



Teaching Language Skills

The ideal situation when teaching language skills is not to present two different skills to the student at the same time. For example, if we train them to construct new sentences from words they are not familiar with, this would add two difficulties: the first is the need to understand the new words and the second is to organize new sentences. It is noticeable that some Arabic language teaching books include exercises that include vocabulary and structures not mentioned in previous lessons, which confuses the student and sometimes makes them unable to solve these exercises, thus failing to achieve their objectives.

The main language skills are divided into sub-skills, and there is no doubt that a good book is one that aims to provide students with the greatest number of these skills. The person analyzing an Arabic language teaching book must ensure the presence of these skills before making a judgment about the book.



It may be useful here to present a detailed overview of the four main language skills (listening, speaking, reading, and writing.)

Listening Comprehension

Listening plays an important role in people's lives, but its share in Arabic language teaching programs is limited. To help your students achieve the desired level of mastery in these aspects of this skill, we suggest that you:

.1Prepare your students for the listening lesson and explain to them the nature of what they will be listening to and its purpose.

.2Present the material in a manner that is appropriate to the desired objective, such as slow reading of the audio material if the goal is to develop complex skills.

.3Discuss with the students what they have listened by asking specific questions related to the stated objective. Evaluate their performance to assess their progress.

In the early stages—especially in the first weeks of listening lessons—students cannot read or write. Therefore, we must provide



them with simple materials through which they can practice listening. Pictures, drawings, maps, and other materials can be used. Simply display the pictures in front of the students and then ask them questions about them. In this case, given their limited vocabulary, you may accept their responses by gestures or nods. There is a listening style called intensive listening, similar to intensive reading. Its goal is to train students to listen to certain elements of the language as part of an Arabic language learning program. Intensive listening also aims to develop the ability to directly comprehend the content of an audio text. This type of intensive listening must be conducted under the direct supervision of the teacher, and in this respect, it differs from extensive listening. Extensive listening aims to re-listen to material previously presented to students, but now presented in a new form or situation. It also addresses vocabulary or structures that the student has not yet mastered or is not yet familiar with.

A competent teacher takes into account the importance of enabling their students to think in Arabic (without first resorting to



translation into their native language). This means developing the skill of quickly comprehending what they hear, without repetition. Therefore, the speed factor in asking a question and receiving a response at the required speed differentiates students who have begun to familiarize themselves with thinking in Arabic from others who first resort to thinking in their native language and then move on to Arabic. Hence, you must measure your students' speed and ease of comprehension by asking them questions and receiving their answers at a timely pace.

Because understanding spoken text is more difficult than understanding written text, students—especially at the early levels—are not expected to answer questions completely. Some may hesitate or ask for repetition. You can provide them with some instructions or cues to facilitate their answer, but do not give them a complete answer, nor repeat sentences, phrases, or dialogues unless it becomes clear to you that they are completely unable to answer correctly.

Listening Skills Areas:



.1Recognizing Arabic sounds and distinguishing between meaningful differences.

.2Recognizing long and short vowels and distinguishing between them.

.3Distinguishing between sounds that are consonant and similar in sound.

.4Recognizing the relationships between phonetic and written symbols and distinguishing between them.

.5Recognizing the similarities and differences between Arabic sounds and the sounds found in the student's first language.

.6Capturing main ideas.

.7Understand spoken Arabic at a natural pace, within the limits of the studied vocabulary.

.8Select what should be listened to.

.9Distinguish between main and secondary ideas.

.10Recognize and distinguish phonetically between stress and intonation.



.11Distinguish between facts and opinions within the context of normal conversation.

.12Follow a conversation and recognize the relationships between its aspects.

.13Know the conventions and etiquette of listening.

.14Listen to and understand Arabic without being hindered by the rules of organizing meaning.

.15Recognize the extent of inconsistencies in some aspects of a conversation.

.16Recognize changes in meaning resulting from modifications or transformations in word structure.

.17Adapt to the speaker's rhythm, quickly picking up on the ideas of those who speak quickly and taking their time with those who speak slowly.

.18Recognize similarities and differences between opinions.

.19Imagine the events the speaker is discussing in their conversation.

-20Draw conclusions from the introductions heard.



-21Distinguish between an emphatic tone and emotional expressions.

-22Use context to understand new words and the speaker's intentions.

-23Understand what the speaker wants to express through normal intonation and stress.

