

**Guidebook for a Teacher of Arabic language to Non - Arabic Speakers**

by  
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*(Part of a series of guidebooks on Arabic Language)*

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## **Preface by King Abdullah bin Abdul Aziz International Centre for the Service of Arabic Language**

King Abdullah bin Abdul Aziz International Center for the Service of Arabic Language believes that the supreme task entrusted to it in the promotion of Arabic language is not confined to the Arab children only; by striking a solid fortress around the optimal use of Arabic in their daily lives, and promoting their Arabic linguistic communication in various fields, but it means the holistic service of Arabic language by preserving it in its perfect form, free of hybridity and jargon, while keeping up with the linguistic reality of modern times, which has witnessed immense cultural transformations, thus necessitating a rapprochement among the peoples of the world culturally, intellectually, socially, politically and economically ..., and then reconsidering the system of linguistic communication among these peoples, in which the spirit of competition has begun to spread; through the increase in the number of Arabic speakers among the people and others, which is considered the most important achievement of any language.

And owing to the Center's keenness to achieve the principle of universality of Arabic language (at the levels of its tasks and expansion of the map of Arabic speakers), and in accordance with the directives of His Excellency the Minister of Higher Education (Supervisor-General of the Center) and his personal follow-up of the activities of the center and its dedicated works, the centre has given the area of teaching Arabic language to non-Arabic speakers a special attention. It has been keen to have this area represented in its various activities especially its outstanding program entitled (Arabic Language Month in Non-Arabic Speaking Countries), which was met with great cordiality. Again, part of its most important activities was holding a number of training courses for the preparation of teachers of Arabic language to non-Arabic speakers as well as recognition and honour of other non-Arab scholars who have served Arabic. In this context, the Center offers its new series of three publications dealing with one subject, namely teaching Arabic to speakers of other languages, though they vary in the angle in which one may view them, and these publications bear the following titles:

(Guidebook for a Teacher of Arabic language to Non - Arabic Speakers),  
(Guidebook for Arabic Learners among Non-Arabic Speakers) and (Guidebook on Arabic Language Culture for Non - Arabic Speakers).

The series was accomplished by a specialized team in the teaching of Arabic language to non- Arabic speakers under the supervision of the Center.

The book at hand (**Guidebook for a Teacher of Arabic language to Non - Arabic Speakers**) is primarily directed to those who teach Arabic to non-Arabic speakers, to serve as a guide for them, where it has discussed several topics, namely: strategies and methods of teaching Arabic language, teaching language skills and elements, and difficulties and solutions, skills and requirements, and standards for the teacher of Arabic language to speakers of other languages, teacher training and rehabilitation programs at Saudi universities.

In conclusion, I would like to extend my thanks and appreciation to His Excellency the Minister of Education (Supervisor-General of the Center) for his great care and continuous support for the Center and its activities, and to the Board of Trustees for their support. I also give thanks to the team who worked with devotion and dedication in accomplishing this series.

Allaah is the Master of success and prosperity.

### Introduction

The teaching system involves several elements, including: teacher, learner, content, educational activities, teaching methods, evaluation ... and each component of this system affects and is affected by the rest of the other elements, which requires that the human element in this system must have special specifications; so that it can impact the rest of the items in the desired direction.

The teacher is an important human element that performs a significant function in the educational system. Therefore, paying attention to his development and upgrade of his skills is greatly necessary to ensure the quality of the rest of the elements of the educational system. The teacher is a major element of the educational process, regardless of its various stages and courses.

This is not incompatible with the large number of educational movements that call for attention to the learner and to make him the core pivot of the education process; because the teacher – with his guidance, direction and experience – contributes in achieving the objective of the educational process, which is the balanced, integrated and comprehensive development of the learner.

This confirms that both the teacher and the learner are important parties and paying attention to one without the other is a deficiency in the educational process; because they are indispensable to each other. The teacher directs, guides, and facilitates the process of education for the learner, and the teacher has no value if there are no students to teach<sup>(1)</sup>.

Although recent trends in education have focused on the activity performed by the learner; to achieve learning. This does not mean relieving the burden on the teacher, but doubles the assignment required from him to cope with the flow of knowledge, planning for the process of guidance, direction and facilitation, especially with the existence of some educational trends that call for comprehensive and diversified education.

Since the overall development and preparation of human capacity is a responsibility of education, the burden of achieving it has largely fallen on the teacher as the cornerstone of the educational process. He is the one to put it into action, the executor, guide and evaluator. Educators and non-educators recognize the most important role of the teacher. Moreover, experts agree that the quality of any educational process is measured by the competence of its teachers and that the kind of education they offer to students depends on the qualities and competencies of the teachers. The status of the importance of the teacher has reached a level that made experts to agree that if they have only one

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(<sup>1</sup>) Ali Abdul Muhsin Al-Hudaibi, Al-Mustawayaat Al-Mi'yariyyah Lil-Mu'allim Ru'a Arabiyyah Wa Tajarib Alamiyyah, Journal of Islamic University of Madinah, 2013 – B.

area to develop, revive and renew in the process of education, it would be the preparation and building of the teacher<sup>٧</sup>.

The teacher is the main key to the success of any educational program and its activities whether for ordinary children, for those with special needs or for the gifted. The teacher can create opportunities that strengthen or destroy the learner's self-confidence. He can as well develop or kill the spirit of creativity in them. In addition, he has the ability to stir up or frustrate the thought of his students and allow them to make progress and achievement or deny them that<sup>٧</sup>.

If such is the importance of teacher development in general, the teacher of Arabic language to speakers of other languages is of a particular importance, as he serves as the link between Arabic language and its culture and values, and many individuals from around the world. Hence, he needs to be familiar with the general frameworks in teaching Arabic to speakers of other languages, so that it would be easy for him to teach this category of learners well.

Here comes a number of points that can serve as both guide and guidance for any one that aims to teach Arabic language to speakers of other languages. They have been carefully chosen and focused due to their importance for both the teacher and the learner, because the success of the teacher in performing his function is reflected positively on the learner.

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(٧) Mahmoud Kamil An-Naqah, Fayiz Murad Mina, Saeed Muhammad As-Saeed: The Sixteenth Scientific Conference: Building of Scholars, Al-Jam'iyyah Al-Misriyyah Lil-Manahij Wa Turuq At-Tadrees (The Egyptian Association for Curriculum and Teaching Methods), Dar Ad-Dwiyafah, Ain Shams University, Vol.1, July, 2004, P. 1.

(٧) Muhammad Hasan Qatnani and Hisham Ya'qoub Muraizeeq: Tarbiyatul-Mawhoobeen wa tanmiyatuhum, Dar Al-Maseerah, Oman, 2009, P. 116.

### Strategies and Methods of Teaching Arabic

In the field of language education, it is generally agreed that there is no optimal method of teaching, but the best method is that which produces good linguistic learning outcomes, and in which its objectives are achieved. It is the method that takes into account the characteristics of learners, their number, the individual differences between them, as well as the material and human potential, and does not bear cultural bias for one language over others.

