in Dutch schools is to learn more about their original Moroccan culture, as 7 children indicate (10 in the previous question).

Other questions ask the children about their degree of participation in Arabic lessons in Dutch schools. The first one is whether there are cases of children who stop attending classes of Arabic. In response to this question, 19 children answer in the affirmative and 31 children respond negatively. Of those answering positively, 11 report that "other children" have developed rather negative attitudes towards Arabic lessons in general. In their point of view, these attitudes to the optional nature of Arabic is often perceived as "a burden in the school curriculum causing other children not to frequent such classes any more (respondent 45). The style of Arabic teachers is also held responsible though to a lesser extend: "Teachers of Arabic do not behave gently towards their pupils" (respondent 09).

Are there cases of children who never opt for classes of Arabic in Dutch schools? To this question 18 children respond in the affirmative, 32 answer negatively. Those answering positively, give three reasons. For 12 pupils, these children have developed negative attitudes towards the organisational aspect of Arabic lessons in Dutch schools: "Lessons are always given at extra-curricular hours" (respondent 25). The remaining 6 pupils believe that these children preferably focus their attention on other topics on the school curriculum instead of Arabic: "Children are much more interested in other subjects" (respondent 04).

6.3.2 The teaching conditions of Arabic lessons

Children are first asked to evaluate Arabic lessons, then the quality of Arabic lessons' delivery and finally the quality of Arabic teaching materials at use, on a 5-points scale
ranging from "very interesting" to "not interesting at all" respectively. 24 and 18 children view Arabic lessons as "interesting" and "very interesting" respectively. Only 6 and 2 children judge Arabic lessons as "a bit interesting" and "not interesting at all" respectively. As for their evaluation of the delivery of Arabic lessons, 16 and 18 children judge it as "very interesting" and "interesting" respectively. 15 of them find Arabic lesson delivery "a bit interesting"; whereas only one child views it as "not interesting at all". In judging the teaching materials, Arabic textbooks in particular, most of the children display positive views in varying degrees. 16 and 22 children evaluate Arabic textbooks used as "very interesting" and "interesting" respectively. 10 children view such Arabic textbooks as "a bit interesting"; while for 2 children these textbooks are "not interesting at all".

In order to find out more about the conditions of Arabic teaching, children are asked to judge the following dimensions of the teachers class behaviour: the language skills most focused on (i.e., listening, speaking, reading and writing), pupils' opportunities of language practice and the teacher's use of the home language of the children as instruction media and finally their difficulties regarding the learning of Arabic.

With respect to the language skills, the listening skill is mostly stressed in classes of Arabic, as viewed by 16 children. For 13 children, the second skill most focused on is speaking. The least focused on skills are writing and reading, as reported by 12 and 9 children respectively. To the question whether they are given language practice, 30 children answer in the affirmative. 20 respond negatively. Of those responding positively, 13 children say that they are given assignments and exercises in Arabic. According to 11 children, teachers of Arabic dedicate sufficient time for practice: "The teacher gives me enough time to read and do the work". Encouragement of the teachers is also referred to by 6 children, like respondent 03 who says: "During the lessor if you do not understand you are always allowed to ask the teacher for clear explanation". Of the 20 children answering in the negative, 9 are generally disappointed by the limited time which is in their view behind the lack of opportunities for practice in classes of Arabic. "It is impossible to learn Arabic. We have little time. We must always go to gymnastic classes", respondent 01 comments. According to 5 children, there are no opportunities for practice as the teacher of Arabic dominates class talk: "Not enough time as the teacher talks too much" (respondent 16). Being Berberophones, 3 children report that they are not given any practice as the teacher of Arabic does not address them, as respondent 36 states: "Because I am the only Berber pupil in the class". The last 3 children report that they cannot comment on the question at stake.

Concerning the Arabic teachers' use of children's home languages, i.e., Berber, Moroccan Arabic and/or Dutch, children are asked about which of these home languages are mostly used in their classes of Arabic. Dutch emerges as the instruction medium mostly at use in classes of Arabic as 29 children indicate. Dutch and
Moroccan Arabic in combination, 15 children report, are extensively used. Only 3 children refer to the use of Berber and Moroccan Arabic combined.

Children are finally asked to provide an evaluation of the difficulty degree they feel towards the learning of Arabic in general. This dimension is rated on a 4-points scale ranging from "very easy" to "very difficult". 23 children report that they generally find the learning of Arabic as "very difficult". For 10 children, the learning of Arabic is "a bit difficult". 17 children find the learning of Arabic as easy. The children's self-assessment with respect to their own proficiency in the skills of listening reading and writing in Modern Standard Arabic is rated on a 4-points scale ranging from "very difficult" to "very easy". As regard the skill of reading, 25 children find the skill of reading as "very easy", 15 as "easy", and only 10 as "difficult". Concerning the writing skill, 17 children evaluate their skills of listening in Arabic as easy. For 13, the skill of listening in Arabic is "a bit difficult". 20 children find the skill of listening in Arabic as "very difficult". With respect to their skill of writing in Arabic, 10 children find writing in Arabic as "a bit difficult". For 37 children, writing in Arabic is "a bit difficult". Only 3 children evaluate their skill of writing in Arabic as "easy". Concerning the difficulty degree of Arabic exercises, children's responses reveal that they generally perceive the exercises in Arabic as "difficult". Only 11 and 4 children find Arabic exercises "not difficult at all" and "not difficult" respectively. The majority of the children (N=24) finds Arabic exercises "difficult", 8 "a bit difficult" and 3 "very difficult". A consideration of their comments makes clear that their difficulties are generally related to problems of understanding the teacher. (respondent 12: "I do not understand what the teacher is saying"; respondent 44: "the teacher does not explain well").

6.3.3 The status of Modern Standard Arabic in mosque schools

Through a number of questions, children's perceptions regarding lessons in Modern Standard Arabic at the mosque school level are explored. Of 50, only 16 children report their visits to the mosque for classes of Arabic. These are asked to rate the frequency of going to the mosque for lessons of Modern Standard Arabic per week on a 4-point scale ranging from "four times a week" to "once a week". Of the total number of 16, 8 children frequent mosque schooling "three times a week", 6 "two times a week" and only 2 "once a week" (earlier the teachers indicated how many hours per week these children follow mosque education, see Chapter 4.2.1 and Appendix 3). The children following Arabic lessons in mosque school are also asked to evaluate the Arabic instruction in mosques on a 5-points scale ranging from "very interesting" to not interesting at all". Of the 16 children, 3 view Arabic mosque schooling as "very interesting", 11 as "interesting" and only 2 as "a bit interesting". All the children (=50) are asked about the motivations of Moroccan parents for sending their children to mosque schools. Religious, linguistic as well as socio-cultural reasons are referred to in this respect. 27 children report that Moroccan pa-
parents send their children to the mosque to learn more about Islam. For 21 children, the main objective is learning Arabic, as stressed by respondent 05 who says: "They want their children to become competent in Modern Standard Arabic". 2 children take the stand that these parents want their children to get acquainted with the culture of the Moroccan community. It is remarkable to see that the religious element is much stronger here than in the parents (see section 6.6.5).

To the question whether there are Moroccan parents who do not send their children to Arabic classes in the mosque, only 7 children provide a negative response. 43 children answer positively. There are aspects of mosque schooling which provoke criticism as revealed by the comments accompanying children's responses. Of the 43 children, 13 reason that parents are unhappy about the poor conditions of mosque schooling, especially how teachers deal with children: "These parents feel unhappy about how their children are treated in mosque schools" (respondent 02). 25 children report that parents are afraid their children would get overworked, especially "after spending the whole week in the Dutch school", as respondent 36 points out. 2 children provide more general reasons, like respondent 01 who says: "The child itself does not like it".

In exploring the teaching dimension of mosque schooling, a set of two questions is further issued to these children who attend mosque schooling, i.e., the focus of such teaching (i.e., topics children are learning most) and the effects of mosque-based Arabic lessons on children's proficiency in Arabic. Of 16, 9 children point that this form of education focuses generally on knowledge of Islamic religion. For 5 children, the focus is on developing the Arabic language proficiency of the pupils. For the remaining 2, the focus is on a combination of knowledge of Arabic language, Islam and the Koran. To the question whether these children rate their Arabic proficiency as better than that of non-participants in mosque schooling, 14 children consider themselves as having an advantage over those who follow Arabic in Dutch elementary schools only. 2 children do not share this view. Of the 14 giving an affirmative response, 6 children report that they perform better on tasks in Arabic classes at Dutch schools, like respondent 21: "They cannot read and write; they do not perhaps even know the alphabet of Arabic language". 4 other children feel more proficient in Arabic: "If a girl does not follow Arabic in the mosque it means that she learns less Arabic" (respondent 05). The last 4 children are unable to justify how their proficiency in Arabic is better than that of non-participants in mosque schooling.

6.3.4 The future of Modern Standard Arabic in Dutch elementary schools

Through a number of relevant questions, children's perceptions of the future status of Modern Standard Arabic in Dutch schools are investigated under this rubric. Children are asked whether they still have a wish for future Arabic lessons. In response to this question, children are divided into two disproportionate groups. 40 children respond positively. Only 10 children provide negative responses. A diversity of reasons is
given in both regards. Of 40, 13 children would like to master - and become proficient in - Arabic fully (respondent 01: "I would love to learn more Arabic"). Additionally, 8 children report their intention to continue their classes of Arabic in secondary schooling (respondent 14: "I want to go on learning Arabic in the secondary school"). 8 children need more lessons of Arabic to broaden their knowledge of religion and culture, as respondent 24 expresses it: "If my Arabic develops I will be able to explore books about Islamic laws and culture". 3 children are interested in becoming multilingual (respondent 30: "You should learn a bit of Arabic and other languages as well; not alone Dutch"). The remaining 3 express their wish to become teachers of Arabic in the future (respondent 35: "I want to become a teacher of Arabic"). The last 5 children cannot justify their answers. Of those expressing their disapproval for future lessons of Arabic (N=10), 7 children think they have learnt enough Arabic (Respondent 22: "I have in mind other things to do") and attending more classes of Arabic is not useful any more. The last 3 children cannot justify their position.

6.3.5 Pupils' expectations

Under this heading, children's perceived expectations are investigated through a number of questions. Like parents' expectations, children's expectations are related to degree of reading, writing and listening proficiency in Modern Standard Arabic that children wish to attain at the end of Dutch elementary schooling. In evaluating these expectations, the same three levels of proficiency are distinguished: (1) levels of elementary knowledge, (2) levels of basic knowledge and (3) levels of advanced knowledge. On the basis of these levels, children are first asked to judge their expectations according to three levels of reading proficiency: (1) to be able to understand simple information in Modern Standard Arabic, (2) to understand written texts in Modern Standard Arabic and (3) to understand short stories and press articles in Modern Standard Arabic. With respect to the reading skill, children's expectations appear to be generally high, expecting to reach levels of advanced knowledge of reading in Modern Standard Arabic. Of 50, 28 children expect to reach a level of reading proficiency, i.e., to understand short stories and press articles in Modern Standard Arabic. 14 children wish to attain levels of basic knowledge of reading at the end of Dutch elementary schooling, i.e., to understand any written texts in Modern Standard Arabic. Only 8 children expect to reach levels of elementary knowledge of reading, i.e., to understand simple information in Modern Standard Arabic.

Concerning the listening skill, children are asked to rate the listening proficiency levels they expect to attain at the end of Dutch elementary schools. Like in the case of the reading skill, this rating is done on the basis of the three levels distinguished so far (i.e., levels of elementary, basic knowledge and advanced knowledge of skills): (1) to understand simple oral information in Modern Standard Arabic, (2) to
understand simple oral conversations in Modern Standard Arabic and (3) to understand any oral conversation in Modern Standard Arabic. In general the expectations of children with respect to the listening skill are high. 24 children expect to develop advanced knowledge of listening skills, i.e., to understand any oral conversation in Modern Standard Arabic. 15 children want to reach levels of basic knowledge of listening, allowing them to understand simple oral conversations in Modern Standard Arabic. Levels of elementary knowledge of listening is expected by 11 children, i.e., to understand simple oral information in Modern Standard Arabic.

Concerning the writing skill, children are asked what levels of writing proficiency they wish to achieve at the end of Dutch elementary schools. The rating of the children is performed according to the following three levels: (1) to write simple notes in Modern Standard Arabic using a dictionary, (2) to write simple notes in Modern Standard Arabic without a dictionary and (3) to write a letter without making grave mistakes. Concerning the writing skill in Modern Standard Arabic, children's expectations are generally high. Of 50, 21 children expect to reach levels of advanced knowledge of writing in Modern Standard Arabic, i.e., to write a letter without making grave mistakes. 17 children target levels of basic knowledge of writing, i.e., to write simple notes in Modern Standard Arabic without a dictionary. As for 12 children, the level of elementary knowledge of writing is their goal, i.e., to write simple notes in Modern Standard Arabic using a dictionary.

6.4 The results of the questionnaire with the teachers of Arabic

This section presents the findings of the questionnaire with teachers of Arabic with particular reference to seven themes: (1) the teachers' motivations for ALI, (2) the conditions of Arabic teaching in Dutch schools, (3) the contact between Moroccan parents and Dutch schools (4) the collaboration between teachers of Arabic and Dutch colleagues (5), the status of Modern Standard Arabic in mosque education, (6) the future status of Modern Standard Arabic in Dutch elementary schools and (7) the teachers' expectations of the pupils' skills in Modern Standard Arabic.

6.4.1 Motivations for teaching Modern Standard Arabic

Teachers are first asked about their own motivations for teaching Arabic. 5 stress the children's proficiency in Modern Standard Arabic: "Moroccan children are expected to learn the basic skills and develop literacy and proficiency in Modern Standard Arabic" (respondent 02). "Children should learn to write and read in Arabic", respondent 04 says. Three teachers take a somewhat socio-cultural stance. Interesting among their comments is that of respondent 07 stating that the aim "is to teach Modern Standard Arabic as an instrument of the Arabo-Islamic civilisation which their parents and forefathers belong to". Two teachers express a more psychological
impetus. Their aim finds expression in respondent 06 who says that "Arabic instruction should make children feel more secured" and that "the teacher of Arabic is closer to Moroccan children than Dutch colleagues as regard understanding their feelings, problems and home culture". Only one teacher makes reference to the religious dimension: "Arabic lessons should preserve and instill a sense of Islamic faith in Moroccan youngsters in Dutch schools. After all Arabic is the language of the koran" (respondent 09).

Then the teachers are asked what motivations Moroccan parents might have for sending their children to Arabic lessons in Dutch schools. According to four teachers, parents' motivations consist in making Moroccan children aware of their cultural identity: "To allow children to maintain their identity in the real sense of the word" (respondent 04). Religious motivations are mentioned by three teachers. They insist on the importance parents accord to the learning of Islam, like Respondent 07 who says that "for the parents religious instruction should be part and parcel of Arabic language teaching" and on the content of such instruction: "Children should develop a little understanding of their parents' religion, memorize some verses of the Koran and learn the basic principles of prayer" (respondent 09). The remaining two teachers refer to the process of bridging the school-home gap. Respondent 07 says "some children feel neither at home in the Netherlands nor in the native country of their parents. There are insurmountable differences between family upbringing and school education".

In an attempt to investigate children's degree of participation in lessons of Arabic from the perspective of the teachers, a number of questions is issued. Arabic teachers are first asked whether there are Moroccan children who stop the attendance of lessons in Modern Standard Arabic. While three teachers respond positively, seven others answer negatively.

Those responding positively provide two main reasons. Two teachers observe that these children are frustrated by the inconvenient timing of classes of Arabic: "These children are unable to participate in other usually attractive activities like swimming, TV watching and artistic activities" (respondent 03). One teacher reports that these children have been "trapped" in the view that learning Arabic at school is a loss of time. "Instead of Arabic," respondent 05 reports, "these children are led to concentrate on education in Dutch which is viewed highly as the language of the future and social promotion".

To probe more into the issue of the participation of children in Arabic lessons, the teachers are asked whether there are cases of Moroccan children who do not opt for Arabic classes at all. Three teachers answer in the affirmative. Seven teachers respond negatively. Those answering negatively report that the number of Moroccan children who participate in Arabic grows more and more: "On the contrary there is an obvious need for classes of Arabic as evidenced by an ever growing demand in addition to the significant number of pupils who are learning Modern Standard Arabic in the different schools of the Netherlands" (respondent 09). Those answering in the
affirmative reason that children who do not opt for Arabic classes are discouraged to take classes of Arabic, as summed up in the words of respondent 04: "These children find Arabic a difficult subject, a language which is used neither at home nor in the street". The shortage of teachers is also held responsible: "The shortage of teachers resulting from the current policy fails to satisfy the demands of the Moroccan community in recruiting new teachers" (respondent 02).

6.4.2 Contact with the parents of the children

Under this heading, the contact between parents and Moroccan teachers of Arabic is dealt with through a number of relevant questions. Teachers are first asked to rate the frequency of contact with Moroccan parents on a 4-point scale ranging from "once a month" to "once a year". In general, the contact with Moroccan parents is reported to be infrequent. Seven teachers point out that contact with the parents can take place once in three months: "As parents come to get the semestrial records of their children" (respondent 09). The remaining three teachers present other frequencies. While one teacher reports that contact with parents occurs once in six months, two teachers provide general responses like once a year (respondent 10) and "the frequency of this contact varies according to parents' degree of interest". Teachers also mention that additional "sporadic contact with parents takes place during general school meetings with parents of the children at the beginning of every school-year" (respondent 01) and "during meetings and workshops organised by the school from time to time" (respondent 09). Teachers' responses to this particular question are consistent with parents' answers on the same question (see section 6.2.2)

In an attempt to know more about the contact with the parents of the children, teachers are asked about the aspects discussed while meeting with the parents at school. According to five teachers, children's rate of attendance to classes of Arabic receives priority in their "meetings and talks" (respondent 04): "Parents firmly believe that attendance reflects their children's interests in Arabic classes" (respondent 01). The remaining five teachers report that their discussions with parents revolve around means to reinforce their children's Arabic proficiency at home: "Our talks involve most of the time means to ameliorate their children's competence in Arabic" (respondent 07). Additionally, these teachers report that other issues like "information over the Dutch educational system" (respondent 02) and the "means to involve parents in the schools activities" are also part and parcel of their talks with the parents (respondent 06). The answers provided by the teachers on this question agree with the responses offered by the parents with reference to the same issue (see section 6.2.2).

When asked whether there are difficulties hampering their contact with the parents of the children, seven teachers answer affirmatively. Three respond negatively. Of those answering positively, two teachers report that parents have some specific ideas on education: "Moroccan parents are not aware of the value of their school contact in general and particularly their contact with the teacher of Arabic and the effects this
would have on their children's school progress" (respondent 01). The remaining five mention different sorts of difficulties like "parents' lack of time" (respondent 08) and "lack of information" (respondent 03).

To find out more about the contact with parents, teachers are asked to specify cases where contact with parents is needed. Four teachers report that the contact with parents is necessary in case children face difficulties in learning Arabic. Contacting parents, two teachers point out, is necessary in case children do not attend: "I contact parents when I see that the pupil is not attending" (respondent 08). Four teachers mention general cases like "urging parents to give attention to the homework children do at home" (respondent 07), or "help their children overcome a possible disinterest in the learning of Arabic" (respondent 03). To the question whether there are parents who never contact them at school, all the teachers answer in the affirmative. Seven teachers specify that this counts for "a very small number of parents" (respondent 09). The reasons cited in this connection differ. Of ten, four teachers report that parents who never contact the teacher of Arabic believe that the education of their children is generally a matter to be dealt with by the school exclusively: "These parents still hold the traditional view of the school whereby the school should do everything for their children" (respondent 09). Three other teachers indicate that these parents do not accord any importance to Arabic classes: "There are some parents who come to the school only to know how their children are doing with subjects of the school curriculum" (respondent 06). For three teachers, these parents are frustrated because of their high expectations regarding the Arabic development of their children, as summed up in the words of respondent 06: "These parents do not know that learning Arabic generally takes time".

When asked how to ameliorate the contact of parents and teachers of Arabic in the future, the teachers provide a number of strategies. Of ten, three teachers maintain that the teacher-parents contact could improve on the basis of school initiatives like: "Sending letters for the parents" (respondent 03), or by "organising informative evenings twice a year. Some parents prefer going to school on invitation and sitting with the teacher of Arabic or the school director and talk about what is happening as opposed to talking to large groups of parents" (respondent 10). In the point of view of these teachers, Dutch schools do little to relieve the concerns parents express about their children's education. Three other teachers say that such contacts with the parents could improve under Arabic teachers' initiatives like: "Schools should arrange for teachers to make home visits before children start classes of Arabic. Visits to the parents' home should be paid in this respect" (respondent 07). This would allow teachers to make parents "aware of the role of Modern Standard Arabic in the lives of their children, especially in relation to the development of their personalities in the future" (respondent 08). Two teachers report that parents should be contacted individually: "While talking to large groups of Moroccan parents, we are not sure whether all are committed to what is being discussed as good for the children and the school" (respondent 03). One teacher believes that teacher-school contact is already
good enough. Only one teacher reports the difficulty of improving the teacher-parents contact: "There is some frustration on the part of some teachers that their efforts are not rewarded with better attendance at parents' evenings or greater participation in school events" (respondent 02).

6.4.3 Collaboration between Arabic teachers and Dutch colleagues

Apart from the contact with the parents of the children, an account of the perceptions of Arabic teachers of collaboration with Dutch colleagues in Dutch elementary schools is given. A number of relevant questions is asked. First Arabic teachers are asked whether they collaborate with Dutch colleagues. All the teachers of Arabic respond positively. They are then asked to specify domains of collaboration. Four teachers report that their collaboration with Dutch colleagues concerns aspects of teaching Arabic and Dutch to Moroccan children: "Allowing them to define local problems and discuss problem-solving strategies" (respondent 5). Typical of their comments is that of respondent 05 who says: "We cooperate. Sometimes Arabic lessons are given as a support to education in Dutch". In collaborating with Dutch colleagues, five teachers of Arabic report that their aim is coordination at the level of what children learn in classes of Arabic and Dutch. In an attempt to specify the levels of collaboration with Dutch colleagues, respondent 9 says: "Last time, the vocabulary I taught in the lesson of Arabic was about the Olympic Games. A Dutch colleague taught the same vocabulary in the Dutch lesson before. He suggested to do the same in the Arabic lesson. I did". A last teacher makes reference to the Arabic teachers' role in facilitating the liaison between Moroccan parents and Dutch colleagues: "The teacher of Arabic does his best to ensure a mutual understanding between Moroccan parents and Dutch colleagues" (respondent 05).

The question whether there are difficulties that hamper collaboration with Dutch colleagues, seven teachers respond negatively. Three answer in the affirmative. Of those responding in the affirmative, one teacher makes reference to the fact that he is working as itinerant teacher in other schools: "I am teaching at different schools and at different levels" (respondent 03). For another teacher, difficulties lie in differences in educational points of view: "Occasionally there are some differences in views concerning means to solve children's problems which are basically related to the cultural and religious legacies of the Moroccan child" (respondent 10). A last teacher reports that Dutch colleagues are not interested in "knowing about Arabic language, civilisation and culture in general" (respondent 09).

To explore teachers' perception regarding strategies of improving the contact with Dutch colleagues, a number of questions is issued here. Teachers of Arabic are asked about the ways to improve collaboration between them and Dutch colleagues. Of ten, five teachers believe that improving the communicative proficiency in Dutch of the teachers of Arabic in the Dutch school is a vital element in this collaboration: "Difficulties seem to arise sometimes from communication breakdowns resulting
from the week mastery of the Moroccan teachers of Dutch language and culture" (respondent 08). According to four teachers, collaboration with Dutch colleagues could improve only through continuous dialogue and through attempts to create atmospheres of mutual trust. The strategies they propose are different. Two teachers report that Arabic teachers should take the initiative and provide sufficient information about Arabic instruction in the school: "Arabic teachers should take the initiative; apparently Dutch colleagues are not well informed about Arabic education at school" (respondent 05). Two other teachers report that it is the task of the school: "The school should organize regular meetings involving Moroccan teachers and Dutch colleagues to discuss issues of common interest" (respondent 01). Exceptionally one teacher reports that collaboration with Dutch colleagues could never improve: "Dutch colleagues do not appreciate our language, civilisation and culture". He further goes on "Dutch colleagues do not give any recognition to our Arabic language" (respondent 02).

In relation to this issue of collaboration, teachers are asked about whom they consult in producing the syllabus for Arabic classes. Of ten, six teachers report that often the consultation of the coordinator of Arabic at the municipality level is necessary: "The help of the coordinator of Arabic makes it possible to develop the linguistic as well as the cultural content of the Arabic programme" (respondent 01). Two teachers depend on their own experience in Morocco: "I produce my own syllabus, as I used to do in Morocco". These teachers recognize the difficulties inherent in producing the syllabus for Arabic classes: "If only I could get some help. But there is no one from the local authorities and the ministry of education or even at the municipal level to help teachers of Arabic determine the content of the lessons" (respondent 05). Two other teachers reportedly seek the help of other teachers of Arabic in other schools: "Thus we manage to develop and design the Arabic syllabus and teaching materials for Arabic classes" (respondent 02).

6.4.4 The status of Modern Standard Arabic in mosque schooling

Concerning the status of Modern Standard Arabic in mosque schooling, a number of questions is asked. The teachers are asked to specify the parents' motivations for sending their children to Arabic lessons in the mosque. Nine teachers report that parents are interested in mosque schooling in so far as it allows their children to develop an effective understanding of their religion: "Parents send their children to the mosque to learn about Islam". (respondent 03). As reported by these teachers, parents feel that their children learn little or none about their religion: "Arabic instruction in Dutch schools should not be equated with the promotion of Arabic culture or Islamic education, as stipulated by the current position of the government" (respondent 09). Only one teacher mentions that parents send their children to classes in the mosque to strengthen their Arabic language.
In evaluating the effects of mosque schooling on their pupils' learning of Arabic and also on their teaching of Arabic, teachers are asked to judge these effects on a 5-points scale ranging from "very good" to "not good at all". Seven teachers qualify mosque schooling as "a bit good", while two describe it as "not good". Only one teacher refers to classes of Arabic in the mosque as "good". Those opting for "a bit good" mention the pros and the cons of mosque schooling. These teachers insist on the advantage of children learning Arabic for extra hours (respondent 05: "Among the factors is the considerable number of hours allotted to the learning of Arabic that exceeds the number in Dutch schools per week") and on the reinforcement effect of such classes: "The children's knowledge of words and the alphabet of Arabic is reinforced; and this sometimes makes the task of Arabic teachers at schools easier" (respondent 03). These same teachers emphasize what they perceive as the disadvantages of mosque schooling, ranging from the overburdening of children (respondent 10: "children need some rest in the weekends") to the non-qualification of teachers: "mosque schooling teachers are not qualified for such education" (respondent 01). The two teachers rating the effect of mosque schooling as "not good" criticise the counterproductive methods used which are "absurd" (respondent 02) and the bad conditions of teaching: "large numbers of children are canned in the same classroom irrespective of their differences in ages and levels of language proficiency" (respondent 04). A final teacher views the effect of mosque schooling as "good", reporting that "the Arabic language proficiency of Moroccan children results from the efforts in both Dutch and mosque schools together" (respondent 05).

Aside from the learning dimension, teachers are asked to judge the effects of mosque schooling on their teaching on a 5-points scale ranging from "very good" to "not good at all". Of ten, five and three teachers describe this effect as "a bit good" and "not good" respectively. Only two teachers judge the effect as "good". Those perceiving the effect of mosque schooling on their teaching as "a bit good" report that they make less effort with mosque participants: "In the mosque, children receive supplementary lessons of Arabic, helping them to acquire and develop their command of the language" (respondent 09). In their points of view, mosque schooling has also some limitations, especially the unfavourable teaching conditions: "Children are admitted to classes where physical conditions and resources are often far from satisfactory and teachers are totally unprepared to meet the needs of the children learning Arabic" (respondent 09). Two teachers judging the effect of mosque schooling as "not good" criticise the methods used: "The teaching of Arabic should be methodic and principled. Arabic teachers in the mosque follow neither principles nor methods. They teach children the sounds of Arabic without taking into account the way letters should be graphically represented in Arabic" (respondent 05). For those judging such effects as "good", mosque schooling is an additional support for the Modern Standard Arabic taught in Dutch elementary schools: "There is an observable difference between mosque schooling participants and non-participants especially in cases of teacher-children interaction" (respondent 01),
To the question whether there are parents who do not send their children to Arabic lessons in the mosque, all the teachers answer in the affirmative, though the number of these parents is reportedly "small" (respondent 08). According to five teachers, parents who do not send their children to mosque schooling believe that their children receive enough Arabic lessons in Dutch schools, "which obviates the need for further lessons in the mosque" (respondent 02). These parents, two teachers point out, are afraid that their children would develop a fundamentalist character. Two other teachers report that the methods of class management used are traditional: "In mosque schools, children are not usually treated as it should be" (respondent 09). One teacher evokes more practical reasons like the factor of distance: "Some parents live far away from the mosque" (respondent 04).

To the question of whether mosque schooling participants are advantageous compared to non-participants, teachers appear to be equally divided. Five teachers answer positively, five others respond in the negative. Those answering positively, perceive such extra lessons of Arabic in the mosque as an interesting complement to what children learn in Dutch schools: "There are more opportunities for children to build on their experience with Arabic in Dutch schools" (respondent 5). Those responding negatively make reference to the organisation of lessons in mosque schooling: "Arabic in Dutch schools is more organized" (respondent 07) as well as the methods used: "The teaching of Arabic in mosque schooling depends on memorization. There is no focus on explanation and communication of meanings" (respondent 09).

6.4.5 The future of Modern Standard Arabic in Dutch elementary schools

Under this heading, an account of the teachers' perception of the future of Modern Standard Arabic in Dutch schools is given. This is done through a number of questions. Which language of the language varieties of the Moroccan community (i.e., Modern Standard Arabic, Moroccan Arabic, or Berber) should be the target language for future instruction? To this question virtually all the teachers opt for Modern Standard Arabic. To know about the parents' reaction with respect to the same issue, teachers are asked about the parents' reaction in case other Moroccan languages than Modern Standard Arabic would be taught to Moroccan children. All teachers report that Moroccan parents would hold their children back from Arabic classes: "The experience has already happened. A school initiated lessons of Berber instead of Modern Standard Arabic. This has been categorically refused by the parents of the children" (respondent 09). To the question of whether the teaching of Berber would be easily implemented, nine teachers respond negatively. One answers positively. Of those responding in the negative, one teacher reports that it is possible to teach Moroccan Arabic as a route towards the learning of Modern Standard Arabic because "Moroccan Arabic is close to Modern Standard Arabic" (respondent 08).
In an attempt to find out more about their perceptions of recent policy changes, teachers are asked about their reactions on the recent shift of Arabic lessons to the responsibility of municipalities (see section 3.2.1). According to the responses of the teachers being interviewed, this question gives rise to a widespread sense of frustration about the future of Modern Standard Arabic in Dutch schools. Nine teachers reportedly cast suspicions on government policy, perceiving this shift "creating further problems" for Modern Standard Arabic in Dutch schools (respondent 07). In their point of view, this state of affairs is due to the fact that Modern Standard Arabic at the school level has not been supported "in terms of a clear policy towards the status and objectives of Arabic instruction in Dutch schools" (respondent 02). This shift is also sceptically perceived as a governmental strategy for "a long-term elimination of Arabic education in Dutch schools. The result is that the teaching of Modern Standard Arabic stays a little bit up in the air" (respondent 02). Only one teacher views this development as positive: "This is a good step since municipalities have more awareness of the needs of the Moroccan community" (respondent 05).

Teachers are also asked how they view the consequences of shifting Modern Standard Arabic outside the school curriculum. This shift, according to five teachers, is an "ill-considered decision" that would widen up the school-home gap (respondent 03). In their view, it would also "negatively affect the participation of the parents in the school" (respondent 04). Following Arabic at extra-curricular time would be difficult for Moroccan children: "The children would find it very difficult to attend classes of Arabic after being at school the whole day (respondent 04). For three other teachers, the shift of Arabic outside the school curriculum would prepare the ground for an eventual exclusion of Arabic from the school: "This would be like allowing a patient desperately suffering from an incurable disease to return home for the last good-by to his family" (respondent 06). For two teachers, this shift would allow for the development of Arabic lessons in the mosque and consequently "the Dutch government will fail to have a firm grip on this type of education in the future" (respondent 09).

6.4.6 Arabic teachers' expectations

The expectations of the teachers relate to the three skills of reading, listening and writing. As is the case with the questionnaire of the parents (see section 6.2) and the pupils (see section 6.3), the levels of proficiency in the skills of Modern Standard Arabic distinguished include: (1) levels of elementary knowledge, (2) levels of basic knowledge and (3) levels of advanced knowledge. In the light of these three levels, teachers of Arabic are asked to rate their expectations according to three levels of reading proficiency to be attained by children: (1) to understand simple information in Modern Standard Arabic, (2) to understand any written texts in Modern Standard Arabic and (3) to understand short stories and press articles in Modern Standard
Arabic. The expectations of the teachers are generally high, aiming at advanced levels of knowledge of reading. Of ten, seven teachers expect the children to reach an advanced level of reading proficiency, i.e., to understand short stories and press articles in Modern Standard Arabic. Two teachers expect children to develop basic knowledge of reading, i.e., reaching a level allowing them to understand any written texts in Modern Standard Arabic. Only one teacher expects children to attain elementary knowledge of reading in Modern Standard Arabic, i.e., to understand simple information in Modern Standard Arabic.

As far as listening comprehension is concerned, distinctions are made at three levels, i.e., levels of elementary, basic knowledge and advanced knowledge of skills: (1) to understand simple oral information in Modern Standard Arabic, (2) to understand simple oral conversations in Modern Standard Arabic and (3) to understand any oral conversation in Modern Standard Arabic. Teachers expectations with respect to the listening comprehension skills are generally high. For five, pupils are expected to develop levels of advanced knowledge of reading comprehension, i.e., to understand any oral conversation in Modern Standard Arabic. For three teachers, pupils are expected to reach basic levels of listening comprehension, i.e., to understand simple oral conversations in Modern Standard Arabic. Two teachers want the pupils to reach elementary levels of knowledge of listening comprehension, i.e., to understand simple oral information in Modern Standard Arabic.

