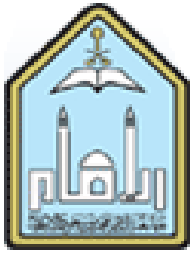
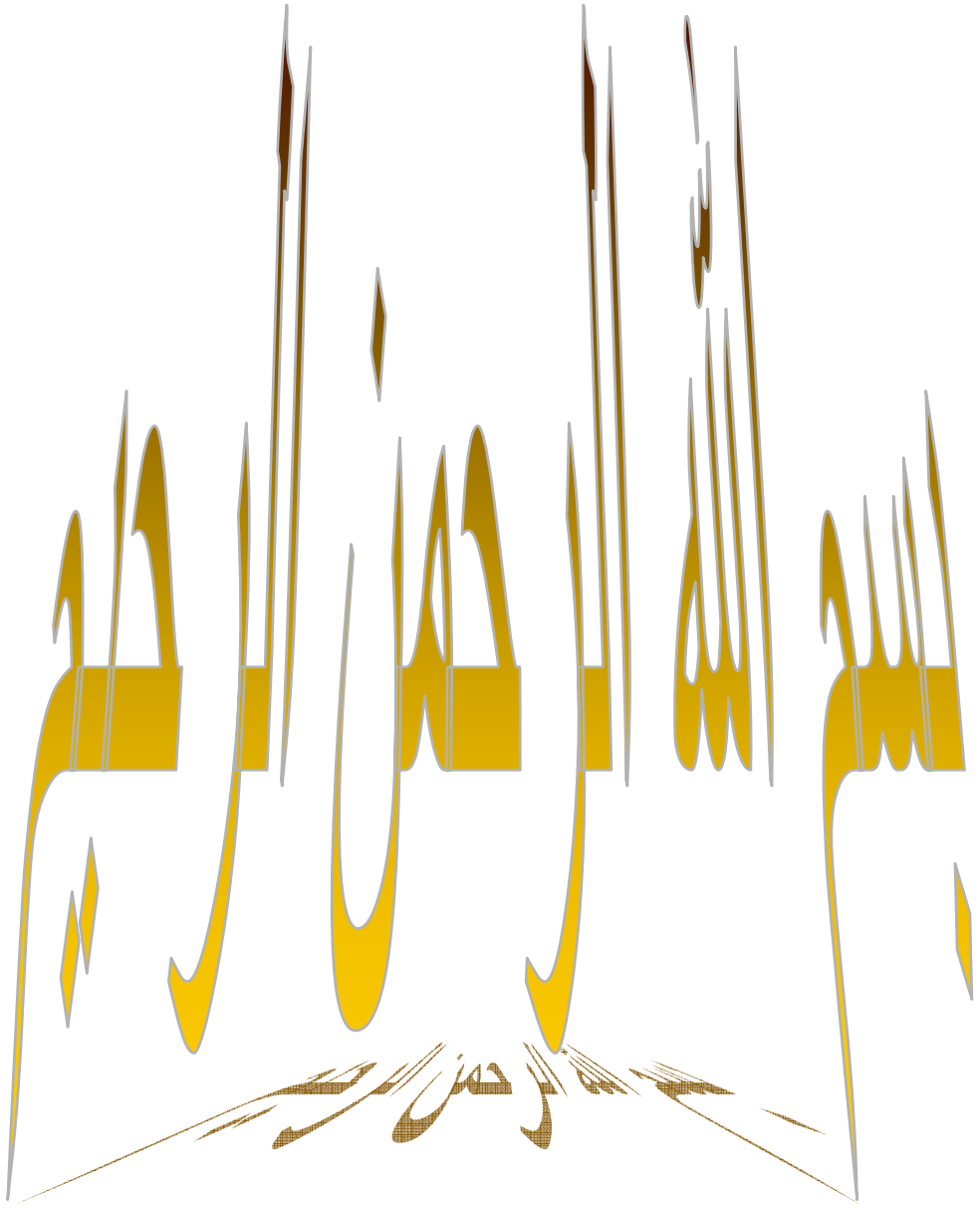




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Study Abstract

Some language specialists consider that, the teaching of grammatical structures is the gate that the students can pass by to the world of the new language, in this respect, a lot of language specialists interested in the modern methods of language teaching specially the grammar, for its positive impact on language acquisition. These reasons had a great impact on selecting the topic of this current study entitled "The Impact of Linguistic Input Promotion on Grammatical Structure Learning for Arabic Language Students as a second language" considering that the linguistic input promotion in one of the modern methods, based on highlighting the targeted grammatical structures in linguistic input, through two forms: the first from relates to ordinary method of education, the guidelines form, that represents the first experimental group, where the attention of the participants draws to the targeted grammatical structures, in the current study (third person pronoun) by promoting the Linguistic input, through writing it in different type of color, and underline it to make the participants pay attention to it, while the second from represented in the implicit education, that represented the alert second experimental group, where drawing the attention of the students to the third person pronoun through the promotion of its presence in linguistic input, by writing it with a different type of color and underline it without telling them the purpose of this procedure, the goal of this method is to determine the impact of linguistic input with its two forms guidance and alert in teaching the targeted structure, for the Arabic Language Learners as the second language, as well as comparing this with the control group, that received linguistic input without promotion, the study questions were identified, and confined in the following three questions:

1. What is the impact of guidelines linguistic input promotion on grammatical structures teaching?
2. What is the impact of alert linguistic input promotion on grammatical structures teaching?
3. Whichever is more effective in grammatical structures teaching: the method of guidelines linguistic input promotion or alert linguistic input promotion on grammatical structures?

In order to answer these questions, the researcher has divided the study into five chapters: The First Chapter includes the study introduction to the study, two sections, the first section includes 1. The subject of the study and its importance, 2. The definition of linguistic input promotion method, 3. The reasons of selecting the subject of study, 4. The goals of the study, 5. The questions of the study. The second Section: includes the previous studies to discover the impact of the different teaching methods on grammar acquisition. The second chapter includes

the theatrical frame of the study, where it includes four sections as follows: First: what is the meaning of the implicit and explicit learning, and supporting theories, second: the importance of grammar teaching, third: the most important traditional and modern methods of grammar teaching, and fourth: The linguistic input promotion method.

The third chapter includes the study procedures, and divided into six sections as follows: First section: the study methodology, that represented in the experimental method, where the researcher mentioned the study sample, and designing, the second section: the targeted grammatical structure selection, the third section: study questionnaire, the fourth section: the tool of the study (acquisition test, grammatical correctness test), the fifth section include the major part of the study, and the sixth section: data statistical analysis.

The Fourth Chapter includes displaying and discussing the results, where it includes four sections; the first section: pre-test results, the second section: the impact of guidelines linguistic input promotion on grammatical structures teaching, the third section: the impact of alert linguistic input promotion on grammatical structures teaching, the fourth section, whichever is more efficiency guidelines or alert in grammatical structures learning. The fifth and last chapter: where it includes the conclusion of the study, including two sections, the first section includes the summary of the main results and the second section includes the study implications including the teaching, methodologies and future studies implications.

After that comes the study results where the researcher arranged and organized them, then followed with the eight appendix of the study, the study had concluded sixteenth statistical result the most outstanding:

- The results shows no significant differences in the level of grammatical structure learning between the three groups experimental guidelines, alter, and control groups in grades of dimensional test, this result shows that there is no difference between the two methods of linguistic input promotion guidelines and alert, and the method of non-promoted linguistic input.