Here, we seek to present some of the approaches, strategies and methods that can be used to teach Arabic language to speakers of other languages, as follows<sup>(٤)</sup>:

#### **First: Communicative approach:**

- Other names for communicative approach include: interactive approach and communicative language teaching (teaching language through communication).

- **Definition of the communicative approach:** Communication is the process of exchange (transmission and reception) of any information or experience between two parties (or more) to achieve understanding between them. It is the process through which expression and exchange of ideas, concepts, facts, opinions, and trends ... between two or more parties is achieved using specific methods, whether visible or invisible.

The term "communicative competence" was coined by (Hymes) in 1972 in contrast to the term "linguistic competence" formulated by Chomsky.

#### **- Elements of Communication:**

**1- Sender:** He is the person who sends a message, whether it is verbal (speaking, writing, drawing), or non-verbal (gesture, movement, eye contact, facial expressions ... etc.), or both together.

**2- Recipient:** He represents the second element of communication. He is the one who receives the message either by listening, reading, interpreting the gesture, or drawing.

**3 - Means or channel:** The channel through which what the sender intends to send is conveyed to the recipient. This tool varies according to the purpose of

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(٤) In this section, the following references have been adopted, after extracting and summarizing the information:

- Roushdy Ahmad Tu'aima: Al-Maharaat Al-Lughawiyah Mustawatuha, Tadreesuha, Su'ubatuha, (Language skills, their levels, teaching, difficulties), Dar Al-Fikr Al-Arabi, Cairo, 2004, pp. 147-204.

- Abdul Aziz Ibrahim Al-Useili: Tara'eq Ta'leem Al-Lughah Al-Arabiyyah Lin -Natiqeen Bilughaat Ukhra (Methods of teaching Arabic to speakers of other languages), Matabi' Adwa Al-Muntada, Riyadh, 2002.

- Ali Abdul Muhsin Al-Hudaibi: Tara'eq Ta'leem Al-Lughah Al-Arabiyyah, Asyout University, College of Education, 2008.



the process of communication. So, what is suitable for a particular message may not be suitable for others.

**4. Message:** The content that the sender wants to convey to the recipient. The content of the message varies according to the general purpose of the communicative situation. The message may be linguistic, scientific, mathematical, etc.

**5. Communication environment:** The communication environment is the place where the process of communication takes place, which includes all factors that surround the communicative situation, whether these factors are simple or complex. Everything around the sender and recipient falls in one way or another under the so-called communication environment.

**6. Feedback:** It is all that the sender does to make sure that the message has been presented to the recipient as he wishes, and therefore feedback has a significant impact on the success of the communication process.

There are other elements such as: effect, encoding, decoding, and congestion.

**Teaching procedures according to the communicative approach:**

- Select a discourse text (whether orally or in writing) commensurate with the linguistic needs of learners, or standards for teaching Arabic to speakers of other languages.
- Set a number of questions and answers about the discourse text.
- Extract the skills included in the text and teach them in detail.
- Train on the skills included in the discourse text (verbal and non-verbal) by repetition, (with emphasis on: grammatical efficiency, social efficiency, strategic efficiency, reading comprehension efficiency).
- Link the text with the experiences of learners.
- Learners should apply the required skills.
- Evaluate the learning.

**Second: Integrative approach:**

**Definition of the integrative approach:** The root word (*Kaf Mim Lam*) in Arabic revolves round the complete parts or qualities of a thing. What is meant by the integrative approach is a synergy of linguistic activities in a way that some strengthen the others.

**Important terms in the integrative approach:**

- **Field of integration:** It refers to fields where integration can be achieved, namely: language skills (listening, speaking, reading, writing), and linguistic elements (phonetics, vocabulary, compositions, semantics), language courses (grammar, intensive reading, extended reading, expression, literature, etc.).

- **Flexibility of integration:** in the sense that when using the integrative approach, it is not required that the teacher links between the skills of language and its elements and branches all in one lesson but chooses what suits the nature of each lesson.

- **Depth of integration:** It is the part of skills or elements, branches or other lessons, taken by the teacher. For instance, when he makes an integration between reading and grammar, it is not necessary to explain the grammatical rule fully, but he can make quick references to it.

#### **Teaching Procedures:**

- Determine the language skill, or branch or element to be explained by the teacher (field of integration).
- Select the language skills, or elements or branches, to be linked by the teacher to his lesson (flexibility of integration).
- Determine the lesson requirements of the language skills or other branches that the teacher intends to link his lesson with.
- Train learners on the language skills included in the lesson.
- Ask learners questions that link the lesson to other skills or branches.
- Receive answers to questions and provide appropriate reinforcement (noting that in the case the learners could not answer the questions which the teacher wants to link his lesson with, then he should postpone its details, and explain it at its time according to his academic plan so that the teacher does not digress far away from his original lesson.
- Evaluate the lesson.
- Close the lesson.

#### **Third: Grammar-translation method:**

The names of this method include: Grammar-translation method, Prussian method, Shichronic method, and Traditional method.

**Definition of Grammar-translation method:** It is a set of procedures in which focus is made on the linguistic compositions of the target language, with the need to transfer these compositions and associated vocabulary to the language of the learner.

The Grammar-translation method is one of the oldest methods of teaching foreign languages, and has faced many criticisms, which led to the emergence of many other teaching methods; to overcome its shortcomings.

#### **Teaching Procedures:**

- Select a grammatical rule based on the logical order of the Arabic grammar.

- Introduce the rule and then explain examples of it (the standard method of teaching grammar. There is also a deductive method which is opposite to this, and both methods can be combined).
- Identify the vocabulary in the rule or examples.
- Translate the vocabulary and compositions into the language of the learner (so there is no need to explain these vocabulary and compositions).
- Ask the learner to memorize the rule and vocabulary.
- Evaluate the lesson.

#### **Fourth: Natural and direct approach:**

- **Definition of the natural approach:** It is a set of procedures for the development of the skills of listening, speaking, reading, and writing in non-artificial situations.

It emerged at the beginning of the nineteenth century, as a reaction to the grammar-translation method that was widespread, where its supporters expressed the need to provide situations to teach a foreign language, similar to the situations in which an individual acquires his or her native language.

- **The direct method:** emerged in the middle of the 19th century, as a result of the criticism of the natural approach.

#### **The general framework of the direct method:**

- Education in the classroom should be absolutely in the target language.
- Only the vocabulary and sentences that are commonly used in everyday life should be taught.
- Emphasis is laid on verbal communication skills in the form of a graduated series on the exchange of questions and answers.
- Grammatical rules are taught according to the inductive method.
- New study points are presented orally.
- Sensory words are taught by representation, real situations, and images. Abstract words are taught through the interconnection of ideas.
- Both speech and hearing comprehension are taught.

- There should be focus on sound pronunciation and grammatical rules.

#### **Fifth: Reading approach:**

Its names include the reading approach, which is the most famous - the West method (Michael West), Johnson Method (not the pioneer of collaborative learning), and Chicago method (University of Chicago).

**Definition:** It is a set of procedures used to develop language skills through focus on written decoding, acquisition, storage and use.