As for the writing skill, teachers are asked what levels of writing proficiency they wish their pupils to attain at the end of Dutch elementary schools. The judgement of the Arabic teachers is done according to the following three levels: (1) to write simple notes in Modern Standard Arabic using a dictionary, (2) to write simple notes in Modern Standard Arabic without a dictionary and (3) to write a letter without making grave mistakes. In general, the expectations of the Arabic teachers are moderate. For seven teachers, children are expected to reach basic knowledge of writing abilities in Modern Standard Arabic, i.e., to write simple notes in Modern Standard Arabic without a dictionary. Three teachers expect the pupils to attain elementary knowledge of writing, i.e., to write simple notes in Modern Standard Arabic using a dictionary. Only one teacher expects the pupils to reach a level of advanced knowledge of writing, i.e., to write a letter without making grave mistakes.

6.5 The results of the questionnaire with school directors

In what follows, the findings of the written questionnaire with the school directors are presented under four different rubrics: (1) motivations for Modern Standard Arabic in the Dutch schools, (2) the conditions of the teaching of Arabic, (3) the contact between Moroccan parents and the Dutch schools and (4) the future status of Modern Standard Arabic in Dutch elementary schools.
6.5.1 Motivations for ALI in the schools

Under this heading, an account is given of the school directors' motivations to install ALI in their schools as well as the participation of children in Arabic lessons. A number of relevant questions is asked. School directors are first asked about the motivations for including Arabic lessons in their schools. Three motivations are identifiable in their responses, mainly the existing legal possibilities for Arabic, the Moroccan parents' request and the school directors' perceived usefulness of such instruction. Out of ten, four school directors report that Arabic is offered both because of the legal regulations given by the government and the Moroccan parents' wish for Arabic instruction: "The inclusion of Arabic in our school since 1982 has been achieved both to satisfy the wish of Moroccan parents and because of the legal possibilities" (respondent 02). The remaining school directors deem the supply of Arabic schooling to be useful for cognitive, linguistic, socio-cultural and psychological reasons. Two directors give cognitive reasons, referring to the role Arabic can play in the first years of elementary education to help Moroccan children in acquiring proficiency in Dutch. Typical of their responses is that of respondent 05 who views that "the effective learning of the mother tongue has a positive effect on the language development of children, facilitating therefore the learning of Dutch as a second language". Two other school directors mention the importance of teaching Modern Standard Arabic for the Moroccan community in the Netherlands: "Children of the second generation need to learn Arabic for linguistic and communicative purposes" (respondent 4). For the last two school directors, Arabic lessons in Dutch schools have a psychological effect on Moroccan children: "To help Moroccan children to overcome the traumatism resulting from the school-home gap" (respondent 08).

Further, school directors are asked about the motivations of the parents to send their children to ALI lessons. Moroccan parents are reported to have a variety of reasons for wanting their children to learn Arabic, ranging from cultural pride to practicability. Five of the school directors acknowledge the fact that these parents expect the lessons of Arabic to reinforce their children's identity and teach them the values of their Islamic culture. In retrospect, four school directors report that Moroccan parents opt for Arabic in Dutch schools because they want their children to attain a reasonable standard of literacy in Modern Standard Arabic. That is, "to learn their own language" (respondent 05), which "offers the possibility of communication while in Morocco" (respondent 06). In reply to the same question, some school directors evoke the issue of the actual native language of Moroccan children in relation to the teaching of Modern Standard Arabic in Dutch schools: "The mother tongue of Moroccan children is not always Modern Standard Arabic" and that "a number of parents would have opted for Berber if that would have been possible" (respondent 05). A last school director reports that Moroccan parents want their children to preserve a link with their country of origin: "Emotional rapport with Morocco, the motherland and with parents and grandparents" (respondent 08).
Then questions are asked about the degree of participation of the children in Arabic lessons. To the question whether there are cases of children who stop the attendance of Arabic lessons at school, school directors are divided. Five school directors respond negatively. Interestingly, those five responding in the affirmative report that cases of Moroccan children who stop attending Arabic lessons are very few ("not much" (respondent 05) and "rarely" (respondent 08)). In this connection some reasons are given. Three school directors report that instead of attending classes of Arabic, these children prefer to focus on other subjects of the core curriculum. Two other teachers point out that those children have developed some negative attitudes particularly towards the teaching conditions of Arabic lessons.

In relation to the degree of participation of the children, school directors are also asked whether there are cases of children who do not opt for Arabic lessons in their respective schools. Five school directors respond negatively. One of these school directors emphasizes that "Arabic in this school is an obligatory subject except when children's proficiency in Dutch does not conform to the standards stipulated" (respondent 09). Those responding in the affirmative give a couple of reasons concerning children who do not opt for classes of Arabic. Of five, three school directors indicate that those children prefer to have full concentration on other subjects of the core curriculum. Two others acknowledge that those children have developed some unfavourable attitudes towards Arabic lessons.

To the question whether school directors stimulate children's attendance to Arabic lessons, seven directors give a positive answer. Three respond negatively. The directors answer in the affirmative state that their strategies for stimulating attendance in Arabic lessons are parent-oriented or child-oriented. Four school directors report that they attempt to inform parents about the availability of Arabic classes in the school: "By communicating to the parents the possibility of following Arabic lessons when talking to them" (respondent 05) and "by offering Moroccan parents the possibility of their children enrolling in Arabic classes" (respondent 08). They also try to make parents of the children aware of the importance of Arabic classes for their children: "The importance of Arabic lessons is put into focus during the initial encounters with Moroccan parents, for classes of Arabic are part of the school education" (respondent 01). Three school directors prefer rather to focus on children, encouraging them and "sometimes even obliging them to follow Arabic lessons" (respondent 02). Typical of their comments is that of respondent 09 who describes his strategy as consisting of "obliging children to follow Arabic lessons, trying to make them aware of the importance of Arabic in the learning of Dutch". Similar child-oriented strategies of stimulating attendance involve what is described in the words of respondent 07: "We have already done some adjustment so that children following Arabic in groups 1 and 2 can also follow education in Dutch" and to "ensure following Arabic lessons without missing any other subject of the curriculum". The other three school directors who do not stimulate children's attendance report reasons like: "Arabic is stimulated by the teacher of Arabic only" (respondent 03), "Arabic
has started and developed without stimulation" (respondent 10) and "stimulating Arabic is not necessary because following Arabic lessons goes up to the parents" (respondent 06).

6.5.2 The teaching conditions of Modern Standard Arabic in Dutch schools

The following is an account of the impression of the school directors concerning the teaching conditions of Modern Standard Arabic in their schools. School directors are first asked whether there have been restrictions to the inclusion of Modern Standard Arabic at the Dutch schools level. Eight school directors respond negatively. Two give positive answers. Those answering in the affirmative evoke a number of specific factors. For five school directors the inclusion of Arabic has taken a natural course and "the school response has not been exceptional" (respondent 05). In their point of view, the inclusion of Arabic has been "smooth" as a number of requirements has been met, as summed up in the following comments: "A sufficient number of children; their own classrooms; and the wish of the parents" (respondent 02); and "there was a teacher of Arabic appointed by the municipality and there were facilities" (respondent 06). Two other school directors report that Arabic has been implemented in the school thanks to the high levels of participation and support provided by the parents: "All the groups of parents felt motivated" (respondent 08) and "parents eagerly wanted it" (respondent 09). For another school director introducing Arabic has not proved restrictive as the school "already has had the experience with the teaching of Moluccan language and culture" (respondent 04). For the remaining two, there has been a number of restrictions, particularly "how to include Arabic in the school curriculum without causing problems" (respondent 6).

In order to find out more about the circumstances under which Modern Standard Arabic is introduced in Dutch schools, the school directors are also asked whether they have encountered any difficulties in including Modern Standard Arabic classes in their schools. All the ten directors report that the introduction of Modern Standard Arabic as a subject in its own right in the curriculum has given rise to issues discussed and solved at the level of organisation: "A number of mainly organisational difficulties had to be overcome" (respondent 06). When asked to describe the difficulties that have been at stake, five school directors report the non-availability of appropriately trained teachers of Arabic, especially at the beginning: "The teacher of Arabic is a salient factor involved in successful syllabus design for Arabic instruction and the most effective strategies for Arabic instruction" (respondent 02). For two directors, finding the appropriate teaching materials has been another problem. The remaining three teachers refer to organisational aspects such as "finding space in the core curriculum during the initial phase of introducing Arabic in the school" (respondent 02) and "though problems of fitting such lessons in the school curriculum" (respondent 06) "a lot of efforts were done to make adjustments. Children still missed part of the curriculum".
From the organisational point of view, school directors are asked how the extra facilities that are assigned to Arabic in Dutch schools are used. In general, all the school directors report rather vaguely that these facilities are geared to the development of Arabic instruction. Five school directors report that extra facilities are commonly used in organising the (Modern Standard Arabic) language provision in the school. Specifically, four school directors report that these facilities are used for the supervision of Moroccan children in the school, like respondent 2 who says: "Extra facilities are used for the structural use of Arabic as a support for education in Dutch and supervision". According to one school director, these facilities are used to "develop the teaching materials of Arabic lessons and the school contact work" (respondent 08).

In an attempt to learn more about the teaching conditions of Modern Standard Arabic in Dutch schools, school directors are asked about the features that are taken into account in recruiting teachers of Arabic in their respective schools. According to four school directors, option is often made for a teacher who is not only reasonably proficient in Dutch, but who can act as an effective liaison between the school and the parents of the children as well. Four other school directors, report that it is up to the municipality to appoint teachers according to the criteria that officials perceive as relevant: "The qualifications of teachers of Arabic are known to the municipality. It has responded to our demand". For the remaining two school directors, no criteria are followed in appointing teachers of Arabic: "We had a position for a teacher of Arabic for more than two years; we had been happy to find one at last" (respondent 04).

6.5.3 Contact between Moroccan parents and Dutch elementary schools

School directors are asked whether the contact of Moroccan parents with the school is as intense as that of Dutch parents. Three school directors give positive replies. Seven directors respond negatively, giving a number of reasons. For four directors, there is generally a mediocre involvement of Moroccan parents in the schooling of their children. This is described in the comment of respondent 02: "These parents put the whole matter on the shoulders of the school". Evoking historical reasons, three teachers report that "parents generally do not participate in the decision making of the school in their country of origin" (respondent 09). Those answering affirmatively, report that the difference between Dutch and Moroccan parents concerning contact with the school is narrowing down. In their point of view, this is due to "the school ensuring atmospheres supportive of parental and Moroccan community involvement" (respondent 03). Respondent 08 describes it metaphorically: "In the course of years the doorstep leading to the school has become lower and lower!".

School directors are asked whether the contact between Moroccan parents and the school has improved since the launch of Arabic lessons. Nine school directors respond positively. One answers in the negative. Those responding in the affirmative report the importance of effective communication with the parents of the children. Of
nine, five school directors highlight the effectiveness of the role of the teacher of Arabic in encouraging the contact of the parents with the school. Typical of their comments is that of respondent 08 who emphasizes: "The effect of the teacher of Arabic has been highly positive". Four school directors have reportedly modified recently their strategies in contacting Moroccan parents and this has played a role in involving parents into school contact. They have reportedly provided for an atmosphere of acceptance and mutual trust: "The school has developed a huge number of initiatives to encourage the parents to pay more visits to the schools". More specifically, respondent 08 says: "We have come to understand better the reactions of the parents and appreciate their identity". Only one school director reports that contact with Moroccan parents has not improved due to parents' low economic status: "They have to work. No time is left for the education of their children" (respondent 7).

To the question whether there is an open contact between the school directors and Moroccan parents, eight directors answer positively. Two respond negatively. Of those giving a positive reply, five school directors report their own openness to Moroccan parents, enhancing thus their motivation for the education of their children. Typical of their comments is that of respondent 08 who argues that "the director is respected when he is open to other cultures". An additional two school directors refer to the positive effect of having the teacher of Arabic at school, like respondent 05 who says that "the teacher of Arabic acts as an interpreter". Those responding negatively point out the failure of Moroccan parents to respond positively to invitations or initiatives of contact with the Dutch school. Some school directors place the stress on the parents' lack of proficiency in Dutch as the main cause. Only one school director reports that "Moroccan parents rarely pay visits to the school. They leave the whole task to the school" (respondent 06).

School directors are asked whether there are difficulties hindering the contact between the parents and the school. Nine school directors answer positively. One responds in the negative. Those responding in the affirmative give a number of linguistic and cultural reasons. Communicative problems emanating from the parents' lack of proficiency in Dutch is reported as a real source of difficulties, as five school directors say. Respondent 06 emphasizes that linguistic problems prevail "despite the interpretation of the teacher of Arabic". Four school directors mention the general lack of interest of Moroccan parents in the education of the children, leaving the whole issue of education to the school: "Moroccan parents have other expectations; they think it is up to the school to handle everything" (respondent 09).

Keeping an eye on these difficulties, school directors are asked how to improve the contact between Moroccan parents and the school. Four school directors make a strong and optimistic case for developing contacts and cooperation between the school and Moroccan parents: "Moroccan parents should be given more attention and more opportunities to make known their concerns about their children's education" (respondent 07). Informative meetings involving Moroccan parents, especially if
developed under the supervision of the school team, can prove to be very effective, as three other directors report: "To organize informative evenings" that include also "other minority languages taught in the school" (respondent 09). For three school directors, other organisations independent of the school can participate in developing the contact between the school and Moroccan parents and these "would be free to advise parents in their own language" (respondent 10).

6.5.4 The future of Modern Standard Arabic in Dutch elementary schools

An account of the school directors' perception of the future of Modern Standard Arabic in Dutch schools is given under this heading. School directors are asked about how they perceive the future status of Arabic in Dutch elementary schools. Eight school directors envisage that Arabic will be "more organised" (respondent 02) and will "enjoy better teaching conditions" in Dutch schools in the future (respondent 09). Their views differ with respect to the future form of Arabic instruction. Of eight, five report that there will be a growing concern for integrating Arabic into the core curriculum: Arabic lessons will continue "as a support to education in Dutch" and "will have more links with language education in Dutch" (respondent 02). Three school directors report that Arabic will be more organised in the future: "If this is the case, discussions should centre around the role of Moroccan Arabic and Berber in the lives of young Moroccans living in the Netherlands" (respondent 03). Two school directors report that Arabic is likely to remain within the school, though most probably "at extra-curricular time" (respondent 04).

School directors are also asked how to improve the collaboration between teachers of Arabic and Dutch colleagues. Four school directors report that the collaborative relations between Arabic teachers and Dutch colleagues are already good and need no further improvement. Common of their comments is that by respondent 06: "Improving collaboration is not necessary as colleagues accept each other already". According to four directors, collaborative relations involving teachers of Arabic and Dutch colleagues could be improved on the basis of mutual communication and cooperation. Respondent 04 thinks: "They should have more encounters and communication opportunities". For one director, such collaboration could be improved if Arabic lessons are made part of the school curriculum.

To investigate the perception of the school directors of the recent development in the government policy towards minority language instruction (see Chapter 3), school directors are asked to evaluate the recent placement of Arabic under the auspices of local municipalities. According to five school directors such a development proves that educational policy towards the teaching of Arabic has not been supported by clear ideas about the status of Arabic in the Dutch educational system. For three school directors, it is a positive step as municipalities will better handle the issue of Arabic in Dutch schools. As one school director puts it: "Municipalities are aware of the current and future needs of Moroccans in the Netherlands". Two directors view
such a development as difficult to handle. In their point of view, it is unclear how municipalities will deal with Modern Standard Arabic: "It is a question of politics. The teaching of Modern Standard Arabic in the Netherlands is highly burdened with wide political, emotional, ethnic and educational discussions" (respondent 05).

Within the same vein, school directors are asked about the consequences of placing Arabic instruction outside the school curriculum. Three school directors view the placing of Arabic instruction outside the school curriculum as positive: "Children will no longer need to leave their classes to attend Arabic lessons" (respondent 02), "allowing them thus more concentration on the core curriculum" (respondent 04). Seven school directors consider these consequences as negative for a number of reasons. In their view, the fact that Arabic is given at extra-curricular school time may further widen the school-home gap. This could possibly lead to a decrease in the number of children following Arabic classes: "Arabic lessons would be almost impossible to take by the same huge number of Moroccan children", as respondent 01 reports. Another consequence is that Arabic will strongly establish itself in mosques, as summed up in the words of respondent 05: "Children are going to follow more Arabic in the mosques; and the government will lose its grips on this form of Arabic education".

Taking account of the current status of Arabic in Dutch schools, school directors are asked about possible strategies whereby Arabic could be given more status in Dutch elementary schools. In essence, for eight school directors this can only be achieved through involving parents in all aspects of Arabic teaching: "The stimulation of intensive cooperation and consultation with Moroccan parents could help in rising the status of Arabic" (respondent 06). Two other school directors provide even more specific strategies like presenting "Arabic as a report figure" and "developing the link between Arabic lessons and education in Dutch".

6.6 Conclusion and discussion

In this chapter, an account has been given of the current status of the teaching of Modern Standard Arabic in Dutch schools. In the following, the different findings are summarized and discussed per actor. A final section contrasts participants' salient attitudes on specific themes: the objectives of Modern Standard Arabic in Dutch schools, the status of mosque schooling and the expectations.

6.6.1 Moroccan parents

The parents interviewed here display differing attitudes towards the current status of Modern Standard Arabic in Dutch elementary schools. In general, parents' perceived motivations for sending their children to Arabic lessons as well as their expectations about the skills of reading, listening, and writing in Modern Standard Arabic are
positive. According to the parents, the main motivation for their interest in Modern Standard Arabic in Dutch schools is to maintain their children's cultural heritage or identity. Another aim is to ensure that their children achieve reasonable levels of proficiency in Modern Standard Arabic. Their responses do not refer much to religious motivations such as the cultivation of children's Islamic identity and the teaching of the moral values of Islam, which are reportedly stressed more in connection to other parents than to themselves. The religious role of Modern Standard Arabic has been identified in previous research (Van de Wetering, 1990). In her survey on Arabic instruction in Dutch elementary schools, Van de Wetering found out that the main motive of Moroccan parents for Arabic lessons was to socialize children as "valuable members of the Moroccan Islamic community in the Netherlands". It is surprising that in the present study the Islamic aspect is mentioned more in relation to other parents than to the parents being interviewed themselves. In part, this behaviour of referring to other parents may be explained by the fact that Moroccan parents often take "their original values for granted" and are "not able to clearly explain them" (Van de Wetering, 1990:93).

Regarding the participation of their children in Arabic classes, Moroccan parents are very positive, though factors of organisation sometimes affect children's attendance rate. Some of these factors are also mentioned by Aaliouli & Wanroij (1994). In some of the schools Aaliouli and Wanroij report on, not all the scheduled Arabic lessons take place as there are no facilities for replacing teachers when they are absent.

Another issue that comes up in the parents' interviews is their perceived expectations regarding the levels of proficiency in Modern Standard Arabic their children attain at the end of Dutch elementary schools. Parents' ratings show that their expectations for their children's proficiency in Modern Standard Arabic (i.e., reading, listening and writing) are rather moderate. An explanation for these moderate expectations may be sought in the parents' discontent with the number of lessons of Modern Standard Arabic per week, regarding these too low to learn the target language.

Though Moroccan parents' evaluation of the status of Modern Standard Arabic is generally speaking positive, they still make critical comments on the circumstances under which their children are learning the language in question. Their contact with the teachers of Arabic is reported to be infrequent. Reasons mentioned here include particularly parents' considerable lack of time and opportunities for liaison with Arabic teachers. In cases of contact between parents and teachers of Arabic, talks reportedly focus on the attendance rate and the scholastic achievement of their children. In their view, the teacher of Arabic is perceived as well as an advisor across the whole school curriculum rather than of Modern Standard Arabic in its own right. Given their scant opportunity of contact with the teacher of Arabic, information regarding the Arabic lessons is sought from other members of the Moroccan community and sometimes from their own children.
Another point that is brought up relates to the status of Modern Standard Arabic in mosque schooling. In the present study, around one third of the children is reported to follow Arabic instruction in mosques in the Netherlands. In the parents' view, this form of education in Modern Standard Arabic is perceived as positive, not only because their children learn about Islam, but also because the time devoted for the learning of Arabic in Dutch schools is too limited for children to become fluent in Modern Standard Arabic. A similar remark is made in Pels' research (1990:186): "The Arabic language and culture lessons at the Dutch school are by far not enough", which is why "parents send their children to a koranic school as well". In frequenting Arabic classes in the mosque children are given the opportunity to become full members in the religious community of their parents (Shadid & Van Koningsveld, 1990).

Nevertheless, most of the parents in this study do not send their children to follow lessons in Arabic in the mosque. In their view, these classes may not only take much of their children's time, but may be regarded by the children as an imposition when their peers are free to play or watch TV as well. This finding is in agreement with earlier opinions on mosque schooling. Otten & De Ruiter (1993:164) observe that mosque lessons in Arabic "take up much of the children's time, in most cases not only Wednesday afternoons, but also Saturday and Sunday mornings".

Regarding the future prospects of Modern Standard Arabic in Dutch elementary schools, parents' opinions are generally negative. With reference to future lessons, Moroccan parents reportedly insist on Modern Standard Arabic as a target language rather than other dialectal varieties. In their perception, Moroccan Arabic and Berber are not fit for teaching in the school. The finding that parents show a strong attachment vis-à-vis Modern Standard Arabic relates to the general language attitudes of Moroccans towards their own languages. Worthy of mention here is Bentahila & Davie's impression (1992:57) of the power of Modern Standard Arabic in the imagination of Moroccans and Arabs in general: "In fact, then, Standard Arabic clearly is a very powerful symbol of identity for Moroccans, both at the national level, since it unites all Moroccans, whatever their first-learnt language and at the international level, where it symbolises the larger community of all Muslims".

Parents tend to display fearful attitudes towards the recent developments in governmental policy regarding Modern Standard Arabic in Dutch elementary schools. Such issues as the handing over of Modern Standard Arabic to the local authorities, i.e., municipalities, and the placement of Arabic outside the school time reportedly meet with parental frustration and low ebb in confidence vis-à-vis the changes in governmental policy towards the status of Modern Standard Arabic in the Netherlands.
6.6.2 The children

According to the children participating in this study, the main reason for following Arabic in Dutch elementary schools is utilitarian, i.e., to be able to communicate and socialize with people in Morocco during their holidays. Similar motivations of children learning Arabic in Dutch schools are reported in the research of Van de Wetering (1990). In her research, parents point out that for their children communication with friends and relatives is important.

In general, children's participation in classes of Modern Standard Arabic is positively perceived. Reportedly, very few children prefer to focus their attention on the Dutch core curriculum only. On the other hand, classes of Modern Standard Arabic are sometimes seen as a burden.

Apart from the children's motivations, another point of interest is the teaching conditions of Modern Standard Arabic in Dutch schools. As far as the quality of Arabic instruction is concerned, the children are positive. The presentation of the Arabic teachers of the lessons as well as the teaching materials used are generally perceived as interesting. Still, the scarcity of language practice opportunities in classes of Modern Standard Arabic is negatively viewed by children. The limited amount of time allotted for Arabic instruction and the dominance of the teacher-centred approach are generally held responsible. As to their evaluation of the teaching process, children report that Arabic teachers focus most on written skills, while such skills as listening and speaking are less focused on. The skill least focused on is reading. Concerning the use of the home languages, children consider Dutch and Moroccan Arabic as the instruction media most at use. Children's report on the teachers' use of the home languages as instruction media is not in agreement with the findings of classroom observations reported in Chapter 7. This will be discussed more in detail in Chapter 7.2.3.

Seen from the learning perspective, the children find Modern Standard Arabic a relatively difficult language as far as the comprehension part is concerned. Also, linguistic exercises are perceived as difficult. In general, this results, in their view, from the fact that teachers of Arabic do not make intelligible enough their classroom talk. This point is in accordance with the conclusion of Van de Wetering (1990), who states that Moroccan children in Dutch elementary schools assess Arabic as being a difficult language. Noteworthy is the remark made by Bentahila & Davies (1992:79-80) that children learning Arabic in the Netherlands may gain "a discouraging sense of failure" if they perceive the tasks teachers demand from them as "just too difficult".

Another major point brought up relates to the status of Modern Standard Arabic in mosque schooling. Around one third of the children participating in this study report to follow Arabic lessons in the mosque. In the children's point of view, there are parents who do not send their children to attend Arabic classes in mosque schools. Inappropriate teaching methods and poor teaching conditions are viewed as the main reasons for this state of affairs. According to children participating in mosque
schooling, parents send their children to such classes for religious purposes, i.e., to learn about Islam. Arabic classes in mosque schooling are also perceived as an interesting experience. Children participating in mosque schooling claim to have a general linguistic advantage (in terms of competence in Modern Standard Arabic) over non-participants in mosque schooling. This self-rating of the children's participation in mosque schooling accords with Driessen's (1990) findings that following additional lessons in Modern Standard Arabic in the mosque has a positive effect on the children's skills in the language at stake (see though Chapter 8).

With reference to the future status of Modern Standard Arabic, the children enthusiastically intend to continue attending more Arabic classes in the future. Part of this enthusiasm is reflected in their expectations with respect to proficiency in Modern Standard Arabic. Children's expectations appear to be enthusiastically high, intending to achieve levels of advanced knowledge of reading, listening and writing in Modern Standard Arabic. A more or less similar enthusiasm is found in the research of Van de Wetering (1990). Children, viewing Arabic as their community language, are found to be quite enthusiastic about the learning of skills in this language.

6.6.3 The teachers of Modern Standard Arabic

With respect to the motivations for teaching Arabic in Dutch schools, teachers tend to mention children's need to learn to write and read in Arabic. Socio-cultural motivations like the teaching of the Arabo-Islamic civilization of children, which are, according to them, parents' most cherished goal, are relegated, in their view, to a second position. The contact with Moroccan parents is reportedly not so frequent. According to the teachers, parents' perceived low level of awareness as to the values of schooling (i.e., establishing contact with the school and the effects of such contact on their children's school progress) is held responsible. Again, parents who never contact the school are perceived as still holding the traditional view of leaving the task of their children's education to the Dutch school. Similar tendencies were found to be common among Moroccan parents in the Netherlands in previous research (Pels, 1991). Although the involvement of Moroccan parents in the education of their children is well established on the level of rhetoric, their involvement has yet to make an impact in practice. With reference to Moroccan parents' participation in the schooling of their children in the Netherlands, Pels (1991:186) makes the following remark: "But when it comes down to making plans and decisions and communication with teachers, they wait rather than act".

Reported cases of contact between Moroccan parents and teachers of Arabic focus on the children's rate of attendance to Arabic classes and the means to reinforce the proficiency of children in Modern Standard Arabic. Teachers of Arabic suggest that their contact with the parents of the children could improve not only on the basis of school initiatives but on the basis of their own initiatives as well.
In rating their collaboration with Dutch colleagues, teachers of Arabic are very positive. Sometimes, Arabic lessons are reportedly given as a support to education in Dutch, which requires some coordination on the part of Arabic teachers and Dutch colleagues. Also, the teacher of Arabic reportedly plays a role in facilitating the liaison between Moroccan parents and Dutch colleagues. In the point of view of the teachers of Arabic, collaboration with Dutch colleagues could improve in the future on the basis of not only a better proficiency in Dutch but relevant continuous dialogue and an atmosphere of mutual trust as well. As distinct from these findings reported here, Van de Wetering (1990) gives a different picture of the relation between teachers of Arabic and Dutch colleagues. Though their expressed wish to improve these relations, Dutch colleagues turn out to have few contact with teachers of Arabic. They are also hardly informed about Arabic instruction and its content.

An important point cropping up in the interview with the teachers of Arabic concerns the status of Modern Standard Arabic in mosque schooling. In their view, parents send their children to follow extra lessons of Arabic in the mosque to develop an effective understanding of the Islamic religion, a point which is well documented in a number of previous studies. Such classes are also meant by the parents to enhance the development of their children's identity and their positive self-concept. In sending their children to the mosque, parents give children the opportunity to gain full membership in the religious community of their parents (Shadid & Van Koningsveld, 1990). Unlike the relatively high degree of participation in this form of education among members of the Moroccan community as reported in some studies (Driessen, 1990; Shadid & Van Koningsveld, 1990; Aarts, De Ruiter & Verhoeven, 1992), Arabic teachers participating in this study point out that there is a number of parents whose children do not attend Arabic classes in the mosque. These parents are reported to believe that children receive enough lessons in Modern Standard Arabic in Dutch schools, which obviates the need for further lessons in the mosque.

Another point concerns the teachers' perception of the effect of mosque schooling on the children's competence in Modern Standard Arabic. To this point the teachers of Arabic appear ambivalent. While pointing to its reinforcement effect with respect to the proficiency of children, mosque schooling is perceived as having a number of shortcomings. Mention is made of factors such as the resulting overburdening of the children and the poor achievement, resulting from the use of unqualified teachers of Arabic, the poor conditions of instruction and the traditional instructional methods of focusing on memorization.

With respect to the levels of skills in Modern Standard Arabic to be attained by their pupils at the end of Dutch elementary schools, Arabic teachers' expectations are generally high. Advanced levels of knowledge of reading and listening are perceived as part of their high expectations. As for writing in Modern Standard Arabic, the expectations of the teachers of Arabic are rather moderate. These reserved attitudes of teachers towards the skills of writing relate reportedly to the limited amount of
time allotted per week for Arabic instruction in Dutch schools. Acquiring written Modern Standard Arabic requires several years of instruction.

A point that emerges very clearly in the interviews is the teachers' rather pessimistic view regarding the future of Modern Standard Arabic in elementary schools in the Netherlands. Such issues as Arabic instruction under the auspices of municipalities and Arabic outside the regular school time are perceived as acts to further demote Arabic and its teachers to a lower status. In their point of view, these developments are a clear sign of the fact that Arabic has reached critical crossroads.

6.6.4 The school directors

In evaluating the status of Modern Standard Arabic in Dutch schools, school directors are generally positive. According to them, the inclusion of Modern Standard Arabic in Dutch schools is possible as long as Moroccan parents express a wish for their children to follow classes in this language. School directors are positive about the participation of Moroccan children in such classes, though in very few occasions children's attendance is reportedly irregular. In their view, these children prefer rather to concentrate on other subjects of the core curriculum.

According to the school directors, the inclusion of Arabic in their respective schools has been difficult to implement due to a number of obstacles. Organisational and pedagogical difficulties, i.e., finding the appropriate space to Arabic instruction in the core school curriculum, the non-availability of appropriately trained teachers of Modern Standard Arabic and to a lesser degree the lack of appropriate teaching materials are reported in this connection. Regarding the use of extra school facilities designed for Arabic lessons, these are reportedly geared to the needs of Arabic classes. Specifically, school directors report that extra facilities are used with the aim of ameliorating the organisation of the provision of Modern Standard Arabic at the school level. A different picture of the school directors' use of extra facilities is reported in the literature: "Extra facilities originally meant for specific ethnic minority children's support are often used for rather difficult and heterogenous purposes" (Extra & Vallen, 1993:194).

Concerning the contact between Moroccan parents and the school, school directors are generally positive. It is true, school directors report, that this contact has recently witnessed a growing development thanks to the intermediary role of Arabic teachers. Still, in the school directors' point of view a number of things need to be redressed. Moroccan parents, in the school directors' view, tend to leave the task of educating their children to the school as is often the case in their country of origin. Parents' low proficiency in Dutch is also held responsible in this regard. Such attitudes of school directors echo Pels' (1991:186) research where the relations of the parents to the Dutch school are reported to be rather unsatisfactory: "Important barriers are language and communication problems, divergent views on the extent of
responsibilities to be taken by the school team and parents, as well as different ideas on the participation range of parents within the school”.

Aside from parental involvement with the school, school directors perceive the collaboration between teachers of Arabic and Dutch colleagues as satisfactory, though this could be further ameliorated through mutual communication and cooperation. In previous research collaborative relations between Arabic teachers and Dutch colleagues along with communal authorities have been described as rather mediocre (Van de Wetering, 1990).

In dealing with the future status of Modern Standard Arabic in elementary schools in the Netherlands, school directors are very positive. Modern Standard Arabic will reportedly be better organised and will thus enjoy better teaching conditions at the school level. Regarding the recent developments of placing Arabic under the auspices of local municipalities and teaching Arabic at extra-curricular time, school directors are relatively positive. School directors perceive governmental policy vis-a-vis Modern Standard Arabic as being vague, though in their point of view, municipalities are aware of the needs of the Moroccan community.

6.6.5 Common concerns and different perceptions

In the present study on status, the actors interviewed hold different positions regarding the status and the provision of Modern Standard Arabic at the Dutch school level. This influences their perceptions of many issues involved.

As for the motivations for Modern Standard Arabic, there are important differences between the actors in what they perceive as the main goals of Arabic instruction in Dutch schools. For Moroccan parents of the children, the main motivation for their interest in Arabic in Dutch schools is to maintain their children's cultural identity. Another aim is to ensure that their children achieve reasonable levels of proficiency in Arabic. Teachers of Arabic tend to mention children’s need to learn to write and read in Arabic. In their case socio-cultural motivations like the teaching of the Arabo-Islamic civilization of children seem to be relegated to a second position. Children show more utilitarian motivations, expressing their want to be able to communicate and socialize with people in Morocco during their holiday. As for school directors, Arabic lessons are to be included into the school if Moroccan parents express an interest in sending their children to such classes.