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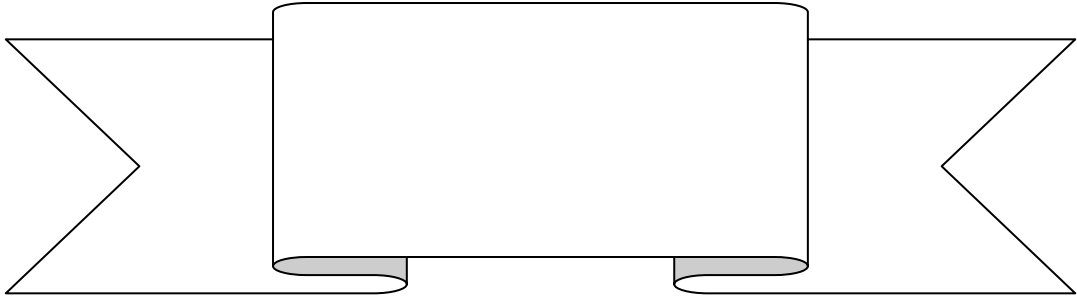
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٢) دراسة الثبتي	تجريبي	إستراتيجية الألعاب التعليمية.	الفعل المضارع (رفعه، ونصبه، وجزمه).	رابع ابتدائي بالطائف.	طلاب ٨١	لصالح إستراتيجية الألعاب التعليمية.
٣) دراسة مذكور	تجريبي	طريقة ابن خلدون.	ثمان موضوعات مختارة في مادة التعبير.	أول متوسط بالرياض.	طلاب ١٠٤	لصالح طريقة ابن خلدون.
٤) دراسة الدخيل	تجريبي	الطريقة القياسية والمعدلة مع التطبيق المكثف.	نصوص مختارة شعرية ونثرية.	