The main objective of reading approach is to develop reading comprehension. Attention is paid to silent reading skills as an input to the development of other skills. There is also focus on vocabulary and its development. In contrary, there is less attention to the oral aspect (Listening / speaking) in addition to sounds, and less training on writing.

One book is used for each stage, called a (reading book) as well as supporting books to train on reading, writing and speaking and other books for free and easy reading.

#### **Teaching procedures according to the reading approach:**

- Open the reading book.
- Select the topic and number of the lesson.
- Record new words.
- Pronounce and repeat new words.
- Read the text clearly.
- One of the outstanding students should read.
- Students should read the text silently.
- Go to supporting books to answer questions.
- Students are instructed to read supplementary books at home.

#### **Sixth: Auditory-Oral approach:**

Its names include the auditory-oral approach which is the most famous of them, the auditory articulatory approach, and auditory-verbal method.

**Definition:** It is a set of procedures for the development of language skills which starts by listening, then speaking, then reading and writing.

This approach was advocated by the English scholar Harold Palmer in his book (*The oral method of teaching languages*) in 1921 and was developed in the 1950s and 1960s of the twentieth century; as a result of the flaws discovered in the Grammar- translation approach, direct method, and reading approach.

#### **Teaching Procedures:**

- Select tutorial text (images, shapes or appropriate techniques can be used).
- Listen to the lesson topic.
- Ask learners to memorize the lesson.
- Ask learners to imitate language skills or patterns in the lesson.
- Learners should analyze what they learn.
- Display the text for the learners, and images, means and educational techniques can be used.
- Train learners to read the text sentence by sentence.
- Provide opportunity for learners to write some of the language patterns in the lesson.
- Train learners on language patterns to be developed, such as conversion or filling of blank spaces... etc.
- Repeat the listening process according to the level of learners.
- Do not use translation.
- Evaluate lesson.

### **Seventh: Collaborative Learning:**

Names of collaborative learning include: collective learning, group learning, learning in groups, and learning together.

**Definition of collaborative learning:** It is a set of actions that are carried out through the division of learners into small groups, which are configured in several ways, so that learners share in understanding the lesson and achieving the learning objectives.

Or it is a relationship among a group of students, which requires positive reliance, individual responsibility, personal skills, encouragement, and face-to-face dealing.

This method has an impact on Arabic and Islamic heritage. However, in the 1960s of the twentieth century, the efforts of (David Johnson) and (Rogers) emerged at the University of Minnesota, where they established the Collaborative Learning Center, whose objectives were to formulate theoretical models concerning the nature and basic elements of cooperation, conduct a structured program of research; to examine theories and convert the sound ones to practical procedures that can be applied inside the classrooms.

The 1980s of the twentieth century is considered the beginning of a growing interest in collaborative learning. In 1983, Johnson collected one hundred and twenty-two studies on the (effect of collaborative learning on

achievement). These studies unveiled the superiority of collaborative learning over competitive and individual learning in terms of achievement, conceptualization and problem solving.

#### **Collaborative Learning Strategies:**

- Jigsaw (Split Information).
- Think, pair, share.
- Learning together.
- Teams of students divided based on academic achievement.

#### **Teaching steps according to collaborative learning (Jigsaw as a model):**

- Form parent groups.
- Form expert groups.
- Return to parent group.
- The following are the detailed teaching steps according to the Jigsaw strategy:
  - Divide the lesson into specific tasks.
  - Choose from the tasks that which is commensurate with the learning time.
  - Divide the learners into groups according to the tasks required in the lesson.
  - Select a member of the group to be its leader. This person should be the most mature and experienced of the group members.
  - Assign each member of the group one task that it must learn and ensure that everyone in the group has been assigned a specific task.
  - Give enough time for learners to read the tasks assigned to them, so that they can read them at least twice. It should be noted that it is not necessary for the learner to memorize the task.
  - Form an expert group.
  - Make learners return to the basic Jigsaw groups.
  - Ask each learner in the group to explain his mission to other members of his group and encourage other learners to ask questions; in order to clarify some points.
  - Inspect the groups and observe the process of learning. If there is a problem in a certain group (for example: one of the learners is lazy while performing his task, or one of the learners dominates the group) you must intervene, noting that it is better for the group leader to do this job.

- At the end of the lesson ask a set of questions about what was learned; so that learners can be sure that this is not a play or joke, but a learning process.

**NB:**

There are several ways to teach and develop certain language skills in particular, such as the syntactic, analytical or synthetic method of reading instruction, and the standard or inductive method of teaching grammatical rules.

It is worth mentioning that there are countless modern teaching strategies, which can be employed in teaching Arabic to speakers of other languages. These include:



**Teaching and developing language skills and elements**

Language instruction specialists agree that language learning involves four basic skills: listening, speaking, reading, and writing. There are some who add thinking skills, while some others add the cultural dimension, especially in teaching a foreign / second language.

These skills are linked to four linguistic elements: phonetics, vocabulary, compositions, and meaning. These elements work in an integrated and balanced form with language skills.

There are yet some who divide the teaching of Arabic into branches, such as reading, texts, expression, grammatical rules, calligraphy, etc., and what is associated with these branches such as lessons in Islamic legal sciences, as a cultural complement to Arabic language on the one hand, and a fulfillment of the zeal of a large number of learners of Arabic who speak other languages, and those who learn Arabic for religious purposes.

### **The stages of teaching the skills and elements of language:**

It is worth mentioning that the basic principle regarding the teaching of any language is to focus on language skills and their sub-elements. This is manifested through the following three key stages:

- **Planning:** where the teacher determines the language skills, which he intends to develop and teach to the learners. In this stage, he pays attention to the identification of intended learning outcomes, objectives, means of assistance, and language activities that contribute to the development of the skills, language training, and linguistic assessment techniques.
- **Implementation:** At this stage, the teacher applies what he has planned to the learners, practices Arabic language with them, and trains them on its skills.
- **Evaluation:** At this stage, the teacher identifies the strengths and weakness in his teaching of the language skills; to address the weaknesses and enhance the strengths.

As for the development of language skills, there are several general proposals relating to some of its aspects, the most important of which are:

- Reading authentic texts in Arabic, such as newspapers, billboards, simple Arabic stories, etc.
- Listening to authentic Arabic texts, as in short Arabic films -for example:



- Recording speech situations through one of the means of recording, listening to them and improving upon speaking and communication in a continuous process.
- Training on writing, reviewing and improving topics in Arabic.
- Taking advantage of Arabic language learning software and available websites on the Internet.
- Practicing Arabic (listening, speaking, reading and writing) outside the classroom.

### **Means of developing basic language skills:**

**First: Developing listening skills:** The following methods can be used:

- Make the learners accustomed to listening to Arabic language through frequent listening to Arabic texts, inside and outside the classroom.
- Start listening to texts that are read slowly, and then gradually read texts fast.
- It is preferable at the beginning to listen to audio clips only, not video clips.
- Train on self-comprehension of the texts one hears, by asking and giving answers to questions about what has been heard.
- Check out some listening skills tests available in some Arabic language learning software or web sites and answer them.