Two remarks are worth mentioning here. There seem to be obvious discrepancies between the specific motivations of the participants involved in the Arabic provision at the Dutch school level and the aims formulated in the official governmental policy (Bentahila & Davies, 1992). Second, scrutinising the views these different actors evoke with reference to what they perceive as the actual aims of Modern Standard Arabic in elementary schools in the Netherlands rises questions about the effect of such state of affairs on the learning of the language at stake. In some previous studies, these differences in perspectives of the actors are thought of as having a negative
impact on the circumstances, content and effects of Arabic instruction. As Van de Wetering puts it (1992:100): "Opposing aims can render Arabic Language and Culture Teaching completely inefficient as in the case of a number of horses trying to pull a cart in different directions, as a result of which the cart will not move from its place".

Another point that emerges very clearly in the interviews with parents, their children and teachers of Arabic is their different perceptions with regard to their expectations of the degrees of proficiency in Modern Standard Arabic to be achieved at the end of Dutch elementary schools. The parents do not seem to be very ambitious about the levels of skills in Modern Standard Arabic their children are expected to reach at the end of the Dutch elementary school. Parental expectations are generally rather moderate, opting for levels of elementary knowledge of the skills of reading, listening and writing in Modern Standard Arabic. Unlike parents, children are very optimistic about their own expectations regarding the levels of proficiency in Modern Standard Arabic to be reached at the end of the Dutch elementary school. Their expectations in terms of reading, listening and writing skills in Modern Standard Arabic are high. Children wish to achieve levels of advanced knowledge for all the three skills in Modern Standard Arabic.

Arabic teachers' expectations are also generally high. Advanced levels of knowledge of reading and listening are perceived as part of their high expectations for the proficiency of children in Modern Standard Arabic. As for the skill of writing, the expectations of the teachers are rather moderate. Such moderate expectations may partially relate to the teachers' opinion about the limited amount of time available for Arabic instruction at Dutch elementary schools.

Parents, teachers of Arabic and pupils, tend to differ quite noticeably with regard to their perceptions of the status of Arabic in mosque schooling. Participating parents and children share almost the same positive views as regard the aims of Arabic lessons in the mosque. In the parents' view, this form of outside-school Arabic education is perceived as positive, not only because their children learn about Islam, but because the time devoted for the learning of Arabic in Dutch schools is too limited for children to become fluent in Modern Standard Arabic as well. This view of the religious role of mosque schooling is also shared by children, indicating that parents send their children to such classes for religious purposes, i.e., to learn about Islam. Like the parents and children, the teachers of Arabic believe that parents aim at developing their children's understanding of the Islamic religion.

As for the effect of mosque schooling on children's competence in Modern Standard Arabic, participating children and Arabic teachers present contrastive points of view. The children rate Arabic classes in mosque schooling as an interesting experience, which gives them a linguistic advantage in terms of competence in Modern Standard Arabic over non-participants in classes of Arabic in the mosque. Viewed from the perspective of the teachers, mosque schooling is perceived as having a number of limitations that affect the quality of instruction, i.e. unqualified
teachers of Arabic, poor teaching conditions and traditional methods of teaching, focusing on memorization.

The parents and the children who do not participate in mosque schooling tend to display rather negative perspectives. In the view of the parents, classes of Arabic in the mosque not only may take much of the children's time, but may result in overburdening them as well. To a lesser extent, children regard these classes as an imposition when their peers are free to play or watch TV. From the point of view of these children, mosque schooling is not interesting. The inappropriate teaching methods and the poor conditions of teaching are held responsible.
Chapter 7

The input study

The third part of this research consists of the input study. This study concerns what and how much input in Modern Standard Arabic is available for Moroccan children learning Arabic at the end of elementary schools in the Netherlands both within and outside the school. Concerning input within classes of Arabic, the findings presented here are drawn from classroom observations and written questionnaires conducted with the ten teachers of Arabic. As regard input outside schools, the data presented in this study are gleaned from the results of the oral interview with the parents of the children participating in the proficiency test in the Netherlands. The results of the observations and the questionnaire with the teachers of Arabic are presented first. Then, the findings of the interview with the Moroccan parents are offered. Regarding outcomes description, the findings of the questionnaire with the teachers and the interview with the parents of the children are presented discursively, where specific quotations will be followed by the respondents' codes. The results of the classroom observations are statistically described. Before considering which findings have emerged for both types of input, a number of remarks on the piloting of the instruments and procedures used is necessary.

7.1 Try-outs and administration procedure

The input study makes use of three means of data collection: the observational instrument, the written questionnaire for teachers of Arabic and the pre-structured oral interview with Moroccan parents (see Appendix 1), which were all revised for better results after the pilot study. The questionnaires for Arabic teachers and parents of the children were tried out with the same teachers of Arabic and parents of the children who participated in the piloting of the questionnaires related to the status study (see section 6.1).

The piloting of the observational instrument took place in three elementary schools in the city of Amsterdam. The observational instrument was tried out in three different classes of Arabic, which led to a number of adjustments in the categories and the time unit of the observation. Adjustments were first made at the level of the categories that were included in the initial version of the observational instrument. Initially, the number of the categories was seven, i.e., (1) the teacher's focus on the language levels, (2) the teacher's focus on the language skills, (3) the teacher's attention to the home language of the learners, (4) the teacher's attention to the
language variability among the learners, (5) the teacher's focus on teaching materials, (6) the teacher's handling of the cultural dimension and (7) the teacher's attention to children's use of the home languages. During the piloting phase it was realized that category 7 was somehow irrelevant as the present research focused on the teachers' rather than the pupils' use of the home languages in classes of Arabic. Therefore, category 7 was excluded.

Aside from the content of the instrument, another adjustment involved the observation time. It was realized during the piloting phase that observations using the minute as a timing unit failed to capture a number of simultaneously overlapping categories of the teachers' behaviour. For within the same minute, the observed teachers of Arabic focused, for instance, in the first twenty seconds on Arabic sounds and immediately shifted their focus to treat Arabic words and perhaps other subcategories for the rest of the minute. For a more detailed observation, an option was made for the division of the minute into three units of observational focus of 20 seconds each.

No observable difficulties were encountered during the piloting of the written questionnaire for the teachers of Arabic. With reference to the interview with the parents, some issues emerged. One parent believed that the questionnaire was all about their own use of the input media, i.e., TV, radio, books, newspapers, etc., in Modern Standard Arabic. It was explained that in addition to the parents' use, the input study was more interested in children's use of input media in Modern Standard Arabic. Another issue discussed with the parents during the pilot study involved the frequencies of the children's use of media such as TV, radio, audio-tapes and videotapes and books. In order to establish how intense is parents' and children's use of media in Modern Standard Arabic, a four point scale ranging from "more than four hours per week" to "less than one hour a week" was initially incorporated into the questionnaire. In the pilot, it became clear that there were reported cases of children who never used media in Modern Standard Arabic. To capture this information about children's use of these media, a five point scale ranging from "more than four hours per week" to "never" was opted for instead. No further problems surfaced during the final administration of the interview with the parents.

After the piloting experience, the actual face-to-face interview with the parents and observations took place. The interview with the parents was held in their respective homes. It was conducted after the interview on the status of Modern Standard Arabic in Dutch schools (for an overview of visiting and interviewing these parents at their respective homes see section 6.1). With respect to the interview on the media, the aims of the input study were explained. The researcher made clear that the interview did not only seek information on the parents' use of input media in Modern Standard Arabic, but more importantly their children's use of it as well. Technical or academic terms were avoided. The input part of the interview took about 60 minutes and most often in very relaxed atmospheres. The informants were told to answer the questions in their best abilities and as an additional favour they were asked to provide as much
information as possible on their children's contact with the sources of input in their environment. During the face-to-face-interview, not a single parent answered "I don't know" or gave diffuse responses. Like in the case of the first interview of the status study, the informants most often brought up interesting and relevant issues on their children's experience with books, TV, or radio programmes in Modern Standard Arabic.

The observations took place in the ten classrooms (1-10) of the schools selected for research (see section 2.1). The teachers of Arabic were interviewed before and after they were observed. Informal pre-observation interviews elicited information about the class make-up, i.e. providing not only information about the ethnic composition of the class in terms of Arabophone and Berberophone pupils, but including an evaluation of the proficiency levels of the children in Modern Standard Arabic, in terms of skilled and less skilled pupils, the activities planned, the objective of the lessons, background, experience, the teaching materials and instructional practice. After the observation the actual written questionnaire of the teachers of Arabic was completed, collecting self-reported data about input in classes of Modern Standard Arabic.

At each elementary school, each class of Arabic was observed four times which were set with a one-week interval. Each observation session lasted thirty minutes. A total number of 40 observation sessions of thirty minutes were thus conducted, i.e., the total time of classroom observation was 1,200 minutes, a total of 72,000 seconds. Passive participation on the part of the researcher was characteristic of the classroom observations conducted, i.e., there was no involvement in the activities of the classrooms being observed. In each school, detailed field notes were written down. The aim was to capture information regarding the language input in focus. After the observation sessions, the written questionnaires were conducted with the teachers of Arabic. This ordering was adopted in order not to allow any effect of the questionnaire's content on the teachers' evaluation of the issues raised, which could consequently influence their teaching behaviour.

7.2 Input in Modern Standard Arabic within classes of Arabic

In this section, an account is given of the quantity and quality of Modern Standard Arabic input in classes of Arabic in Dutch elementary schools. The results of the observational instrument and the questionnaire with the teachers of Arabic for the study of input inside classes of Arabic are reported under a number of headings which identify the categories of the teachers' behaviour in classes of Arabic: (1) the teachers' focus on the language levels, i.e., sounds, words and grammar (7.2.1), (2) the teachers' focus on language skills of the pupils, i.e., speaking, listening, reading and writing (7.2.2), (3) the teachers' focus on children's home languages as instruction media (7.2.3), (4) the teachers' attention to the variability in the Modern Standard
Arabic proficiency of the pupils (7.2.4), (5) the teachers' activities based on the teaching materials (7.2.5) and (6) the teachers' handling of the cultural dimension of the instruction of Modern Standard Arabic (7.2.6).

In interpreting the results in the tables for the categories of linguistic levels (Table 7.1), language skills (Table 7.2), textbook-based activities (Table 7.5) and the cultural dimension of Arabic (Table 7.7), one should keep in mind that these categories complete each other. The total time in minutes spent on these four categories adds up to 1.200. This is not the case for the rest of the categories i.e., the use of the home languages of the children (Table 7.3) and the children's variability of proficiency in Modern Standard Arabic (Table 7.4), which are mutually exclusive. In each of these two cases, the total amount of time in minutes adds up to 1.200 (a total of 72.000 seconds).

### 7.2.1 The teacher's focus on the language levels of Modern Standard Arabic

Under the rubric of the category of the language levels of Modern Standard Arabic, the aim of the classroom observations is to see how much time teachers spend on teaching of each level per se, i.e., the sounds, words and grammar of the language under concern. The purpose is also to see how teachers impart knowledge of the sounds, words and grammar of Modern Standard Arabic in terms of the instructional strategies and the types of exercises involved. The results are presented in Table 7.1.

**Table 7.1** Amount of time spent on Modern Standard Arabic language domains by the teachers of Arabic

<table>
<thead>
<tr>
<th>Subcategories of linguistic domains</th>
<th>Total of time in minutes and seconds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Arabic sounds</td>
<td>220 min (13.200 sec)</td>
<td>18.3</td>
</tr>
<tr>
<td>2 Arabic words</td>
<td>275 min (16.500 sec)</td>
<td>22.9</td>
</tr>
<tr>
<td>3 Arabic grammar</td>
<td>55 min (3.300 sec)</td>
<td>4.6</td>
</tr>
<tr>
<td>Other categories</td>
<td>650 min (39.000 sec)</td>
<td>54.1</td>
</tr>
</tbody>
</table>

The figures in Table 7.1 show that the focus the teachers of Arabic on the levels of Modern Standard Arabic takes a considerable proportion of time, i.e., around 50% of the class time. Considering the three language levels focused on, more time is spent on the teaching of the vocabulary and the sounds of Modern Standard Arabic. Grammatical forms and structures are the least focused on and receive only a small fraction of the total amount of the class time.

Drawing on further observation, more information can be provided on how teachers of Arabic present the language levels referred to in Table 7.1. In their attempt to develop children's repertoire of Arabic vocabulary, teachers are observed to give the children ample opportunities to accumulate and reinforce the learned

Chapter 7

contains understanding of adjectives (the summit), i.e.,farasu kama:l and impede these structures with their respective words in Modern Standard Arabic. Difficult words like `a:ma:l (hopes), `al-`akhirba:r (news), thaqa:fa (a culture), `as`ila (questions) and `al-qimma (the summit) are often written on the blackboard after being explained and if necessary got further explanation. In reinforcing already-taught vocabulary of Arabic, teachers are observed to use a number of different vocabulary building exercises like "`akhir `al-jumla `atta:liyya wa `ista`mil `alkalima:t `almuna:siba" (complete the following sentence using the appropriate words) or "rakkib `alkalima:t mina `al`agwa:t `atta:liyya" (form words out of the following sounds).

At the sound level of Modern Standard Arabic, teachers are observed to correct pupils' pronunciation mistakes. Phonetic corrections involve generally mistakes that impede comprehension. The grammar of Modern Standard Arabic is not taught separately as Table 7.1 might suggest. Rather, it is taught as part and parcel of reading and writing that are sporadically used in the classes (see 7.2.2.). Use is made of structures like possession constructs (ida:fa is the term in Modern Standard Arabic), i.e., farasu kama:l (the horse of Kamal), saqfu l-bayti (the roof of the house) and mawju l-bahri (the waves of the sea); prepositions, i.e., fi: l-madrasati (in/at the school), mina dda:ri (from the house) and ila: lmadi:inati (to the city/town) and adjectives `ar-raju:lu `at-tawi:lu (the tall man), `albusta:nu `ajami:lu (the beautiful garden) and qamarun `abyadu (a white moon) as clues in enhancing children's understanding of the basic units of the simple sentence in Modern Standard Arabic.

7.2.2 The teacher's focus on the language skills of Modern Standard Arabic

The main aim of this category is to examine how much time teachers of Arabic spend in focusing on the diverse skills in Modern Standard Arabic, i.e., speaking, listening, reading and writing. The aim is also to investigate how teachers approach and develop children's skills in Modern Standard Arabic during their classes. Table 7.2 contains the amounts of time spent on Modern Standard Arabic language skills.
Table 7.2 Amount of time spent on Modern Standard Arabic language skills

<table>
<thead>
<tr>
<th>Categories of language skills</th>
<th>Total of time in minutes and seconds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Speaking</td>
<td>20 min (1.200 sec)</td>
<td>1.6</td>
</tr>
<tr>
<td>2 Listening</td>
<td>60 min (3.600 sec)</td>
<td>5.0</td>
</tr>
<tr>
<td>3 Reading</td>
<td>150 min (9.000 sec)</td>
<td>12.5</td>
</tr>
<tr>
<td>4 Writing</td>
<td>70 min (4.200 sec)</td>
<td>5.5</td>
</tr>
<tr>
<td>Others</td>
<td>900 min (54.000 sec)</td>
<td>75.0</td>
</tr>
</tbody>
</table>

In relation to the amount of time spent on each of the language skills of Modern Standard Arabic, Table 7.2 evidently summarizes some noticeable differences. The first remark is that the language skills receive far less attention than language levels of Modern Standard Arabic (Table 7.1). The observed data suggest that in classes of Arabic for group eight there is not much emphasis on productive or communicative skills, which means that the pupils learn much about the language (levels), but they rarely have the opportunity to practice the language orally. The reading skill receives relatively more attention (12.5%) than the rest of skills that are hardly focused on, i.e., writing (5.5%), listening (5%) and speaking (1.6%).

On the basis of further observation, teachers make the effort to include reading, writing, listening and speaking in their classes, although these activities remain sporadic at best. In addition to their sporadic nature, these activities are not used with specific communicative goals. Regarding the skill of reading, for instance, a number of teachers are observed to spend some time on having children read aloud for pronunciation accuracy or for the mastery of grammatical features. No stress was given on the comprehension aspect of reading. Similarly, teachers are not observed to offer specialized listening comprehension exercises in Modern Standard Arabic.

7.2.3 The teacher’s use of the children's home languages as instruction media

The category of using children's home languages (Moroccan Arabic, Berber and Dutch) as instruction media in classes of Modern Standard Arabic, aims at investigating how much time teachers of Arabic spend in paying attention to these languages, using them as instruction media. Apart from focus on the home languages, attention is paid to the measure of Modern Standard Arabic used as the language of instruction. The data are given in Table 7.3.
As can be seen from the figures in Table 7.3, the time allotment to the home languages and Modern Standard Arabic varies substantially. In general, Arabic teachers are observed to minimize the use of any other non-target language than Modern Standard Arabic which is the main language of instruction and/or class interaction, getting a considerable amount of class time, i.e., 58.4% of the total amount of the class time. The actual time spent on the use of the home languages of the children, i.e., Moroccan Arabic, Berber and Dutch, is far less than the amount Arabic teachers spent on using Modern Standard Arabic. Second, Arabic teachers do make use of the three home languages of the children, i.e., Dutch, Moroccan Arabic and Berber, but the relative amount of time allocated for the use of each single language as a medium of instruction varies substantially. Relatively more time is given to the use of Dutch and Moroccan Arabic as instruction media, 12.5% and 12.3% respectively than to Berber. Very limited is the amount of time spent on the use of Berber, though in most of the classes observed there are berber-speaking children. The fact that the use of each of the home language in classes of Arabic is reduced gives the impression that children are learning Arabic in an almost Standard Arabic-only learning environment.

More light is shed on the above issues on the basis of reported data. Virtually all the teachers indicate that the home languages of Moroccan children are used as instruction media in their teaching of Arabic, though to a limited extent. For them, Modern Standard Arabic has priority as it is the target language of Arabic instruction like respondent 2 who says: "The children should learn to speak Modern Standard Arabic first". In relation to the use of the home language of Moroccan children during Arabic instruction, teachers are asked to state whether they know the language varieties involved, i.e., Berber, Moroccan Arabic and Dutch. All the teachers state that they have full command of Moroccan Arabic and a "reasonably good" proficiency in Dutch. With reference to their knowledge of Berber, seven teachers acknowledge that they do not speak Berber and consequently they do not use it in classes of Arabic. Three teachers speak Berber as native speakers. In an attempt to investigate the frequency of home language use, teachers are asked to evaluate the frequency of home languages use in classes of Arabic on a 4-points scale ranging from "very often" to "never". All the teachers report that they use Dutch and

<table>
<thead>
<tr>
<th>Language</th>
<th>Total time in minutes and seconds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Berber</td>
<td>80 min (4.800 sec)</td>
<td>6.6</td>
</tr>
<tr>
<td>2 Moroccan Arabic</td>
<td>266 min (15.900 sec)</td>
<td>22.3</td>
</tr>
<tr>
<td>3 Dutch</td>
<td>152 min (9.120 sec)</td>
<td>12.5</td>
</tr>
<tr>
<td>4 Modern Standard Arabic</td>
<td>702 min (42.320 sec)</td>
<td>58.4</td>
</tr>
</tbody>
</table>

Table 7.3 Amount of time spent in using children's home language (as instruction media) and Modern Standard Arabic.
Moroccan Arabic "often" and "very often" respectively. As for the use of Berber language, three teachers state that they "often" use it and seven "never" use it.

A subsequent number of questions focuses on how teachers of Arabic incorporate children's home languages into instruction to serve a variety of desirable functions. First, teachers are asked to specify when they make use of each of the home languages of the children. All the teachers report that they use Dutch as a reference to explain and solve the linguistic difficulties children encounter in learning the vocabulary of Modern Standard Arabic. Concerning the use of Berber, the seven non-Berber-speaking teachers report that they do not prevent children from using it in class. If necessary, they reportedly ask Berberophone pupils to translate for other Berberophone pupils in Berber. For the remaining three teachers, Berber is used as a medium for aiding understanding, particularly in relation to Berberophone children. Moroccan Arabic is used to check comprehension or explain an activity, as eight teachers indicate. It is also used, two teachers report, as an instrument for class management, i.e., to correct the pupils' misbehaviour and to restore order in the classroom.

7.2.4 The teacher's attention to the variability in the proficiency of Modern Standard Arabic

In each of the classrooms observed in this study, there are considerable differences in the levels, for instance, of reading proficiency in Modern Standard Arabic among children. This is so because the pupils are not grouped according to their proficiency levels in Modern Standard Arabic. Rather, the pupils are grouped according to the class levels of the regular Dutch education system. As a result, the pupils' levels within one group are varying.

Under this category, the variability in the proficiency of Modern Standard Arabic, the aim is to investigate the extent to which teachers pay attention to the different levels of attainment in Modern Standard Arabic within classes of Arabic. It attempts to explore how much time teachers spend in addressing the class as a whole as well as skilled and less skilled individual children. Other issues addressed here concern how teachers of Arabic try to deal with these different levels of proficiency in Modern Standard Arabic among children learning Arabic. For the purpose of this study, the amount of time Arabic teachers spend in addressing the class as a whole or individual skilled and less skilled is calculated. The findings are summarized in Table 7.4.
Table 7.4 Amount of time spent to children’s variability in Arabic language proficiency

<table>
<thead>
<tr>
<th>Groups of pupils</th>
<th>Total time in minutes and seconds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Whole group of pupils</td>
<td>1187 min (71.220 sec)</td>
<td>98.9</td>
</tr>
<tr>
<td>2 Less skilled pupils</td>
<td>8 min (480 sec)</td>
<td>0.6</td>
</tr>
<tr>
<td>3 Skilled pupils</td>
<td>5 min (300 sec)</td>
<td>0.4</td>
</tr>
</tbody>
</table>

As can be derived from the findings in Table 7.4, Arabic teachers spend almost all the instruction time addressing the whole group, i.e., 98.9% of the whole class time. Within these linguistically heterogeneous classes of Arabic, both skilled and less skilled individual children receive no particular attention from the teachers. A whole-class approach tends to be adopted across the classrooms observed so far, though there are observable differences in the levels of proficiency among the groups. From the point of view of the teaching materials, there is almost no attempt on the part of the teachers to work with differentiated assignments or individual tuition.

On the basis of reported data, other aspects regarding the Arabic teachers’ attention to differences in levels of competence in classes of Modern Standard Arabic are tackled. To probe more into their attitudes towards the issue under focus, teachers are first asked to state whether they pay attention to the various levels of proficiency in Modern Standard Arabic among children. To this question three teachers answer in the affirmative. Seven respond negatively. Various reasons are presented here. Teachers responding in the affirmative state that differences in the attainment levels of children should be taken into account to cater for their particular needs vis-à-vis the learning of Modern Standard Arabic. Different reasons are given in the responses of those answering negatively. Some reportedly point out the fact that individualizing Arabic instruction in groups that are linguistically very heterogeneous is too difficult. These also refer to the fact that regrouping children belonging to different grades in the regular Dutch education according to their proficiency levels in Modern Standard Arabic might conflict with the interest of other Dutch colleagues: "Children may miss lessons of subjects of the core curriculum" (respondent 7). Others among them think that the attention of the teachers to the various levels of attainment among children is a time-consuming operation. In their point of view, Arabic instruction time is already limited to 2.5 hours a week. If attempts to regroup children according to their proficiency levels in Modern Standard Arabic are made, these teachers report, instruction time would be even more limited.

Subsequent questions focus on different levels of proficiency among children as a result of learning Arabic in the mosque. To this question teachers are divided. Five teachers respond in the affirmative, another five answer negatively. In the point of view of those responding positively, attending lessons of Arabic in mosque schools adds positively to the proficiency of children in Modern Standard Arabic. For those answering in the negative, differences in terms of proficiency in Modern Standard
Arabic are not obvious between mosque participants and non-participants. In this connection, respondent 5 comments that "it is difficult to know as there is no structural coordination between mosques and elementary schools in terms of Arabic provision in the Netherlands".

In an attempt to know more about their methods of dealing with the variability in the Arabic proficiency of children, teachers are asked whether they start from a prior assessment of the proficiency of children in Modern Standard Arabic. To this question teachers appear ambivalent. Five teachers respond in the affirmative; another five answer negatively. Those answering affirmatively report that such an assessment is not carried out through formal testing procedures. Rather, it is done through exercises on "things already covered in class" (respondent 5); or on the basis of "children's degrees of class participation" (respondent 3). For those responding negatively, an assessment of the proficiency of children in Modern Standard Arabic is time consuming.

In relation to the teaching materials used, teachers are asked whether the various levels of attainment among children are taken into account in selecting teaching materials. To this question only two teachers answer positively. Eight teachers respond negatively. The latter report that such teaching materials are not (commercially) available on the Dutch market.

7.2.5 The teacher's activities based on the teaching materials

Under the heading of this category, a number of aspects of the teaching materials used are studied. In addition to investigating which types of teaching materials and how these are used in classes of Modern standard Arabic, the main aim is to focus on how much time teachers spend engaging the pupils in teaching materials-related activities. These include reading, writing and speaking assignments. The amount of time spent on activities based on teaching materials is calculated. Table 7.5 provides the relevant data.

Table 7.5 Time spent on activities based on teaching materials

<table>
<thead>
<tr>
<th>Type of activities</th>
<th>Total time in minutes and seconds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Written assignments</td>
<td>100 min (6.000 sec)</td>
<td>8.3</td>
</tr>
<tr>
<td>2 Oral assignments</td>
<td>15 min (900 sec)</td>
<td>1.2</td>
</tr>
<tr>
<td>3 Reading activities</td>
<td>50 min (3.000 sec)</td>
<td>4.1</td>
</tr>
<tr>
<td>4 Speaking activities</td>
<td>25 min (1.500 sec)</td>
<td>2.0</td>
</tr>
<tr>
<td>5 Use of supporting materials</td>
<td>10 min (660 sec)</td>
<td>0.8</td>
</tr>
<tr>
<td>Other categories</td>
<td>1000 min (60.000 sec)</td>
<td>83.3</td>
</tr>
</tbody>
</table>
A sweeping look at the data in Table 7.5 shows that little effort is made to include activities related to teaching materials. These account only for a small fraction of the entire class time, i.e., 16.4%. Only written assignments tend to receive some attention (8.3%). Other activities such as oral assignments (1.2%), reading activities (4.1%) and speaking activities (2%) hardly receive any attention from the teachers. Another remark concerns the fact that teachers of Arabic do not draw on supporting materials in Arabic instruction. Teachers are not observed to use audio-visual stimuli such as video films (i.e., documentaries, movies), slides and audio materials (i.e., interview, children’s talk shows, etc.) that would generally facilitate children's acquisition of Modern Standard Arabic.

Reported data shed more light on the teachers' use of the teaching materials in classes of Modern Standard Arabic. Arabic teachers are asked first to rate the frequency of activities based on teaching materials in general (i.e., written, oral and reading assignment) on a 4-point scale ranging from "very often" to "never". Five teachers indicate that they "rarely" assign such activities. While three teachers "often" use such textbook-related activities, two "never" do so. With reference to the reading activities in classes of Arabic, teachers are asked whether they prompt reading activities from the teaching materials being used. To this question, all the teachers respond positively, though they indicate the infrequency of such reading activities. Eight teachers "rarely" make their pupils read texts taken from the teaching materials, whereas only two "often" do so. With respect to homework assignment, three teachers report that they "often" assign homework from the textbook to their pupils. Another four teachers provide such homework "rarely", while three "never" do so in their teaching of Arabic.

The fact that such activities are hardly approached on their own right is reportedly due to a number of reasons. Some teachers evoke the issue of time constraints. These teachers report that they do not have time to plan a programme incorporating such activities in classes of Arabic. Nor do they have enough time to select reading materials (i.e., texts) according taking account of differences in the reading proficiency levels within their classes. For some others, the difficulties associated fostering such skills are actually discouraging, especially as materials that are specifically designed for the teaching of such skills in Modern Standard Arabic are scarce.

Apart from activities based on the teaching materials, teachers are asked about the actual teaching materials, textbooks in particular, they use in Arabic instruction. To the question whether they use certain textbooks in their teaching of Arabic, virtually all the teachers report that the textbook of Arabic is a pervading aspect of Arabic classes. When asked to specify whether they use textbooks from Morocco, other Arab countries, the Netherlands or other European countries, a variety of textbooks are reportedly used in the teaching of Arabic in Dutch schools depending on their choices: imported from Morocco (five teachers), imported from other Arab countries
(two teachers) and textbooks locally produced in the Netherlands (three teachers). See Table 7.6 for a review of the textbooks used.

Table 7.6 Inventory of textbooks used in the teaching of Arabic, including textbooks produced in Morocco, in other Arab countries and in the Netherlands. Specifications are given concerning the name of the textbook, the author, publication house and place of publication

In Morocco:

<table>
<thead>
<tr>
<th>Method</th>
<th>Author(s)</th>
<th>Publication house</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al Fusha:</td>
<td>Boukmakh</td>
<td>Dar Aml</td>
<td>Tangier</td>
</tr>
<tr>
<td>Hayya naqra' wa hayya naktub</td>
<td>Hamadani</td>
<td>Al Ma'a:rif</td>
<td>Rabat</td>
</tr>
<tr>
<td>Qira:'ati:</td>
<td>unknown</td>
<td>Sudan etc.</td>
<td>Rabat</td>
</tr>
</tbody>
</table>

In other Arab countries:

<table>
<thead>
<tr>
<th>Method</th>
<th>Author(s)</th>
<th>Publication house</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silsilat al-barahim</td>
<td>Abd el Aziz</td>
<td>Dar al-mirri:kh li-l-nashr</td>
<td>Riyadh</td>
</tr>
<tr>
<td>Lughati: n-Na:miyya</td>
<td>Farigi</td>
<td>Dar AlCIlm li-l-mala:yi:n</td>
<td>Bayrut</td>
</tr>
<tr>
<td>Mara:hil al-Qira:'a</td>
<td>Abu Sacd et al.</td>
<td>Dar AlCIlm li-l-mala:yi:n</td>
<td>Bayrut</td>
</tr>
<tr>
<td>Al-Qa:mu:s al-madrassi</td>
<td>Bulaysh et al.</td>
<td>Al-sharika li-ttawzi:c</td>
<td>Tunis</td>
</tr>
<tr>
<td>Mawa:rid al-Qira:'a</td>
<td>cAyutani et al.</td>
<td>Dar al-Maqa:sid</td>
<td>Bayrut</td>
</tr>
</tbody>
</table>

In the Netherlands:

<table>
<thead>
<tr>
<th>Method</th>
<th>Author(s)</th>
<th>Publication house</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Aqr'a'u, aktubu, atamarranu</td>
<td>Artubo</td>
<td>ABC</td>
<td>Amsterdam</td>
</tr>
<tr>
<td>Natakallamu kadha:lika</td>
<td>Drubbel et al.</td>
<td>Pedologisch Instutuut</td>
<td>Rotterdam</td>
</tr>
<tr>
<td>Arabisch Communicatief ter voorbereiding op het CSE MAVO (1 and 2)</td>
<td>Jamal &amp; El Marbaz</td>
<td>Wolters-Noordhoff</td>
<td>Groningen</td>
</tr>
</tbody>
</table>

Being based on the Moroccan education programme, the textbooks from Morocco are reported to present a well-founded knowledge of Modern Standard Arabic. Viewed from a cultural point of view, these textbooks are considered as rich sources of knowledge about the Moroccan culture. They could serve as "instructive tools in making children in the Netherlands aware of their own culture", as respondent 7
states. Still, these teachers point out that, in general, the teaching of Arabic in the Netherlands "cannot draw on accumulated experience" (respondent 2) and "a wide choice of textbooks with respect to Arabic as can their Dutch-teaching colleagues" (respondent 4).

Textbooks, textbooks imported from other Arab countries such as Tunisia, Saoudi Arabia and Lebanon are reported to be used by two teachers. Being seen as good models of Modern Standard Arabic use, these textbooks are reported to be valuable supplements "to any school library" (respondent 2), where Arabic is taught. Seen as appropriate for the cultural environment of Moroccan children living in the Netherlands, textbooks produced in other Arab countries reportedly deal with themes having "an international appeal" (respondent 7). The repertoire of such textbooks "extends to computer adventures and environmental issues" (respondent 5).

Locally produced textbooks in the Netherlands are also referred to. These new Arabic textbooks have been developed on the basis of "common Dutch reading methods" (respondent 6). Teachers opting for textbooks produced in the Netherlands appear critical to the ones imported from Morocco for a number of considerations. Linguistically these textbooks, being "linguistically too advanced" (respondent 5), "do not match the competence level of children learning Arabic in Dutch schools" (respondent 2). Second, "no useful instruction is given to teachers regarding how they can best make use of the reading materials" involved (respondent 5). Third, "no ample attention is paid to the stimulation of the development of social" (respondent 2) and especially "communicative skills in Modern Standard Arabic (respondent 6). Culturally speaking, these methods "do not speak to the needs as well as the cultural experiences of Moroccan children living in the Netherlands" (respondent 2).

Teachers are asked to state whether they make use of self-developed teaching materials. All the teachers report that they hardly make use of self-made materials. Preparing one's teaching materials demands a great deal of preparation, a very time-consuming process.

### 7.2.6 The cultural dimension of the teaching of Arabic

Cultural instruction refers here to those subjects where emphasis is on cultural transmission, i.e., transmitting cultural standards and values, history, customs, etc. This category deals with which type of cultural input is transmitted in classes of Arabic. i.e., Arabic cultural input, Dutch cultural input or both. This category also examines how much time is spent on each of these sorts of cultural input. When the amount of time spent in treating cultural activities in classes of Arabic is considered some trends are immediately apparent, as can be seen in Table 7.7.
Table 7.7  Time spent on culture treatment in classes of Arabic

<table>
<thead>
<tr>
<th>Subcategories of culture treatment</th>
<th>Total time in minutes and seconds</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Arabic cultural themes</td>
<td>125 min (7.500 sec)</td>
<td>10.4</td>
</tr>
<tr>
<td>2 Dutch cultural themes</td>
<td>15 min (900 sec)</td>
<td>1.2</td>
</tr>
<tr>
<td>3 (contrasting) Arabic/Dutch themes</td>
<td>10 min (600 sec)</td>
<td>0.8</td>
</tr>
<tr>
<td>Other categories</td>
<td>1050 min (63.000 sec)</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Considering the focus of the teachers on the levels (Table 7.1), or the skills of Modern Standard Arabic (Table 7.2), the proportion of time spent on the teachers' handling of the cultural dimension of Arabic language is obviously the smallest (12.4% of the entire class time). This is surprising as, reportedly, teachers enthusiastically consider knowledge of culture as one of the major goals of Arabic lessons (see below).