أول متوسط بالرياض.	طلاب ١٠٤	لصالح الطريقة المعدلة مع التطبيق المكثف على القياسية مع التطبيق المكثف.
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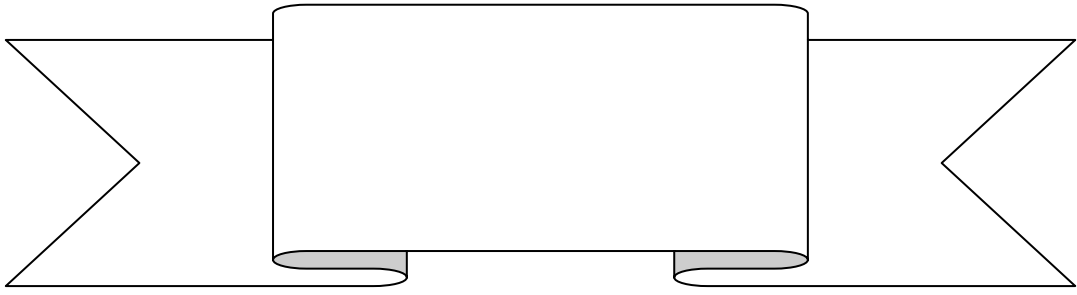
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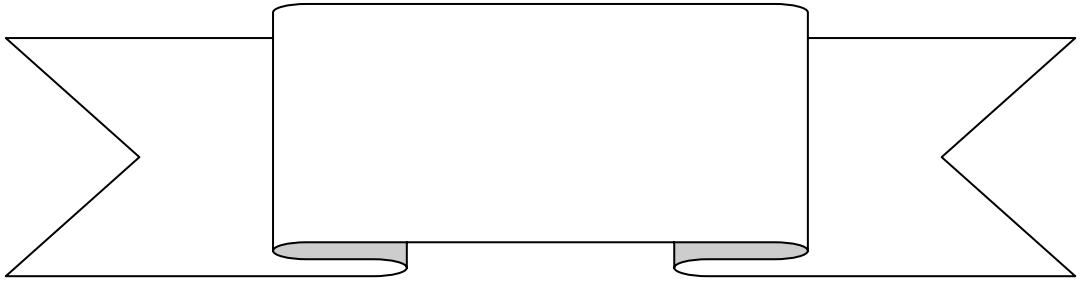
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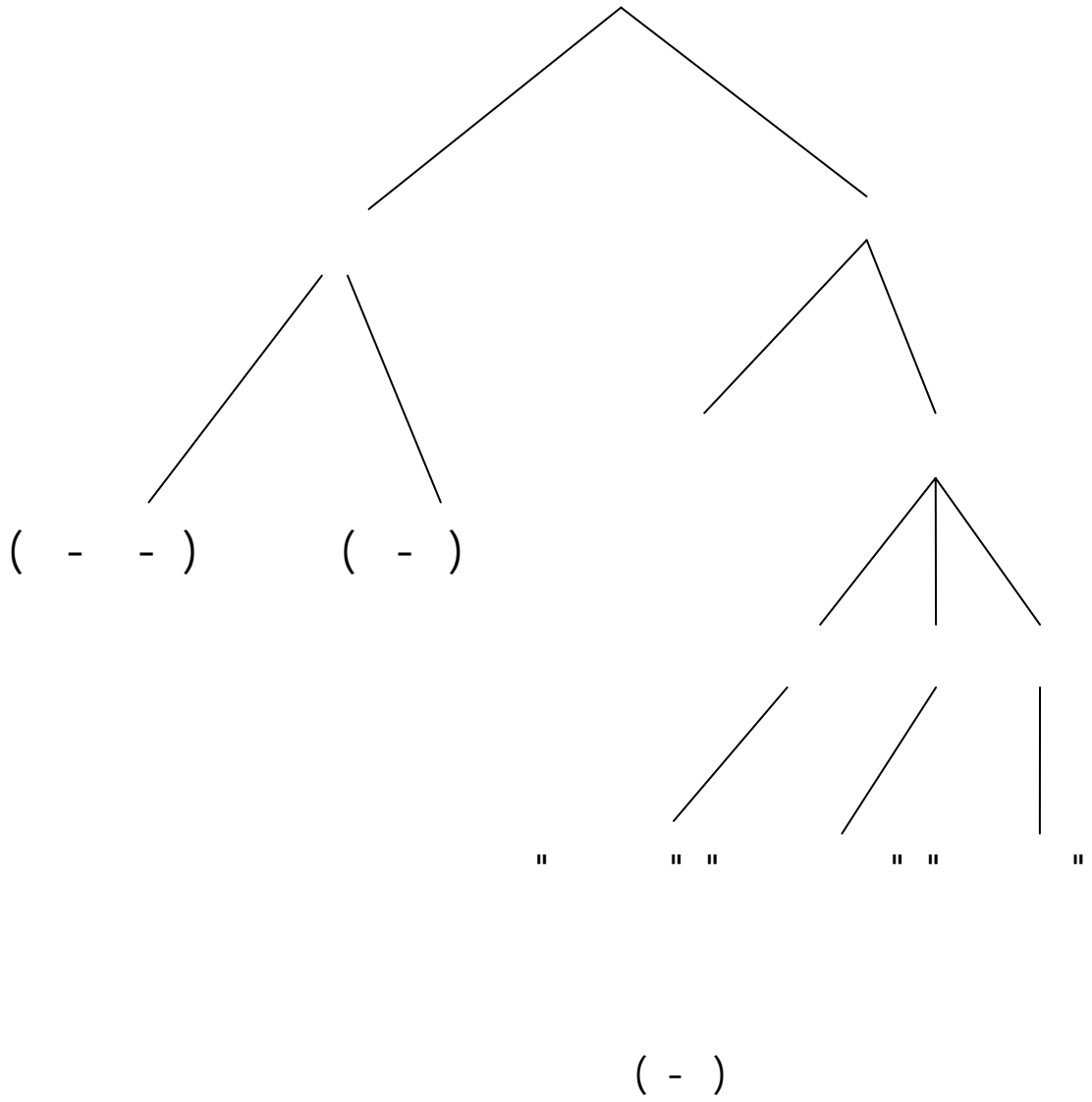
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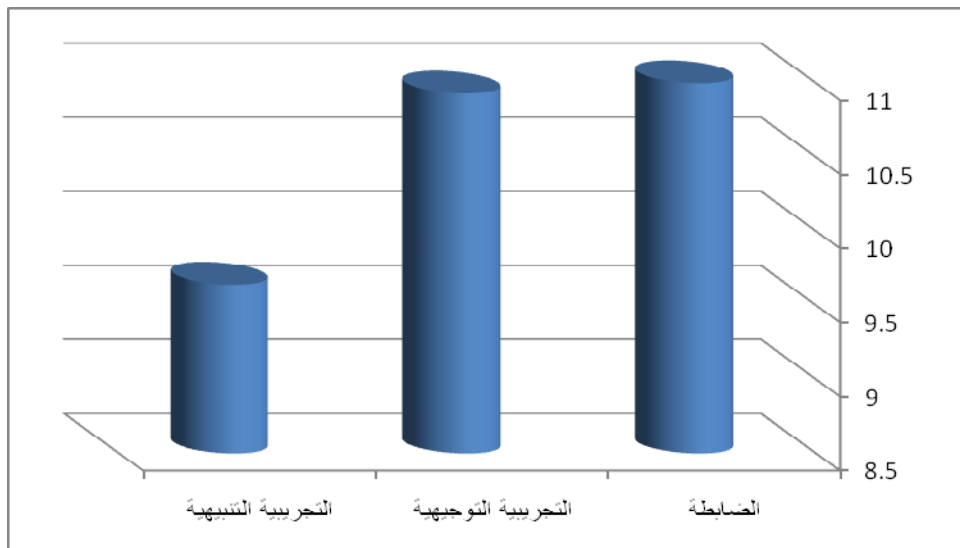