**Second: Developing speaking skills:** The following methods can be used:

- Listen to urbane speakers.
- Develop Arabic vocabulary, and associated grammar knowledge.
- Continuous training in speaking skills and practicing it in Arabic.
- Use effective speaking strategies (such as dialogue strategy) think before you speak, set your goal of speaking, start speaking confidently, use evidence and proofs as you speak, review your conversation and evaluate it).
- The learner should record his speech in Arabic; to know the strengths in it and enhance them, and the weaknesses and avoid them.

### **Third: Developing reading skills:**

- Select real reading texts, such as: newspapers, billboards ...etc.
- Train on functional reading skills, such as reading ads, instructions ... etc.
- Start by reading short texts, then gradually reading long texts.

- It is preferable to begin by reading texts with illustrations (such as: storyboards, then reading normal texts.
- Train on self-comprehension of the texts one hears, by asking and giving answers to questions about what has been heard.
- Check out some listening skills tests available in some Arabic language learning software or web sites and answer them.
- Use various strategies to develop reading comprehension skills, such as: drawing lines under difficult words, giving a title to each paragraph read by the learner, deducing the meanings of difficult words ... etc.
- Spend a lot of time reading; because reading ability increases and grows by reading.
- Pay attention to intensive reading within the classroom, where the teacher ensures that the learners read correctly.
- Pay attention to extended reading outside the classroom.
- Diversify between the synthetic method and the analytical method<sup>5</sup> in learning to read.

**Fourth: Developing writing skills:** by applying the following means:

- Diversification of the exercises in the development of writing skills.
- Diversification in writing activities.
- Taking into consideration that writing is in topics related to the life of the learner.
- Development of functional writing skills, such as: writing forms and models.
- Development of skills of readiness for writing in Arabic, especially Level 1 (primary) learners, such as training on how to write from the right to the left, from top to bottom, and to assume the correct sitting position before writing.
- Development of skills of compliance with the rules of Arabic writing.
- Writing to express a variety of life situations.
- Writing in order to communicate with others.
- Freedom of writing from mistakes.
- Training the learner to leave a good impact in the mind of the reader by writing beautifully, keeping clean and organizing the sheets used for writing.

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(<sup>5</sup>) The analytical method is based on the presentation of words and sentences. Then the letters and their sounds are learnt through words, and sentences are read through words. In the syntactic method, letters are taught first and through them how to read the words is learnt and then how to read the sentences.

### **Strategies for teaching Arabic vocabulary, and how to deal with its multiplicity and variety:**

The methods of teaching Arabic vocabulary include the following:

- Direct strategy such as: using cards, or pronunciation of vocabulary before the learners.
- The strategy of guessing the meaning from the context (a word or reading or audible text is presented to the learner, and he is asked to identify the meaning of the vocabulary from the context).
- The strategy of using a lexicon or dictionary (the learner returns to the lexicon or dictionary; to know the meaning of the vocabulary).
- The strategy of noting down remarks (the learner records his remarks about vocabulary in the appropriate way to help him remember them).
- The strategy of recollection and recall.
- Keyword strategy by identifying important words in each topic he learns, either through reading or listening.
- Strategy of concept maps (for example: the lesson title is written, and the new vocabulary it contains are written).
- Language vocabulary teaching games: such as:
  - The method of meter and rhyme: where a word is given, and the learner is asked to bring a word in the same meter, such as: *Kareem, Haleem, Kaleem*, etc.).
- The method of twisting the letters of the word (such as the word: *Jisr, Rijs, Sarj ...etc*).
- The method of words that differ in one letter (such as: *Jameel, Jamee'* and *Ahmad, Muhammad...etc*).
- The method of words that begin with a particular character (such as when the learn is asked to find words that begin with the letter 'Ain: *Ain, 'Elm, Ali, Ala, 'Enab... etc*).
- The method of words that end with a certain character (such as when the learn is asked to find words that end with the letter *Lam: Jameel, Jamaal, 'Amil, Burtuqal...etc*).
- The method of words that begin and end with specific characters (such as when the learn is asked to find words beginning and ending with the letter *mim: Maryam, Mu'allim, Muslim... etc*).

When dealing with Arabic vocabulary and presenting them to learners, the following should be taken into consideration:

- Gradation in the presentation of the number of vocabularies, for example in the first lesson three vocabularies, and then increase the number little by little.
- Start with common words before uncommon ones.
- Start with short vocabularies before the long ones.
- Start with concrete vocabulary before the abstract ones.
- Start with words containing characters that are easier to pronounce before others.
- Start with vocabulary whose manner of writing is like the manner of pronunciation before others.
- Start with vocabulary that is easy to teach before others.
- Repeat the vocabulary in a way that allows it to be inculcated in the minds of learners.
- Take account of adding diacritic symbols to the vocabulary, especially at Level 1 (Primary).
- Master the vocabularies that are similar in writing but vary in composition (such as: *al-Jinnah*, *al-Junnah*, *al-Jannah*).
- Pay attention to explaining the meaning of vocabulary through the context.
- Repeat the new vocabularies by using them in meaningful sentences in a balanced manner.
- Teach the phonetic and written form of the vocabulary (pronunciation and writing).
- Pay attention to the development of a language context as appropriate for the level of learners, that explains the usages of the vocabulary; especially polysemous vocabulary (i.e. that has more than one meaning), such as: '*Ain*, *Qalb*, *Bab*.... etc.).
- Diversify language exercises on vocabulary, such as exercises in the use of a word instead of another, filling the blanks with the appropriate words, and the use of a single word in different contexts; to clarify its different meanings according to the linguistic level of learners.
- Diversify language activities that increase the vocabulary of learners according to their linguistic level.
- Develop a glossary of the vocabulary contained in the lessons offered to learners.

**Teaching grammatical structures:**

- Many teachers and learners complain about the difficulty of teaching and learning grammatical structures, although these structures represent the basic rule for a proper usage of the language and for understanding it correctly. Therefore, it is necessary that special attention is paid to teaching grammatical structures in Arabic language teaching programs. The strategies of teaching grammatical structures include as follows:
- **Functional approach:** The grammatical structures and rules that are related to direct uses in the learner's life are chosen.
- **Literary texts approach:** A coherent text, including the grammatical rule and structures to be developed, is presented.
- **The deductive method:** whereby the teacher presents several examples and asks learners to deduce the grammatical rule therefrom.
- **Standard method:** where the teacher displays the rule, and examples are presented in its regard.

Other instructional methods, such as collaborative learning, role-playing, problem solving ... and other modern methods can also be used.

While presenting the grammatical structures, the following should be considered:

- Gradation in the presentation of grammatical structures.
- Beginning with the commonly used grammatical structures before others.
- Beginning with the short structures before the long ones.
- Beginning with the grammatical structures that can be taught easily before others.
- Repeating the grammatical structures in a way that allows them to be embedded in the minds of learners.
- Taking into consideration the diacritization of grammatical structures (or adding diacritic symbols) especially at Level 1 (Primary).
- Beginning by teaching simple and short grammatical structures and avoiding long and complex grammatical structures.
- Paying attention to teaching the functional grammatical structures, which have multiple uses in the life of the language learner.
- Linking the grammatical structures to the achievement of effective communication with others.
- Diversification in language exercises that enable the learner to master the grammatical structures.