Other relevant aspects of cultural instruction in classes of Modern Standard Arabic are treated on the basis of reported data. Teachers are asked about which culture they refer to in teaching Arabic, i.e., Arabic culture, Dutch culture, or both Arabic and Dutch cultures. Seven teachers report that they mainly refer to Arabic culture, referring to themes that relate to supreme virtues as ‘al-karam, (generosity), mak:rimu ‘al-‘akhla:qi (generosity of spirit), ‘al-‘insa:f (sense of fairness), ‘a-‘ikhla:s (loyalty), ‘al-‘i:kha:: (brotherhood) and hubbu ‘al-‘ilm (thirst for knowledge). For the remaining three teachers, the focus is on both Arabic and Dutch cultures. These teachers report contrasting themes like Moroccan and Dutch flags, Dutch and Moroccan children's festivities like Zwarte Piet and Haggua (Both are fantasy figures who distribute sweets and presents for young children) Dutch and Moroccan clothing like klompen (the wooden shoes) and l-balgha (Moroccan traditional shoes) and l-‘arbour (the fes), the Dutch Festival Mundial organized every year in Tilburg and the Moroccan annual festival of tfal (the festival of the apples), habb-lmluk (the festival of cherries) imilshil (The marriage festival of Imilchil).

Teachers emphasizing Arabic culture report that their main aim is to make children in a better position to understand the specifics of Arabic culture. In their view, this would help in making Moroccan children living in the Netherlands proud of their own cultural heritage and avoiding, thus, future identity problems and alienation from their families. Afterwards, teachers are asked whether the cultural component of Arabic lessons takes into account the socio-cultural reality of the second generation Moroccan children in the Netherlands. Virtually, all the teachers answer positively, though their interpretation of the term "sociocultural reality" differ. Seven teachers report that their treatment of culture in lessons of Arabic aims at maintaining the cultural identities and values of origin. For three teachers, it is important that education in Arabic in the Netherlands takes into account the personality of the
children finding themselves between two widely different cultures: the Moroccan and Dutch cultures.

7.3 Input of Modern Standard Arabic outside the Dutch school

Apart from language input within classes of Arabic, the present study also focuses on language input outside Dutch elementary schools at home and the community at large. The following section reports on the results of the interview with 25 Moroccan parents on this issue. These are parents of 25 children of the 50 children participating in the proficiency study. The results of the interview are reported under a number of headings which identify the major types of input sources available for Moroccan children outside Dutch schools: (1) input of Modern Standard Arabic via use within the family, (2) input of Modern Standard Arabic via auditory and audiovisual media, (3) input of Modern Standard Arabic via printed materials, (4) input of Modern Standard Arabic via libraries and (5) input of Modern Standard Arabic via visits to Morocco.

7.3.1 Input of Modern Standard Arabic via use within the family

The category of input in Modern Standard Arabic via use within the family investigates the possible chances Moroccan children in the Netherlands have in receiving linguistic support and reinforcement from their families and entourage. Also, it tries to see how parents support or reinforce their children's proficiency in Modern Standard Arabic.

Moroccan parents are first asked to state whether they have ever attempted to support and develop their children's proficiency in Modern Standard Arabic at home. In reply to this question, 14 parents respond positively; and 11 negatively. The 14 parents report to have initially started themselves supporting and reinforcing their children's skills in Modern Standard Arabic at home, but abandoned later for a number of reasons. With respect to the strategies adopted, parents provide a number of forms of support. Of 14, 5 parents report that they used to teach their children the Arabic of the koran, as respondent 5 expresses it: "The sacred Arabic language of worship through memorizing the koran for later use in prayer". Other 5 parents reserved part of their time to either "listen to [their] children's recitals of poems and songs and correct them" (respondent 2) or to "go through the list of already acquired vocabulary" (respondent 17). The remaining 2 parents report that they used to review with the children what they learn in classes of Arabic: "sometimes we, the children and me, go through what they learn in terms of sounds, words and grammar" (respondent 3). Concerning the reasons leading parents to abandon their tutorial attempts at home, a number of reasons are given. Of 14, 7 parents felt discouraged as their children experienced what these parents view as "learning problems".
Respondent 23 provides a relatively lengthy quotation on this matter: "At first, I used to teach my child how to read the koran for later use in prayers. I used to listen to his recitations of koranic verses. I started to panic when my child did not show symptoms of learning. I started to think he would end up acquiring neither Arabic nor Dutch". Another 6 parents give their low proficiency in Modern Standard Arabic as a major reason for abandoning parental tutoring, as respondent 6 expresses it: "I have deficiencies in Arabic. I am not sure of the word meaning in Arabic. I usually make mistakes with simple pronunciation matters". One last parent stopped reinforcing the Arabic proficiency of his child as he has not enough time to continue doing so. The rest of the parents (11) are categorical in stating that they have never tried to support or develop the proficiency of their children in Modern Standard Arabic at home. Reportedly, these parents had no Arabic education in Morocco.

7.3.2 Input of Modern Standard Arabic via auditory and audio-visual media

Regarding input of Arabic via auditory and audiovisual media, the main focus is on children's chances to be exposed to Modern Standard Arabic at home in many possible ways, for instance, through television, radio, audio-tapes and video cassettes. The first set of questions focuses both on parents and their children's watching of TV programmes in Arabic at home and on the frequency of TV watching per week as well. Virtually all the parent report that they watch TV programmes in Arabic. Then parents are asked to specify their preferred Arabic TV channels. 14 parents express their preference for programmes broadcasted by Middle Eastern TV channels, particularly markaz tilivisiyu:n `a-š-šarq `al-awṣat (Middle East Broadcasting Centre) broadcasted from London (United Kingdom) and Al-Jazi:rah broadcasted from Dubai (United Arab Emirates) which are received in different parts of the Netherlands. These Middle Eastern TV stations broadcast mainly in Modern Standard Arabic and Egyptian Arabic. The remaining 11 parents reportedly favour the Moroccan national TV station, the Radio Télévision Marocaine (RTM from Rabat, Morocco), using mainly Arabic and French.

Moroccan parents are asked to rate the frequency of their viewing TV per week on a 4-point scale ranging from "more than four hours a week" to "less than one hour a week". Of 25, 10 parents report that they watch TV programmes in Arabic for more than four hours weekly, 9 parents for an amount of 3 to 4 hours a week, 3 parents for an amount of 1 to 2 hours a week and finally 3 parents for less than one hour a week.

Parents are also are asked to rate the frequency of viewing Arabic TV of their children per week on a 5-point scale ranging from "more than four hours a week" to "never". While the findings above show that all the parents follow TV programmes in Arabic, a reverse picture emerges with respect to their children. As it turns out, 14 parents report that their children "never" watch TV programmes in Arabic during the week. 5 and 4 parents state that their children watch TV programmes in Arabic for "less than one hour a week" and "3 to 4 hours a week" respectively. The last 2 parents
Chapter 7

report that their children follow Arabic programmes for an amount of 1 to 2 hours a week.

With respect to the types of programmes followed by their children, 5 parents (out of 11) state that their children follow cartoon series in Modern Standard Arabic, on MBC in particular. For 3 parents, children follow movies "though these movies are most often in Egyptian and occasionally in Moroccan Arabic" (respondent 7). "Only very rarely, they follow series in Modern Standard Arabic" (respondent 5). For the remaining 3 parents, children follow documentaries in Modern Standard Arabic. One parent points out that one of "the shortcomings of these documentaries is that they contain very rapid dialogue" (respondent 25).

Aside from Arabic TV programmes, parents are also asked whether they follow Arabic programmes on the radio. All parents respond positively: "To keep in touch with radio programmes of various sorts one can not only be entertained, but one is also informed about the current affairs and political attitudes in Morocco" (respondent 5). Their preference regarding which radio channels they follow differ. 17 parents follow Dutch national daily radio broadcast for the Moroccan community, lasting for 45 minutes. These 17 parents reportedly follow "sometimes" programmes of local radio stations in different cities of the Netherlands, usually offering programmes in Moroccan Arabic and Berber. 5 parents report their preference for following Arabic radio programmes on the National Station of Rabat, Morocco. Only 3 parents are interested in listening to the Arabic station of the BBC World Service.

Parents are asked to rate their frequency of following radio programmes in Arabic per week on a 4-point scale ranging from "more than four hours a week" to "less than one hour a week". The overall impression is that radio programmes in Arabic are less popular among Moroccan parents than Arabic TV programmes. 13 parents report that they follow Arabic programmes on the radio for less than one hour a week, 8 parents for 1 to 2 hours a week and finally 4 parents for more than four hours a week.

According to the parents, their children make much less use of Arabic programmes on the radio. Whereas 21 parents report that their children "never" follow radio programmes in Arabic, 4 parents indicate that their children follow Arabic radio programmes, though only for less than one hour a week. Moroccan as well as Algerian popular music of Rai are reported to be their children's main menu.

A subsequent set of questions concerns the use of audio-tapes and video-cassettes. First, parents are asked whether Arabic audio-tapes are available at home. In responding to the question, parents are ambivalent.13 parents answer positively, 12 parents respond negatively. Of 13, 10 parents report the availability of koranic audio-tapes only. The remaining 3 refer to the availability of audio-tapes of songs in Arabic.

Parental frequency of using audio-tapes per week is low. Of 12, 7 parents listen to tapes in Arabic for less than one hour a week, 2 parents for 1 to 2 hours a week, 3 parents for 3 to 4 hours a week and one parent for more than 4 hours a week.

Children appear to be less prone than are their parents to using audio-tapes in Arabic. Of 25, 23 parents report that their children "never" listen to Arabic audio-
tapes: "Commercial recordings in Modern Standard Arabic which are appropriate to the children's age are not easily available on the local market" (respondent 5). For another parent: "these are too expensive" (respondent 7). Only 2 parents indicate that their children do but only for less than one hour a week. These figures reveal that the use of audio-tapes is very low among parents and that the children use them less often than their parents do.

Questions are then asked about the availability of video-tapes in Arabic, both in terms of sorts of video cassettes as well as their frequency of use both by the parents and the children. Firstly, parents are asked whether video cassettes in Arabic are available (or not) at home. Affirmative answers are strongly dominant for all the parents. Viewing video-tapes in Arabic seems to be very popular within Moroccan families in the Netherlands: "Videos are becoming increasingly common in Moroccan households" (respondent 7). This is so "as there are no opportunities to see films in Arabic at the cinema in the Netherlands. Nor is it possible in this country to hire videos in Arabic from shops that stock cassettes in Arabic" (respondent 5).

Related to this, another question deals with what sorts of video cassettes in Arabic are available at home. It turns out that video films in Arabic are common at home, as 18 parents report. But these are in Egyptian or Moroccan Arabic: "Movies are most often in Egyptian or Moroccan Arabic" (respondent 12). There is a much lower appeal for video-tapes of documentaries and cartoons in Modern Standard Arabic, as 7 parents indicate.

3 parents report that they never watch video-tapes in Arabic during the week, the remaining 22 parents are divided over different frequencies: 9 parents for less than one hour a week, 3 parents for 1 to 2 hours a week, 5 parents for 2 to 3 hours a week and 5 parents for more than four hours a week.

Viewing video-tapes in Arabic tends to decrease strongly among children, though their occasions for watching video tapes in Arabic vary. Whereas 16 parents report that their children "never" watch video-tapes in Arabic at home, 9 parents report that their children watch video tapes in Arabic with the following frequencies: 6 children for less than one hour a week, two children for 3 to 4 hours a week and finally one child for 1 to 2 hours weekly.

7.3.3 Input of Modern Standard Arabic via printed media and reading and writing of letters

Arabic input via printed media relates to Moroccan children's contact with books, newspapers and magazines and the measure of reading and writing letters. In an attempt to see if there is any supply of printed media at home, parents are asked about the availability of printed materials in Arabic at home. To this question, 19 (out of 25) parents report that printed materials in Modern Standard Arabic are not available at home: "I never supply children with regular reading materials at home" (respondent 3). Printed media in Modern Standard Arabic which are "especially interesting and
exciting are hard to find on the Dutch market" (respondent 7). The 6 parents report that they supply their children with reading materials once in three months. Regarding the types of printed media children are offered, these parents report newspapers, religious books and rarely children's books. As regard their children's use of such printed materials in Arabic at home, parents state that it "remains generally minimal" (respondent 7) if not "non-existent" (respondent 2).

With respect to correspondence in Modern Standard Arabic, parents are asked to state whether they stimulate their children to read and write letters in Arabic. When asked whether they encourage letter writing in Modern Standard Arabic by their children, only 6 parents respond in the affirmative. 19 parents answer negatively, reporting that they never arrange for their children "to write letters in Modern Standard Arabic" (respondent 23) or encourage them "to write or exchange letters in Modern Standard Arabic with friends and/or relatives in Morocco" (respondent 15). There is no "way to get children interested in reading or writing letters in Modern Standard Arabic" (respondent 8). Those answering in the affirmative report that they encourage children to write letters as "letters are a means to maintain close contact with relatives and friends in Morocco" (respondent 2).

Children are encouraged to write letters in Arabic "once a year", as the 6 parents report. When asked whether they encourage their children to read letters in Modern Standard Arabic, 5 parents answer positively. 20 parents answer that they never arrange letter reading in Modern Standard Arabic for their children: "The level of the linguistic difficulty of corresponding in Modern Standard Arabic is inappropriate for my child who is dominant in Dutch" (respondent 4). Parents encourage letter writing among their children though very rarely: "Once a year".

7.3.4 Input of Modern Standard Arabic via Dutch public libraries

In an attempt to investigate children's possible interest in reading or borrowing printed materials from Dutch public libraries, parents are asked whether they encourage their children to frequent public libraries for books in Arabic. Of 25, 20 parents indicate that they never encourage their children to frequent the public library for readings in Modern Standard Arabic. Two main reasons are provided by these parents, namely their time constraints and their lack of information about Dutch public libraries. Of 5, 3 parents reportedly do so each three months. Two other parents do so once a month. In general, children's books are mostly borrowed. When asked whether children borrow books from Dutch public libraries, only 3 parents respond in the affirmative. 2 respond negatively. Regarding the frequency of borrowing such books, the 3 parents report that their children do so once in three months.
7.3.5 Input of Modern Standard Arabic via visits to Morocco

On the question whether the parents make regular visits to Morocco almost all the parents (24) report that they visit Morocco once a year: "I make trips to Morocco on an annual basis" (respondent 17). One parent visits Morocco twice a year. With reference to their children, a similar pattern emerges. While 24 parents indicate that their children visit Morocco once a year, one parent states that his child visits Morocco twice a year. Regular visits to Morocco are reported to be almost infeasible, as all the parents indicate. Reasons alluded to here include the engagement of children with their schools and more particularly financial restrictions.

7.4 Conclusions and discussion

In this chapter, an account is given of observations and self-reports regarding the input of Modern Standard Arabic within and outside the school context. The main focus has been on what type of and how much input in Modern Standard Arabic is available for Moroccan children of group eight to support their Arabic language development. While the first part of the input study focuses on Arabic language input within classes of Arabic, a second and complementary part explores Arabic input outside the school environment, i.e., at home and/or in the community at large.

As regard the input within classes of Modern Standard Arabic, Arabic teachers are observed to give major attention to the linguistic levels, i.e., sounds, words and grammar, in particular to the sounds and vocabulary of Modern Standard Arabic; grammar of Modern Standard Arabic receives less attention. As for the teaching of the language skills of Modern Standard Arabic, i.e., speaking, listening, writing and reading, there is very little effort from the part of the teachers to engage children in writing, speaking and listening activities with a communicative goal. No particular use is made of supporting teaching materials, and textbook-related activities including writing, reading and speaking assignments remain sporadic at best, accounting only for a very small fraction of the entire class time. In the Arabic teachers' view, the limited amount of time available for Arabic instruction in Dutch schools and the severe shortage of teaching materials specifically designed for the teaching of such skills in Modern Standard Arabic are held responsible for this. With reference to the textbooks used, Arabic teachers most often make use of three main categories of textbooks of Arabic, i.e., those imported from Morocco, from other Arab countries and produced in the Netherlands. Unlike the teachers using textbooks from Morocco and other Arabic countries, teachers using textbooks produced in the Netherlands raise questions about the appropriateness of the "foreign" methods used. Self-reports make clear that most of the available textbooks offer generally no instructions to teachers regarding how to make best use of the reading materials; little or no attention is paid to fostering the development of linguistic and especially communicative skills
in Modern Standard Arabic; and the topics are often too formal or exalted to be regarded of immediate interest for Moroccan children living in the Netherlands. Self-made teaching materials are hardly used in Modern Standard Arabic instruction as it is viewed as a very time-consuming process.

With reference to the quality of input in Modern Standard Arabic, a number of Arabic teachers' behaviour categories are investigated, including the teachers' use of the children's home languages, attention to the variability of proficiency in Modern Standard Arabic among children and the handling of the cultural dimension of the Arabic lessons. As for the teachers' use of the home languages of the children as instruction media, it is found that the actual time spent on the use of the home languages of the children (i.e., Moroccan Arabic, Berber or Dutch) is far less than the amount of time spent on the use Modern Standard Arabic in instruction. With respect to the home languages of the children, the relative amount of time allocated for the use of each language separately varies substantially. While Dutch and Moroccan Arabic are found to receive more time, Berber is almost not at use. The Arabic teachers' limited use of the non-target media (i.e., Berber, Moroccan Arabic and Dutch) could possibly lead to a situation in which the communication between the teacher of Arabic and the pupils becomes extremely difficult. In this context, Otten & De Ruiter (1993:167) make the following comment: "Even if the official target language of Education in Native Language is Modern Standard Arabic - which is the language of reading and writing and as such very important -, in practice the mother tongues are or must be used in order to ensure good communication and thus successful education".

Regarding Arabic teachers' attention to the variability in the proficiency of children in Modern Standard Arabic, the largest amount of time is observed to be spent in addressing the whole class. Individual skilled and less skilled children receive almost no attention from the part of the teacher. In the teachers' view, these differences in levels of Modern Standard Arabic within classes are experienced as extremely difficult to handle. It is not surprising that some children reportedly feel passive and contribute very little to classroom discussion as a result of the whole class approach (see 6.3.2). Arabic teachers' attention to differences in attainment levels among the pupils and its relevance for their proficiency in Modern Standard Arabic is well-attested. Van de Wetering (1990) points out that teacher talk appears to influence children's proficiency in Arabic.

Another relevant category here is the handling of the teachers of Arabic of the cultural dimension of Modern Standard Arabic. It is found that the amount of time spent by the teachers on handling the cultural dimension of Arabic lessons is minimal. A number of imported cultural topics are reported to be used including the importance of moral values, religion and patriotism. Similar concerns are documented in the works of De Jong (1985), Khleif (1991) and Driessen (1994), particularly that many opportunities are missed to relate the course content of Arabic instruction to the
The input study

pupils' background, thus diminishing the possibilities of providing Moroccan pupils with a context for the themes involved.

Apart from language input within the Dutch school, this study focuses also on children's out-of-school exposure to Modern Standard Arabic. Regarding attempts to make use of Modern Standard Arabic at home, the parents interviewed in this study have received no or very little schooling and can hardly provide any language modelling for their children. At a later stage, these parents have felt apprehensive about teaching their children in Modern Standard Arabic for different reasons such as lack of time and skills. The fact that children in the Netherlands lack support and reinforcement from their families and entourage in learning Modern Standard Arabic has also been referred to in the study of Bentahila & Davies (1992:79): "In Morocco, even if a child's parents are illiterate, he is likely to be able to find other family members, neighbours or friends who can help him with his schoolwork and understand his difficulties. In the Netherlands cut off from most of his family and with a Moroccan community which, even if it is close-knit, is undoubtedly less varied in structure than the one in Morocco, the chances of finding such help are certainly diminished".

Remarkable limitations are found with respect to Modern Standard Arabic input via printed materials in the home environment along with hardly used opportunities for visits to Dutch public libraries and to the home country, Morocco. Regarding the use of auditory and audio-visual media, it is found that the parents are frequent users of TV and radio programmes, video-tapes and audio-tapes in Arabic. A reversed picture emerges with respect to their children's contact with these sources of Arabic input. Children are generally found to be infrequent users of such media when compared to their parents. The low degrees of contact of the children with input media in Modern Standard Arabic at home can not be explained by the lack of opportunities only. Rather, it may be the case that such a contact is perhaps less attractive for children living in the Netherlands, who are known for their more frequent use of Dutch mass media. The content of the Arabic TV and radio programmes followed at home, drawing more on adult culture or on the culture of the countries of origin, may not harmonize with the interests and experiences of these children living in the Dutch society.

In conclusion the findings of the input study indicate that children do not have many opportunities for the support and development of skills in Modern Standard Arabic beyond the classroom context. Their exposure to Modern Standard Arabic within the school is not sustained to similar degree once outside the school.
Chapter 8

Conclusions and discussion

In this final chapter, the central issues of this study are reverted to in section 8.1, giving answers to the previously formulated research questions in Chapter 4.1. This outline is followed by a section containing correlational analyses between a selection of variables of the three studies (8.2). Section 8.3 closes this book with a presentation of some educational reflections and recommendations.

8.1 Research findings on language proficiency, status and input

The aim of the present research is to investigate the proficiency of Moroccan children in the Netherlands in Modern Standard Arabic and, through that, to gain insight into the results and effects of Arabic language instruction in Dutch elementary schools. A comprehensive sociolinguistic approach has been used, incorporating three related studies: a study of Moroccan children's proficiency in Modern Standard Arabic, a study after the perceived status of Modern Standard Arabic and a study after the input of Modern Standard Arabic.

The proficiency study is based on the design and results of a proficiency test. A replication of the same test took place in Morocco, focusing on a reference group children following Arabic education in Moroccan elementary schools.

The results of the proficiency test show that Moroccan pupils of group eight having followed seven to eight years of Arabic instruction uninterruptedly have developed good receptive skills in Modern Standard Arabic. Regarding their competence in word decoding, Moroccan children in the Netherlands are quite proficient and do not seem to face major difficulties. Similar conclusions have been arrived at by Aarssen, de Ruiter & Verhoeven (1992) and Aarts, de Ruiter and Verhoeven (1993). In relation to the same task of Word Decoding, children in Morocco have higher scores. Both groups of children have had enough instruction in Modern Standard Arabic to develop a good command of the word decoding skill.

The scores of the Moroccan children on the Written Vocabulary task are satisfactory. Moroccan children in Morocco perform better on the same task than Moroccan children in the Netherlands. The results of Moroccan pupils in the Netherlands with respect to the Written Vocabulary task are better than those obtained in previous studies with respect to the same skill (Aarssen, de Ruiter & Verhoeven, 1992; Aarts, de Ruiter & Verhoeven, 1993). Undoubtedly the favourable
circumstances under which the children participating in this study acquired Modern Standard Arabic account for their better results.

With reference to the Syntax task, the scores of Moroccan children in the Netherlands are quite high. Moroccan children in Morocco perform slightly better on the same task. It should not be surprising that Moroccan children in Morocco have not achieved higher scores on the task of syntax. The learning of syntax is not immediately linked to the linguistic environment as in the case of lexical knowledge. Syntactic rules are much more abstract and implicit and thus hard to be grasped effectively by children at this level of linguistic development, irrespective of the language environment (Boushouk, 1994). The results of Moroccan pupils in the Netherlands regarding the Syntax task remain very interesting. In fact, it is the first time that research shows that Moroccan pupils have such syntactic skills. The results are much better than those described in earlier research as in Aarssen, de Ruiter & Verhoeven (1992) and Aarts, de Ruiter & Verhoeven (1993).

On all three receptive tasks in Modern Standard Arabic, the results of pupils in the Netherlands are satisfactory. It appears that an extended period of Arabic instruction has a rather positive impact on the proficiency in Modern Standard Arabic of Moroccan pupils at the end of Dutch elementary schools. This is in line with Van de Wetering’s (1990) finding that Moroccan pupils' proficiency in Arabic correlates positively with the number of years of Arabic instruction at Dutch elementary schools.

Referring to pupils' performance on the productive tasks, the results demonstrate that Moroccan pupils who have followed seven to eight years Arabic instruction uninterruptedly at Dutch schools have basic productive skills in Modern Standard Arabic. Such productive skills are not as yet well developed. Both groups of children score rather high on the Dictation task, though, quite surprisingly, Moroccan children in the Netherlands perform better than children in Morocco. The higher results of Moroccan children in the Netherlands on the Dictation task could be linked to their well-developed metalinguistic awareness most frequently taken as a predictor of children's decoding development (Droop, 1999). In a study by Uiterwijk (1994), Moroccan children in the Netherlands turn out to have better decoding skills than Dutch children in identifying errors of spelling in verbs and other words in Dutch.

On both Cloze tasks (1 & 2), which strongly bear on lexical and syntactic knowledge of Modern Standard Arabic, the scores of Moroccan children in the Netherlands and Morocco are low. It seems that their lack of full proficiency in Modern Standard Arabic hinders from completing correctly the omitted words. The low scores in Morocco can be accounted for as well by the unfamiliarity of the pupils with this kind of tasks.

The performance of the Moroccan children in the Netherlands on the Composition task is low in comparison to that of the Moroccan group of children in Morocco. Syntactically, the utterances produced are shorter than those produced by Moroccan pupils in Morocco, as indicated by the scores on the Mean Length of Utterance
Chapter 8

(MLU). Orthographically, it is found that Moroccan pupils in the Netherlands produce more errors in the use of written Modern Standard Arabic when compared to their peers in Moroccan elementary schools. Such differences in the mastery of written Modern Standard Arabic could be explained as follows. In Dutch schools, Moroccan children do not learn the skill of composing in Modern Standard Arabic as a subject in its own right as is the case with Moroccan children in Morocco. The input study has made clear that the development of the skills of children in writing Modern Standard Arabic receives little attention from the part of Arabic teachers in Dutch schools (see Chapter 7).

From the point of view of difficulty, the results of the item analysis of the receptive Written Vocabulary and Syntax tasks demonstrate that there are no large differences between pupils in the Netherlands and pupils in Morocco. Both groups of children have less difficulties with concrete and informal words, i.e., making reference to concrete objects or activities. The rather formal lexical items pose difficulties for Moroccan children in the Netherlands as well as in Morocco. The non-contrastive vocabulary does not turn out to be difficult for pupils in both groups of children. Contrastive vocabulary though poses problems for pupils in the Netherlands and Morocco. From the syntactic point of view, structures like noun-adjective agreement do not pose great difficulties for the pupils either in the Netherlands or in Morocco. Cases of subject-verb agreement, especially where the subject is human plural or human singular, are generally handled with relatively little difficulty. Still, cases of agreement involving non-human plurals are difficult for both groups of pupils. The average correct scores for pupils in Morocco are higher given obvious differences in the learning contexts. The results of the item analysis for the receptive Written Vocabulary and Syntax tasks demonstrate that both groups of pupils are on a normal track of linguistic development.

According to the error analysis of their Composition performances, Moroccan pupils in the Netherlands encounter relatively few difficulties with the use of the correct forms of definiteness and spelling in Modern Standard Arabic. Hamza placement is definitely very difficult for them. In the other categories of the error analysis, i.e., time/tense, prepositions, case and agreement, the scores are not bad at all. Pupils in Morocco master all categories very well, except for the hamza placement.

On the whole, it can be deduced from the data presented in this study that the results of Moroccan pupils with relatively good chances of learning Modern Standard Arabic, i.e., after having followed seven to eight years of Arabic instruction, are much better than those presented in earlier research (Aarssen, De Ruiter & Verhoeven, 1992; Aarts, de Ruiter & Verhoeven, 1993; Driessen, 1990; Van de Wetering, 1990). The logical explanation for the discrepancy between the results of earlier studies and those of the present research is that only children with the best chances of learning Arabic are included in the present study. This is not the case with earlier research. This earlier research shares two basic characteristics. Apart from their focus on
Conclusions and discussion

receptive proficiency, in all these studies reported here and in Chapter 3 the number of hours per week and the number of years of Arabic instruction vary greatly among the pupils selected for testing. There was no attempt to select more homogeneous samples of pupils or pupils with relatively good chances of learning Arabic. As regard proficiency in Modern Standard Arabic, the findings of the reported studies generally point out the low proficiency of Moroccan pupils in this language. The discrepancy between the results of the present research and those obtained in earlier research lies in the focus of the former on pupils with relatively good chances of learning Modern Standard Arabic.

On the basis of receptive and productive data so far obtained, it can be argued that the results attained by Moroccan pupils in the Netherlands, after having followed seven to eight years Arabic instruction uninterruptedly, are satisfactory when seen in the light of those produced by pupils living in Morocco and having followed full-time Arabic instruction during five years in Moroccan primary schools. Likewise, following Arabic lessons only for a couple of hours per week and only for seven to eight years is not enough to attain a thorough productive knowledge of Modern Standard Arabic. Both the limited amount of language input at home and the limited status and quality of Modern Standard Arabic instruction at schools in the Netherlands can be viewed as major obstacles in attaining higher-level productive abilities in the language under concern.

Furthermore it is important to note that the receptive and productive proficiency of Moroccan children at Dutch schools in Modern Standard Arabic should not be qualified as deficient in comparison to the reference group of children in Morocco. Any attempts to evaluate their Arabic proficiency may lead to unrealistic conclusions if no account is taken of the specific circumstances under which these children acquire the language at stake. The language proficiency of Moroccan children in Modern Standard Arabic seems to be hugely complicated by the quality and quantity of Arabic language input available in classes of Arabic at Dutch schools, at home and in the community at large. In classes of Arabic, the children face the most challenging task of learning a language (i.e., Modern Standard Arabic) for which their teachers received little training. Their attempts to adjust the instruction of Modern Standard Arabic according to the language proficiency levels of the children are very scarce if not non-existent. Arabic is often taught in terms of a whole-group approach where children generally feel passive in classes and contribute very little to classroom discussion. Similarly, for a considerable number of children opportunities for practice are not commonly provided because of the insufficiency of the time allotted for Arabic instruction and the teacher-centred approach. Similarly, the utilization of children’s home languages (i.e., Berber or/Moroccan Arabic) to facilitate Arabic language input is very restricted. While class talk is made predominantly in Modern Standard Arabic, Berber language, for example, is largely neglected as a medium of instruction even in classes where Berber speaking children form the majority. Such limited utilization of children’s actual home languages could possibly lead to
situations in which the communication between the Arabic teacher and the children becomes impossible given the limited proficiency level in Modern Standard Arabic of the children. As regards the appropriateness of teaching materials (i.e., Arabic textbooks), the problem seems greater. Arabic teachers generally make use of textbooks imported from Morocco, or textbooks imported from other Arab countries. Such textbooks are reported to offer generally no instructions to teachers regarding how to make best use of the reading materials. Little and sometimes no attention is paid to fostering the development of linguistic and especially communicative skills in Arabic; and the topics are often too formal or exalted. In fact, a number of imported cultural topics are reported to stress the importance of moral values, religion and patriotism. Moroccan children born in the Netherlands may find it difficult to understand such concepts if they are far removed from their own experiences and expectations. Thus these concepts may fail to support the children's development of language proficiency. Additionally, Arabic teachers' use of the teaching materials and activities related to teaching materials takes relatively little time of the total amount of lesson time available. As a result, children rarely have the opportunity to practice the language orally or even in written form.

Also, Moroccan children's out-of-school exposure to Modern Standard Arabic language input is scarce. They rarely if ever have contact with Modern Standard Arabic within the family. At home, Moroccan parents appear unable to provide any model in Modern Standard Arabic through tutoring; a fact that reduces considerably their control and intervention in their children's development of the language under concern. Within the network of linguistic infrastructures, it seems to be generally the case that a number of interesting conditions of exposure are available at home, especially auditory and audio-visual media (i.e., TV, radio, video-tapes and audiotapes). Nevertheless, a limited Modern Standard Arabic input via printed materials was reported in the home environment along with scant opportunities for visits to public libraries and visits to Morocco.

It should be realised that the development of the potential of Moroccan children in Modern Standard Arabic seems to be complicated by the rather low status of Arabic in Dutch elementary schools. This status, in turns, brings about a number factors which are likely to influence children's motivation to acquire Modern Standard Arabic. Chief among these are the divergent perceptions of the major actors regarding the fundamental motivations for instruction in Arabic, which in turn lacks clearly defined objectives. Other factors like the optional nature of Arabic classes, the problematic organisation of Arabic lessons particularly in relation to the core curriculum and Moroccan children's perceived difficulty of Arabic classes could be held responsible for the actual status of Arabic in Dutch schools. Again, contacts between teachers of Arabic and Moroccan parents were reported to be not so frequent for a number of reasons. Significant among these is parents' little interest in taking contact with the school and particularly teachers of Arabic, possibly due to their low level of awareness about the effects of such contacts on their children's school
Moroccan parents report considerable lack of time and opportunities for liaison with the Arabic class teacher and - to a lesser extent - lack of information on the Arabic proficiency of their children. A number of challenges are mentioned including the non-availability of appropriately trained teachers and the absence of a clear vision with respect to the Arabic language provision in Dutch elementary school. At a more practical level, there are problems of class organisation and finding space for Arabic in the curriculum. Such problems cause Moroccan children to miss part of the main curriculum in spite of the school efforts to make adjustments, as some school directors point out.

8.2 Correlational analysis

The overview of the literature in Chapter 3 makes clear that variables as personal characteristics and status and input of Arabic can be seen as important determinants in the proficiency of Moroccan pupils in Modern Standard Arabic in the Netherlands. In this study the potential interaction between the variables mentioned is studied by computing relevant correlations as well as calculating t-tests. In this section, the attention is turned to the pupils' background in terms of ethnicity (Arabophone or Berberophone children), to status and input variables and to the importance of these factors in influencing the pupils' proficiency in Modern Standard Arabic.

The correlations between input variables and the pupils' background characteristics are not examined as these two variables concern different actors. The input variable relates to teachers and parents and the background characteristics concern the pupils.