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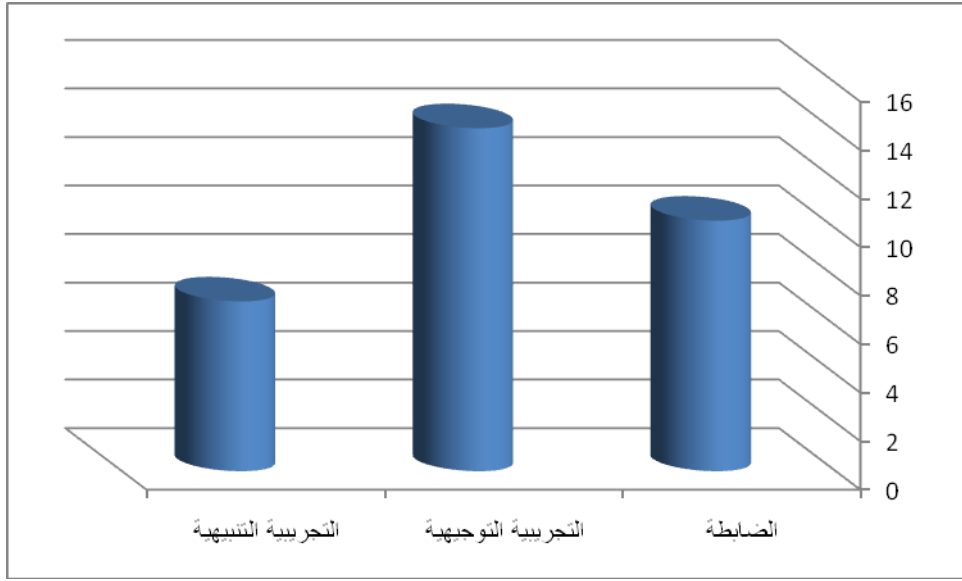
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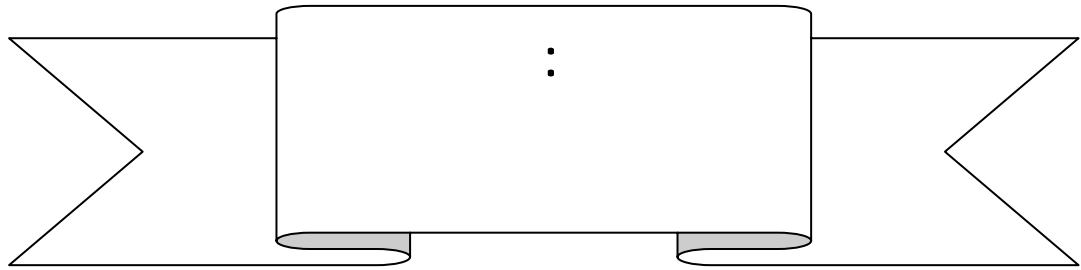
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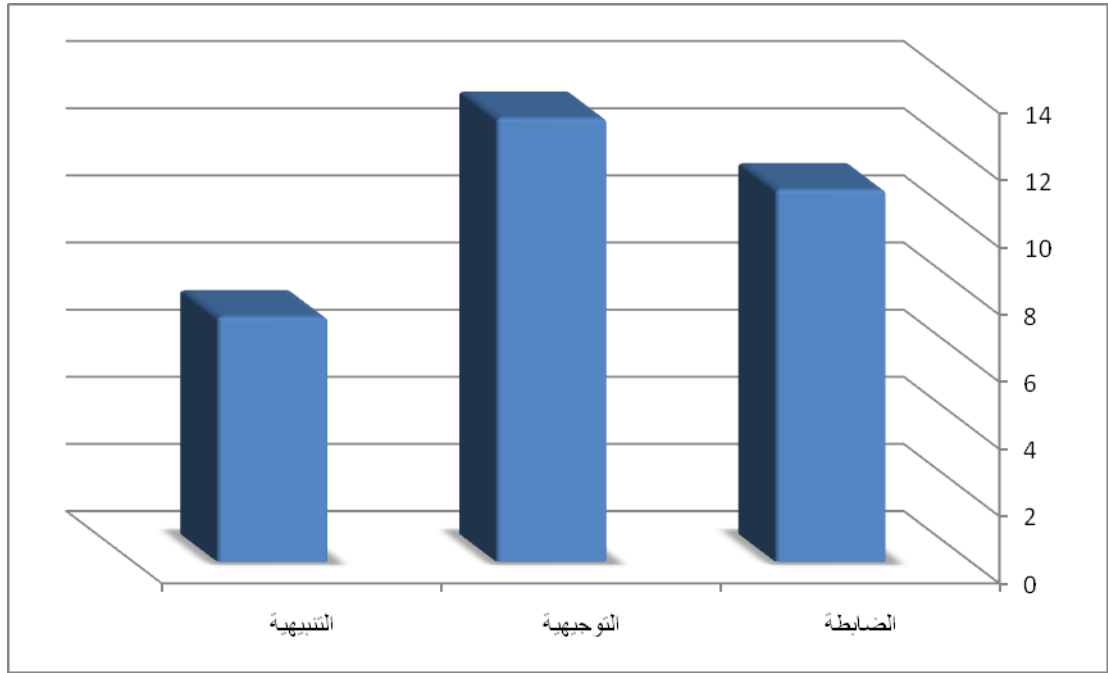
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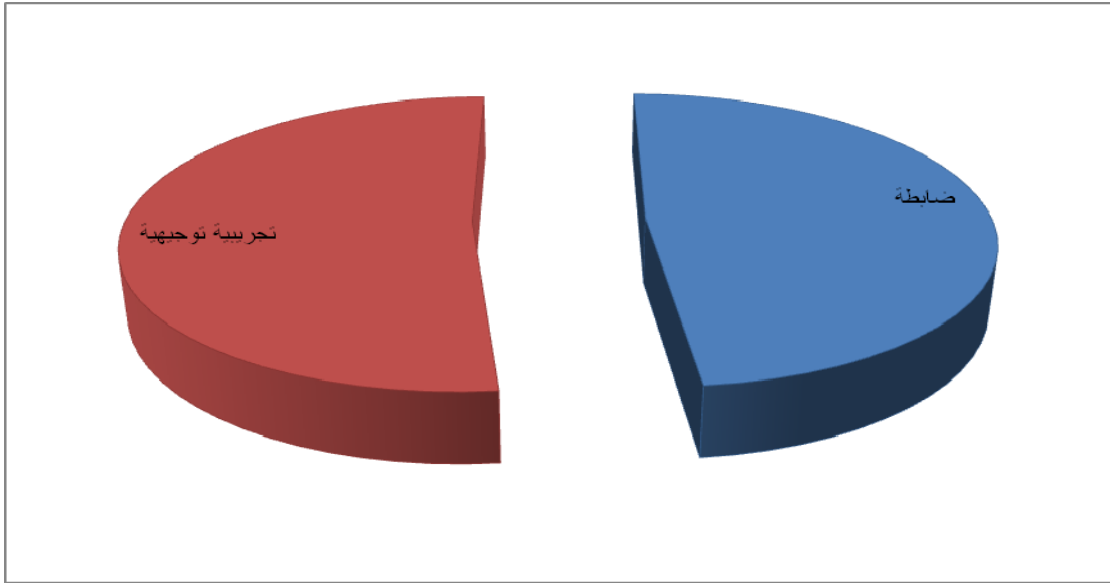
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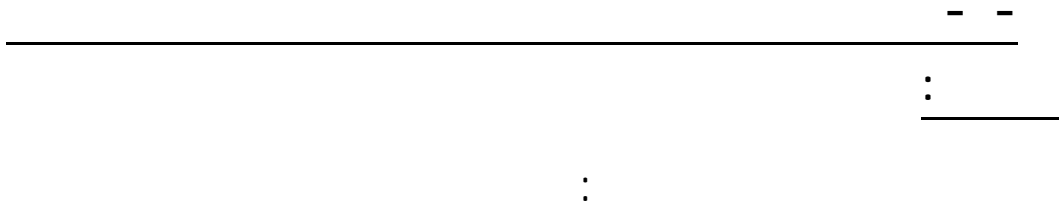
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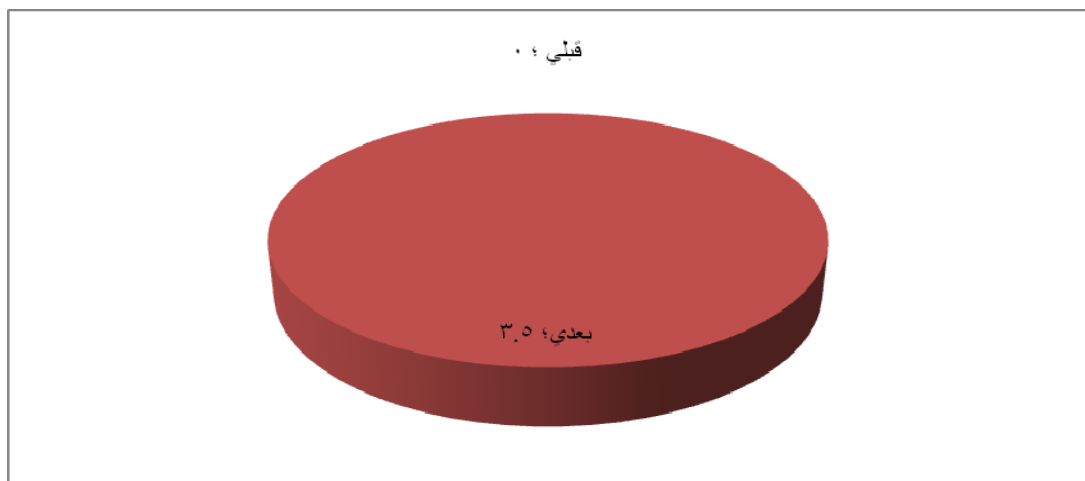