- Linking the grammatical structures with other language courses offered to the learner, so that he can feel the importance of these structures, though without exaggeration.

### Difficulties and Solutions

#### Difficulties in learning Arabic and ways to identify and overcome them

Difficulties in learning Arabic can be classified into two main parts:

- **Oral difficulties:** These difficulties are related to the skill of listening and speaking, and the most famous of these difficulties are:
  - Difficulty in pronouncing some Arabic letters.
  - Difficulty in speaking fluently.
  - Difficulty in understanding what one hears.
  - Omission of some letters from words when pronouncing them.
  - Omission of some words from sentences when speaking.
  - Substituting a letter with another while speaking.
  - Substituting one word with another while speaking.
  - Addition of sounds to words.
  - Addition of a syllable to the words.
- **Writing difficulties:** These difficulties are associated with the skill of reading and writing, and the most common of these difficulties are:
  - Difficulty in understanding what is read.
  - Difficulty in writing from the right to left.
  - Difficulty in writing Arabic letters correctly.
  - Difficulty in writing Arabic structures correctly.

The difficulties of learning Arabic can be overcome by:

- Integration of the four Arabic language skills (listening, speaking, reading, writing).
- Diversification of language exercises used to develop language skills.
- Diversification of language activities.
- Diversification of the teaching strategies that one uses.
- Linking elements of Arabic (phonetics, vocabulary, structures, meaning) with its skills.
- Having knowledge of the linguistic difficulties of learners, and addressing them properly, because knowing a problem is part of its solution.
- Using the classic Arabic in teaching and staying away from local dialects.
- Using the Arabic that suits the linguistic level of learners and presenting it to them progressively.

- Providing real opportunities for learners to practice language skills and its elements during language learning.
- Taking advantage of modern technologies and their applications in teaching Arabic language to speakers of other languages, as much as possible.

### **Skills and Requirements**

#### **Methods of motivating learners towards Arabic:**

There are several methods that enable the Arabic language teacher to motivate learners towards learning Arabic language, the most important of which are:

- Clarifying the objectives of teaching each language lesson before presenting it.
- Diversification of linguistic activities carried out by learners, whether individually or bilaterally or collectively.
- Assigning learners some supplementary (extracurricular) activities to help them employ language appropriately.
- Raising the spirit of competition among the learners.
- Employing the linguistic tendencies of learners in the language lesson.
- Using antics or pranks by narrating some stories appropriate to the language level of learners.
- Formulating the language lesson in the form of problems that need to be resolved.
- Linking the language lesson to the reality and linguistic expertise of learners.
- Focusing attention on important points in each lesson, and their importance in active language communication.
- Using modern methods and techniques in the language lesson.
- The teacher should move appropriately among learners.
- Encouraging learners to evaluate some parts of the language lesson for their colleagues (with or without the teacher's assistance).
- Using firsthand feedback in the language lesson.
- Using expressions of thanks, praise and verbal encouragement appropriately.
- Keeping away from mockery or ridiculing of students with poor language achievement.
- Stimulating excitement and curiosity among learners.
- Asking questions at different points during the language lesson.



- Diversification of the teaching strategies used by the Arabic language teacher for speakers of other languages.
- Using language matches appropriately.
- Providing psychological and physical comfort when learning language.

### **Skills of using and asking classroom questions:**

There are several skills that the Arabic language teacher should master and take into consideration while teaching, perhaps the most important of these are the skills of using and asking classroom questions<sup>(١)</sup>:

#### **1. Skills of formulating questions:**

- 1.1 The teacher should formulate the questions in clear, correct and understandable language.
- 1.2 The teacher should formulate questions related to the topic of the lesson.
- 1.3 The teacher should formulate questions that include one requirement, not composite questions.
- 1.4 The teacher should formulate questions that do not contain answer-suggestive statements.
- 1.5 The teacher should formulate questions free from scientific errors.
- 1.6 The teacher should formulate independent questions, so that the required answer is not repeated in another question.

#### **2. Skills of asking questions:**

- 2.1 To ask questions with a clear voice heard by all learners.
- 2.2 To ask questions according to the steps and ideas of the lesson.
- 2.3 To address questions to all learners before identifying a particular learner.
- 2.4 To re-direct the question more than once; for a deliberate educational purpose.
- 2.5 To direct questions to learners who are mentally out of the lesson; to encourage them to be attentive and participate.
- 2.6 To direct appropriate questions to weak learners; to encourage them to participate.

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(١) In this section, the following reference authority has been used with some modification to suit the Arabic language teacher: Ahmad Muhammad Ali Rashwan and Ali Abdul-Muhsin Al-Hudaibi: Fa'eliyyatu Barnamaj Tadribi Fi Tanmiyati Maharaat Siyaghah Al-As'elah Wa Tawjeehuha Lada Mu'allimi Al-Lughah Al-Arabiyyah Li Dhawi Al-'E'aqah Al-Basriyyah, College of Education Journal, College of Education, Asyout University, Vol. 25, Issue No. 1, Part 2, January, 2009, pp. 430: 493.

- 2.7 To stop a little after posing the question; so that the learner can understand what is required and think about its answer.

### 3- Skills of diversifying questions:

- 3.1 To ask questions that measure the cognitive aspect.  
 3.2 To ask questions that measure the skill aspect.  
 3.3 To ask questions that reveal the emotional aspect.

### 4- Skills of receiving answers to questions:

- 4.1 To ask the responding learner to give a complete answer to the question.  
 4.2 To collect learners' answers and summarize them in a proper manner.  
 4.3 To refuse accepting answers given collectively to a particular question.  
 4.4 To give the responding learner appropriate reinforcement, without prejudice to the course of the lesson.  
 4.5 To direct the question to more than one learner; to express his opinion about the answer of his colleague.  
 4.6 To use other learners to answer some of their colleagues' questions.  
 4.7 To welcome some learners who want to raise questions to enrich the lesson.  
 4.8 To take appropriate time to correct the linguistic errors contained in the learner's answer.  
 4.9 To listen with consciousness and attentiveness to the responding or asking learner.

### How to classify students according to their language levels even though there is no standardized placement test:

The basic principle for the classification of students according to their linguistic levels is the existence of a categorical placement test, whereby the learners are tested, and then classified according to their answers to linguistic levels. However, in the absence of a placement test, the teacher can practice how to design this type of tests and prepare it scientifically; to be used when needed.

In general, in the absence of a standardized placement test, the students can be classified according to their linguistic levels through the following:

- Conduct an oral interview with learners to explore the following:
  - Their verbal communication.
  - Their proficiency in Arabic grammar.
  - Number of words and vocabulary they know.
  - Phonetic errors.
  - Understanding what one hears.

- Ask learners to read some paragraphs or sentences and structures in Arabic language to explore the following:
  - Reading speed.
  - Reading comprehension.
  - Reading errors.
- Ask learners to write some sentences and structures in Arabic; to explore the following:
  - Spelling errors and its types.
  - Semantic errors.
  - Grammatical errors.
  - Writing difficulties.