Concerning the pupils' background the choice was made to analyze to what extent the ethnic origin of the pupils as Arabs or Berbers may influence their proficiency in Modern Standard Arabic. This variable was studied in recent research by Ezzaki, Spratt & Wagner (1987), de Ruiter (1997; 1999) and Wagner (1993) as well (see Chapter 3).

Regarding language input, it can be taken for granted that in-school input is crucially responsible for the results of the pupils on the Arabic proficiency tasks. Arabic out-of-school input is most commonly limited, the question though remains if this out-of-school input might influence proficiency in Modern Standard Arabic in a significant way. Therefore, some variables of out-of-school input are taken for a correlational analysis in relation to the Arabic proficiency of the pupils. These variables include parental tutoring, TV watching, use of library resources and visits to Morocco.

The status variables that are selected relate to mosque schooling and pupils' expectations vis-à-vis proficiency in Modern Standard Arabic. The former variable may be an interesting addition to the research on Modern Standard Arabic proficiency of pupils, as stipulated in previous research (Driessen, 1990). In fact, not much is yet known about the effect of mosque schooling on the proficiency of Moroccan pupils.
in the Netherlands in Modern Standard Arabic. One might assume that mosque-schooled pupils would display better results on the Modern Standard Arabic language proficiency test than non-mosque schooled participants. Whether pupils' expectations concerning their skills in Modern Standard Arabic influence their proficiency in Modern Standard Arabic is another interesting issue. Three skills are distinguished, i.e., listening, writing and reading skills.

In addition to the variables and correlations mentioned, correlations are also calculated between some status variables and ethnicity. These concern the pupils' ethnic origin and their expectations regarding their listening, reading and writing skills in Modern Standard Arabic, and the pupils' ethnic origin and their perceived difficulty of learning Modern Standard Arabic. Ethnic origin and expectations are correlated to see to what extent pupils from different ethnic origin have different expectations with respect to the levels of proficiency they want to achieve in Modern Standard Arabic.

In all cases correlations are computed with three of the seven tasks, i.e., Written Vocabulary, Syntax, and Dictation. Written Vocabulary and Syntax are opted for because these are the two receptive tasks where results are "moderate" and not as high as in the case of Word Decoding. Dictation is a productive task where the pupils have good scores. Their scores on other productive tasks, i.e., Cloze 1 and 2 and the Composition Task, are too low to base valid correlations on.

8.2.1 Language proficiency and pupils' ethnicity

The following analysis centres on the relation between pupils' proficiency in Modern Standard Arabic and their ethnic origin. Table 8.1 lists the outcomes of Pearson's correlations between proficiency in the three separate tasks of Written Vocabulary, Syntax and Dictation and the ethnic group variable.

<table>
<thead>
<tr>
<th>Proficiency tasks</th>
<th>Ethnic origin (Arabophone vs. Berberophone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written vocabulary</td>
<td>.52**</td>
</tr>
<tr>
<td>Syntax</td>
<td>-.10</td>
</tr>
<tr>
<td>Dictation</td>
<td>.12</td>
</tr>
</tbody>
</table>

Table 8.1 shows that the variable of ethnic origin does not consistently correlate significantly with the achievement on each of the language tasks. Only Written Vocabulary correlates positively and significantly with ethnic origin. Dictation and Syntax fail to correlate with ethnic origin significantly.
In order to further reveal the impact of ethnic origin on proficiency in Modern Standard Arabic, the results of Arabophones and Berberophones on the proficiency test are compared. Therefore, the significance of the difference between Berberophones and Arabophones on the three proficiency tasks is calculated by means of a t-test. Table 8.2 presents the mean scores on the three proficiency tasks, as obtained by the Arabophone (N=28) and Berberophone (N=22) pupils. Note that the figures pertain to paired groups of Arabophone and Berberophone pupils.

**Table 8.2** Scores on Written Vocabulary (WV), Syntax (SYN) and Dictation (DIC) tasks, as obtained by Arabophone and Berberophone pupils (** Significant at the .01 level)

<table>
<thead>
<tr>
<th>Proficiency tasks</th>
<th>Group</th>
<th>Mean</th>
<th>sd</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>WV (38 items)</td>
<td>Arabophone</td>
<td>18.6</td>
<td>3.4</td>
<td>4.18**</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>14.5</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>SYN (19 items)</td>
<td>Arabophone</td>
<td>11.8</td>
<td>2.9</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>11.2</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>DIC (140 items)</td>
<td>Arabophone</td>
<td>122.6</td>
<td>6.9</td>
<td>-0.85</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>120.8</td>
<td>7.7</td>
<td></td>
</tr>
</tbody>
</table>

No significant difference between the two groups of pupils with respect to their scores on the Syntax and Dictation tasks could be located. Again, it is only in Written Vocabulary that the Arabophones score significantly higher than the Berberophones. The t-test results in Table 8.2 seem to be associated statistically with the outcomes of the correlational analysis where only Written Vocabulary correlates positively and significantly with ethnic origin (Table 8.1). The higher score of Arabophone children registered in the t-test can be linked to the close lexical relation between their mother tongue, i.e., Moroccan Arabic, and Modern Standard Arabic.

**8.2.2 Language proficiency and language status**

This section goes into the interaction between the proficiency of the pupils in Modern Standard Arabic and two status variables. The first variable is mosque schooling. In the sample of pupils participating in the proficiency test, there are pupils who follow lessons of Arabic in mosques in addition to Arabic lessons at school. It is, of course, of interest to find out whether mosque schooling has any significant impact on the proficiency of Moroccan pupils in Modern Standard Arabic, as stipulated in some previous research (Driessen, 1990). To establish the influence of the mosque lessons on this proficiency, the results of mosque-schooled pupils (N=16) are compared to
those of the non-mosque participants (N=34). The significance of the difference is again calculated by means of a t-test. Table 8.3 portrays the results of this analysis.

**Table 8.3** Scores on Written Vocabulary, Syntax and Dictation, as obtained by mosque vs. non-mosque schooled pupils

<table>
<thead>
<tr>
<th>Proficiency tasks</th>
<th>Group</th>
<th>Mean</th>
<th>sd</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>WV (38 items)</td>
<td>Mosque</td>
<td>17.4</td>
<td>3.9</td>
<td>0.80</td>
</tr>
<tr>
<td></td>
<td>Non-mosque</td>
<td>16.1</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>SYN (19 items)</td>
<td>Mosque</td>
<td>11.5</td>
<td>3.3</td>
<td>-0.21</td>
</tr>
<tr>
<td></td>
<td>Non-mosque</td>
<td>11.7</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>DIC (140 items)</td>
<td>Mosque</td>
<td>118.8</td>
<td>7.4</td>
<td>1.23</td>
</tr>
<tr>
<td></td>
<td>Non-mosque</td>
<td>116.4</td>
<td>7.0</td>
<td></td>
</tr>
</tbody>
</table>

It turns out that the difference between non-mosque schooled pupils and those participating in mosque schooling on the three tasks of Written Vocabulary, Syntax and Dictation is not statistically significant. The Pearson's correlational analysis of pupils' scores on Written Vocabulary, Syntax and Dictation tasks and mosque schooling reveals no significant effect at all.

The second computed status variable concerns the pupils' expectations vis-à-vis their proficiency in Modern Standard Arabic. Correlations between Written Vocabulary, Syntax and Dictation and the reported levels pupils wish to achieve regarding listening, reading and writing skills in Modern Standard Arabic are examined by means of Pearson's correlation coefficient. Pupils' expectations are measured by means of a 3-point scale. Children's perceived expectations are related to degrees of reading, writing and listening proficiency in Modern Standard Arabic that they expect themselves to attain at the end of Dutch elementary schooling. In evaluating these expectations, children are asked to rate their expectations on a 3-point scale ranging from elementary to advance knowledge of listening, reading, and writing skills in Modern Standard Arabic. Table 8.4 provides the outcomes of Pearson's correlations between the three proficiency tasks and the pupils' expectations with respect to listening, reading and writing skills in Modern Standard Arabic.
Table 8.4 Pearson's r between three proficiency tasks and pupils' expectations with respect to different skills in Modern Standard Arabic (** Correlation significant at the .01 level; * Correlation significant at the .05 level)

<table>
<thead>
<tr>
<th>Proficiency tasks</th>
<th>Listening skill</th>
<th>Reading skill</th>
<th>Writing skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written vocabulary</td>
<td>.32**</td>
<td>.42*</td>
<td>.40**</td>
</tr>
<tr>
<td>Syntax</td>
<td>.04</td>
<td>.07</td>
<td>-.06</td>
</tr>
<tr>
<td>Dictation</td>
<td>-.15</td>
<td>.15</td>
<td>-.10</td>
</tr>
</tbody>
</table>

Pupils' performance on the Written Vocabulary task correlates significantly with their expectations for listening, reading and writing skills in Modern Standard Arabic. A similar effect does not emerge with respect to the other tasks. Apparently, Written Vocabulary is a better indicator of their expectations of the skills to be achieved than Syntax or dictation. In the perception of the children, particularly at this level of linguistic development, Written Vocabulary is more concrete or transparent.

8.2.3 Language proficiency and language input

In order to investigate possible relationships between the pupils' proficiency in Modern Standard Arabic and the input of this language outside Dutch elementary schools, Pearson's r between the three proficiency tasks and parental tutoring, TV watching, use of library resources, and visits to Morocco have been computed. Table 8.5 lists the outcomes.

Table 8.5 Pearson's r between three proficiency tasks and four variables of language input outside the school (** Correlation significant at the .01 level; * Correlation significant at the .05 level)

<table>
<thead>
<tr>
<th>Proficiency tasks</th>
<th>Parental tutoring</th>
<th>TV watching</th>
<th>Library resources</th>
<th>Visits to Morocco</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written vocabulary</td>
<td>.04</td>
<td>.19</td>
<td>-.01</td>
<td>.52**</td>
</tr>
<tr>
<td>Syntax</td>
<td>.23</td>
<td>-.12</td>
<td>-.05</td>
<td>.29</td>
</tr>
<tr>
<td>Dictation</td>
<td>.09</td>
<td>.03</td>
<td>-.01</td>
<td>.10</td>
</tr>
</tbody>
</table>

The results in Table 8.5 are clear-cut. In general, the table shows that input outside school is not significantly connected to pupils' proficiency scores on hardly any of the three tasks. Like in the case of language proficiency and language status (Table 8.4), the results in Table 8.5 show that only Written Vocabulary correlates significantly with one of the input variables, in this case visits to Morocco. Unlike syntax, which is a more abstract level of language, vocabulary is much dependent on the language...
environment in which it evolves. Based on the data of Table 8.5, it could be argued that Moroccan pupils in the Netherlands do not have a fair share of exposure to Modern Standard Arabic language input outside the school. This would imply that the pupils' proficiency does not develop as a result of out-school exposure. The School remains the major source of support for the Modern Standard Arabic language proficiency of Moroccan pupils in the Netherlands.

8.2.4 Language status and pupils' ethnicity

In this section, connections between the status variables of pupils' expectations with respect to reading, listening and writing skills in Standard Arabic and degree of perceived difficulty on the one hand and their relationship with ethnic origin on the other are explored. For measuring perceived difficulty an adapted form of "can do" scales is used. In order to trace the relation between the status variables and pupils' ethnicity, expectations and perceived difficulty are correlated with the variable of ethnic origin. Table 8.6 presents Pearson's correlations between pupils' expectations in terms of listening, reading and writing skills in Modern Standard Arabic and their perception of Arabic learning difficulty on the one hand and ethnic origin on the other.

Table 8.6 Pearson's \( r \) between pupils' expectations, perception of Modern Standard Arabic learning difficulty and self-assessment and ethnic origin (** Correlation significant at the .01 level)

<table>
<thead>
<tr>
<th>Pupils' estimations</th>
<th>Ethnic origin (Arabophones vs. Berberophones)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected listening skills in MSA</td>
<td>.57**</td>
</tr>
<tr>
<td>Expected reading skills in MSA</td>
<td>.77**</td>
</tr>
<tr>
<td>Expected writing skills in MSA</td>
<td>.49**</td>
</tr>
<tr>
<td>Perceived difficulty of learning MSA</td>
<td>.59**</td>
</tr>
</tbody>
</table>

Table 8.6 shows that there are significant correlations between the levels pupils want to achieve regarding skills of Arabic and their ethnic origin. Also, the correlation between pupils' perceived degrees of difficulty and their ethnic origin turns out to be positive and significant.

The effect of the ethnic origin variable on the expectations of the pupils in terms of listening, reading and writing skills and perceived difficulty has not yet been studied in previous research. It is interesting, therefore, to inquire further whether Arabophones and Berberophones share similar or different expectations with respect to the three skills of Modern Standard Arabic and whether the same groups of pupils share similar perceptions with respect to the degrees of difficulty involved in the
learning of Standard Arabic in the Netherlands. Thus, the estimations of both Arabophone (N=38) and Berberophone (N=22) pupils are compared. The significance of difference is calculated by means of a t-test. Table 8.7 presents the outcomes.

Table 8.7 T-test results between expectations of Arabophone and Berberophone pupils in terms of listening, reading and writing skills and their perceived difficulty of Standard Arabic learning (** Significant at the .01 level)

<table>
<thead>
<tr>
<th>Pupils' estimations</th>
<th>Group</th>
<th>Mean</th>
<th>sd</th>
<th>T-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected listening skill in MSA</td>
<td>Arabophone</td>
<td>2.29</td>
<td>.76</td>
<td>4.91**</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>1.36</td>
<td>.49</td>
<td></td>
</tr>
<tr>
<td>Expected reading skill in MSA</td>
<td>Arabophone</td>
<td>2.36</td>
<td>.49</td>
<td>8.56**</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>1.23</td>
<td>.43</td>
<td></td>
</tr>
<tr>
<td>Expected writing skill in MSA</td>
<td>Arabophone</td>
<td>1.96</td>
<td>.79</td>
<td>3.92**</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>1.23</td>
<td>.43</td>
<td></td>
</tr>
<tr>
<td>Perceived difficulty of learning MSA</td>
<td>Arabophone</td>
<td>3.64</td>
<td>.87</td>
<td>5.06**</td>
</tr>
<tr>
<td></td>
<td>Berberophone</td>
<td>2.23</td>
<td>1.11</td>
<td></td>
</tr>
</tbody>
</table>

There is a statistically significant difference between Arabophone and Berberophone pupils on all measures. In all cases, the Arabophones' means exceed the means of Berberophones. The data clearly suggest that Arabophone pupils perceive the learning of Modern Standard Arabic as less difficult than Berberophone pupils.

8.2.5 Discussion of the correlations studied

The variables examined in this section are worth studying in themselves, but they assume their own significance as regard their possible influence on the proficiency of Moroccan pupils in the Netherlands in Modern Standard Arabic. As regard the interrelationship between language proficiency and background variables of the pupils, the effect of pupils' ethnic origin has been studied. The results obtained show that ethnic origin of the pupils does not influence their proficiency in Modern Standard Arabic in substantial ways. Pearson's correlations show that ethnic origin does not correlate significantly with the pupils' scores on the tasks of the proficiency test, except for the task of Written Vocabulary. This finding is consistently confirmed by the results of the t-test, where the differences between Berberophone and Arabophone pupils on the three proficiency tasks are found to be minimal, except for the Written Vocabulary task. In the latter task the mean scores of Arabophone pupils are substantially higher than those of Berberophone pupils. Arabophone pupils seem to benefit from the greater lexical similarity between their mother tongue, i.e.,
Moroccan Arabic, and Modern Standard Arabic. Their lexicon shares quite some words in form and meaning. A similar effect of ethnicity on the acquisition of Modern Standard Arabic arises from previous work in the Netherlands and Morocco. Both Van de Wetering (1990) and De Ruiter (1997; 1999) analyzed the results of lexical tasks on ethnic origin and found Arabophones to perform substantially better on them than Berberophones. Also, research done in Morocco by Ezzaki, Spratt & Wagner (1987) and Wagner (1993) showed this advantage of Moroccan pupils of an Arab origin over Berberophone pupils with respect to their acquisition of Modern Standard Arabic. The difference though seems to disappear over time (Wagner, 1993).

Apart from the interrelationship between language proficiency and pupils' background variables, interrelationships between language proficiency and status variables have been examined. Is there any difference between mosque-schooled and non-mosque schooled pupils with respect to proficiency in Modern Standard Arabic? To gain insight into the effect of mosque schooling, the results of mosque-schooled and non-mosque schooled pupils have been compared. A t-test shows that the difference between mosque-schooled and non-mosque-schooled pupils on the three tasks of Written Vocabulary, Syntax and Dictation is not statistically significant. Viewed from the Pearson's correlational analysis point of view, the pupils' scores on Written Vocabulary, Syntax and Dictation tasks and mosque schooling reveal no significant effect as well. Broadly speaking, the absence of a mosque-schooled effect on the Modern Standard Arabic proficiency of mosque-schooled pupils is in agreement with the research outcomes of Aarts, De Ruiter & Verhoeven (1993), showing the absence of a significant effect of out-of-school Arabic instruction on the proficiency of Moroccan pupils in Modern Standard Arabic. Both the findings of Aarts, De Ruiter & Verhoeven (1993) and those of the present study do not match Driessen's (1990) findings that mosque schooling positively influences Moroccan pupil's proficiency in Modern Standard Arabic (1990). In his research on the proficiency of Moroccan children in Modern Standard Arabic, Driessen found that mosque-schooled children obtained a higher number of correctly completed items compared to non-mosque-schooled pupils. Furthermore, mosque-schooled pupils judged their own skills in Modern Standard Arabic more favourably than non-mosque-schooled pupils. The absence of an effect of mosque schooling on the proficiency of Moroccan children in Modern Standard Arabic in the present study can be interpreted by the fact that mosque schooling in the Netherlands emphasizes the priority of Islamic religious knowledge over linguistic knowledge. This form of education is mainly focused on giving the pupils the opportunity to become members of the religious community of their parents (Shadid & Van Koningsveld, 1990).

The results of mosque schooling analysis contrast also with the findings of the status study with regard to the perceptions of Moroccan parents, their children and Arabic teachers of mosque schooling. Moroccan parents and their children, especially those participating in mosque schooling, share almost the same positive views as regard the effects of Arabic lessons given in mosques. Children, in particular, rate
Arabic lessons in mosque schooling as an interesting experience. In their perception, mosque schooling gives them a linguistic advantage in terms of competence in Modern Standard Arabic over non-participant in classes of Arabic in the mosque. The teachers are ambivalent. For some teachers, mosque schooling reinforces the quantity of input of Modern Standard Arabic children receive in Dutch schools. For some others, the effect of mosque schooling regarding the proficiency of children in Modern Standard Arabic is not significant due to a number of limitations affecting the quality of such a form of instruction, i.e. unqualified teachers of Arabic, poor teaching conditions and traditional methods of teaching focusing on memorization.

With respect to the interrelation between pupils' expectations of listening, reading and writing skills in Modern Standard Arabic and their actual language proficiency scores, there is only one significant correlation involving the written vocabulary task. A similar effect does not emerge with respect to the other linguistic tasks. It seems that Written Vocabulary is a better indicator of children's expectations of the skills to be achieved than Syntax or Dictation. In the perception of the children, Written Vocabulary is more transparent.

It is interesting to note that in a number of correlational analyses carried out in this chapter Written Vocabulary stands out as statistically significant. Such a statistical significance gives rise to a number of interpretations depending on the type of the variables involved. When examining the relation between language proficiency and pupils' ethnicity (8.2.1), the results of the Pearson r show that the Written Vocabulary task correlates significantly with the ethnic group variable (Table 8.1). Also, the results of the t-test show that only in Written Vocabulary Arabophone children score significantly higher than Berberophone children. The significance of Written Vocabulary in this context can be accounted for by the fact that Arabic speaking children, unlike Berber speaking children, appear to benefit from the greater similarity between Moroccan Arabic which is their spoken language and Modern Standard Arabic which is the language of literacy. Similar conclusions are arrived at in the research of Ezzaki, Spratt & Wagner (1987:167) who state that "the kinship between the lexico-semantic system of the two varieties of Arabic gives an advantage to the Arabic-speaking group in terms of word recognition, word decoding, and reading comprehension". In considering the results of the correlations between pupils' proficiency and the status variables, and between pupils' proficiency and the input variables, only Written Vocabulary correlates significantly with status and input variables. Written Vocabulary in this case is interpreted as a better indicator of pupils' expectations than Syntax or Dictation. As for the correlations between pupils' proficiency and the input variable, only Written Vocabulary correlates significantly with one of the input variables, in this case visits to Morocco. Lexical development seems to be much dependent on the language environment in which it evolves. This is much less the case in such an abstract and implicit level of language as syntax.

Additionally, the correlational analysis brings into question the whole issue of out-of-school exposure. It was found that the amount of this exposure plays a relatively
Chapter 8

minor role when it comes to the language proficiency of Moroccan pupils in the Netherlands in Modern Standard Arabic. Hardly any impact of input outside the school on the pupils' proficiency in Modern Standard Arabic could be registered. There was only an effect of visits to Morocco on the Written Vocabulary task, but none of the other linguistic input variables explicitly relates to proficiency. In the Dutch-dominant environment, Moroccan pupils are generally not exposed to substantial Modern Standard Arabic input outside the school context.

8.3 Recommendations

Moroccan pupils of group eight at Dutch elementary schools, having followed seven to eight years of Arabic instruction uninterruptedly, are found to have developed good receptive knowledge and basic productive skills. A number of educational recommendations is made here in the light of the proficiency, status and input studies and other research focusing on the teaching of Arabic in various migration contexts.

The results of the children in Written Vocabulary emerge as satisfactory. However, intensive vocabulary learning in Modern Standard Arabic should be emphasized within classes of Arabic throughout all grades of elementary schools in the Netherlands. Children should build a substantial vocabulary repertoire in order to automatically access word meanings in the language in focus. It would be interesting to work out a word frequency list in Modern Standard Arabic, which as yet is unfortunately lacking. This list should reflect high-frequency words that are particularly relevant for Moroccan children within classes of Modern Standard Arabic in all the grades of the elementary school. Knowledge of high-frequency words may help these children to process texts in Modern Standard Arabic more effectively. Difficult words need the attention of Arabic teachers as well. In order to stimulate children not to develop avoidance strategies regarding difficult words, lessons of Modern Standard Arabic should be designed to tackle the tricky and less frequent words along with high-frequency words. Keeping in mind that Modern Standard Arabic is the target language, research should focus on the common lexicon in the home languages of the children (i.e., Moroccan Arabic and Berber) and Modern Standard Arabic. As mentioned in Chapter 2, the relationship between the various dialects of Morocco (i.e., Moroccan Arabic and Berber) and Modern Standard Arabic reflects a considerable number of shared lexical features. In the intended large lexical inventory, a valuable common core of words will be found, covering different semantic fields. Teachers of Modern Standard Arabic could use this common lexical stock in enhancing the basic vocabulary of Moroccan pupils irrespective of their Arab or Berber origins. An interesting development in this direction is the work by De Ruiter (1999) using the contractiveness criteria in classifying the vocabulary of Modern Standard Arabic and Moroccan Arabic.
In order to enhance the productive proficiency of Moroccan children in Dutch schools, more focus should be put on teaching Modern Standard Arabic with specific communicative goals. In selecting materials for reading in Modern Standard Arabic, the content determines whether the topic is stimulating and of interest to the learners. Quantity on the other hand is a crucial factor in providing the learner with the opportunity to accumulate vocabulary and reinforce learned material. Both are indispensable for successful language acquisition. Pre-reading activities should draw upon a variety of audio-visual stimuli. Also, effort should be made to integrate the writing and reading skills of Modern Standard Arabic. In addition to answering content questions in writing, learners should be asked to utilize new vocabulary and unfamiliar idiomatic expressions in meaningful sentences. There should also be special writing classes. Here the teacher should try to extract useful materials from the reading assignment for use as samples of the various writing styles, such as giving descriptions or commentaries and making comparisons. Eventually learners can move from this mode of controlled writing to creative written expression. Regarding listening skills, a wide variety of audio and video tapes in Modern Standard Arabic, both authentic and simulated, should be used in listening comprehension training. With respect to speaking skills, efforts should be made to include meaningful speaking activities whose goal is to develop the communicative abilities of the learners.

With reference to the conditions under which Moroccan children learn Modern Standard Arabic in the Netherlands, it appears that at a grassroots level many of the issues identified appear to be linked to the rather marginal and ambiguous status of Modern Standard Arabic in Dutch elementary schools. Arabic instruction is hardly to be treated as a subject in its own right (Hajer & Meestringa, 1991). In fact, it is treated as something outside the regular curriculum (Van de Wetering & Teunissen, 1988). Therefore, Modern Standard Arabic in Dutch schools may be perceived as something of a stigma (Bentahila & Davies, 1992). The status of Modern Standard Arabic would improve if it would be introduced with intrinsic rather than dependent goals, as in the case with other school subjects.

Moroccan children in the Netherlands are living in a Dutch-dominant environment where Modern Standard Arabic input is weaker than is generally experienced in a genuine mother tongue environment. It can be the case that these children may view the linguistic tasks demanded of them as just too difficult, which can result into a discouraging sense of failure (Bentahila & Davies, 1992). Attempts to introduce them to literacy in Modern Standard Arabic should be adapted to their particular conditions and needs. Within the context of teaching Modern Standard Arabic for Moroccan children in the Netherlands, even if the official target language is taught, the home languages should be used in order to ensure good communication and thus successful education. Teachers’ use of these home languages should be done according to the ethnic composition of their classes.
If Moroccan children living in the Netherlands are to become familiar with Modern Standard Arabic, it is imperative that they grow up in an environment where books are available and where language modelling is provided by the parents. Needless to say that parents should play a role in creating an environment that is conductive to the acquisition of Modern Standard Arabic.
Bibliography


Bibliography


Appendices
Appendix 1

Questionnaires, observational instrument and interview
THE STATUS AND INPUT QUESTIONNAIRES FOR THE TEACHERS OF ARABIC

1 School and teacher code: ............................................
2 Date: .................................................................

STATUS

3 What is your sex? .....................................................
4 What is your age? .....................................................
5 For how many years have you been living in the Netherlands?
   Number of years ......................................................
6 Which of the following diplomas did you obtain in Morocco?
   a Certificate of Centre de Formation des Instituteurs (CFI)
   b Certificate of Centre Pedagogique Régional (CPR)
   c Certificate of Ecole Nationale Superieure
   d Others, namely ....................................................
   e No diploma (go to question 9)
7 Which level of Arabic teaching does the diploma you obtained in Morocco address?
   a Primary school
   b Secondary school
   c University
   d Others, namely ....................................................
8 How many years of training did you receive in Morocco before obtaining the Arabic teaching diploma?
   Number of years ......................................................
9 How do you rate your proficiency in Dutch?
   a Very high
   b High
   c Average
   d Low
   e Very low
10 Did you obtain any diplomas of proficiency in Dutch?
   a Yes
   b No (go to question 12)
11 Can you specify which type of Dutch language diplomas you obtained in the Netherlands?
   .............................................................................
12 Did you obtain any diploma in teaching at Dutch elementary schools in the Netherlands?
   a Yes
   b No (go to question 14)

13 Can you specify the type of diploma you obtained in the Netherlands?

14 For how many years have you been teaching Arabic language and culture for Moroccan children in Dutch elementary schools?
   Number of years ............................................

15 What is the current number of primary schools where you are teaching Arabic?
   Number of schools .............................................

   Schools:
   School 1 grades: .............................................
   School 2 grades: .............................................
   School 3 grades: .............................................
   School 4 grades: .............................................
   School 5 grades: .............................................
   School 6 grades: .............................................

16 In what type of schools do you teach Arabic?
   a Public schools
   b Denominative schools

17 How many hours of Arabic do you teach in the primary school(s) per week?
   Number of hours .............................................

18 What grades do you have to teach weekly in the school of the research?
   a Grade 1/2
   b Grade 3/4
   c Grade 5/6
   d Grade 7/8

19 For how many years have you been teaching Arabic classes for group eight?
   Number of years including the school year 1996-1997 ............................................

20 Why do you teach Arabic for Moroccan children in the Dutch elementary school?
   a To help Moroccan children become proficient in Modern Standard Arabic
   b To make Moroccan children become aware of their identity.
   c To help Moroccan children overcome the difficulties of the school-home gap.
   d Others, namely .............................................
21 Why, according to you, do Moroccan parents recommend the subject of Arabic to their children?
   a They want their children to become proficient in Modern Standard Arabic
   b They want their children to become aware of their identity
   c To help their children overcome the difficulties of school-home gap
   d Others, namely ..............................................

22 Moroccan children feel sometimes a negative pressure with respect to the learning of Arabic from other pupils and teachers at school, what do you think the cause for this?
   a Children do not feel any negative pressure at all
   b Arabic is seen as an additional burden
   c Arabic is seen as the cause for Moroccan children's bad school records
   d Others, namely ..............................................

23 Are there any children who stop attending Arabic classes?
   a Yes
   b No (go to question 25)

24 According to you, why do these children stop attending Arabic lessons?
   a These children view Arabic as an additional burden
   b These children have developed a negative attitude towards classes of Arabic
   c To have full attention for other subjects of the syllabus
   d Others, namely ..............................................

25 According to you, why do some Moroccan children not opt for Arabic lessons at all?
   a These want to have full attention for other subjects
   b These children have developed a negative attitude towards classes of Arabic
   c Arabic is taught at extra-curricular hours
   d Others, namely ..............................................

26 How often do you have contact with Moroccan parents about Arabic teaching and children's participation in Arabic classes?
   a Once a month
   b Once in three months
   c Once a year
   d Others, namely ..............................................

27 Which aspect of Arabic teaching do you discuss with Moroccan parents?
   a Means to help the child(ren) develop its Arabic at home
   b Their children's progress in Arabic in the light of homeworks already done
   c The attendance rate of their children
   d Others, namely ..............................................
28. Are there any difficulties that hinder contact with the parents?
   a. Yes
   b. No (go to question 30).

29. What difficulties hinder contact with the parents according to you?
   a. Moroccan parents are never invited by the school to talk about the teaching of Arabic
   b. Some Moroccan parents have only time for contacting Dutch teachers
   c. Some Moroccan parents have traditional ideas on schooling and education
   d. Others, namely ............................................

30. When do you think is it necessary to contact Moroccan parents of the pupils?
   a. In case I want to inform parents about their children's progress in Arabic
   b. In case their children do not attend Arabic classes
   c. In case their children have learning difficulties in Arabic
   d. Others, namely ............................................

31. Are there any Moroccan parents who never show up to ask about their children about Arabic classes and their children's progress in Arabic?
   a. Yes
   b. No (go to question 33)

32. Why in your opinion, do some parents never show up to ask about Arabic classes and how well their children are doing in Arabic?
   a. Some Moroccan parents think it is the role of the school
   b. Some of the Moroccan parents think Arabic classes are unimportant
   c. Some Moroccan parents believe the information they get from their children about Arabic classes is enough
   d. Others, namely ............................................

33. How could you improve the contact with parents of Moroccan children?
    ........................................................................................................

34. Do you collaborate with Dutch colleagues at school?
   a. Yes
   b. No (go to question 36)

35. Which subjects do you discuss most frequently with Dutch colleagues?
   a. Teaching contents
   b. The Arabic lessons' level of difficulty
   c. Didactic methods
   d. Others, namely ............................................
Appendix 1

36 Whom do you usually consult concerning the subject content of Arabic?
   a Other teachers of Arabic from other schools
   b Dutch colleagues in the school
   c The school director
   d Others, namely ...........................................

37 How do you fix the syllabus of Arabic?
   a By myself
   b In cooperation with other teachers of Arabic
   c In cooperation with Dutch colleagues at other schools
   d Others, namely ...........................................

38 Are there any difficulties that hinder cooperation with Dutch colleagues?
   a Yes
   b No (go to question 40)

39 What difficulties, in your opinion, hinder cooperation with Dutch colleagues?
   a Teaching at various schools at once
   b I do not speak Dutch well enough
   c My opinions on education are in general deviating from those of my Dutch colleagues
   d Others, namely ...........................................

40 How could you improve contacts with Dutch colleagues at school?
   ........................................................................

41 What is the percentage of Moroccan pupils attending mosque schooling in your class in this school?
   a 0-10
   b 10-20
   c 20-30
   d 30-40
   e > 50

42 Why, in your opinion, do Moroccan parents send their children to the mosque?
   a To learn more Arabic (as the Dutch school does not teach enough Arabic)
   b To learn about islam
   c Children experience there the vivid reality of the Moroccan culture
   d Others, namely .............................................
Questionnaires, observational instrument and interview

43 How do you evaluate the effect of mosque schooling on children's learning of Arabic?
   a Very good
   b Good
   c A bit good
   d Not good
   e Not good at all

44 If a-c, can you specify why?

45 If d-e, can you specify why?

46 How do you evaluate the effect of mosque schooling on your teaching of Arabic?
   a Very good
   b Good
   c A bit good
   d Not good
   e Not good at all

47 If a-c, can you specify why?

48 If d-e, can you specify why?

49 Are there any parents who do not send their children to the mosque?
   a Yes
   b No

50 In your opinion why do other parents not send their children to the mosque?
   a Some parents believe that their children already make the effort of learning Arabic at school
   b Some Moroccan parents believe that mosque schooling is badly organised
   c Some Moroccan parents are afraid their children would grow with a fundamental character
   d Others, namely.............................