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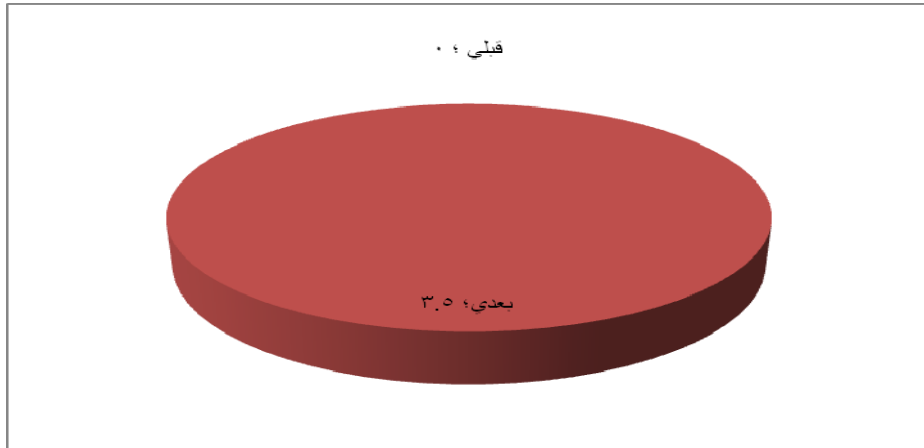
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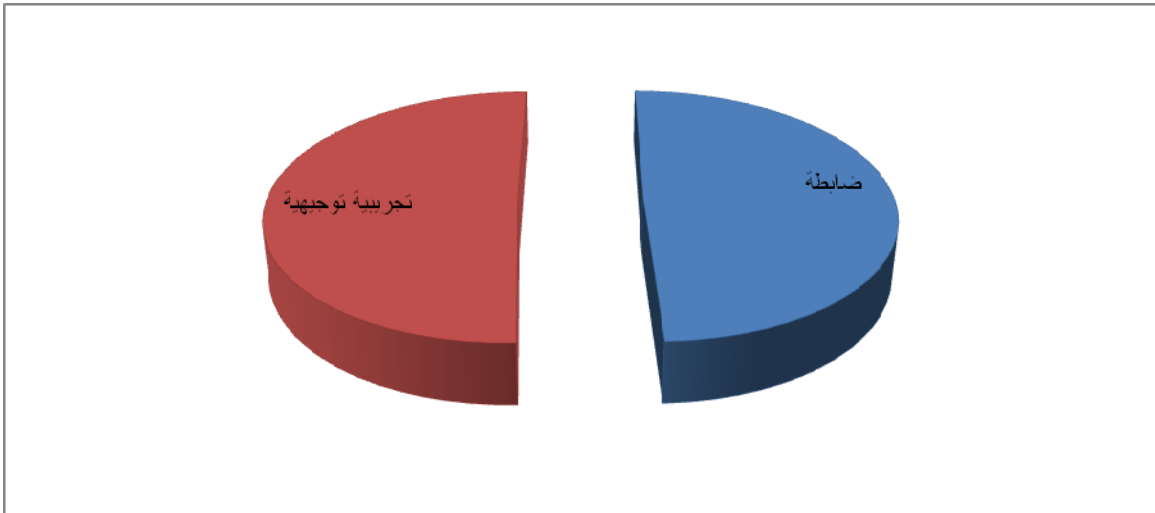
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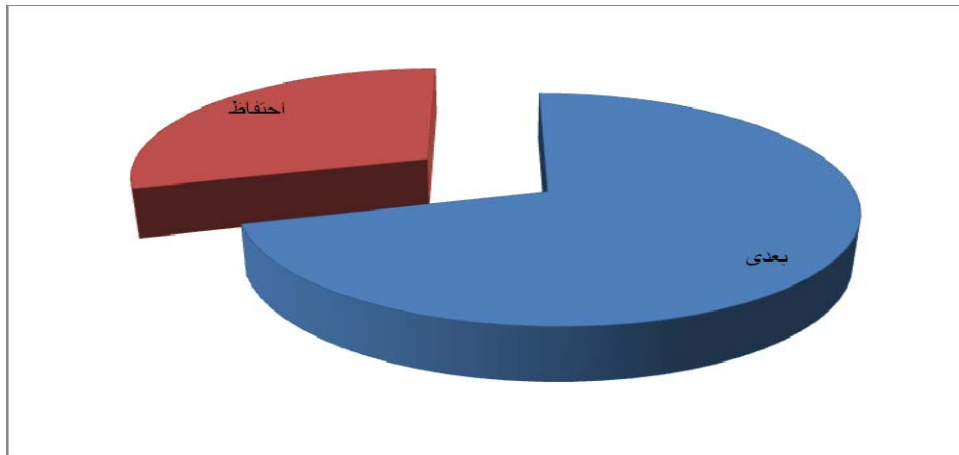
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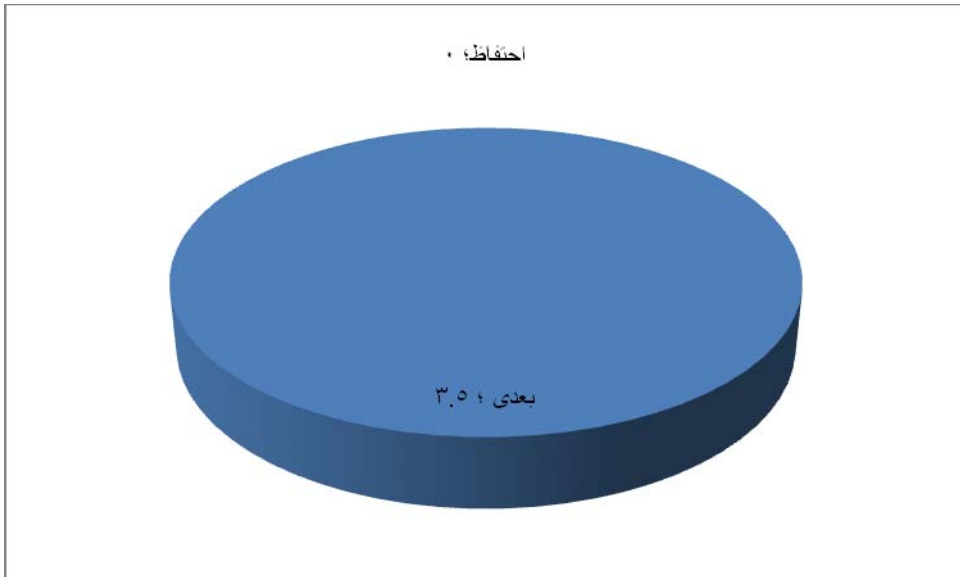
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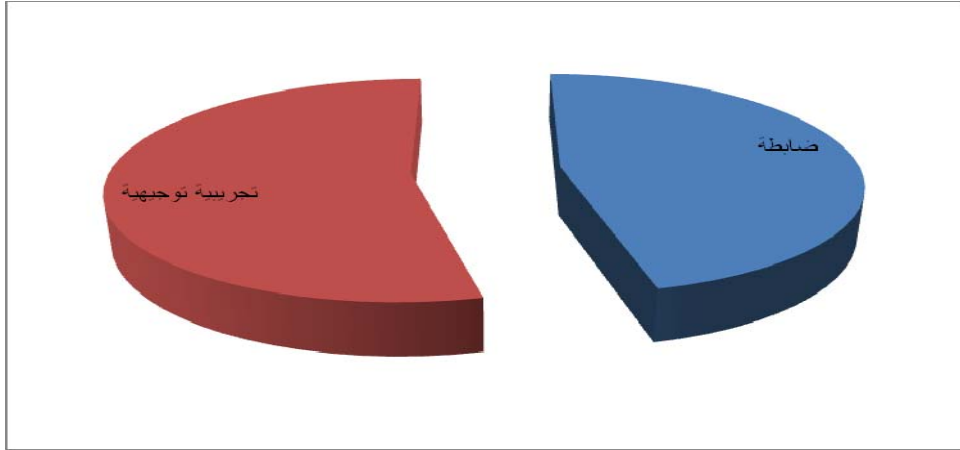