Based on learners' answers to the questions of the teacher, they can be categorized into linguistic levels, and each linguistic level can be addressed with the appropriate pedagogical methods. He can also benefit from the highly intelligent learners in language in providing linguistic support for those that are not so intelligent.

- **Mechanisms of dealing with individual differences among Arabic learners:**

Individual differences among Arabic language learners can be taken into consideration through the following:

- The use of classic Arabic language that suits all learners.
  - The use of learning strategies that allow the division of learners into groups, such as: collaborative learning, reciprocal teaching, group thinking, etc., in addition to role-playing, and sensory learning.
  - Diversification of language activities so that learners participate in language learning, each according to his level.
  - Employing a variety of teaching aids suitable for all learners.
  - To benefit from linguistically excellent learners in the implementation of certain activities or presentation of the linguistic content to their colleagues.
- **The areas that an Arabic teacher must continue to train on; to be successful in his mission:**

The following are some of the areas that the Arabic teacher must continue to practice and train on to succeed in his mission:

- Recent trends in teaching Arabic to speakers of other languages, (such as: teaching human rights through linguistic content, and dimensions of

cultural consciousness, teaching thinking skills through language, and the linguistic content should consider the requirements of globalization ... etc.).

- Modern teaching methods and their applications in teaching Arabic language.
- Applications of technology in teaching Arabic language.
- Teaching Arabic for special purposes.
- Linguistic alternative assessment.
- Use of authentic (real) language materials in teaching language.
- Electronic tests.
- Teaching culture through linguistic content.
- Designing Arabic language teaching programs for speakers of other languages.
- Standard levels of the teacher of Arabic language to speakers of other languages.

### Standard levels of the teacher of Arabic language to speakers of other languages

The standard levels of the teacher of Arabic language to speakers of other languages can be divided into three types<sup>٧</sup>:

- **Academic Standard Levels:** These are predicative sentences, describing what the teacher should know, and is able to perform in a particular discipline. It includes the teacher's knowledge, skills and trends related to the field of specialization.
- **Professional Standard Levels:** These are predicative sentences, describing what the teacher should know and is able to perform regardless of his specialty. It includes the knowledge, skills and trends of the teacher relating to how he teaches the scientific content in a way that achieves the goal of learning, as the responsible person for the learners' comprehensive development.
- **Cultural Standard Levels:** They are predicative sentences, describing what the teacher should know, and is able to perform regardless of his specialty. It is considered a support for his knowledge, skills and trends relating to both the academic and professional aspects, which will enable him to properly convey the scientific content to the learners and contribute to his continuous development and performance enhancement.

Here are the criteria and indicators for each of these three types<sup>٨</sup>:

#### First: Academic Standards:

- **The teacher should employ listening skills when communicating with others through the following means:**
  - Listens to others clearly.
  - Demonstrates the absorption of what he has heard.
  - Distinguishes between explicit and implicit ideas in what he hears.
  - Interprets what he hears correctly.
  - Adheres to the ethics of listening.
  - Gives his opinion about what he has heard.

(٧) Ali Abdul Muhsin Al-Hudaibi, Al-Mustawayaat Al-Mi'yariyyah Lil-Mu'allim Ru'a Arabiyyah Wa Tajarib Alamiyyah, Journal of Islamic University of Madinah, 2013 – B.

(٨) In this section, the following reference authority has been used with some modification of the content to suit the Arabic language teacher: Ali Abdul-Muhsin Al-Hudaibi: Tasawwur Muqtarah Li 'Idad Mu'allim Al-'Ulum As-Shar'eyyah Li Muta'allimi Al-Lughah Al-'Arabiyyah An-Natiqeen Bilughaat Ukhra 'Ala Dwaui Ma'aayir Al-Jaudah, Islamic University of Madinah, Deanship of Academic Research, 2013-A.

- **The teacher should speak a sound language in a clear, orderly, correct and expressive manner:**
  - Pronounces the words correctly.
  - Pronounces the sentences and structures correctly.
  - Speaks fluently.
  - Displays his ideas in a coherent manner.
  - Communicates visually with listeners.
  - Use hand signals appropriately.
  - Cites evidence and proofs while speaking.
  - Considers the culture of learners.
  - Abides by the speaking etiquette.
- **The teacher should read correctly:**
  - Uses motor performance (eye, tongue, and hand) properly while reading.
  - Draws the general ideas of the reading material.
  - Extracts the partial ideas of the reading material.
  - Uses a variety of strategies to understand the reading text (keywords, comparison, drawings, illustrations).
  - Analyzes written texts according to clear strategies.
  - Expresses his opinion about what he reads.
  - Practises different types of reading.
  - Efficiently reads electronically.
  - Adheres to the correct reading habits.
- **The teacher should write in classic Arabic; expressing information, thoughts and feelings:**
  - Writes informative and literary texts (narrative and dialogue).
  - Creatively diversifies the words and expressions he uses to write.
  - Organizes information and ideas while writing.
  - Cites proofs and evidence while writing.
  - Writes for all functional purposes.
  - Avoids morphological, grammatical and spelling errors.
  - He is good in conducting research in electronic sources of information through writing.
  - Adheres to the formal forms and organization of writing (formally and personally).
  - He personally evaluates what is written, intellectually, linguistically and artistically.

- **The teacher should master the rules of Arabic grammar and syntax:**
  - Analyzes Arabic sentences fully.
  - Parses Arabic sentences correctly.
  - Analyzes styles properly.
  - Distinguishes between Arabic and non-Arabic styles in the composition of sentences.
  - Attributes the sound (*sahih*) and defective (*mu'tall*) verbs to the pronouns correctly.
  - Classifies Arabic nouns according to specific criteria (their function, declension, and type ...).
  - Classifies Arabic characters according to their type, function, and declension cases ...
  - Defines the types of partial compounds: adverbs, quasi-sentences, adjectives, nominal infinitives.
  - Puts diacritic marks at the end of the words according to their declension cases correctly.
- **The teacher should be familiar with the science of Morphology:**
  - Soundly formulates word derivatives.
  - Converts words by gender (masculinity, femininity).
  - Converts words according to their number (singular, dual, plural).
  - Classifies verbs in terms of soundness and vocalicity or defectiveness (*mu'tall*), abstract (*mujarrad*) and augmented or derivative stem of a verb (*mazid*), regularity (*tasarruf*) and irregularity (*jumud*).
  - Classifies nouns into regular and irregular, defective (*manqus*), limited (*maqsur*) and extended (*mamdud*).
  - Classifies verbs according to their characters, types, and conditions.
  - Uses the various dictionaries correctly.
  - Measures the words properly according to the rules of morphology.
  - Produces the diminutive forms of words (*tasghir*) according to the specific rules governing that.
  - Attributes to words accurately.
  - Teacher should know the concepts of rhetoric and literature.
  - Distinguishes between the literal expression and the metaphorical expression by mentioning the characteristics of each.
  - Determines the elements of the simile.
  - Explains the meaning of alliteration.

