

**Learning English Inchoatives:
A Problem Addressed in the Palestinian Context
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As a Palestinian university teacher of Linguistics and EFL, the researcher found out that his students (English as well as non-English majors) were unwilling to accept the grammaticality of English inchoatives (e.g. *The window broke; The door opened*). No research has addressed Palestinian/Arab students' perceptions of this English structure and how to interact with it pedagogically. Therefore, this project is intended to fill a gap in the literature, producing applicable knowledge for work with this population in this area.

A mixed method (quantitative and qualitative) will be used to reflect a breadth and depth of knowledge. Data will be drawn from (1) a questionnaire to be administered to 100 Palestinian freshmen at Gazan universities, (2) interviews with 20 of the students participating in the questionnaire, and (3) a content analysis of school textbooks in English and Arabic that are taught at Palestinian schools.

This study is mainly grounded in theories of learnability (Pinker, 1989) and diglossia (Ferguson, 1959, 1991). The researcher argues that the difference in passivization between Modern Standard Arabic and Palestinian Arabic may affect Palestinians' learning of English inchoatives.

The proposed work will likely have significant pedagogical implications. It will help Palestinian students become aware of the factor(s) that may impede their learning of certain linguistic structures and, consequently, sharpen their appreciation of the English language (as well as their native language). Similarly, the content analysis will provide Palestinian curriculum designers with information about structures missing in school textbooks.