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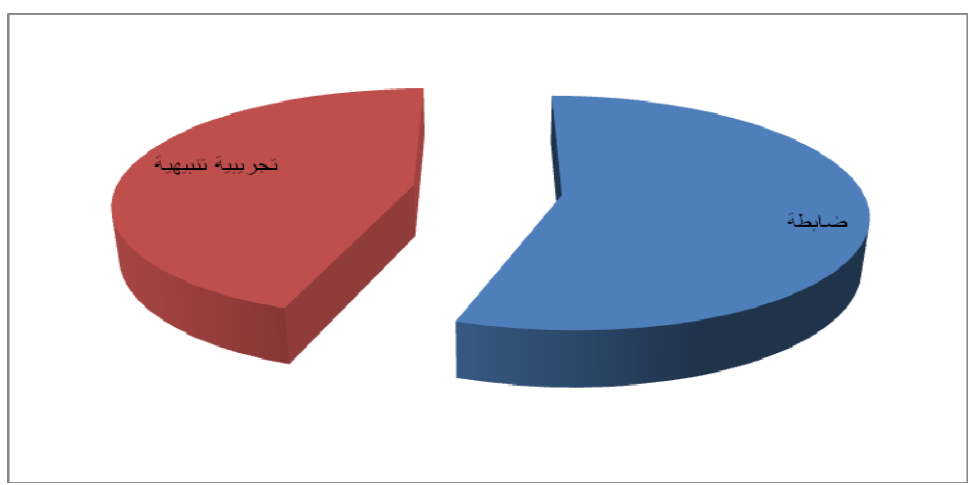
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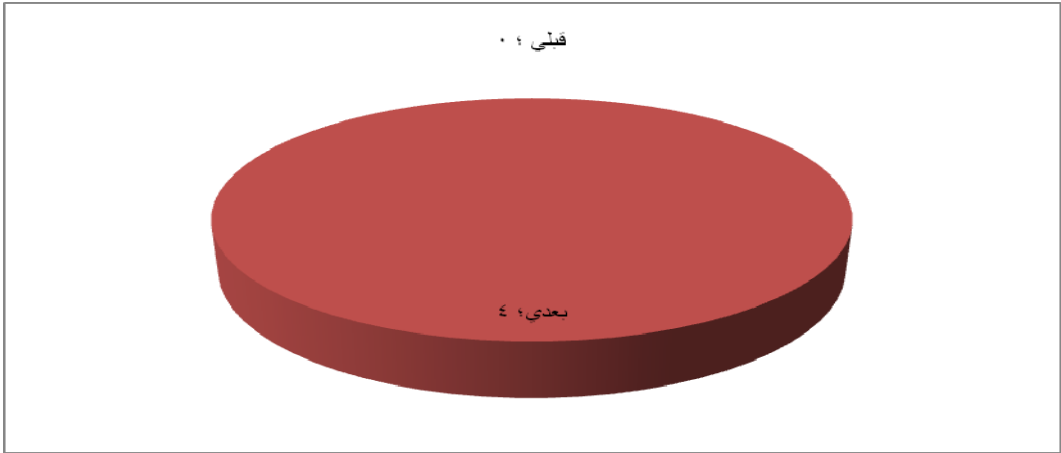
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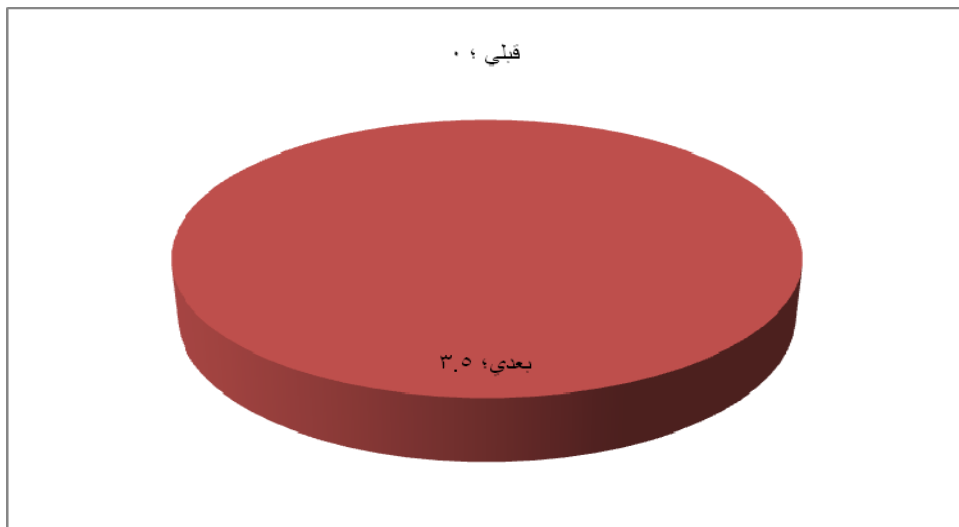
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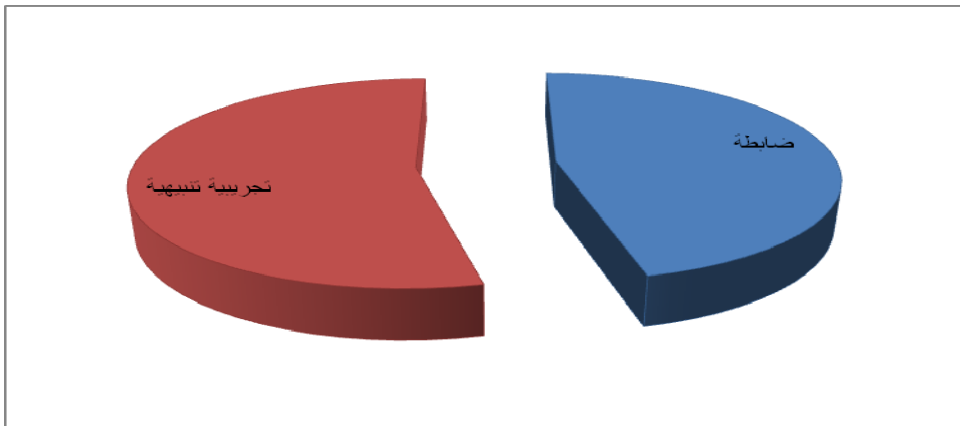
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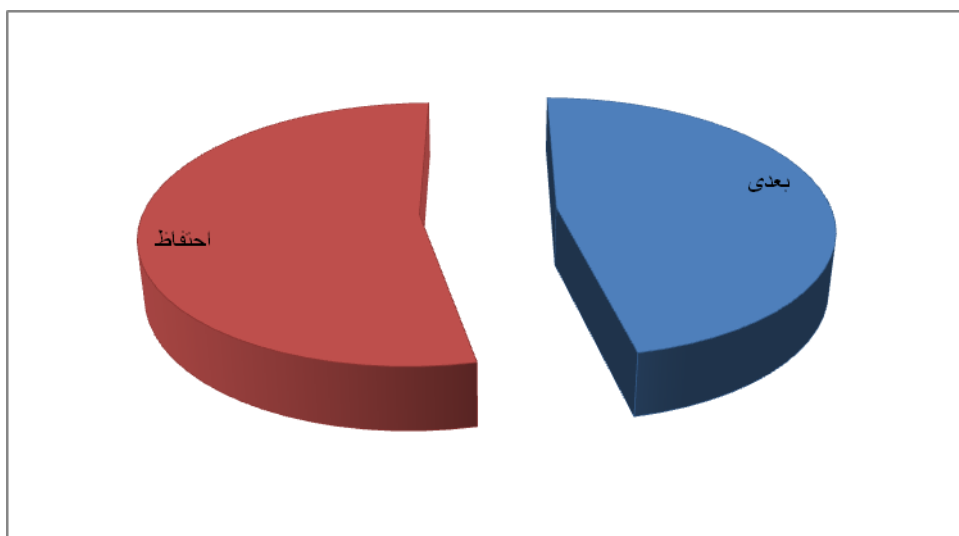
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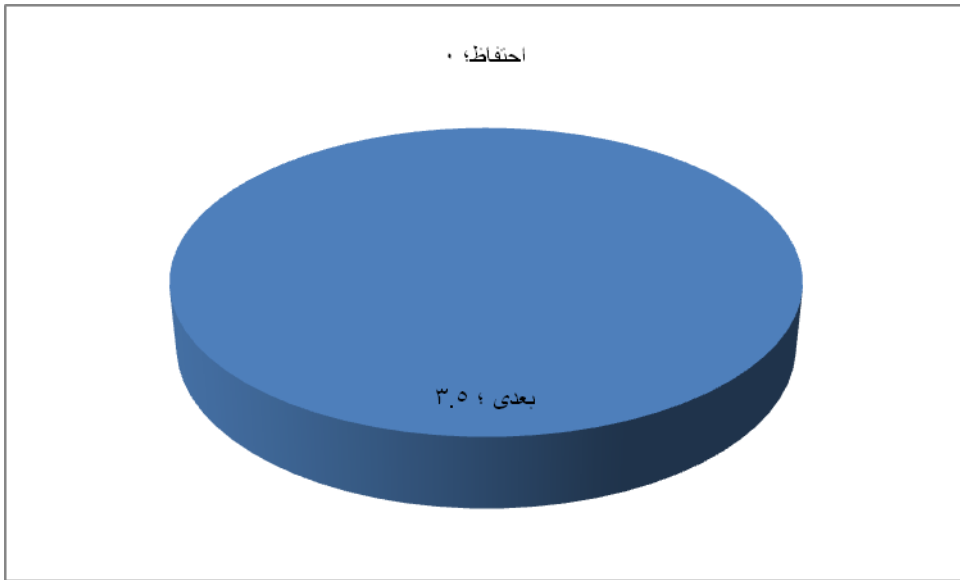