- States the similarities and differences between the imperfect and perfect paronomasia (*jinas*).
- Classifies spoken or written speech to predicative (enunciative) and non-enunciative, and samples of the characteristics of each.
- Determines the elements of metaphor or trope (implicit and explicit metaphors).
- Distinguishes between brevity (*Ejaz*) and redundancy (*Etnab*) in that which is heard and read.
- Explains the meaning of metonymy (*kinayah*).
- **The teacher should discover the beauty of Arabic language by examining and analyzing literary texts and extracting their components:**
  - Analyzes literary texts; to show the partial images they contain.
  - Analyzes poetic text; to extract its elements.
  - Determines the most prominent artistic features in a literary narrative.
  - Sets the plot of the story and predicts its events.
  - Defines the words represented by the various rhetorical schemes (*muhassinat badi'eyyah*).
  - Extracts the semantic images stating their effects in the text.
  - Explains the meanings of metaphorical words.
  - Defines deletions, bringing a word forward and bringing a word backward, and indicating their impact on speech and comprehension of the text.
  - Simulates some parts of literary texts such as metaphorical expressions.
- **The teacher should be versed in Arabic culture:**
  - Lists the famous forms of greeting in the Arab countries.
  - States the etiquette of food in the Arab culture.
  - Lists the etiquette of drinking in the Arab culture.
  - States the etiquette of greeting in the Arab culture.
  - Lists the ethics of asking for permission or authorization in the Arab culture.
- **The teacher should appreciate the social relations in the Arab culture:**
  - He states the stance of Arab culture on the relationship between men and women.
  - Cites evidence for the prohibition of illegal relations between men and women in Arab culture.
  - Explains the preconditions of family composition in Arab culture.



- **The teacher should link the Arab-Islamic culture with Arabic language:**
  - He states the reasons for learning Arabic by speakers of other languages.
  - Cites proof and evidence for the fact that Arabic is the language of the Holy Quran.
  - Corrects the errors of language learners when teaching an Islamic legal course content.
  - Speaks in correct Arabic language when teaching non-linguistic course content.
  - Indicates the influence of the Holy Quran in Arabic language.
  - Draws the points of beauty in the Quranic verses that he teaches.
  - Draws the points of beauty in the Prophet's Hadiths that he teaches.
  - Draws the points of beauty in the Arabic poetic stanzas (Strophe) that he teaches.
  - Draws the points of beauty in the Arabic prose pieces that he teaches.
- **The teacher should display a positive attitude toward the basic requirements of teaching Arabic to speakers of other languages:**
  - Shows interest in teaching Arabic to speakers of other languages.
  - Accepts to teach Arabic to speakers of other languages.
  - Enjoys teaching Arabic to speakers of other languages.
  - Recognizes the importance of teaching Arabic to speakers of other languages.
  - Displays how he is impressed with the eloquence of Arabic language.
  - Feels the importance of Arabic language among the languages of the world.
  - He is keen to track every recent development in the field of teaching Arabic to speakers of other languages.

### **Second: Professional Standards:**

- **The teacher should analyze the content of each language lesson:**
  - Extracts linguistic concepts from the lesson.
  - Identifies the skills in the lesson.
  - Derives the values from the lesson.
  - Writes the lesson plan in an integrated manner.
  - Identifies the learning outcomes in each lesson.
  - Selects the appropriate teaching aids.
  - Sets the appropriate teaching strategies for each lesson.
  - Identifies the appropriate educational activities for each lesson.

- Determines the appropriate teaching methods for each lesson.
- **The teacher should determine the learning outcomes:**
  - Determines the learning outcomes of each lesson.
  - Develops the learning outcomes correctly.
  - Considers the three levels of educational objectives.
  - Formulates comprehensive procedural objectives for the elements of the lesson.
  - The teacher prepares the lesson correctly.
  - Diversifies the methods of introduction.
  - Uses the introduction; to raise the attention of learners.
  - Ensures that the introduction is relevant to the subject of the lesson.
  - In the introduction, he links between what learners have learned previously and what they are currently learning.
  - Uses appropriate educational incentives in the introduction; to motivate learners to learn.
  - Considers the time allocated for the introduction.
- **The teacher should manage the classroom effectively:**
  - Has control over the time specified for the course.
  - Addresses the subject of the lesson in a logical sequence.
  - Deals with learners according to their different patterns.
  - Uses a variety of reinforcements throughout the lesson; for continued motivation of learners.
  - Uses counseling and advising methods to address classroom problems.
- **The teacher should use the teaching strategies properly:**
  - Diversifies in the use of different teaching strategies according to the nature of the lesson.
  - Uses modern teaching strategies.
  - Takes into account the procedural steps of each strategy used in the educational situation.
  - Takes into account individual differences between learners during the implementation of the strategy.
  - Uses teaching strategies that can achieve the learning outcomes.
  - Employs a variety of strategies; to engage learners in active learning.

- **The teacher should use teaching aids properly:**
  - Employs the teaching aid in the introduction.
  - Uses the teaching aid in evaluation.
  - Displays the teaching aid in a timely manner.
  - Puts the teaching aid in the place specified for it.
  - Links between the teaching aid and the subject of the lesson.
  - Uses modern teaching aids.
  - Links between the teaching aid and objectives of the lesson.
  - Exploits the learning resources available in the local environment during the teaching process.
  - Uses visual aids, drawings, maps, maquettes, cards, paintings, and photos well.
- **The teacher should design appropriate learning activities:**
  - Uses a variety of educational activities; to consider individual differences between learners.
  - Benefits from the activity in achieving the continuity of motivation among learners.
  - Determines the requirements for implementing the activity (tools, time, implementation procedures).
  - Links between the activity and the subject of the lesson.
  - Considers and ensures that the activity achieves the objectives of language learning.
  - Engages learners in the implementation of activities.
  - Ensures that the activity is flexible.
  - Creates through the activity educational environments that develop thinking.
  - Considers that the activity encourages learners to take responsibility for their learning.
  - The teacher communicates effectively with learners.
  - Interacts with learners during teaching.
  - Uses verbal communication with the learners.
  - The largest number of learners participate as they learn.
  - Uses non-verbal communication skills with learners.
  - Avoids the words of rebuke and sharp criticism.
  - Uses reinforcement phrases to encourage learners.
  - Responds to learners' questions.

- **The teacher should close the lesson well:**
  - Summarizes the lesson for learners.
  - Comments on the main points in the subject of the lesson.
  - Closes the lesson in the appropriate time.
  - Instructs the learners to do homework related to the lesson.
  - Gives learners homework or assignments for the next lesson.
  - Students participate in closing the lesson.
- **The teacher should use different evaluation methods:**
  - Uses oral and written questions.
  - Uses objective and essay questions.
  - Activates self-assessment for the learners.
  - Uses the learner achievement files (portfolios).
  - Uses the Rubric (a scoring guide used to evaluate the quality of students' constructed responses).
  - Employs electronic tests; to evaluate learning.