51 Do you think that children attending mosque schooling perform better in classes of Arabic than those who do not?
   a Yes (go to question 52)
   b No (go to question 53)

52 If "yes", can you specify how?
Appendix 1

53 If "no", can you specify why?

54 How often do the children you are teaching Arabic use the following languages at home?

<table>
<thead>
<tr>
<th>Language</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berber</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moroccan Arabic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M.S. Arabic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

55 Taking into account the communicative needs of Moroccan children, which of the following should be the target language for Moroccan children in HLI in the Dutch school?

a. Modern Standard Arabic
b. Berber
c. Moroccan Arabic
d. Others, namely

56 Do you want them to learn Berber?

a. Yes
b. No (go to question 58)

57 Why do you want them to learn Berber?

a. Berber is a practical means of communication among Berbers
b. Berber language develops the ties of the child with the family environment
c. Modern Standard Arabic is a very difficult language for Moroccan children living in the Netherlands
d. Others, namely

58 Do you want them to learn Moroccan Arabic?

a. Yes
b. No (go to question 60)

59 Why do you want them to learn Moroccan Arabic?

a. Moroccan Arabic is a practical means of communication among all Moroccans
b. Moroccan Arabic develops the ties of the child with the family environment
c. Modern Standard Arabic is a very difficult language for Moroccan children living in the Netherlands
d. Others, namely

60 Do you want them to learn Modern Standard Arabic?

a. Yes
b. No (go to question 62)
Why do you want them to learn Modern Standard Arabic?
   a   Children's self-image is best fostered through Modern Standard Arabic
   b   Modern Standard Arabic is the language of culture and literature
   c   The child can make use of his literacy once in Morocco
   d   Others, namely ..........................................

If the school decides to teach another language which parents do not like their children to learn, what would be the reaction of the parents?
   a   They will still send their children to these classes
   b   They will boycott these lessons
   c   For Moroccan parents, any language or dialect is OK
   d   Others, namely ..........................................

Would it be easier to teach Moroccan Arabic and Berber instead of Modern Standard Arabic?
   a   Yes
   b   No (go to question 65)

Can you specify why?
........................................................................................................

According to you, why would it be difficult to teach Moroccan dialects instead of Modern Standard Arabic?
   a   Berber and Moroccan Arabic are unwritten languages
   b   There are no language teaching materials for Moroccan Arabic and Berber
   c   I have not been trained in terms of pedagogy for the teaching of Berber or Moroccan dialects for young Moroccans
   d   Others, namely ..........................................

In your point of view, what will be the future position of Arabic in Dutch elementary schools?
   a   A subject with a higher value than now
   b   The teaching of Arabic will disappear from the Dutch elementary school in the future
   c   The teaching of Arabic in the Netherlands will be limited to mosques only
   d   The future status of Arabic is very much unclear as the government keeps changing its policy via-à-vis Arabic
   e   Others, namely .............................................
Appendix 1

67 According to you, what proficiency levels of reading Modern Standard Arabic Moroccan children will have to attain at the end of the Dutch primary school?
   a. Children can read and understand simple information in Modern Standard Arabic
   b. Children can read and understand written texts (from the textbook) in Modern Standard Arabic making use of a dictionary
   c. Children can read and understand simple short stories in Modern Standard Arabic making use of a dictionary
   d. Children can read and understand articles in Modern Standard Arabic from the press making use of a dictionary

68 According to you, what proficiency levels of listening in Modern Standard Arabic Moroccan children will have to attain at the end of the Dutch primary school?
   a. Children can understand simple information in Modern Standard Arabic
   b. Children can follow conversations (on the radio or TV) about everyday subjects in simple Modern Standard Arabic
   c. Children can follow information programs on radio and TV in Modern Standard Arabic

69 According to you, what proficiency levels of writing Modern Standard Arabic Moroccan children will have to attain at the end of the Dutch primary school?
   a. Children can write simple notes or short informal letters in Modern Standard Arabic without mistakes of comprehension with the help of a dictionary
   b. Children can write a simple note in Modern Standard Arabic without a dictionary
   c. Children can write a formal letter in Modern Standard Arabic making occasional use of a dictionary
   d. Children can write a short document or letter in Modern Standard Arabic without grave mistakes making occasional use of a dictionary

70 The Ministry intends to transfer the organization and the administration of Arabic to local municipalities, what does this new development reveal in your point of view?
   a. Municipalities being close to minority communities in general, can handle better the teaching of Arabic
   b. Municipalities are much more aware of the current and future needs of Moroccans in their municipality
   c. The educational policy towards Arabic has not been supported by clear ideas about the position and status of Arabic in the Netherlands
   d. Others, namely 

71 The Ministry intends to have Arabic lessons organized outside the school curriculum. What consequences, in your opinion, could this step have in the future?
   a. Children will no longer leave other classes to attend Arabic lessons
   b. Children will have more concentration on the core curriculum
   c. This step may further widen the home-school gap
   d. Others, namely 

INPUT

72 Do you normally teach with prior assessment of the pupils' level of proficiency in Modern Standard Arabic?
   a Yes
   b No

73 Do you take into account differences in the previous length of Modern Standard Arabic learning experience of the pupils while teaching them?
   a Yes
   b No (go to questions 74)

74 Can you specify why you take into account such differences?

75 How do you usually deal with different children having differing levels in Modern Standard Arabic proficiency?
   a By providing texts at various levels
   b By individualizing instruction
   c Others, namely ...........................................

76 How do you deal with pupils with very limited knowledge of Modern Standard Arabic?
   a By individualizing instruction
   b By giving them special attention in the class
   c By encouraging them to participate
   d By giving them more home-work
   e Others, namely ...........................................

77 Do you treat children differently according to mosque schooling attendance?
   a Yes
   b No (go to question 79)

78 Can you specify what differences in treatment there are for the children in classes of Arabic?

79 Does the material you select take into account the differences in Modern Standard Arabic proficiency among the learners you are addressing?
   a Yes
   b No (go to question 81)

80 Can you specify how the teaching materials selection takes into account such differences in proficiency?
Appendix 1

81 If you select teaching materials, how often do you take these differences into account?
   a Very often
   b Often
   c Rarely
   d Never

82 Do you find any material that takes differences in Arabic proficiency among learners into account?
   a Yes
   b No (go to question 84)

83 Can you give examples?

84 Do you have knowledge of the languages of all your pupils?
   a Yes
   b No

85 How often do you use Dutch with your pupils in teaching Modern Standard Arabic?
   a Very often
   b Often
   c Rarely
   d Never

86 How often do you use Berber with your pupils in teaching Modern Standard Arabic?
   a Very often
   b Often
   c Rarely
   d Never

87 How often do you use Moroccan Arabic with your pupils in teaching Modern Standard Arabic?
   a Very often
   b Often
   c Rarely
   d Never

88 In which cases do you use Dutch in teaching Modern Standard Arabic?
   a In giving instructions
   b In providing more explanation
   c In making children feel at ease
   d Others, namely ........................................
89 In which cases do you use Berber in teaching Modern Standard Arabic?
   a  In giving instructions
   b  In providing more explanation
   c  In making children feel at ease
   d  Others, namely ......................................

90 In which cases do you use Moroccan Arabic in teaching Modern Standard Arabic?
   a  In giving instructions
   b  In providing more explanation
   c  In making children feel at ease
   d  Others, namely ......................................

91 Which language varieties do you use with which the pupils?
   a  Berber with berberophones
   b  Moroccan Arabic with arabophones
   c  Dutch with both berberophones and arabophones
   d  Moroccan Arabic with both groups
   e  Others, namely ......................................

92 In which cases do you use any of these language varieties?
   a  When I cannot explain in Modern Standard Arabic
   b  When the topic is difficult
   c  When I want to stimulate participation
   d  Others, namely ......................................

93 While teaching Arabic, do you make use of translation from Modern Standard Arabic into the home languages of your pupils?
   a  Yes
   b  No (go to question 95)

94 How often do you resort to translation into Dutch?
   a  Very often
   b  Often
   c  Rarely
   d  Never (go to question 96)

95 In which case do you resort to translation into Dutch?
   a  When the children fail to understand
   b  When I want to explain a linguistic feature that exists also in Dutch
   c  In case I want to back up my explanations
   d  Others, namely ......................................
96 How often do you resort to translation into Berber?
   a Very often
   b Often
   c Rarely
   d Never (go to question 98)

97 In which case do you resort to translation into Berber?
   a When the children fail to understand
   b When I want to explain a linguistic feature that exists in Berber also
   c In case I want to back up my explanations
   d Others, namely ....................................

98 How often do you resort to translation into Moroccan Arabic?
   a Very often
   b Often
   c Rarely
   d Never (go to question 100)

99 In which case do you resort to translation into Berber?
   a When the children fail to understand
   b When I want to explain a linguistic feature that exists also in Moroccan Arabic
   c In case I want to back up my explanations
   d Others, namely ....................................

100 How much time of the Modern Standard Arabic lessons is another language than
    Modern Standard Arabic used as a language of instruction?
   a < 20%
   b 20-40%
   c 40-60%
   d 60-80%
   e > 80%

101 How do you perceive the effects of using the home-languages of the learners and Dutch
    in teaching Arabic?
   a They reduce the use and learning of Arabic
   b They help learners learn better Arabic
   c They disturb the linguistic development of the learners
   d Others, namely ....................................

102 Which type of teaching materials do you use in teaching Modern Standard Arabic?
   a Produced in the Netherlands
   b Produced in other European countries
   c Imported from Morocco
   d Imported from other Arab countries
103 Specify all textbooks used:

104 Do you make use of self-made materials?
   a Yes
   b No

105 In general, what do you use your materials for?
   a To supplement instruction
   b To stimulate discussion and group work
   c To assign reading activities at home
   d As a guiding outline for lessons
   f Others, namely ........................................

106 How often do you read from the text orally?
   a Very often
   b Often
   c Rarely
   d Never

107 How often do you assign portions of the materials to be read by the pupils?
   a Very often
   b Often
   c Rarely
   d Never

108 How often do you replace texts by easier ones when children cannot read them well?
   a Very often
   b Often
   c Rarely
   d Never

109 How often do you give homework assignments from the materials to be done at home?
   a Very often
   b Often
   c Rarely
   d Never

110 How often do you revise the text selection before giving an assignment?
   a Very often
   b Often
   c Rarely
   d Never
111 How often do you have learners answer questions at the end of each text?
   a Very often
   b Often
   c Rarely
   d Never

112 How often do you rely on textbook information for class discussion and participation?
   a Very often
   b Often
   c Rarely
   d Never

113 Which cultural themes do you usually evoke while teaching Modern Standard Arabic for Moroccan children?
   a Arab cultural themes
   b Dutch cultural themes
   c Both Arab and Dutch cultural themes

114 Can you provide examples of cultural themes you treat in classes of Arabic?

115 Does the teaching material take into account the socio-cultural reality of the second generation of Moroccan children in the Netherlands?
   a Yes
   b No (go to question 117)

116 Can you specify how?

117 What are the priorities of the cultural knowledge you deal with in Arabic classes?
   a To foster an understanding of the socio-cultural reality of the Dutch culture
   b To instill a sense of bicultural identity in the children
   c To help the children appreciate Arabic better
   d Others, namely

118 Is the teaching material free from "imported" socio-cultural topics such as the desert life or the social tribal system?
   a Yes (go to question 120)
   b No

119 Can you give some examples?
120 In teaching Modern Standard Arabic, do you compare Arabic and Dutch cultural themes?
   a  Yes
   b  No (go to question 122)

121 Can you provide some examples?

122 How do you view the teaching of Modern Standard Arabic lessons?
   a  As a bridge easing the integration of the second generation of Moroccan children in Dutch society
   b  As a source of enriching the identity and personality of Moroccan children in the Netherlands
   c  As a form of resisting the mainstream culture
   d  As a support for teaching Dutch
   e  Others, namely ........................................

Thank you very much for your help. Please, use the available space below in case you want to add more information.
**OBSERVATIONAL INSTRUMENT**

School code: .................................................................................................
Teacher: .................................................................................................
Date: .................................................................................................
Starting time: ................................................................. Ending time: .............................

<table>
<thead>
<tr>
<th>A Language levels</th>
<th>minutes:</th>
<th>seconds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 focus on Arabic sounds</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>2 focus on Arabic words</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>3 focus on grammar</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B Teaching language skills</th>
<th>minutes:</th>
<th>seconds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 focus on speaking</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>2 focus on listening</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>3 focus on reading</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>4 focus on writing</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C Using different languages</th>
<th>minutes:</th>
<th>seconds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 using Berber</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>2 using Moroccan Arabic</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>3 using Dutch</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>4 using Modern Standard Arabic</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D Attention to variation in language proficiency of the children</th>
<th>minutes:</th>
<th>seconds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 addressing the whole group</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>2 addressing less skilled pupils</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>3 addressing skilled pupils</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E The use of the teaching materials</th>
<th>minutes:</th>
<th>seconds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 written assignments</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>2 oral assignments</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>3 reading activities</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>4 speaking activities</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>5 use of supporting materials</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F Cultural dimensions</th>
<th>minutes:</th>
<th>seconds:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Arabic cultural themes</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>2 Dutch cultural themes</td>
<td>..........</td>
<td>..........</td>
</tr>
<tr>
<td>3 (contrasting) Arabic/Dutch cultural themes</td>
<td>..........</td>
<td>..........</td>
</tr>
</tbody>
</table>

Further observations concerning the teacher's handling of the categories mentioned above:
THE ORAL INTERVIEW WITH MOROCCAN PARENTS ON STATUS AND INPUT

STATUS

1. What is both your age? ...........................................

2. Cities of birth in Morocco: ...................................

3. What are your ethnic origins?
   a. Berber
   b. Arab

4. For how long have both of you been living in the Netherlands?
   Number of years ...........................................

5. What is the level of education of the father?
   a. University level
   b. Secondary education
   c. Primary education
   d. Few years of primary education
   e. Few years of Koranic school
   f. No education but literate
   g. Illiterate

6. What is the level of education of the mother?
   a. University level
   b. Secondary education
   c. Primary education
   d. Few years of primary education
   e. Few years of Koranic school
   f. No education but literate
   g. Illiterate

7. Does the father have a job?
   a. Yes
   b. No (go to question 9)

8. Is this job?
   a. Permanent
   b. Temporary

9. Does the mother have a job?
   a. Yes
   b. No (go to question 11)
10  Is this job?
   a  Permanent
   b  Temporary

11  Can you specify the number of your children and their age and sex; and whether they are following Arabic along with their school grade:

<table>
<thead>
<tr>
<th>Child 1</th>
<th>Child 2</th>
<th>Child 3</th>
<th>Child 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
<tr>
<td>Sex</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
<tr>
<td>Grade</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
<tr>
<td>Arabic</td>
<td>......</td>
<td>......</td>
<td>......</td>
</tr>
</tbody>
</table>

12  Why do you send your child(ren) to ALI classes?
   a  To help my children become proficient in Modern Standard Arabic
   b  To help my children become aware of their identity
   c  To help my children overcome the difficulties of the school-home gap
   d  Others, namely ...........................................

13  According to you why do other Moroccan parents recommend ALI to their children?
   a  They want their children to become proficient in Modern Standard Arabic
   b  They want to make their children aware of their identity
   c  To help their children overcome the difficulties of the school-home gap
   d  Others, namely .............................................

14  Moroccan children feel sometimes a negative pressure with respect to Arabic lessons from other pupils and teachers at school, what do you think is the cause for this?
   a  Moroccan children do not feel any negative pressure at all
   b  Arabic is seen as an additional burden
   c  Arabic is seen as the cause for Moroccan children's bad school records
   d  Others, namely .............................................

15  According to you, why do some Moroccan children stop attending Arabic classes?
   a  To have full attention for other subjects
   b  These children have developed a negative attitude towards Arabic classes
   c  These children view Arabic as an additional burden
   d  Others, namely .............................................

16  According to you, why do some Moroccan children not opt for Arabic classes?
   a  Arabic is taught at extra-curricular hours
   b  These children have developed a negative attitude towards Arabic classes
   c  These children want to have full attention for other subjects
   d  Others, namely .............................................
17 How often do you have contact with the teacher about Arabic teaching and children's participation?
   a Once a month
   b Once in three months
   c Once a year
   d Others, namely ........................................

18 Which aspect of Arabic teaching do you discuss mostly with the teacher of Arabic?
   a Means to help my child develop its Arabic at home
   b My child(ren)'s progress in Arabic in the light of homeworks already done
   c The attendance rate of their children
   d Others, namely ........................................

19 Are there any difficulties that hinder contact with the teacher of Arabic?
   a Yes
   b No (go to question 21)

20 What difficulties hinder communication with the teacher of Arabic?
   a The teacher of Arabic has deviating ideas on the education of my children from those I have
   b The teacher of Arabic never invites to talk about Arabic classes matters
   c I do not have enough time to contact the teacher of Arabic
   d Others, namely ........................................

21 When do you think is it necessary to contact the teacher of Arabic?
   a In case I want to get informed about my children's progress in Arabic
   b In case I want to know about my children's rate of attendance to Arabic classes
   c In case I know that my children have learning difficulties in Arabic
   d Others, namely ........................................

22 Are there any Moroccan parents who never show up to ask about their children's progress in Arabic?
   a Yes
   b No (go to question 24)

23 In your opinion, why do some Moroccan parents never show up to ask about their children's progress in Arabic?
   a I think it is the role of the school
   b I think Arabic classes are not as important for these children as other subjects
   c I think they can get the information about Arabic classes from their children
   d Others, namely ........................................
24 Whom do you usually consult in case you want to know about the content of ALI?
   a The teacher of Arabic himself
   b The *onderwijs contactpersoon* (a person who is in charge of making contact between teachers and parents)
   c Members from the Moroccan community
   d The school director
   e Others, namely

25 According to you, how could the contact between parents and teachers of Arabic be improved?

26 How often do(es) your child(ren) attend Arabic classes?
   a Twice a week
   b Once a week
   c Never
   d Others, namely

   In case of more than one child, specifications can be added in the available space

27 Does your child enjoy going to Arabic classes?
   a Yes (go to question 28)
   b No (go to question 29)

28 If "yes", can you specify why?

29 If "no", can you specify why?

30 In case you do, why do you send your child(ren) to the mosque?
   a To learn Arabic, as the Dutch school does not teach enough Arabic
   b To learn about Islam
   c My child(ren) experiences there the vivid reality of Moroccan culture
   d I do not send my child to the mosque (go to question 32)
   e Others, namely

31 In your opinion, what is the effect of mosque schooling on your children?
   a My child(ren) become(s) progressively more proficient in Arabic
   b My child(ren) develop(s) a good understanding of Islamic morality
   c My child(ren) is/are not left with enough time to cope well with the rest of his lessons in the Dutch school
   d Others, namely
Appendix 1

32 Are there any parents who do not send their children to the mosque?
   a Yes
   b No (go to question 34)

33 If yes, why according to you, do other parents not send their children to the mosque?
   a Some parents believe that their children already make the effort of learning Arabic at school
   b Some Moroccan parents are afraid their children would grow with a fundamental character
   c Some Moroccan parents believe mosque schooling is badly organised
   d Others, namely ..........................................

34 Do you think children attending mosque schooling perform better in Arabic than those who do not attend it?
   a Yes (go to question 35)
   b No (go to question 36)

35 If "yes", can you specify why? ..........................................................................................................

36 If "no", can you specify why? ..........................................................................................................

37 What language do you find the most beautiful?
   a Berber
   b Moroccan Arabic
   c Dutch
   d Modern Standard Arabic

38 What language do you find the richest?
   a Berber
   b Moroccan Arabic
   c Dutch
   d Modern Standard Arabic

39 What language do you find the most necessary for Moroccan children in the Netherlands?
   a Berber
   b Moroccan Arabic
   c Dutch
   d Modern Standard Arabic
40 What language do you find the most useful for Moroccan children in the Netherlands?
   a Berber
   b Moroccan Arabic
   c Dutch
   d Modern Standard Arabic

41 Would you like your children to attend more lessons of Arabic in the Dutch school in the future?
   a Yes (go to question 43)
   b No (go to question 42)

42 If "no", can you specify why?

43 How often do you use the following languages at home?
   a Berber Always Often Sometimes Never
   b Moroccan Arabic Always Often Sometimes Never
   c Dutch Always Often Sometimes Never
   d Modern Standard Arabic Always Often Sometimes Never

44 Do you want your children to learn Berber?
   a Yes
   b No (go to question 46)

45 If "yes", why do you want them to learn Berber?
   a Berber is a practical means of communication among Berbers
   b Berber language develops the ties of the child with the family environment
   c Modern Standard Arabic is a very difficult language for Moroccan children living in the Netherlands
   d Others, namely ..............................................

46 Do you want your children to learn Moroccan Arabic?
   a Yes
   b No (go to question 48)

47 If "yes", why do you want them to learn Moroccan Arabic?
   a Moroccan Arabic is a practical means of communication among all Moroccans
   b Moroccan Arabic develops the ties of the child with the family environment
   c Modern Standard Arabic is a very difficult language for Moroccan children living in the Netherlands
   d Others, namely ..............................................

48 Do you want your children to learn Modern Standard Arabic in the future?
   a Yes
   b No (go to question 50)
Appendix 1

49 Why do you want them to learn Modern Standard Arabic?
   a Children's self-image is best fostered through Modern Standard Arabic
   b Modern Standard Arabic is the language of culture and literature
   c The child can make use of Modern Standard Arabic once in Morocco
   d Others, namely .............................................

50 If the school decides to teach a language that you do not want your children to learn what would be your reaction?
   a I will still send my children to these classes
   b For my child(ren) any language or dialect is OK
   c I will boycott these classes
   d Others, namely .............................................

51 What type of teacher would you like to have for future lessons of Arabic?
   a One who fluently speaks Berber and Moroccan Arabic
   b One who speaks the children's home-languages and Dutch
   c One who informs the children about Arab culture and Islam
   d Others, namely .............................................

52 What will be the future position of Arabic in this country?
   a A subject with a higher value than now
   b The teaching of Arabic will disappear from the Dutch elementary schools in the future
   c The teaching of Arabic in the Netherlands will be limited to mosques only
   d The status of Arabic will be very much unclear as the government keeps changing its policy vis-à-vis Arabic
   e Others, namely .............................................

53 The Ministry intends to transfer the organization and the administration of Arabic to local municipalities, what does this new development reveal in your point of view?
   a Municipalities being close to minority communities in general, can handle better the teaching of Arabic
   b Municipalities are much more aware of the current and future needs of Moroccans in the Netherlands
   c The educational policy towards Arabic has not been supported by clear ideas about the position and status of Arabic in the Netherlands
   d Others, namely .............................................

54 It is the Ministry's intention to organize Arabic lessons outside the school curriculum. What consequences, in your opinion, could this step have in the future?
   a Children will no longer leave other classes to attend Arabic lessons
   b Children will have more concentration on the core curriculum
   c This step may further widen the home-school gap
   d Others, namely .............................................
55 According to you, what proficiency levels of reading in Modern Standard Arabic do you want your child(ren) to develop at the end of the Dutch primary schools?
   a My children can read and understand simple information in Modern Standard Arabic
   b My children can read and understand written texts (from the textbook) in Modern Standard Arabic making use of a dictionary
   c My children can read and understand simple short stories in Modern Standard Arabic making use of a dictionary
   d My children can read and understand articles in Modern Standard Arabic from the press making use of a dictionary

56 According to you, what proficiency levels of listening in Modern Standard Arabic do you want your child(ren) to attain at the end of the Dutch primary school?
   a My children can understand simple information in Modern Standard Arabic
   b My children can follow conversations (on the radio or TV) about everyday subjects in simple Modern Standard Arabic
   c My children can follow information programs on radio and TV in Modern Standard Arabic

57 According to you, what proficiency levels of writing in Modern Standard Arabic do you want your child(ren) to attain at the end of the Dutch primary school?
   a My children can write simple notes or short informal letters in Modern Standard Arabic without mistakes of comprehension with the help of a dictionary
   b My children can write a simple note in Modern Standard Arabic without a dictionary
   c My children can write a formal letter in Modern Standard Arabic making occasional use of a dictionary
   d My children can write a short document or letter in Modern Standard Arabic without grave mistakes making occasional use of a dictionary
INPUT

58 Have you ever tried to teach your child(ren) reading and writing in Arabic at home?
   a Yes (go to question 59)
   b No (go to question 60)

59 Can you provide more specifications from your side?

60 What reasons are there for not attempting?
   a I do not have enough time for it
   b I do not feel confident about what to teach to the child(ren)
   c The child(ren) do(es) not like it
   d Others, namely ...........................................

61 If you tried and stopped, what reasons are there for stopping?
   a I abandoned the idea under the effect of external advice
   b I realized that my child(ren)'s knowledge of Dutch should be given priority
   c I felt discouraged because of the learning difficulties of the child
   d Others, namely ...........................................

62 Do you watch Arabic TV at home?
   a Yes
   b No (go to question 65)

63 If yes, which Arab TV channel do you watch at home?
   a MBC
   b Moroccan Radio Television
   c Special Sunday on Dutch television
   d Others, namely ...........................................

64 How often do you watch Arab TV at home per week?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week

65 How often do(es) your child(ren) watch Arab TV at home per week?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week
   e Never
66 What sort of Arabic TV programmes do(es) your child(ren) follow regularly?
   a Cartoons in Arabic
   b Documentary programmes
   c Arabic movies
   d Others, namely ..............................................

67 Do you follow Arabic programmes on the radio?
   a Yes
   b No (go to question (70)

68 How often do you listen to radio programmes in Arabic
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week

69 Which Arab radio programmes do you usually listen to at home?
   a Local radio station of the city where I live
   b MBCFM
   c Arabic BBC
   d Others, namely ..............................................

70 How often do(es) your child(ren) listen to radio programmes?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week
   e Never

71 What sort of Arabic radio programmes do(es) your child(ren) listen to at home?
   a Songs in Arabic
   b Arabic language lessons
   c Series in Arabic
   d Others, namely ..............................................

72 Do you have Arabic audio-tapes at home?
   a Yes
   b No (go to question 76)

73 How often do you listen to audio-tapes in Arabic?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week
   e Never
74 What sort of Arabic audio-tapes are there?
   a Koran audio-tapes
   b Song audio-tapes in Arabic
   c Arabic Stories audio-tapes
   d Others, namely ......................................

75 How often do(es) your child(ren) listen to audio-tapes in Arabic at home?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week
   e Never

76 Do you make use of Arabic video-tapes at home?
   a Yes
   b No (go to question 80)

77 If "yes", how often do you watch video-tapes in Arabic at home?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week
   e Never

78 What sort of Arabic video-tapes are there?
   a Documentary video-tapes
   b Movies
   c Cartoons
   d Others, namely ......................................

79 How often do(es) your child(ren) watch such video-tapes at home per week?
   a More than 4 hours per week
   b 3-4 hours per week
   c 1-2 hours per week
   d Less than one hour per week
   e Never

80 Are/Is your child(ren) told stories in Arabic at home?
   a Yes
   b No (go to question 84)
81 Who tells them such stories?
   a Their father
   b Their mother
   c Their grandmother
   d Others, namely

82 What types of stories does he (they) listen to?
   a Fairy tales
   b Religious stories
   c Stories of adventure
   d Others, namely

83 How often are such stories told?
   a Every night
   b Once a week
   c Once a month
   d Once in three months

84 Do you offer printed materials in Arabic to your child(ren)?:
   a Yes
   b No (go to question 88)

85 How often do you give these printed materials in Arabic to your child(ren)?
   a Once a week
   b Once a month
   c Once in three months
   d Once a year

86 What sort of Arabic printed materials do you give to your child(ren)?
   a Religious books
   b Children's stories
   c Arab history and geography
   d Newspapers
   e Others, namely

87 How often do(es) your child(ren) read such Arabic printed materials per week?
   a Every day
   b Once a week
   c Once a month
   d Once in three months
   e Never
88 How often do you encourage your child(ren) to read letters in Arabic you receive from Morocco?
   a Once a week
   b Once a month
   c Once in three months
   d Never

89 How often do you encourage your child(ren) to write letters in Arabic?
   a Once a week
   b Once a month
   c Once in three months
   d Never

90 Do you encourage your child(ren) to go to the library for readings in Arabic?
   a Yes (go to question 92)
   b No

91 If "no", then why not?

92 If "yes", how often do(es) your child(ren) frequent the public library for Arabic readings?
   a Once a week
   b Once a month
   c Once in three months
   d Never

93 What type of books does she/he (they) read?
   a Religious books
   b Children's stories
   c Magazines
   d Others, namely ........................................

94 Does he/she borrow Arabic books from the public library?
   a Yes
   b No (go to question 96)

95 If "yes", can you specify how often?
   a Once a week
   b Once a month
   c Once in three months
   d Never
How often do you visit Morocco?
   a  Three times a year
   b  Two times a year
   c  Once a year
   d  Others, namely ..........................................

How often do(es) your child(ren) accompany you to Morocco?
   a  Three times a year
   b  Two times a year
   c  Once a year
   d  Others, namely ..........................................

Thank you very much for your help. More comments are welcome in the available space below in case you want to add more information.
THE WRITTEN QUESTIONNAIRE FOR THE DIRECTORS

1 School: .................................

2 Address: .................................

3 City: .................................

4 Why have you introduced Arabic teaching in this school?
   a  To help Moroccan children learn Arabic
   b  To reflect the multicultural character of my school
   c  To help Moroccan children overcome the difficulties of the home-school gap
   d  Others, namely .................................

5 Why in your opinion do Moroccan parents want their children to learn Arabic in the Dutch primary school?
   a  To learn Modern Standard Arabic
   b  To help their children overcome the difficulties of the school-home gap
   c  To make their children more aware of their identity
   d  Others, namely .................................

6 Are there any factors against the inclusion of Arabic in the Dutch elementary school?
   a Yes
   b  No (go to question 8)

7 What are, in your opinion, the factors against the inclusion of Arabic in the Dutch elementary school?
   a  The number of Moroccan children is not high enough
   b  There is the difficulty of finding working documents on Arabic language (i.e.,
      teaching aims, materials and assessment)
   c  Dutch parents expressed their fear that their children's education will suffer as a
      result of Moroccan children's school influx
   d  Others, namely .................................

8 Are there any Moroccan children not opting for Arabic classes in your school?
   a  Yes
   b  No (go to question 10)

9 Why, according to you, do some Moroccan children not opt for Arabic classes at all?
   a  They want to have full attention for other subjects
   b  These children have developed a negative attitude towards classes of Arabic
   c  Arabic is taught at extra-curricular hours
   d  Others, namely .................................
10 Are there any children who stop attending Arabic lessons?
   a Yes
   b No (go to question 12).

11 Why, according to you, do these children stop attending Arabic lessons?
   a They want to have full attention for other subjects
   b These children have developed a negative attitude towards classes of Arabic
   c Arabic is taught at extra-curricular hours
   d Others, namely ..............................................

12 Is the attendance of Arabic classes stimulated by the school?
   a Yes (go to question 13)
   b No (go to question 14)

13 If "yes", can you please specify how?
   ........................................................................

14 If "no", can you please specify why?
   ........................................................................

15 Was it easy to include Arabic classes in your school?
   a Yes
   b No (go to question 17)

16 If "yes", can you please specify why?
   ........................................................................

17 Which implementation constraints made the inclusion of Arabic in your school difficult?
   a Finding the right educational provision for Arabic classes (i.e, teaching materials)
   b Fitting the course of Arabic in the existing time-table
   c Finding qualified teachers of Arabic
   d Others, namely ..............................................

18 For which activities are the facilities provided for Arabic (by the ministry) used?
   a For the teaching of Arabic
   b For internal coordination and supervising Moroccan children
   c For developing Arabic teaching materials
   d Others, namely ..............................................

19 How often do you participate in discussions on the teaching content of Arabic?
   a Once every week (go to question 21)
   b Once every month (go to question 21)
   c Once every year (go to question 21)
   d Never (go to question 20)
Appendix 1

20 If "d", can you please specify why?

21 What qualities did you take into account while appointing the present teacher of Arabic in your school?
   a Speaking Dutch fluently
   b Being well-informed about the Dutch educational system
   c Effective in acting as a liaison between the parents and the school
   d Others, namely

22 Do you think that the participation of the Moroccan parents with respect to the education of their children is as intense as the Dutch parents'?
   a Yes (go to question 24)
   b No (go to question 23)

23 If "no", can you please specify why?

24 Do you think that the intensity of contacts of Moroccan parents with the school has changed since the introduction of Arabic at your school?
   a Yes (go to question 25)
   b No (go to question 26)

25 If "yes", can you please specify how?

26 Is it very easy for you as a school-director to have contact with Moroccan parents?
   a Yes (go to question 27)
   b No (go to question 28)

27 If "yes", can you please specify why?

28 If "no", can you please specify why?

29 Are there any difficulties that hinder Moroccan parents-school contact?
   a Yes (go to question 30)
   b No (go to question 31)
30 If "yes", what difficulties in your opinion make contacts with Moroccan parents concerning the teaching of Arabic relatively difficult?
   a Their difficulties with Dutch language
   b They think that Arabic classes are to be dealt with by the school only
   c Their lack of general interest in the education of their children
   d Others, namely ........................................

31 As a school director, how could you improve contact between Moroccan parents and school?
   a Opting for parents workshops with the assistance of the school team
   b Encouraging parents' participation in the teaching of Arabic
   c Giving parents the opportunity to make known their concerns about the education of their children
   d Others, namely ........................................

32 What would be, in your opinion, the future position of Arabic teaching in your school?
   a The teaching of Arabic will be more organised
   b Arabic will enjoy better teaching conditions
   c Arabic will disappear for financial reasons
   d Others, namely ........................................

33 How would it be possible to give more recognition to the teaching of Arabic language and culture in your school?
   a Establishing an Arabic book section in the school library
   b Stimulating intensive cooperation and consultation with the parents
   c To provide Arabic as a school report figure
   d Others, namely ........................................

34 As a school director, how could you improve cooperation among Arabic teachers and Dutch colleagues?
   .................................................................

35 How could you make the teaching of Arabic more effective in the school?
   a Connecting the Arabic content with the rest of the curriculum
   b Specifying the objectives and aims of Arabic teaching at our school
   c Search for more qualified teachers of Arabic
   d Others, namely ...........................................
36 The Ministry intends to transfer the organization and the administration of Arabic to local municipalities, what does this new development reveal in your point of view?
   a Municipalities being close to minority communities in general, can handle better the teaching of Arabic
   b Municipalities are much more aware of the current and future needs of Moroccans in the Netherlands
   c The educational policy towards Arabic has not been supported by clear ideas about the position and status of Arabic in the Netherlands
   d Others, namely ........................................