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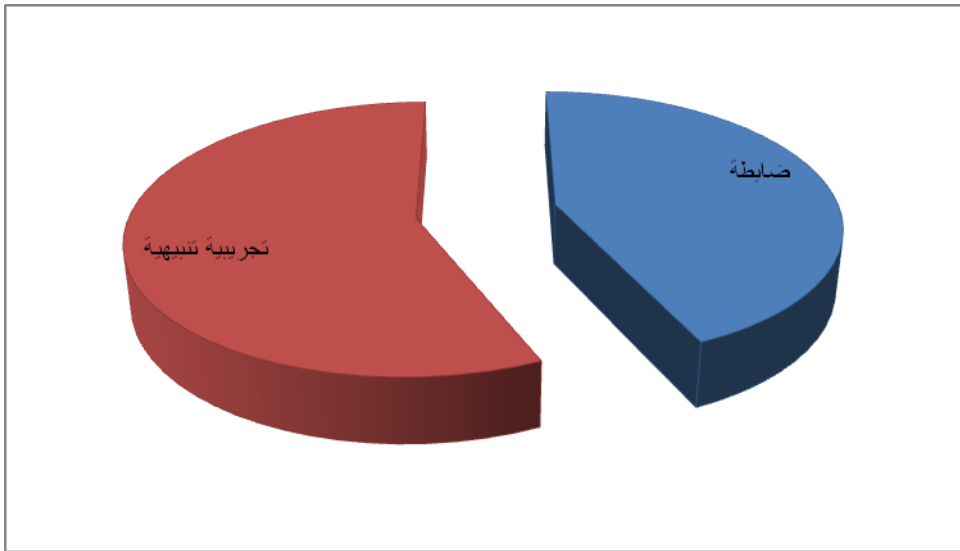
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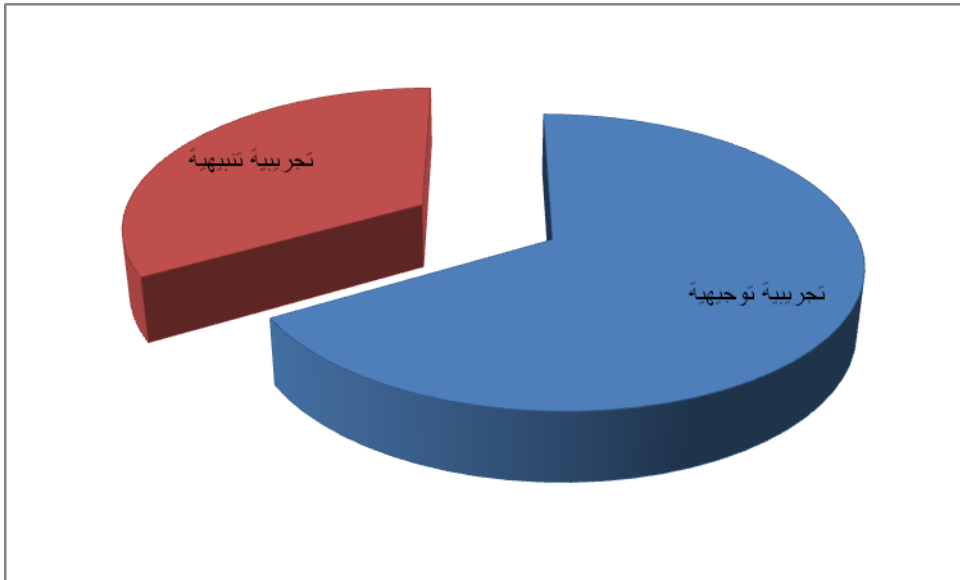
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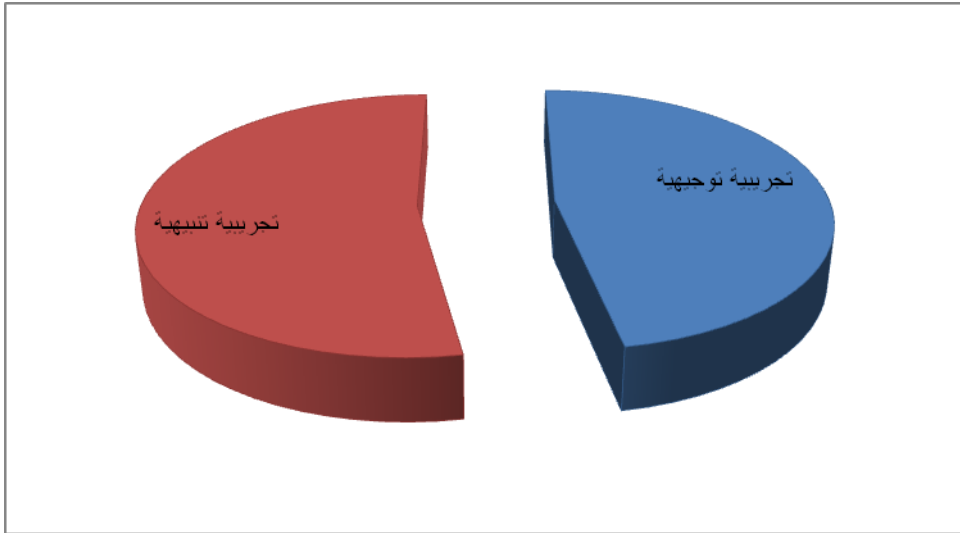
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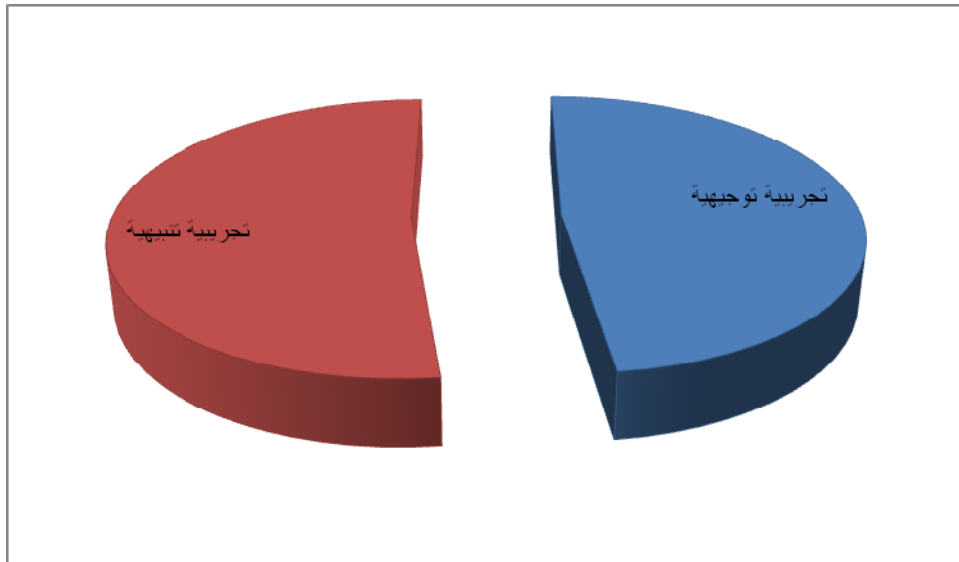
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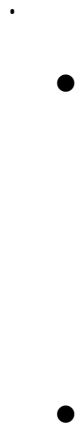