**The teacher should design language tests on a scientific basis:**

- Sets clear instructions for answering the test.
- Writes in front of each question or sub-question the grades based on which it will be marked.
- Writes questions that are appropriate for the time given for the test.
- Formulates questions that are free from statements that suggest the answer.
- Sets questions that do not involve repetition of the answer to another question.
- Formulates questions with consideration of the individual differences among learners.
- Formulates questions that measure different language learning objectives.
- Writes test questions on the computer.
- Uses the type and size of font that is suitable for the learners.
- Distinguishes between the main question and the sub-questions that stem from it.
- Formulate questions that are linguistically correct.
- Writes questions in such a way that the test paper is free from typos.

- Writes at the end of the paper that which indicates the end of the questions, such as: End of questions, Good luck.

### **Third: Cultural Standards:**

- **The teacher should display his ability and familiarity with the cultural knowledge necessary for excellence in teaching Arabic language to speakers of other languages:**
  - Defines the concept of human rights.
  - Describes his rights and duties as a human being and a teacher.
  - Explains the components and elements of the environment and environmental challenges.
  - Determines the quality requirements required to teach Arabic language to speakers of other languages
  - Explains the most important contemporary global issues.
  - Determines the criteria for the use of technology in teaching Arabic language to speakers of other languages.
  - Lists the potential of the office package, especially Word Processor, and PowerPoint presentations to serve the teaching of Arabic language to speakers of other languages.
- **The teacher should display his ability in cultural skills:**
  - Listens to the problems of learners and addresses them.
  - Demands his rights in an elegant manner.
  - Arranges his views on how to defend teachers or learners.
  - Conducts dialogue with others on a variety of topics and situations.
  - Suggests solutions that contribute to solving environmental problems.
  - Considers the quality standards while teaching.
  - Exploits foreign terms related to his specialization in achieving sustainable professional development.
  - Uses technological innovations to teach and learn Arabic.
- **The teacher should display positive cultural trends towards that which serves teaching Arabic to speakers of other languages:**
  - Respects human rights.
  - Keeps the environment clean.
  - Engages with learners in organizing and beautifying the place of learning.

- Participates in disseminating the culture of quality.
- Accepts substantive criticism.
- He is interested in following up global issues.
- **The teacher should display positive attitudes towards teaching Arabic to speakers of other languages:**
  - He is proud of Arabic as a universal language.
  - Enjoys reading the Holy Quran, Hadith, and Arabic literature.
  - He is proud to be a teacher of Arabic to speakers of other languages.
  - Displays a positive trend towards teaching Arabic to speakers of other languages.
  - Strives to develop his skills in teaching Arabic to speakers of other languages.

#### **Some teacher training and rehabilitation programs in Saudi universities**

Due to the importance of the training and rehabilitation of teachers, several academic departments have emerged in different universities, with different names, including: Teacher Training Department (as in King Saud University), and the Teacher Preparation and Training Department (as in Islamic University of Madinah), in addition to rehabilitation and training programs offered by institutes of teaching Arabic. These also include the training programs offered by several centers and institutions interested in the field of teaching Arabic to speakers of other languages.

While some of these programs qualify students for academic degrees, such as: Diploma and Master, some others specialize in the provision of training programs for pre-service or in-service Arabic teachers. Examples of these programs include as follows:

- Master's Program in Teaching Arabic to Non-Arabic Speakers, Teachers Preparation and Training Department at the Institute of Teaching Arabic Language, Islamic University of Madinah.
- Higher Diploma Program in Teaching Arabic to Non - Arabic Speakers, Teachers Preparation and Training Department at the Institute of Teaching Arabic Language, Islamic University of Madinah.
- Training program for teachers of Arabic language to non - Arabic speakers, Teachers Preparation and Training Department at the Institute of Teaching Arabic Language, Islamic University of Madinah.

- Higher Diploma Program for the Training of in-service Teachers of Arabic Language to Non - Arabic Speakers, at the Teachers Training Department of the Institute of Arabic Linguistics, King Saud University.
- Training Course for Teachers of Arabic to Non-Arabic Speakers, Teachers Training Department at the Institute of Arabic Linguistics, King Saud University.
- Short Training Courses Program for Male and Female Teachers of Arabic language, Department of Applied Linguistics at the Institute of Arabic Language, Imam Muhammad bin Saud Islamic University.
- Long Training Courses Program for Male and Female Teachers of Arabic language, Department of Applied Linguistics at the Institute of Arabic Language, Imam Muhammad bin Saud Islamic University.
- General Diploma Program in Arabic Language for Speakers of other Languages, Institute of Teaching Arabic to Non - Arabic Speakers, King Abdul Aziz University, Jeddah.
- Distance General Diploma Program in Arabic Language for Speakers of other Languages, Institute of Teaching Arabic to Non - Arabic Speakers, King Abdul Aziz University, Jeddah.
- Linguistic Preparation Program, Institute of Teaching Arabic to Non-Arabic Speakers, King Abdul Aziz University, Jeddah.
- Courses Program (short courses, advanced courses, courses on language for special purpose), Institute of Teaching Arabic to Non-Arabic Speakers, King Abdul Aziz University, Jeddah.
- (BA) Program for preparing teachers of Arabic to non-Arabic speakers, Department of Preparing Teachers of Arabic to Non-Arabic Speakers at the Institute of Teaching Arabic to non-Arabic speakers, Umm Al-Qura University, Makkah.
- Arabic Language Teaching Program (Special Diploma), Department of Teaching Arabic Language, Institute of Teaching Arabic to Non-Arabic Speakers, Umm Al-Qura University, Makkah.
- Diploma Program in Arabic Language for non-Arabic Speakers (Females), Institute of Teaching Arabic, Princess Noura University.

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## Table of Contents

Topic	Page
Preface by King Abdullah bin Abdul Aziz International Centre for the Service of Arabic Language	2
Introduction	4
<b>Strategies and Methods of Teaching Arabic</b>	<b>6</b>
First: Communicative approach	6
Second: Integrative approach	7
Third: Grammar-translation method	8
Fourth: Natural and direct approach	9
Fifth: Reading approach	9
Sixth: Auditory-Oral approach	10
Seventh: Collaborative Learning	10
<b>Teaching and Developing Language Skills and Elements</b>	<b>13</b>
The stages of teaching the skills and elements of language	14
Means of developing basic language skills	14
First: Developing listening skills	14
Second: Developing speaking skills	15
Third: Developing reading skills	15
Fourth: Developing writing skills	15
Strategies for teaching Arabic vocabulary, and how to deal with its multiplicity and variety	16
<b>Difficulties and Solutions</b>	<b>19</b>
Difficulties in learning Arabic and ways to identify and overcome them	19
<b>Skills and Requirements</b>	<b>19</b>
Methods of motivating learners towards Arabic	20
Skills of using and asking classroom questions	20
How to classify students according to their language levels even though there is no standardized placement test	21
Mechanisms of dealing with individual differences among Arabic learners	22
The areas that an Arabic teacher must continue to train on; to be successful in his mission	23
<b>Standard levels of the teacher of Arabic language to speakers of other languages</b>	<b>24</b>

First: Academic Standards	24
Second: Professional Standards	27
Third: Cultural Standards	30
<b>Some teacher training and rehabilitation programs in Saudi universities</b>	<b>31</b>
References	33
Table of Contents	34