37 The Ministry intends to organize Arabic lessons outside the school curriculum. What consequences, in your opinion, could this step have in the future?
   a Moroccan children will no longer leave other classes to attend Arabic lessons
   b Moroccan children will have more concentration on the core curriculum
   c This step may further widen the home-school gap
   d Others, namely ........................................

Thank you very much for your help. In case of more information or comment, please use the available space below.
THE WRITTEN QUESTIONNAIRE FOR THE MOROCCAN PUPILS

Code: ........................................

1 School: ........................................ in ........................................

2 Are you a boy or a girl?
   a Boy
   b Girl

3 What is your date of birth?

4 What is the total number of years of education in the Dutch school?
   Grades 1 2 3 4 5 6 7 8

5 What is the total number of years of education in Arabic in the Dutch school?
   Grades 1 2 3 4 5 6 7 8

6 Why do you learn Arabic in this school?
   a I want to become proficient in Modern Standard Arabic
   b I want to know about my own culture
   c I will need it during my holidays in Morocco
   d Others, namely ...................................................

7 According to you why do other parents encourage their children to learn Arabic?
   a They want their children to become proficient in Modern Standard Arabic
   b They want their children to become aware of their own culture
   c Their children will need it during holidays in Morocco
   d Others, namely ...................................................

8 Other Moroccan children in the school feel sometimes a negative pressure with respect to Arabic classes from other pupils and teachers at school, what do you think is the cause of this?
   a Moroccan children do not feel any negative pressure at all
   b Arabic is seen as the cause for Moroccan children's bad school records
   c Arabic is seen as an additional burden
   d Others, namely ...................................................

9 According to you, why do other children stop attending Arabic lessons?
   a To have full attention for other subjects on the syllabus
   b These children view Arabic as an additional burden
   c These children have developed a negative attitude towards Arabic lessons
   d Others, namely ...................................................
10 According to you, why do some Moroccan children not opt for Arabic lessons at all?
   a. These want to have full attention for other subjects on the syllabus
   b. Arabic is taught at extra-curricular hours
   c. These children have developed a negative attitude towards Arabic lessons
   d. Others, namely ..................................

11 How do you find the teaching materials of Arabic?
   a. Very interesting
   b. Interesting
   c. A bit interesting
   d. Not interesting
   e. Not interesting at all

12 How do you find Arabic lessons?
   a. Very interesting
   b. Interesting
   c. A bit interesting
   d. Not interesting
   e. Not interesting at all

13 How do you find the way Arabic is taught?
   a. Very interesting
   b. Interesting
   c. A bit interesting
   d. Not interesting
   e. Not interesting at all

14 What are, according to you, the language skills which are given more importance in the Arabic lessons?
   a. Speaking skills
   b. Listening skills
   c. Writing skills
   d. Reading skills

15 When you do not understand parts of the lesson, what language(s) does the teacher of Arabic use for clarification?
   a. Moroccan Arabic
   b. Berber
   c. Dutch
   d. A combination, namely .................................
Appendix 1

16 Please rate your proficiency level in the following skills:
   • reading in Modern Standard Arabic:
     a. very easy  b. easy  c. a bit difficult  d. very difficult
   • writing in Modern Standard Arabic:
     a. very easy  b. easy  c. a bit difficult  d. very difficult
   • listening in Modern Standard Arabic:
     a. very easy  b. easy  c. a bit difficult  d. very difficult

17 Do you have any difficulties concerning the teaching of Arabic?
   a  Yes (go to question 17)
   b  No (go to question 18)

18 What sort of difficulties do you have with the teaching of Arabic?
   a  The Arabic tasks are difficult
   b  The teacher does not speak Dutch well
   c  I do not understand what the teacher wants from me sometimes
   d  Others, namely ..........................................

19 Are you given time to practice Arabic in the class?
   a  Yes (go to question 21)
   b  No (go to question 20)

20 If "no", can you please specify why? ...........................................................

21 If "yes", can you please specify how? ..........................................................

22 How well do you progress in Arabic through attending Arabic lessons?
   a  Progressing a lot (go to question 24).
   b  Progressing normally (go to question 24)
   c  Progressing a bit (go to question 24)
   d  Not progressing (go to question 23)
   e  Not progressing at all (go to question 23)

23 If d-e, can you please specify why? ..........................................................

24 How difficult are the tasks the teacher asks you to complete in Arabic lessons?
   a  Not difficult at all
   b  Not difficult
   c  A bit difficult
   d  Difficult
   e  Very difficult
25 Do you visit the mosque for Arabic classes?
   a Yes (go to question 26)
   b No (go to question 32)

26 How often do you visit the mosque for Arabic classes?
   a Four times a week
   b Twice a week
   c Once a week

27 What do you think of going to the mosque for Arabic classes?
   a Very interesting
   b Interesting
   c A bit interesting
   d Not interesting
   e Not interesting at all

28 Which subject do you learn about most in the mosque?
   a Arabic
   b Islamic religion
   c Performing prayers
   d Other, namely .............................................

29 What are the effects of mosque schooling on your learning of Arabic?
   a I get more proficient in Arabic
   b I develop a good understanding of islam
   c It takes much of my time
   d Others, namely .............................................

30 Are you better in Arabic than other pupils who do not attend Arabic classes in the mosque?
   a Yes (go to question 30)
   b No (go to question 31)

31 If "yes", please can you specify how?
   ..........................................................................

32 Why, according to you, do your parents send you to the mosque school?
   a To learn Arabic well.
   b To learn about Islam
   c To get acquainted with other members of the Moroccan community
   d Others, namely .............................................
33 Are there Moroccan parents who do not send their children to the mosque?
   a Yes (go to question 34)
   b No (go to question 35)

34 If "yes", why do you think other parents do not send their children to the mosque?
   a They are afraid their children get overworked
   b They want their children to allot all the time to the learning of Dutch
   c There are very bad teaching conditions
   d Others, namely ..........................................

35 Would you like to attend more lessons of Arabic in the future?
   a Yes (go to question 36)
   b No (go to question 37)

36 If "yes", can you please specify why?
.................................................................

37 If "no", can you please specify why not?
.................................................................

38 How frequent do you use the following languages at home with your parents?

<table>
<thead>
<tr>
<th>Language</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berber</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moroccan Arabic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Standard Arabic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dutch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

39 How do you personally find Berber?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very ugly</th>
<th>Ugly</th>
<th>Normal</th>
<th>Beautiful</th>
<th>Very beautiful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unfriendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very inelegant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very exciting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unsociable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40 How do you personally find Moroccan Arabic?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Very ugly</th>
<th>Ugly</th>
<th>Normal</th>
<th>Beautiful</th>
<th>Very beautiful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unfriendly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very inelegant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very exciting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very unsociable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
41 How do you personally find Dutch?
- Very ugly
- Very unfriendly
- Very inelegant
- Very exciting
- Very unsociable
- Ugly
- Unfriendly
- Inelegant
- Exciting
- Unsociable
- Normal
- Friendly
- Elegant
- Boring
- Sociable
- Beautiful
- Very friendly
- Very elegant
- Very Boring
- Very sociable

42 How do you personally find Modern Standard Arabic?
- Very ugly
- Very unfriendly
- Very inelegant
- Very exciting
- Very unsociable
- Ugly
- Unfriendly
- Inelegant
- Exciting
- Unsociable
- Normal
- Normal
- Normal
- Boring
- Sociable
- Beautiful
- Very friendly
- Very elegant
- Very Boring
- Very sociable

43 Do you want to learn Berber?
- Yes (go to question 44)
- No (go to question 45)

44 If "yes", why do you want to learn Berber?
- I can speak Berber with my family and friends
- I will use Berber once in Morocco
- Modern Standard Arabic is a very difficult language for Moroccan children living in the Netherlands
- Others, namely

45 Do you want to learn Moroccan Arabic?
- Yes (go to question 46)
- No (go to question 47)

46 If "yes", why do you want to learn Moroccan Arabic?
- I can speak Moroccan Arabic with my family and friends
- I will use Moroccan Arabic once in Morocco
- Modern Standard Arabic is a very difficult language for Moroccan children living in the Netherlands
- Others, namely

47 Do you want to learn Modern Standard Arabic?
- Yes (go to question 48)
- No (go to question 49)

48 If "yes", why do you want to learn Modern Standard Arabic?
- Modern Standard Arabic is my native language
- Modern Standard Arabic is the language of culture and literature
- I make use of Modern Standard Arabic once in Morocco
- Others, namely
Appendix 1

49 What levels of reading Modern Standard Arabic do you want to attain at the end of primary school?
   a I want to be able to read and understand simple information in Modern Standard Arabic
   b I want to be able to read and understand written texts (from the teaching materials) in Modern Standard Arabic making use of a dictionary
   c I want to be able to read and understand simple short stories in Modern Standard Arabic making use of a dictionary
   d I want to be able to read and understand articles in Modern Standard Arabic from the press making use of a dictionary

50 What levels of listening in Modern Standard Arabic do you want to attain at the end of the Dutch primary school?
   a I want to be able to understand simple information in Modern Standard Arabic about the direction, time, a set of social phrases, weights and measures
   b I want to be able to follow conversations (on the radio or TV) about everyday subjects in simple Modern Standard Arabic
   c I want to be able to follow information programs on radio and TV in Modern Standard Arabic

51 What levels of writing Modern Standard Arabic do you want to attain at the end of the Dutch primary school?
   a I want to be able to write simple notes or short informal letters in Modern Standard Arabic without mistakes of comprehension with the help of the dictionary
   b I want to be able to write a simple note in Modern Standard Arabic without a dictionary
   c I want to write a formal letter in Modern Standard Arabic making occasional use of a dictionary
   d I want to be able to write a short document or letter in Modern Standard Arabic without grave mistakes making occasional use of the dictionary

52 What type of teacher would like to have for future lessons of Arabic?
   a One who fluently speaks Berber and Moroccan Arabic
   b One who speaks Berber, Moroccan Arabic and Dutch
   c One who informs me about Arab culture and Islam
   d One who effectively informs me about Dutch culture
   e One who can teach me Arabic effectively
   g Others, namely ............................................

Thank you very much for your help. In case of further information or comments please use the available space below.
Appendix 2

Personal characteristics of pupils in the Netherlands and in Morocco
In the Netherlands (ALI (in) and ALI (out) in minutes)

<table>
<thead>
<tr>
<th>Code</th>
<th>School</th>
<th>Age (years)</th>
<th>ar/bb</th>
<th>m/f</th>
<th>ALI (years)</th>
<th>ALI (out) per week in minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>11.67</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>11.83</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>12.83</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>13.42</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
<td>7</td>
<td>150</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>11.08</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td>300</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>11.50</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td>190</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>10.00</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>300</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>11.67</td>
<td>bb</td>
<td>f</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>11.92</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>13.00</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>12.00</td>
<td>ar</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>12.00</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>11.92</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>12.17</td>
<td>ar</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>12.67</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>13.00</td>
<td>ar</td>
<td>m</td>
<td>7</td>
<td>240</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>11.58</td>
<td>ar</td>
<td>f</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>13.00</td>
<td>bb</td>
<td>f</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>13.50</td>
<td>bb</td>
<td>f</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>5</td>
<td>12.58</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td>120</td>
</tr>
<tr>
<td>22</td>
<td>5</td>
<td>11.67</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td>23</td>
<td>5</td>
<td>12.67</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td>24</td>
<td>5</td>
<td>11.83</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>11.00</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>6</td>
<td>13.00</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>6</td>
<td>12.58</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>6</td>
<td>12.00</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>6</td>
<td>12.00</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>6</td>
<td>12.00</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>School</td>
<td>Age (years)</td>
<td>ar/bb</td>
<td>m/f</td>
<td>ALI (years)</td>
<td>ALI (out) per week in minutes</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------</td>
<td>-------</td>
<td>-----</td>
<td>-------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>31</td>
<td>7</td>
<td>12.50</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>32</td>
<td>7</td>
<td>12.00</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>33</td>
<td>7</td>
<td>12.50</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>190</td>
</tr>
<tr>
<td>34</td>
<td>7</td>
<td>12.00</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>35</td>
<td>7</td>
<td>11.50</td>
<td>ar</td>
<td>m</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td>36</td>
<td>8</td>
<td>11.58</td>
<td>ar</td>
<td>f</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>37</td>
<td>8</td>
<td>12.67</td>
<td>ar</td>
<td>m</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>38</td>
<td>8</td>
<td>12.75</td>
<td>bb</td>
<td>f</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>39</td>
<td>8</td>
<td>12.50</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>40</td>
<td>8</td>
<td>12.33</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>240</td>
</tr>
<tr>
<td>41</td>
<td>9</td>
<td>12.00</td>
<td>ar</td>
<td>f</td>
<td>7</td>
<td>240</td>
</tr>
<tr>
<td>42</td>
<td>9</td>
<td>12.00</td>
<td>ar</td>
<td>m</td>
<td>7</td>
<td>190</td>
</tr>
<tr>
<td>43</td>
<td>9</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>44</td>
<td>9</td>
<td>11.50</td>
<td>bb</td>
<td>f</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>45</td>
<td>9</td>
<td>12.00</td>
<td>ar</td>
<td>m</td>
<td>3</td>
<td>240</td>
</tr>
<tr>
<td>46</td>
<td>10</td>
<td>9.58</td>
<td>bb</td>
<td>m</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>47</td>
<td>10</td>
<td>12.33</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>48</td>
<td>10</td>
<td>12.17</td>
<td>ar</td>
<td>f</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>49</td>
<td>10</td>
<td>12.00</td>
<td>ar</td>
<td>m</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>50</td>
<td>10</td>
<td>12.00</td>
<td>bb</td>
<td>m</td>
<td>7</td>
<td>-</td>
</tr>
</tbody>
</table>
### In Morocco

<table>
<thead>
<tr>
<th>Code</th>
<th>School</th>
<th>Age</th>
<th>ar/bb</th>
<th>m/f</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21</td>
<td>12.00</td>
<td>bb</td>
<td>m</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>10.00</td>
<td>bb</td>
<td>m</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>10.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>11.00</td>
<td>ar</td>
<td>m</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>11.00</td>
<td>ar</td>
<td>f</td>
</tr>
<tr>
<td>6</td>
<td>21</td>
<td>10.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>10.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>10</td>
<td>21</td>
<td>10.00</td>
<td>bb</td>
<td>m</td>
</tr>
<tr>
<td>11</td>
<td>22</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>12</td>
<td>22</td>
<td>12.00</td>
<td>ar</td>
<td>m</td>
</tr>
<tr>
<td>13</td>
<td>22</td>
<td>12.00</td>
<td>bb</td>
<td>m</td>
</tr>
<tr>
<td>14</td>
<td>22</td>
<td>11.00</td>
<td>ar</td>
<td>f</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>12.00</td>
<td>ar</td>
<td>f</td>
</tr>
<tr>
<td>16</td>
<td>22</td>
<td>13.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>17</td>
<td>22</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>18</td>
<td>22</td>
<td>12.00</td>
<td>bb</td>
<td>f</td>
</tr>
<tr>
<td>19</td>
<td>22</td>
<td>11.00</td>
<td>ar</td>
<td>m</td>
</tr>
<tr>
<td>20</td>
<td>22</td>
<td>12.00</td>
<td>ar</td>
<td>f</td>
</tr>
</tbody>
</table>
Appendix 3

Proficiency test
إرشادات التمرين في القراءة التقنية

يرشخ المعلم للطلاب و يقول:

المقصود من هذا التمرين هو أن تفهم عدة كلمات. ستجد في مطبوع الاختبار أربع كلمات أمام كل رقم. يجب عليك أن تشير إلى الحرف اللاتيني الذي يقابل الكلمة في المطبوع التي سمعتها.

مثال:

يرشخ المعلم المثال و يقرأ كلمة "ولد". و يسأل أي ن هي كلمة "ولد"؟ أن كلمة "ولد" تقابل حرف C. أملا مربع المثال في عمود القراءة التقنية بعد حرف C.

إرشادات التمرين في المفردات (كاتبها)

يرشخ المعلم للطلاب و يقول:

يحتوي هذا التمرين على 38 سؤالا. ستجد في كل جملة كلمة أو بعض الكلمات تحتها خط، و يجب عليك أن تبحث عن مرادفتها أما الحرف اللاتيني A, B, C, D أو المرادف المناسب حسب رأيك على ورقة الإجابة.

يرشخ المعلم المثال و يقول:

أما مرادف كلمة "مشكورة"؟ الجواب الصحيح هي الكلمة المقابلة لحرف C: أي "كتاش المواعيد". أملا مربع في عمود التمرين بعد الحرف C.

أما الجزء الثاني ف يتعلق بتوزيع الجمل. يحتوي هذا الجزء على 19 سؤالا. كل سؤال يحتوي على 3 جمل. فمن الممكن أن يوجد في أحد الأسئلة الثلاث خطأ في التركيب. إذا تعرفت على الخطأ أملا حرف المقابل للجملة على ورقة الإجابة A, B, C أو D، وإن لم يوجد هناك خطأ حسب رأيك في أحدث الجمل الثلاث، فاملا على ورقة الإجابة الحرف المقابل للجملة (لا يوجد خطأ).

يرشخ المعلم المثال:

أين ترى الخطأ؟ الجواب الصحيح هو B، لأن في كلمة "كبير" تنتقص "النتاء المربوطة". أملا مربع المثال في عمود التمرين بعد الحرف B.
<table>
<thead>
<tr>
<th>رقم</th>
<th>الكلمة</th>
<th>الخيار A</th>
<th>الخيار B</th>
<th>الخيار C</th>
<th>الخيار D</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>ولد</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>مال</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>كيس</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>سعيد</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>براء</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>ثابت</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>نار</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>بغيض</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>ذنب</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>نار</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>قلعة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>سماحة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>فقر</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>حصبة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>مطر</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>شؤلة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>قبلة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>باللغة العربية</td>
<td>باللغة العربية</td>
<td>باللغة العربية</td>
<td>باللغة العربية</td>
<td>الترتيب</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>حاشى</td>
<td>خاصة</td>
<td>كساء</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>أحقان</td>
<td>أعجوبة</td>
<td>أعمق</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>جاذب</td>
<td>جدًا</td>
<td>جدًا</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>جيزة</td>
<td>جمجمة</td>
<td>جمجمة</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>جناع</td>
<td>مناخ</td>
<td>نجاح</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>وسيلة</td>
<td>إصلاح</td>
<td>وصل</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>تهذم</td>
<td>مهدوم</td>
<td>تحقيق</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>تثبيت</td>
<td>تثبيت</td>
<td>تحفيز</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>رسوم</td>
<td>سفراء</td>
<td>رسام</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مشبع</td>
<td>مشبوه</td>
<td>مشبع</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مكان</td>
<td>مكان</td>
<td>مقام</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>مسافر</td>
<td>مسافة</td>
<td>مسافر</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>لحجة</td>
<td>لحجة</td>
<td>لحجة</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>شطرنج</td>
<td>شتران</td>
<td>شيطان</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>موحيش</td>
<td>مخاطر</td>
<td>متوحش</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>انتشار</td>
<td>انتفال</td>
<td>انتصال</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>سعادة</td>
<td>مساعدة</td>
<td>مشاهدة</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>انتماس</td>
<td>انتياء</td>
<td>انتجاز</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>اثنا عشرة</td>
<td>ثانيا عشرت</td>
<td>اثنا عشرت</td>
<td>35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
تمرين في المفردات (كتابيًا)

مثال: نَظَرَ في مَذَكِّرَةٍ

<table>
<thead>
<tr>
<th>إجابة</th>
<th>كلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>مَذَكِّرَةٍ</td>
</tr>
<tr>
<td>C</td>
<td>كَتَابَةَ العَدَدِ</td>
</tr>
</tbody>
</table>

1. بِبَلَّ الْمُتَّقَدَرَ في فَصْلِ الرَّبيع

<table>
<thead>
<tr>
<th>إجابة</th>
<th>كلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>الفَاكِهَةُ</td>
</tr>
<tr>
<td>D</td>
<td>الدِّجَاجَةُ</td>
</tr>
<tr>
<td>A</td>
<td>الْخَوَّاَلَةُ</td>
</tr>
<tr>
<td>C</td>
<td>الْمَضْرَوَاتُ</td>
</tr>
</tbody>
</table>

2. سَنْتَلِقُ الجَيْشُ صَارَوْخًا جَدِيدًا

<table>
<thead>
<tr>
<th>إجابة</th>
<th>كلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>يَفْطَرُ</td>
</tr>
<tr>
<td>D</td>
<td>يَحْرَقُ</td>
</tr>
<tr>
<td>A</td>
<td>يَفْقَدُ</td>
</tr>
<tr>
<td>C</td>
<td>يَكْسَرُ</td>
</tr>
</tbody>
</table>

3. لَمْ يَكُنْ تَرْصُدُ الْوَزْرَةُ مَلِائِماً

<table>
<thead>
<tr>
<th>إجابة</th>
<th>كلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>طَلَبُ</td>
</tr>
<tr>
<td>D</td>
<td>تَرْتَبُ</td>
</tr>
<tr>
<td>A</td>
<td>تَشْكِيلُ</td>
</tr>
</tbody>
</table>

4. الْيَمِينُ لَهُ لَحْنَةً

<table>
<thead>
<tr>
<th>إجابة</th>
<th>جملة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>لَهُ شَنْعُرُ عَلَى نَزَايِهِ</td>
</tr>
<tr>
<td>D</td>
<td>لَهُ شَنْعُرُ عَلَى ذِقَنِهِ</td>
</tr>
<tr>
<td>A</td>
<td>شَنْعُرُ عَلَى طَوْلِهِ</td>
</tr>
</tbody>
</table>

5. تَعْتِبَتْ أُمُي شِرًا

<table>
<thead>
<tr>
<th>إجابة</th>
<th>كلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>تَعْتِبُ</td>
</tr>
<tr>
<td>D</td>
<td>تَعْتَفُ</td>
</tr>
<tr>
<td>A</td>
<td>تَعْتَفَ</td>
</tr>
</tbody>
</table>

6. أُفْلِسَتُ النَّبِلُ

<table>
<thead>
<tr>
<th>إجابة</th>
<th>جملة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>لَيْسَ عَيْنَتُ فَلَوْسَ كَثِيرَةً</td>
</tr>
<tr>
<td>D</td>
<td>سَرِفَتُ مَخْفَقَةً</td>
</tr>
<tr>
<td>A</td>
<td>عَيْنَتُ فَلَوْسَ قَلِيلَةً</td>
</tr>
</tbody>
</table>

المُشَاَكِلُ فِي الْعَالَمِ التَّالِيِ مِنْ صُنْفٍ أَخْرَج

<table>
<thead>
<tr>
<th>إجابة</th>
<th>كلمة</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>عَدَدُ</td>
</tr>
<tr>
<td>D</td>
<td>نَوعُ</td>
</tr>
<tr>
<td>A</td>
<td>صُنْفُ</td>
</tr>
</tbody>
</table>

8. ينتقد محمد أن يصبح مسابق ستاروه بمثب للفيلم في الخارجي
   A. مؤلف
   B. لأسلك
   C. منافس
   D. مثب للفيلم

9. الزنة فضيلة
   A. صفاء
   B. فائدة
   C. عجز
   D. مشكلة

10. كنت قد غضبنا كثيرا
    A. عجبنا
    B. غضبنا إلى قرية بعيدة
    C. كان غضبنا كثيرا
    D. كان غضبنا كثيرا

11. أراد أن يوضع وجهه آخر من المناشفة
    A. جانبي
    B. مثب للفيلم
    C. طريقة
    D. إمكانية

12. ذهب الرجل إلى البلدية
    A. ساق
    B. دخل
    C. مشى
    D. ترك

13. أراد اللص أن يسرق المال المليونير
    A. يستغل على
    B. يصرف
    C. يعطي
    D. يستغل على

14. تنقذ الراحلة النضائج إلى الميناء
    A. السفينة
    B. النضائج
    C. الحيوانات
    D. البنيات

15. يسافر جارنا في السفرات المستعففة
    A. يصليح
    B. يستورد
    C. يطارد
    D. يبيع ويشتري
16. إذا أن أذهب وحدي أو أن نراه في الامتحان
A. نذهب معاً أو أذهب وحدي
B. نذهب معاً
C. تذهب وحديك
D. تذهب وحدي

17. منضروري أن نتجه في الامتحان
A. نتجه
B. تتجه
C. نتغلب جهداً
D. تتجهر

18. نعم الولد ذكي
A. نحن
B. نحن
C. نحن
D. نحن

19. قِبَل النَّبِيُّ هناك
A. قدما
B. قدما
C. باس
D. باس

20. كان الصبيان نشيطين جداً
A. سرعاء
B. سرعاء
C. ميلون
D. ميلون

21. أعد الطباخ وحشة لنذبة
A. طباخ
B. طباخ
C. طاجين
D. طاجين

22. ذلَّل الرجل غريب الطبيعة
A. الخلطة
B. الخلطة
C. الخلطة
D. الخلطة

23. يُسَهَّر صديقي الليلي
A. سارق
B. سارق
C. سارق
D. سارق

شخص ينام الليلة كلها
B. شخص لا ينام أبداً
32. أعطى الحكومة المشروع إعانة مالية

- إمكانية جيدة
- مبلغ مادي
- مهمة غصيرة

A B C D

33. هذه نصيحة جيدة

- حل
- جواب
- صنع

A B C D

34. الماء في تلك البحيرة عكر

- غيّر ساخن
- بارد جدًا
- غيّر صافم

A B C D

35. تخلص تلك المنطقة بتنواع عجيب

- المنطقة ممتلكة
- المنطقة مملة
- المنطقة لها أشكال مختلفة

A B C D

36. نظر المعلم إلى مزعوج

- غاضبًا
- ضاحيًا
- مثيرًا

A B C D

37. هل ترى تلك الأنسية التافهة؟

- المرحة
- الحجولة
- الفخرة

A B C D

38. جرّت الحقيبة

- جذبتها بجهد
- فقتلتها

A B C D
جُزء تركيب الجمل

الحُريرة أكثِرُ مَعْرِفَةً شهِيَّة
هل ترى أن تلك البنات جميلات؟
كسر اللُّس النافذة
لا يوجد خطأ

بلَّ المطر الشَّوارع
زارنا عُظُماً من المغرب
الزَّوْدَة جَميِلةٌ
لا يوجد خطأ

انكسروا الفنَّاجين
ماتت جَدَّتي السنة الماضية
هذا الطفل في الخامسة من عمره
لا يوجد خطأ

تلك الكنيسة لِها أطول الْبِرْج في المدينة
يحذر الخليَّار الْبِرْج في فَنِّ ساحِن
الأطفال جَبَاع جَدًا
لا يوجد خطأ

لماذا وصلت متأخرًا؟
أريد أن أذهب إلى الشَّاطئ
غرقت السفينة أثناء العاصِفة
لا يوجد خطأ
27. كتب الجيران شريراً
   A
B
C
D

28. رجع المعلم كبير إلى بيته
   A
B
C
D

بسطت الطاولة بسببَ فتيلة
   A
B
C
D

لا يوجد خطأ
   A
B
C
D

اشتريت هذا الدفاتر البارحة
   A
B
C
D

عيّنت ملابسي وذهبت إلى الحفلة
   A
B
C
D

هرب السارق
   A
B
C
D

لا يوجد خطأ
   A
B
C
D

29. شكا المعلم من صديع
   A
B
C
D

أكل الطفل نباحة
   A
B
C
D

اجلس أرماني المعلم
   A
B
C
D

لا يوجد خطأ
   A
B
C
D

30. غدا سؤفَ نظمَ حفلة
   A
B
C
D

المحطة قريبة من مكتب البريد
   A
B
C
D

يسيل أنفٍ
   A
B
C
D

لا يوجد خطأ
   A
B
C
D

31. احتل الجنرال المدينة
   A
B
C
D

حفظ التّّلميذ القرآن الكريم
   A
B
C
D

هذا الأب له أربعة بنات
   A
B
C
D

لا يوجد خطأ
   A
B
C
D
Appendix 3

32

"ماذا تأكل يا عائشة؟"

33

"لا يوجد خطأ".

34

انكسروا دخلوا التلاميذ من الباب.

35

"لا يوجد خطأ".

36

"لا يوجد خطأ".
37. متى انتهت عطالتك؟
   A. لم أعرف عنواني الجديد بعد
   B. ضرب الرجل الكلب
   C. لا يوجد خطأ
   D. يكون عيد الفطر بعد شهر رمضان

38. هل رأيت المدرسة الجديدة؟
   A. سلم علي ومشي لا يوجد خطأ
   B. لا يوجد خطأ
   C. لا يوجد خطأ
   D. لا يوجد خطأ

39. بطانة الدافر أبيض
   A. المدير غليظ
   B. لا يوجد خطأ
   C. لا يوجد خطأ
   D. لا يوجد خطأ

40. لماذا لا تقوم بواجهة المنزل يا محمود؟
   A. أطفالي مهدبين جدا
   B. لا يوجد خطأ
   C. كانت النتيجة ممتازة
   D. لا يوجد خطأ
لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
النص: 2

لا يُعَدّنا المُفْضَلَة

нал ﻋِلَسْتُنا ﺑِلْمُفْضَلَةِ. ﻟَكِنَّ هَذَالَةَ عَﻼقَةُ ﺑِهِ ﺑِرَاءَةٍ. وَقَامَ ﻗَدَّرُ ﻓِي ﻋِنْدَاءَ أُذْهَبْ إِلَى

الدُّرَسَةِ. وَيُوْمٍ ﻋِنْدِي ﻗُرْءَتْ. وَأَفْصَلُ أَنَّ ﺑِلْعَبَ. أَصْدِيقَانِي ﻓِي

السَّاحَةِ لِمُفْضَلَةٍ. وَإِنَّ ﻓِي ﺑِغَضِرِ الأَحْيَانِ ﻋِنْدِمَا أُوُدَّ إِلِى. أُكْلِمْ ﻓَاءُ ﻓِي

الثَّلِيفَانِ ﻣَنْرَي. وَنَتَفَقُّ عَﻠَى ﺑِلْعَبَةِ. ﻟَيْنَ ﻧُرِيدُ أَنْ تُلْعَبْهَا. وَلَكِنَّ

بِغَضِرِ الأَوْقَاطِ ﺑِلْعَبَةٍ ﻻَ ﻋَﻠَى ﺑِلْعَبَة. ﻣَكْفَأَةٌ ﻟَيْنَ تُلْعَبْهَا. ﻣَنْرَي. وَهَكَذا يُقَوْلُ ﻣَحْمُودُ ﺑِصَوْتِ عَالٍ: "أَلِ ﻟَيْنَ لِمُفْضَلَة؟". وَيُقَوْلُ ﺳَعِيدٌ: "أَنَا

هُزُورٌ لِمُفْضَلَةٍ. وَأَفْصَلُ أَنَا لِمُفْضَلَةٍ. أَبْحَثُ عَلَيْ. أَمَّا فَرْيَدُ ﺑِرِياضِي فَ

أَلْبَاءِ الْقُرْءَاءِ ﻟَيْنَ ﻓِيهِارُجُيٌّ كَثِّيرٌ.

كُانَ ﺑِلْوَمٍ. وَأَيَامٍ ﻓِﺼُلَارِ الشَّتَاِّ. سَقَطَ فِيهِ مَطْرٍ. وَجَاءَ ﻋِنْدِي أَصْدِيقَانِي ﺑِلْعَبِ

مُعَيْ فِي. وَأَنْفَقْنَا أَنْ ﺑِلْعَبِ فِي. ﻓِي ﺑِنْينَ الأَزْهَارِ وَالْأَعْشَابِ. وَهَكَذا

نَا إِلَى ﺑِنْينَ أَحْدِيَةٍ وَبَدَأْنَا ﺋُجْرُي. وَبَدَا ﺋُجْرُي. وَذَا ﺻِبْعِي. وَأَمَّا إِقْترَبَ. ﻣَنْرَي.

سَقَطَ ﻓَرْيَدُ عَﻠَى الأَرْضِ وَأُسْخَتْ. وَبَكِي ﻣَنْرَي سَقَطَ ﻓِي ﺑِنْينَ الأَزْهَارِ ﻣُبَلَّةٍ ﻟِّي

الْمَطْرِ. وَأُسْخَتْ ﻋِلَاءَ ﺑِنْينَ. وَمَنْذُ ذَلِّكَ. ﺑِلْوَمٍ. ﻣَنْفَقْنَا ﻋَلَى أَنْ ﻻَ ﺑِلْعَبِ. 

أَجْرِي. فَرَعَمُ أَنَا لِمُفْضَلَةٍ. ﻓِي ﻋَلَى ﻓِي ﻻَ دَخَلَ. وَأَنْفَقْنَا أَنْ ﺑِلْعَبِ. وَأَنْفَقْنَا أَنْ تَمْسَكْ وَأَتْمَرُ. 

نَا أوُنْ كَيِّ. وَأَنْفَقْنَا أَنْ ﻓَمْوَ أَوُلْعَبِ. "الْلِّيْخُوٌّ ﺑِنْيَنِيٍّ ﺑِهَا. وَالْبَيْوَانَ وَحَتَى ﺑَنْ. وَنَحْبُسُ وَكَأَنَّا رَجَالٌ

ﻧِبِئُونَ. وَمَنْارَلٌ ﻖَبْرَةٌ لِّلسُكْانِ فِي ﻣُدَيْنَةِ الْلِّيْخُوٍ.
اكِّبِ رسالتك إلى صديقك في المغرب مستعيناً بالآفكار التالية:

لماذا تكتب الرسالة من هولندة:

يمكنك أن تخشر عن حالتك الصحية:

يمكنك أن تخشر عن الأحوال الجوية في هولندة:

يمكنك أن تخشر عن قدومك إلى المغرب هذه السنة:

يمكنك أن تُنهي الرسالة:
ساعي البريد

يُشتملُ ساعي البريد بِتوزيع الرسائل وَالحوادث وَالجرايا وَالطرود حسب الأحياء.

قبل أن يباشر مكتب البريد، يُربي ساعي البريد في حقيبه كل الرسائل حسب الأحياء، وَالشوارع، وَالسناوين، حتى تسهل عليه عملية التوزيع.