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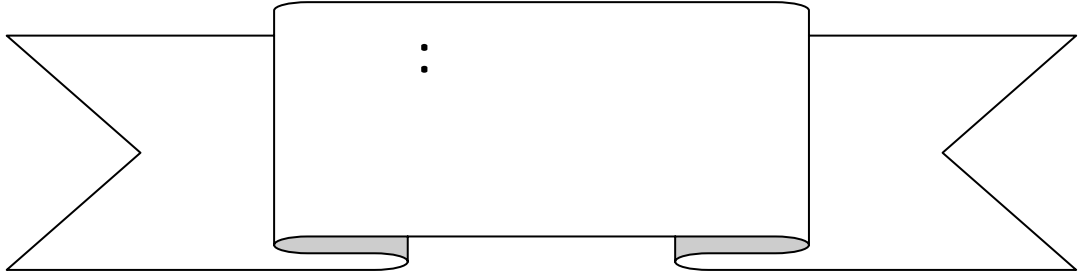
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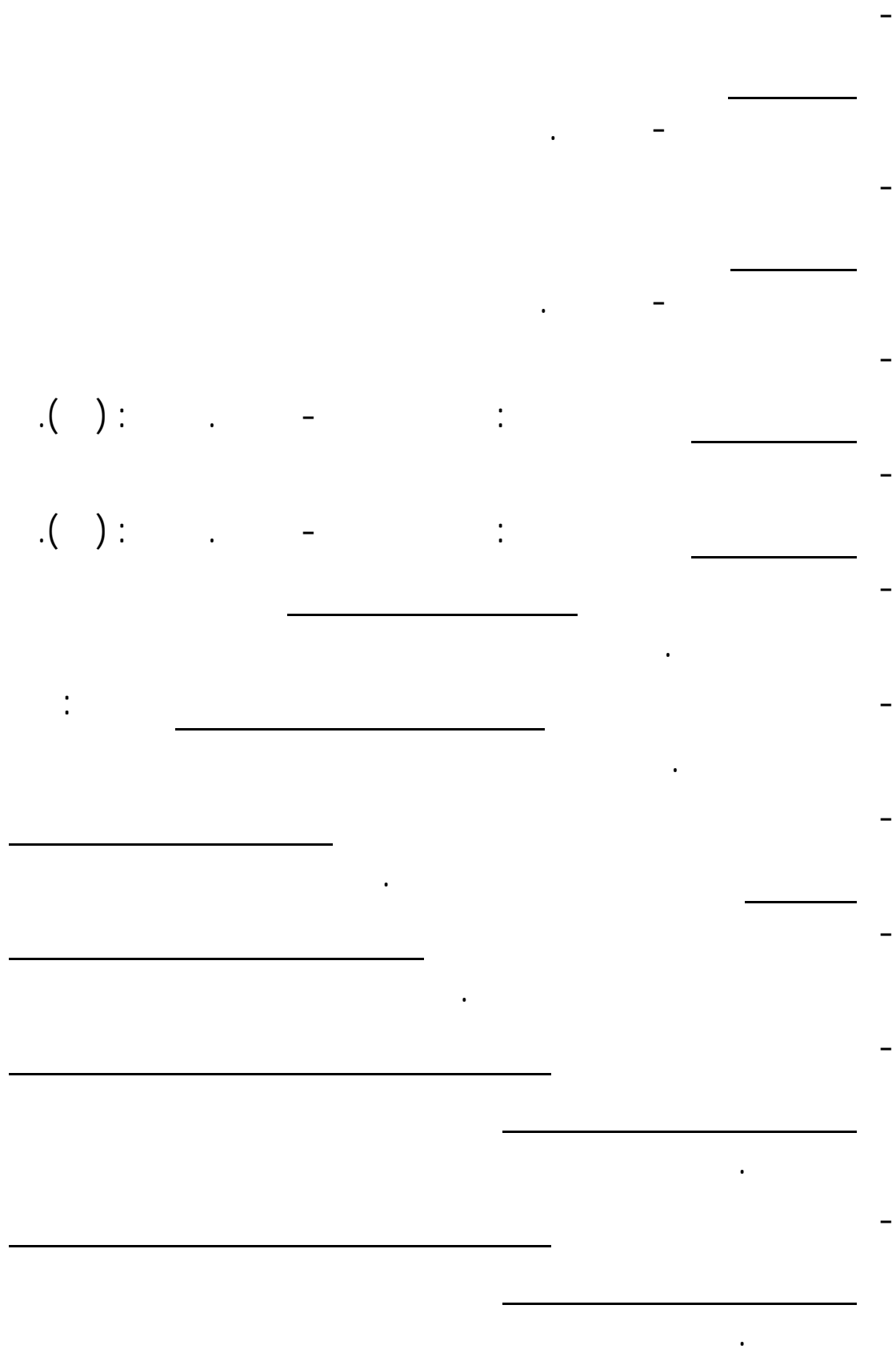
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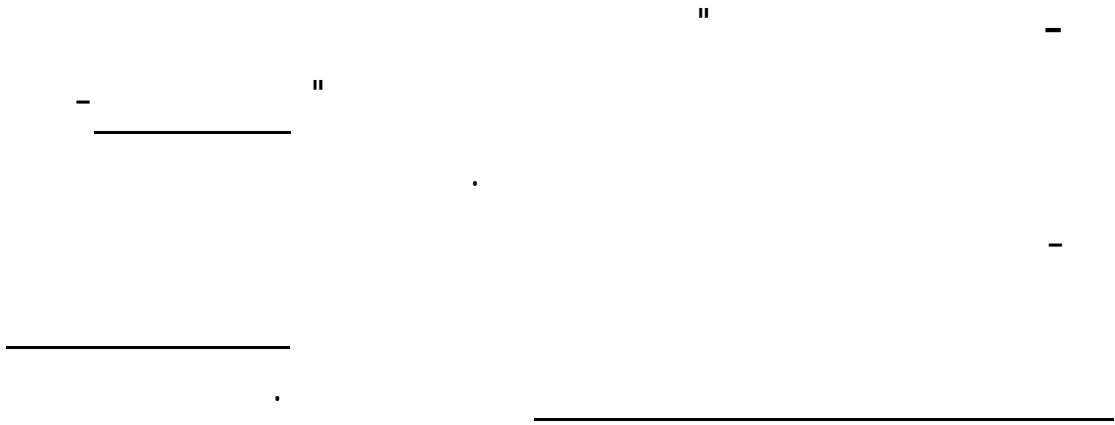
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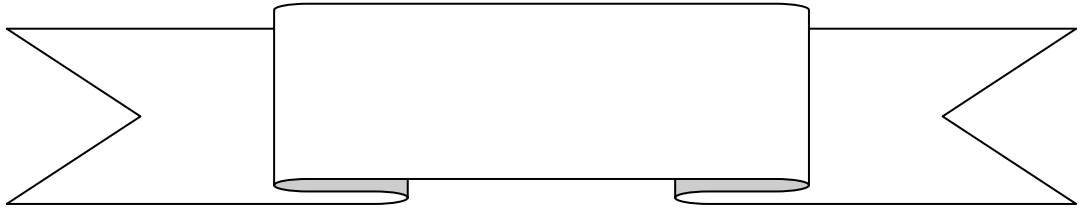
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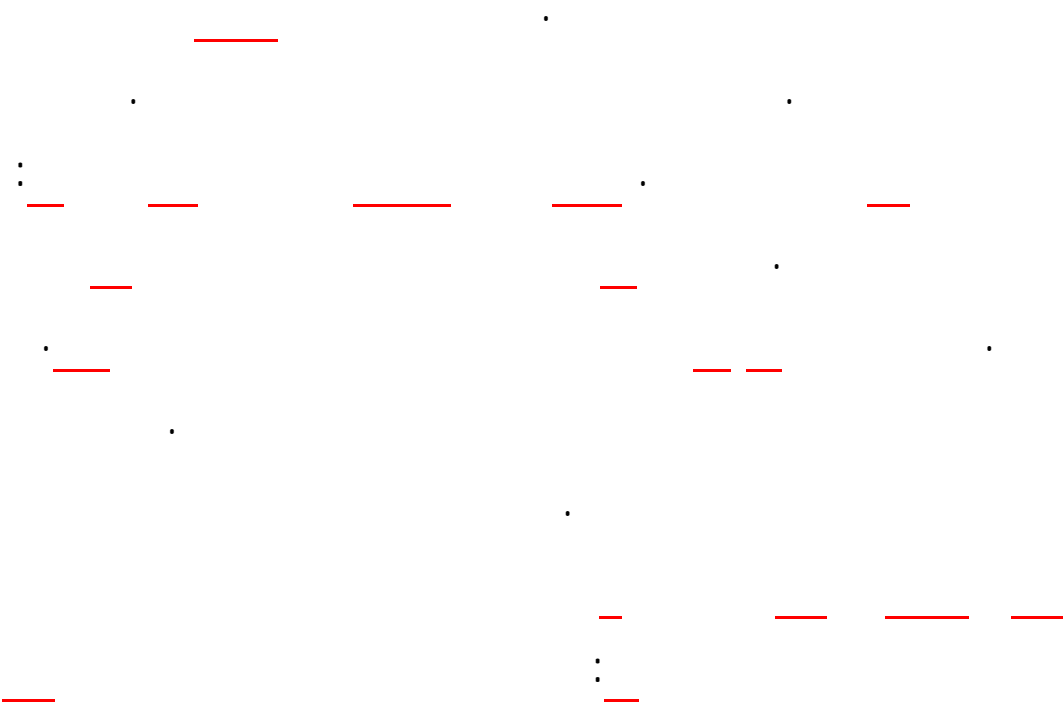
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