يقوم ساعي البريد بِتوزيع الرسائل وَالحوادث وَالجرايا وَالطرود إلى أصنافها في أمان دون أن يُطلَق على ما فيها. وَيُطلَع ساعي البريد على الشوارع، وَالسناوين طيلة الأسبوع.

وَإذا لم يُجد ساحب رسالته مكتوبًا، أو طرد، فإنَّه يترك له إشعارًا يدعو فيه بالحضور إلى مكتب البريد حتى يتسلم الأمانة المرسلة إليه.

هكذا يُشتمل موَزَع البريد طيلة الأسبوع.

إن الاتصال بالرسائل واحد من طرق الاتصال، فهناك طرق أخرى عصرية، تذكر منها الهاتف، وَالتيغراف، وَالتيليفكس، وَالفاكس، وَالراديو، وَالقُنْتُرة، وَالجِربان.
Appendix 4

Transliteration of Arabic letters
<table>
<thead>
<tr>
<th>Transliteration</th>
<th>Arabic letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>ب</td>
</tr>
<tr>
<td>t</td>
<td>ت</td>
</tr>
<tr>
<td>th</td>
<td>ث</td>
</tr>
<tr>
<td>j</td>
<td>ج</td>
</tr>
<tr>
<td>h</td>
<td>خ</td>
</tr>
<tr>
<td>kh</td>
<td>خ</td>
</tr>
<tr>
<td>d</td>
<td>د</td>
</tr>
<tr>
<td>dh</td>
<td>ذ</td>
</tr>
<tr>
<td>r</td>
<td>ر</td>
</tr>
<tr>
<td>z</td>
<td>ز</td>
</tr>
<tr>
<td>t</td>
<td>ط</td>
</tr>
<tr>
<td>z</td>
<td>ز</td>
</tr>
<tr>
<td>gh</td>
<td>غ</td>
</tr>
<tr>
<td>s</td>
<td>س</td>
</tr>
<tr>
<td>sh</td>
<td>ش</td>
</tr>
<tr>
<td>s</td>
<td>ص</td>
</tr>
<tr>
<td>d</td>
<td>ض</td>
</tr>
<tr>
<td>f</td>
<td>ف</td>
</tr>
<tr>
<td>q</td>
<td>ق</td>
</tr>
<tr>
<td>k</td>
<td>ك</td>
</tr>
<tr>
<td>l</td>
<td>ل</td>
</tr>
<tr>
<td>m</td>
<td>م</td>
</tr>
<tr>
<td>n</td>
<td>ن</td>
</tr>
<tr>
<td>h</td>
<td>ه</td>
</tr>
<tr>
<td>w</td>
<td>و</td>
</tr>
<tr>
<td>y</td>
<td>ي</td>
</tr>
<tr>
<td>a:</td>
<td>ا</td>
</tr>
<tr>
<td>i</td>
<td>إ</td>
</tr>
<tr>
<td>i:</td>
<td>إ</td>
</tr>
<tr>
<td>u</td>
<td>و</td>
</tr>
<tr>
<td>u:</td>
<td>و</td>
</tr>
</tbody>
</table>
Summaries
Summary

The concern of this research is to deal with Modern Standard Arabic Language Instruction (ALI) offered in elementary schools in the Netherlands to Moroccan pupils. A sociolinguistic approach is applied, including three areas of research: a study of the proficiency of the pupils under concern in Modern Standard Arabic, a study after the status of the Modern Standard Arabic language in the learning context of the pupils and a study after the input of the Modern Standard Arabic language to the pupils under concern. Combined together, the three studies are expected to provide not only insights into the proficiency Moroccan pupils achieve at the end of Dutch elementary schools in the Arabic language, but also to explore the circumstances under which these pupils are learning this language.

The language proficiency study includes 50 pupils having had the opportunity of learning Arabic in Dutch elementary schools for an extended period of seven to eight years uninterruptedly. By selecting these pupils, the aim is to investigate what effect ALI has on the proficiency of Moroccan pupils having been learning Arabic from the beginning to the end of Dutch elementary education and at schools offering Arabic instruction on a regular basis. Such an effect is not always clear in previous research. The present proficiency study also makes use of a multifaceted notion of language proficiency. Not only receptive skills (at sound, word and sentence levels) are focused on - as is the case with previous research, but also productive dimensions of Arabic language proficiency are explored at the textual level. Also, the effect of mosque schooling on the proficiency of Moroccan pupils in Modern Standard Arabic is studied.

With reference to the status study, an attempt is made to evaluate the status of Modern Standard Arabic from the perspectives of the major participants in the language provision at the school level: 25 Moroccan parents, the same 50 children, 10 teachers of Arabic and 10 school directors. The aim is, through this evaluation, to gain insights into how each of the actors involved makes sense of the status of Modern Standard Arabic in Dutch elementary schools. Issues underlying much of the status of Arabic are treated, including the objectives of the teaching of Arabic, the teaching conditions, the contact between Moroccan parents and teachers of Arabic, the collaboration between the teachers of Arabic and their Dutch colleagues, the instruction of Arabic in mosques and the future status of Arabic in the Dutch educational system.

The input study attempts to investigate what and how much input is available for Moroccan pupils to develop their proficiency in Modern Standard Arabic, within and outside the Dutch school setting, i.e., at home and in the community at large.

With reference to input within the school context, it is the concern of the study to investigate what and how much language input is presented to Moroccan children in classes of Arabic in Dutch schools: teachers' attention to variability in the proficiency among children, teachers' attention to the home languages of the children, and
teachers' handling of the cultural dimension of Arabic instruction. As regards input outside the school context, the focus of the present study is on the Arabic linguistic network in Moroccan children's homes and in the community at large: the input of Arabic via use within the family (i.e., parental tutoring), input of Arabic via audiovisual media (TV, radio, audio-tapes and video cassettes), input of Arabic via printed media (books, newspapers and letter reading/writing), input of Arabic via frequenting public libraries and input of Arabic via visits to Morocco.

Based on the foregoing three main research questions are dealt with:

1. What is the proficiency level in Modern Standard Arabic of Moroccan pupils at the end of Dutch elementary schools, who have followed seven to eight years of Arabic instruction uninterrupted?

2. What are the perceptions of the status of the teaching of Arabic of the key players in this kind of education, i.e., Moroccan parents, Moroccan pupils, teachers of Arabic and school directors?

3. What language input in Arabic is available for Moroccan pupils learning Arabic inside and outside the Dutch elementary school context?

In order to find answers to the first research question, existing tests measuring receptive skills in Modern Standard Arabic and newly developed tests measuring productive skills are used for data collection. The first category consists of three tasks of the Arabic Language Test developed by Aarts and De Ruiter (1992), i.e., Word Decoding (WD), Written Vocabulary (WV) and Syntax (SYN). A range of productive language proficiency tasks is devised for use in this study in terms of a Dictation Task (DIC), two Cloze Tasks (CT 1 and CT 2) and a Composition Task (COMP).

The proficiency study focuses on 50 Moroccan pupils meeting the following basic criterion: the pupils must have been following Arabic instruction for an extended period of seven to eight years uninterrupted until the end of elementary school, i.e., until group eight. These pupils are selected from schools offering Arabic instruction for an average of 2.5 hours per week on a regular basis. A subset of this sample of pupils was found to follow Arabic lessons in mosques as well. Such a condition presents an opportunity to learn about the effect of this form of instruction on their proficiency in Arabic. The Arabic proficiency test is replicated in Morocco to put the results obtained in the Netherlands more in relief. This study involves 20 pupils of the same age group as the children in the Netherlands, following education in Moroccan elementary schools.

In order to answer the second research question on status, data are collected by means of an oral pre-structured questionnaire-based interview with a subset of 25 Moroccan parents of the 50 pupils participating in the proficiency test and by means
of three written questionnaires for the 50 Moroccan pupils participating in the Arabic proficiency test, for the 10 teachers of Arabic and for the 10 school directors.

To answer the third research question, an observational instrument coupled with a written questionnaire for the same 10 teachers of Arabic and an oral interview for the same 25 Moroccan parents are developed and used.

With reference to the research outcomes, the results of the proficiency test show that Moroccan pupils of group eight having followed seven to eight years of Arabic instruction uninterruptedly have developed good receptive skills in Modern Standard Arabic. On all three receptive tasks of Word Decoding, Written Vocabulary, and Syntax in Modern Standard Arabic, the results of pupils in the Netherlands are satisfactory when compared to the results of their peers in Morocco or to the results on the same tasks in previous studies. Regarding their performance on the productive tasks of Dictation, Cloze 1 & 2, and Composition, Moroccan pupils in the Netherlands have basic productive skills in Modern Standard Arabic. Such productive skills are not well developed though. In both the Netherlands and Morocco, children score rather high on the Dictation task, though, quite surprisingly, Moroccan children in the Netherlands perform better than children in Morocco. On both Cloze tasks (I & II), which strongly bear on lexical and syntactic knowledge of Modern Standard Arabic, the scores of Moroccan children in the Netherlands and Morocco are low. It seems that their lack of full proficiency in Modern Standard Arabic hinders from completing the omitted words. The low scores in Morocco can be accounted for as well by the unfamiliarity of the pupils with this kind of tasks.

The results of the status study show generally divergent perceptions of the major actors regarding the fundamental motivations for instruction in Arabic, which in turn lacks clearly defined objectives. Other factors like the optional nature of Arabic classes, the problematic organisation of Arabic lessons particularly in relation to the school curriculum, Moroccan children's perceived difficulty of Arabic classes could be held responsible for the actual status of Arabic in Dutch schools. Moroccan parents-Arabic teachers collaboration and the frequency of contact with Moroccan parents were reported to be not so frequent for a number of reasons. Significant among these is parents' little interest in taking contact with the school and particularly teachers of Arabic, possibly due to their low level of awareness about the effects of such contact on their children's school progress. Moroccan parents report considerable lack of time and opportunities for liaison with Arabic class teacher. On a more practical level, there are problems of class organisation and finding space for Arabic in the curriculum. Such problems cause Moroccan children to miss part of the main curriculum in spite of the school efforts to make adjustments, as some school directors point out.

Concerning the results of the input study, it seems that the attempts of the teachers to adjust the instruction of Modern Standard Arabic according to the language proficiency levels of the children are very scarce if not non-existent. Arabic is often taught in terms of a rather whole-group approach where children generally feel...
passive in classes and contribute very little to classroom discussion. Similarly, for a considerable number of children opportunities for practice are not provided because of the insufficiency of the time allotted for Arabic instruction and the teacher-centred approach. Also, the utilization of children's home languages (i.e., Berber or/and Moroccan Arabic, and Dutch) to facilitate Arabic language input is very restricted. While class talk is made predominantly in Modern Standard Arabic, Berber language, for example, is largely neglected as a medium of instruction even in classes where Berber speaking children form the majority. Such limited utilization of children's actual home languages could possibly lead to situations in which communication Arabic between teacher and children becomes impossible given the limited level of proficiency of children in Modern Standard Arabic. As regards the appropriateness of teaching materials, the problem seems even greater. Arabic teachers generally make use of textbooks imported from Morocco, or textbooks imported from other Arab countries. Such textbooks are reported not to offer instructions to teachers regarding how to make best use of the reading materials. Little and sometimes no attention is paid to fostering the development of especially communicative skills in Arabic; and the topics are often too formal or exalted.

Also, Moroccan children's out-of-school exposure to Modern Standard Arabic language input is scarce. They rarely if ever have contact with language input in Modern Standard Arabic within the family. At home, Moroccan parents appear unable to provide any model in Modern Standard Arabic through tutoring; a fact that reduces considerably their control and intervention in their children's development of the language under concern. Within the network of linguistic infrastructures, it seems to be generally the case that a number of conditions of exposure are available at home, especially auditory and audio-visual media (i.e., TV, radio, video-tapes and audio-tapes). Nevertheless, a limited input of Modern Standard Arabic via printed materials was found in the home environment along with scant opportunities for visits to libraries and visits to Morocco.

A correlational analysis is carried out to examine the significance of background, status and input variables in influencing the proficiency of Moroccan children in Modern Standard Arabic in the Netherlands. The results obtained show that ethnic origin of the pupils does not influence their proficiency in Modern Standard Arabic in substantial ways. Written Vocabulary correlates with ethnic origin significantly though. Arabophone pupils seem to benefit from the greater lexical similarity between their mother tongue, i.e., Moroccan Arabic, and Modern Standard Arabic. Furthermore, a t-test shows that there is no significant correlation is found between mosque schooled and non-mosque schooled children. Similar results are arrived at when applying a correlational analysis. The absence of an effect of mosque schooling on the proficiency of Moroccan children in Modern Standard Arabic in the present study can be interpreted by the fact that mosque schooling in the Netherlands emphasizes the priority of Islamic religious knowledge over linguistic knowledge. With respect to the interrelation between pupils' expectations regarding listening,
reading and writing skills in Modern Standard Arabic to be obtained at the end of Dutch elementary schooling and their actual language proficiency scores, there is only one significant correlation involving the Written Vocabulary task. A similar effect does not emerge with respect to the other linguistic tasks. As for the correlations between pupils' proficiency and the input variable, only written vocabulary (out of the three proficiency tasks) correlates significantly with the input variables under concern. Lexical development seems to be much dependent on the language environment in which it evolves. None of the other linguistic input variables explicitly relates to proficiency. In the Dutch-dominant environment Moroccan pupils are generally not exposed to substantial Modern Standard Arabic input outside the school context. Under favourable conditions, notwithstanding low status and low input, the results of Moroccan children, having had the opportunity of learning Arabic in Dutch elementary schools for an extended period of seven to eight years uninterruptedly, remain encouraging.
Samenvatting


Het onderzoek naar taalvaardigheid is gedaan bij 50 leerlingen die zeven tot acht jaar onafgebroken Arabische lessen hebben gevolgd in de basisschoolperiode. Deze leerlingen zijn uitgekozen om te kunnen onderzoeken wat het effect van onderwijs Arabisch is op de taalvaardigheid, wanneer dit onderwijs is genoten van het begin tot het eind van het basisonderwijs en wel op scholen waar dit op structurele wijze wordt aangeboden. Binnen het taalvaardigheidsonderdeel werd taalvaardigheid vanuit diverse invalshoeken onderzocht. Niet alleen werd gekeken naar receptieve vaardigheden (op klank-, woord- en zinsniveau), zoals gebeurd is in eerder onderzoek, maar ook productieve dimensies van taalvaardigheid in het Arabisch zijn onderzocht, onder andere op tekstniveau. Daarnaast is het effect van scholing binnen de moskee op de taalvaardigheid Arabisch van Marokkaanse leerlingen bestudeerd.

In het onderzoek naar de status van het Arabisch is een poging gedaan deze te bestuderen vanuit de perspectieven van de belangrijkste actoren op het betreffende gebied: dezelfde 50 kinderen als in de taalvaardigheidsstudie, 25 Marokkaanse ouders, 10 leerkrachten Arabisch en 10 schooldirecteuren. Middels dit onderzoeksdeel wordt gepoogd inzicht te verkrijgen in hoe elk van de betreffende actoren denkt over de status van het Modern Standaard Arabisch binnen het Nederlandse basisonderwijs. Belangrijke onderwerpen bij het bepalen van de status van het Arabisch zijn de doelen van het onderwijs Arabisch, de onderwijsomstandigheden, het contact tussen Marokkaanse ouders en leerkrachten Arabisch, de samenwerking tussen de leerkrachten Arabisch en hun Nederlandse collega's, de instructie van het Arabisch in de moskee en de toekomstige status van het Arabisch in het Nederlandse onderwijsysteem.

In het onderzoek naar taalaanbod is gepoogd te onderzoeken welk en hoeveel aanbod beschikbaar is voor Marokkaanse leerlingen om hun taalvaardigheid in het Modern Standaard Arabisch, binnen en buiten de context van de Nederlandse school te kunnen ontwikkelen: thuis en binnen de taalgemeenschap in het algemeen. Met betrekking tot het taalaanbod binnen de schoolcontext ligt de nadruk van het onderzoek op welk en hoeveel taalaanbod wordt aangeboden aan de Marokkaanse leerlingen in de lessen Arabisch: de aandacht die de leerkrachten hebben voor de
verschillen in niveau van taalvaardigheid tussen de leerlingen, de aandacht van de leerkrachten voor de thuistaal van de leerlingen en de manier waarop de leerkrachten omgaan met de culturele dimensie van de instructie in het Arabisch. Wat betreft het taalaanbod buiten de schoolcontext wordt gekeken naar het Arabisch linguïstisch netwerk binnen de gezinnen van de leerlingen en binnen de taalgemeenschap in het algemeen: de gebruikmaking van Arabisch binnen het gezin, het aanbod Arabisch door audiovisuele media (televisie, radio, audiocassettes en videocassettes), het aanbod Arabisch door schriftelijke media (boeken, kranten en brieven), het aanbod Arabisch door bezoek aan openbare bibliotheken en het aanbod Arabisch door bezoeken aan Marokko.

Tegen deze achtergrond worden de volgende drie onderzoeksvragen gesteld:

1. Wat is het taalvaardigheidsniveau in het Modern Standaard Arabisch van Marokkaanse leerlingen aan het eind van het Nederlandse basisonderwijs, na zeven tot acht jaar onafgebroken Arabische lessen te hebben gevolgd?

2. Hoe wordt de status van het onderwijs Arabisch beoordeeld door de sleutelfiguren in dit onderwijs, namelijk Marokkaanse ouders, Marokkaanse leerlingen, leerkrachten Arabisch en schooldirecteuren?

3. Welke aanbod Arabisch is beschikbaar voor Marokkaanse leerlingen die Arabisch leren binnen en buiten de context van het Nederlandse basisonderwijs?


Aan het taalvaardigheidsonderzoek doen 50 Marokkaanse leerlingen mee die zeven tot acht jaar onafgebroken Arabische lessen hebben gevolgd, dat wil zeggen gedurende de gehele basisschoolperiode. Deze leerlingen volgen onderwijs op scholen die structureel gemiddeld 2,5 uur per week Arabische lessen aanbieden. Een deel van deze leerlingen volgt ook Arabische lessen in de moskee. Deze omstandigheid biedt de gelegenheid om het effect van dit soort onderwijs te bestuderen. De taalvaardigheidstoets is ook bij een referentiegroep in Marokko afgenomen, om een referentiekader te creëren voor de behaalde resultaten in Nederland. Dit betreft een groep van 20 leeftijdgenoten die onderwijs volgen in Marokkaanse basisscholen.
Om de tweede onderzoeksvraag te kunnen beantwoorden, zijn data verzameld door middel van een mondeling interview (gebaseerd op een vooraf opgestelde en uitgeprobeerde vragenlijst) met 25 Marokkaanse ouders van de 50 leerlingen die deelnamen aan de taalvaardigheidstoets. Ook bij de betrokken 10 leerkrachten Arabisch en de 10 schooldirecteuren zijn interviews afgenomen.

Om de derde vraag te kunnen beantwoorden, is een observatien-instrument ontwikkeld en afgenomen, in combinatie met een beschreven vragenlijst voor de 10 leerkrachten Arabisch en een mondeling interview met de 25 Marokkaanse ouders.

Wat betreft de resultaten van het onderzoek, kan voor de taalvaardigheidstoets worden gezegd dat de Marokkaanse leerlingen in groep acht van het basisonderwijs die zeven tot acht jaar onafgebroken Arabische lessen hebben gevolgd, een goede receptieve taalvaardigheid in het Modern Standaard Arabisch hebben ontwikkeld. Vergeleken met hun leeftijdgenoten in Marokko (nu en in eerder onderzoek), behalen de leerlingen in Nederland op alle drie de onderdelen (Technisch Lezen, Schriftelijke Woordenschat en Zinsbouw) bevredigende resultaten. Wat productieve vaardigheden betreft (Dictee, Gatentekst 1 & 2, Opstel), blijken de leerlingen basale vaardigheden in het Modern Standaard Arabisch te beheersen. Deze vaardigheden zijn echter nog niet goed ontwikkeld. In zowel Nederland als Marokko scoren de leerlingen vrij hoog op Dictee, waarbij, verrassend genoeg, de leerlingen in Nederland hoger scoren dan de leerlingen in Marokko. Bij Gatentekst 1 & 2, die een zwaar beroep doen op lexicale en syntactische kennis van het Modern Standaard Arabisch, zijn de scores van zowel de leerlingen in Nederland als die in Marokko, relatief laag. Dit geeft aan dat hun nog niet volledige taalvaardigheid in het Modern Standaard Arabisch het hen moeilijk maakt de weggelaten woorden te achterhalen. De lage scores bij de leerlingen in Marokko kunnen ook voortkomen uit het feit dat zij niet gewend zijn aan het uitvoeren van dergelijke taken.

De resultaten van het onderzoek naar de status van het onderwijs Arabisch tonen dat er door de sleutelfiguren nogal verschillend wordt gedacht over de beweegredenen voor onderwijs in het Arabisch, terwijl er tegelijkertijd binnen dat onderwijs geen duidelijke doelen zijn. Belangrijke factoren voor de huidige problematische status van het onderwijs Arabisch zijn het niet-verplichtende karakter van de lessen, de problemen rondom de organisatie van de lessen (vooral in relatie tot de rest van het schoolcurriculum) en de door de leerlingen ervaren moeilijkheidsgraad van het vak. Ook wordt gerapporteerd dat contacten en samenwerking tussen Marokkaanse ouders en leerkrachten Arabisch niet zo vaak tot stand kwamen. Hiervoor zijn meerdere redenen aangedragen. Een belangrijke reden is het gebrek aan interesse bij de ouders om contact met de scholen en vooral met de leerkrachten Arabisch op te nemen. Als mogelijke reden hiervoor werd aangegeven dat Marokkaanse ouders zich wellicht onvoldoende bewust zijn van de positieve effecten die zulke contacten kunnen hebben op de voortgang van de kinderen. Marokkaanse ouders gaven aan weinig tijd en mogelijkheden te hebben om contacten met de leerkracht Arabisch te onderhouden. Meer praktisch van aard zijn de organisatorische problemen en het
vinden van ruimte voor Arabische lessen binnen het curriculum. Directeuren geven aan dat, ondanks inspanningen van de kant van de school, het hierdoor soms voorkomt dat Marokkaanse leerlingen onderdelen van het gewone curriculum missen.

Uit het onderzoek naar taalaanbod komt naar voren dat de leerkrachten Arabisch zich in de lessen vrijwel geen inspanningen getroosten om tegemoet te komen aan de niveausverschillen in taalvaardigheid tussen de leerlingen. Het Arabisch wordt meestal klassikaal onderwezen, waarbij de leerlingen een passieve rol hebben en er vrijwel geen discussie in de klas wordt gevoerd tussen leerlingen onderling. Door deze leerkracht-georiënteerde manier van lesgeven, alsook door de geringe tijd die beschikbaar is voor de Arabische lessen, heeft een groot aantal kinderen geen kans het Arabisch te praktiseren. Daarnaast is ook het gebruik van thuistalen (Berbers, Marokkaans-Arabisch en Nederlands) als instructieaal zeer beperkt. De lessen vinden plaats in het Modern Standaard Arabisch en de mogelijkheid van bijvoorbeeld instructie in het Berbers, vooral daar waar de kinderen overwegend Berbersprekend zijn van huis uit, wordt niet of nauwelijks benut. Dit beperkte gebruik van de thuistalen van de leerlingen kan leiden tot situaties waarin de communicatie tussen leerkracht en leerling onmogelijk wordt, vanwege de beperkte taalvaardigheid die de leerlingen hebben in het Modern Standaard Arabisch. Met betrekking tot de geschiktheid van de beschikbare leermaterialen, lijkt het probleem nog groter. Leerkrachten Arabisch maken meestal gebruik van uit Marokko of andere Arabische landen geïmporteerde boeken. Deze materialen bevatten geen handleidingen voor leerkrachten waarin hen wordt uitgelegd hoe ze het best te werk kunnen gaan. Daarnaast wordt in deze lesmaterialen weinig aandacht besteed aan de ontwikkeling van communicatieve vaardigheden in het Arabisch. Bovendien zijn de onderwerpen die worden behandeld vaak formeel of verheven.

De blootstelling aan Modern Standaard Arabisch die de leerlingen ondervinden, is vrij minimaal. Ze krijgen zelden of nooit aanbod in het Modern Standaard Arabisch binnen het gezin. De ouders blijken niet in staat een manier te vinden om hun kinderen te onderwijzen in deze taal. Op deze manier kunnen ze weinig of geen invloed uitoefenen op de ontwikkeling van de vaardigheid in deze taal bij hun kinderen. Wel is er binnen de meeste gezinnen een linguïstisch netwerk aanwezig waarbinnen blootstelling aan Modern Standaard Arabisch mogelijk is, vooral via auditive en visuele media (televisie, radio, audiocassettes en videocassettes). Daarentegen is een beperkt aanbod van geschreven media in het Modern Standaard Arabisch aangetroffen bij de gezinnen, alsmede beperkte mogelijkheden om bibliotheken te bezoeken en om bezoeken aan Marokko af te leggen.

Correlatie-analyses zijn uitgevoerd om te onderzoeken of en in hoeverre de factoren etnische achtergrond, taalstatus en taalaanbod een significante rol spelen bij de ontwikkeling van taalvaardigheid in het Modern Standaard Arabisch bij Marokkaanse leerlingen in Nederland. De gevonden resultaten tonen aan dat etnische achtergrond van de leerlingen geen substantiële invloed heeft op hun taalvaardigheid in het Modern Standaard Arabisch. Wel is een correlatie gevonden tussen
Samenvatting

Schriftelijke Woordenschat en etnische achtergrond. Arabischsprekende leerlingen lijken hun voordeel te doen met de lexicale overeenkomsten tussen hun moedertaal, het Marokkaans-Arabisch, en het Modern Standaard Arabisch. Verder is geen significante correlatie gevonden tussen de vaardigheid in het Modern Standaard Arabisch van kinderen die wel en kinderen die geen lessen volgen in de moskee. Het ontbreken van een effect van lessen Arabisch in de moskee op taalvaardigheid in het Modern Standaard Arabisch kan een gevolg zijn van het feit dat in de lessen in de moskeeën in Nederland meer nadruk wordt gelegd op religieuze kennis dan op linguïstische kennis. Wat betreft de correlatie tussen de verwachtingen die leerlingen hebben van hun luister-, schrijf- en leesvaardigheden aan het eind van het basisonderwijs enerzijds en hun gemeten vaardigheden anderzijds, blijkt dat slechts één correlatie significant is: die met betrekking tot de toets Schriftelijke Woordenschat. Een vergelijkbaar effect wordt niet gemeten met betrekking tot de andere linguïstaken. Wat betreft de correlaties tussen de taalvaardigheid van de leerlingen en de taalaanbodvariabelen, blijkt alleen Schriftelijke Woordenschat significant te correleren met de betreffende taalaanbodvariabelen. Lexicale ontwikkeling blijkt sterk afhankelijk te zijn van de taalomgeving waarbinnen deze plaatsvindt. Geen van de andere taalaanbodvariabelen blijkt een sterke correlatie met taalvaardigheid te hebben. In een omgeving die dominant Nederlandstalig is, worden Marokkaanse leerlingen in het algemeen niet substantieel blootgesteld aan Modern Standaard Arabisch buiten de schoolcontext. Ondanks het feit dat onderwijs Arabisch een lage status heeft op Nederlandse basisscholen en er weinig taalaanbod buiten de schoolcontext is, zijn de resultaten die dit onderzoek oplevert met betrekking tot het taalvaardigheidsniveau dat Marokkaanse leerlingen onder gunstige omstandigheden bereiken na zeven tot acht jaar onafgebroken Arabische lessen binnen het Nederlandse basisonderwijs, toch bemoedigend.
يركز هذا البحث على وضعية اللغة العربية من حيث تدريسها للأطفال المغاربة في التعليم الأساسي الهولندي وذلك في إطار سياق تعلم اللغة العربية. يندرج ضمن هذا البند، دراسة مدى الكفاءة اللغوية لدى الأطفال المغاربة في التعلم الغذائي اللغوي ودراسة مكانة اللغة العربية في التعلم الغذائي الهولندي ودراسة وجواء تربية اللغة العربية. وتهدف هذه المساهمة الثلاثة إلى أن تعطي صورة عن مدى الكفاءة اللغوية لدى الأطفال المغاربة في تدريس اللغة العربية. فحسب بل وأن تسلط الضوء على الظروف التي تكتسب فيها هؤلاء الأطفال مهارات اللغة العربية كفاءة أقليان كذلك.

وبخصوص دراسة مدى الكفاءة اللغوية لدى الأطفال المغاربة في اللغة العربية، تذكر على عينة تكوين من 50 طالب تابعوا دروس اللغة العربية في التعليم الأساسي الهولندي لمدة تتراوح بين 5 و8 سنوات من دون انقطاع وذلك حتى يتسنى ادراك مدى تأثير دروس اللغة العربية في التعليم الأساسي الهولندي على الكفاءة اللغوية لدى الأطفال المغاربة (بخصوص اللغة العربية).

دراسة هذه اللغة اللغة العربية في المساعد على الكفاءة اللغوية لدى الأطفال المغاربة في اللغة العربية.

في ما يخص مكانة اللغة العربية في التعليم الأساسي الهولندي تهدف هذه الدراسة إلى تقييم مكانة اللغة العربية في التعليم الأساسي الهولندي من منظور أهم النزاويل المساهمين في برنامج تعلم اللغة العربية للأطفال المغاربة في التعليم الأساسي الهولندي: 60 طالب (أي نسخ العينة التي تشارك في الدراسة حول الكفاءة اللغوية في اللغة العربية). و50 من الآباء و10 معلم اللغة العربية في نهاية الطرور الأربع من التعليم الأساسي الهولندي. وندرد هذه الدراسة من خلال عملية التقييم هذه أعتقد أن النظرية عن التصورات التي يمكنها كفاعل مساهم في برنامج تعلم اللغة العربية عن مكانة اللغة، أهداف تعليم اللغة العربية وشرح تدريسها وأعمال الآباء ومعلم اللغة العربية، واتصال معلم اللغة العربية ووسائلهم الهولنديين في تدريس اللغة العربية في النظام التعليمي الأساسي الهولندي.

أما دراسة المدخل اللغوي فذكر على كل من شأنه تхаير اللغة في البيت أو داخل الشبكة اللغوية، أما في البيت أو داخل الشبكة اللغوية في اللغة العربية في المدرسة وخارجية أو في البيت أو داخل الشبكة اللغوية، وأي في البيت أو داخل الشبكة اللغوية. وتكون هذه الدراسة في شفتها الأولى التركز على المدخل اللغوي داخل أقسام اللغة العربية، كما ويعود ذلك من خلال مجموعة من الملاحظات: تدريس مسواتيات اللغة (أي مستويات الصوت والصورة والثبات)، وتدريس مهارات اللغة العربية النصي (أي القراءة والكتابة)، وتدريس مهارات اللغة العربية النصي (أي القراءة والكتابة) وتدريس مهارات اللغة العربية النصي (أي القراءة والكتابة) وتدريس مهارات اللغة العربية النصي (أي القراءة والكتابة) وتدريس مهارات اللغة العربية النصي (أي القراءة والكتابة). أما في ما يخص الاتصال اللغوي خارج المدرسة تركز هذه الدراسة على مصادر الاتصال اللغوي في البيت أو داخل الشبكة اللغوية.
الملكة المعجمية للأطفال والوازعين الأخرى. بحيث يستفيد الأطفال المنحدرين من الأثنين العربية من العلاقة المعجمية التي تربط اللغة العربية الفصحى والدراجة المغربية. ولم يتحقق نفس الارتباط بالنسبة لمهارات التركيب والإملاء. كما أشار التحليل إلى عدم وجود اختلاف يذكر بين الأطفال الذين يتابعون دورس اللغة العربية في المساجد وذين لا يتابعون نفس الدروس من حيث الكتابة اللغوية في اللغة العربية الفصحى. وهذا ليس مستبعدا مادا التعليم بالمساجد يؤكد على المعرفة الدينية (أتي التربية الإسلامية) أكثر من المعرفة اللغوية. وفي ما يخص ارتباط الأمال التي يعقدها الأطفال بحدود امتلاك ناصية اللغة العربية (وذلك على مستوى مهارات القراءة والكتابة والسمع) في نهاية الطور الأخير من التعليم الأساسي الهولندي ونتائجهم العملية في رأز اللغة العربية يؤكد التحليل على أهمية الملكة المعجمية للأطفال ومهاراتهم المتوقعة. ولم يتحقق كذلك نفس الارتباط بالنسبة لمهارات التركيب والإملاء. وفي ما يخص ارتباط الادخار اللغوي وتتابع الأطفال الفعلي في رائزة اللغة العربية يشير التحليل إلى أنه في بيئة لغوية يطفو عليها استعمال اللغة الهولندية لا يستفيد الأطفال المغاربة من داخل لغوي يذكر (اللغة العربية الفصحى) خارج إطار المدرسة. ففي ظروف مماثلة ورغم محدودية مكانة اللغة العربية ومحدودية الادخار اللغوي في المدرسة، خارجها تبقى نتائج الأطفال المغاربة الذين تابعوا دروس اللغة العربية الفصحى في التعليم الأساسي الهولندي لمدة تتراوح بين 7 و8 سنوات من دون انتظام جد مشجعة.
This research aims at giving a comprehensive picture of the teaching of Modern Standard Arabic as offered in the Arabic Language Instruction (ALI) program to Moroccan children in Dutch elementary schools from three perspectives: language proficiency, language status, and language input. The proficiency study provides an extended picture of Moroccan children's proficiency in Modern Standard Arabic at the end of Dutch elementary schooling. As the sociolinguistic situation of Moroccan children learning Modern Standard Arabic in a non-Arabic, in casu, Dutch-dominant environment has far reaching implications, the studies on the status of Modern Standard Arabic and the input of Modern Standard Arabic are relevant. Combined, the three studies provide not only insight into the level of Modern Standard Arabic proficiency Moroccan children achieve at the end of elementary schooling, but also into the context in which these pupils are learning the language at stake.