View the Listening Comprehension Text

- Ask students to close their books and listen carefully to the text.
- Play the recording, or read the text clearly, without speeding up or slowing down.
- After students have listened to the text, have them open their books and complete the exercises.
- After students have listened to the text and completed all the exercises, ask them to read the listening comprehension text at the end of the book and correct their answers.

Speaking Skills



Language is essentially speech, while writing is an attempt to represent speech. Evidence for this is as follows:

- .1Humans knew speech long before they knew writing, as writing appeared late in human history.
- .2Children learn to speak before they begin learning to write, which they begin learning when they enter school.
- .3All normal people speak their native languages fluently, but there are a large number of people who do not know how to write in their languages.
- .4Some languages are still spoken but not written.

Based on the above reasons, we should make teaching speaking one of the most important goals in teaching Arabic.

The Importance of Teaching Speaking Skills:

Speaking is one of the basic skills that students strive to master in foreign languages. The need for this skill has intensified recently, as the importance of oral communication has increased. When teaching Arabic, it is essential to focus on the oral aspect. This is the approach we



hope Arabic teachers will take, making their primary concern enabling students to speak Arabic. Arabic is a language of communication, understood by millions of people around the world. Those who neglect the oral aspect and focus on the written aspect, claiming that classical Arabic does not exist and that no one speaks it, have no excuse.

The Role of Dialogue in Language Teaching.

Dialogue is of great importance in language teaching. It is both an end and a means: an end because it is the concentrated form of the lesson's content, and the foundation that provides the student with the various sentences, expressions, words, and sounds they need, especially when practicing speaking skills. Dialogue is a tool because it incorporates grammatical structures and vocabulary in various situations and contexts. Language exercises rely on this to guide the student toward using and practicing language in expression and communication. The teacher must view the dialogue and the exercises that follow it as an indivisible whole. Furthermore, the student's role does not end with



merely understanding and memorizing the dialogue, but rather involves using it in similar real-life situations.

Speaking Skills at the First Level:

At the first level of language instruction, speaking skills exercises revolve around questions posed by the textbook, the teacher, or the students themselves, which the students answer. Students also engage in oral exercises individually, in pairs, and in teams (3/4 students). Then there is memorizing and acting out dialogues. We advise the teacher not to assign students to speak about something they are not familiar with or lack the linguistic proficiency to express the ideas presented to them.

Encouraging Students to Speak:

The teacher should encourage students to speak by giving them significant attention when they speak, making them feel secure and confident, and not mocking the student if they make a mistake, nor allowing their classmates to make fun of them. The teacher should praise the student whenever they perform well, smile frequently, and listen carefully to what they say. The goal is to create a warm atmosphere in the speaking



lesson and guide students to use a polite style when addressing one another.

Correcting Oral Mistakes:

The teacher should not interrupt the student while they are speaking, as this hinders them from continuing their conversation and distracts them, especially in the first level. It is best to distinguish between two types: the first is errors that disrupt communication. In this case, the teacher can intervene, alert the student to the error, and encourage them to correct it themselves, whenever possible. The second is errors that do not affect the understanding of the message but are related to the form of the message. The teacher should not insist on these errors in the first stage, but rather treat them gently. The student initially needs a lot of encouragement. Students' Practice Speaking Arabic:

The best way to teach students to speak is to expose them to situations that encourage them to speak the language. To learn to speak, a student must speak. We would like to point out here that a student will not learn to speak if the teacher speaks all the time and the student listens. Therefore, a competent teacher will be taciturn, almost silent, when



teaching this skill, except when presenting models, stimulating students to speak, and directing activities.

Areas of Pronunciation and Speech Skills:

- .1Pronunciation of Arabic sounds correctly.
- .2Clearly distinguishing between similar sounds when speaking, such as ذ، ظ، etc.
- .3Distinguishing between short and long vowels when speaking.
- .4Performing stress and intonation in a manner acceptable to Arabic speakers.
- .5Pronounce adjacent sounds correctly (such as: b, m, w, etc.).
- .6Express ideas using appropriate grammatical forms.
- .7Choose appropriate expressions for different situations.
- .8Use courtesy and greeting phrases correctly, based on their understanding of Arabic culture.
- .9Use the correct Arabic word structure when speaking.
- .10Express a wealth of vocabulary when speaking, enabling them to make precise word choices.
- .11Organize ideas in a logical order that is recognizable to the listener.



- .12Express ideas with an appropriate amount of language, neither too long and boring, nor too short and inefficient.
- .13Speak in a continuous and coherent manner for acceptable periods of time, which demonstrates self-confidence and the ability to confront others.
- .14Pronounce words with tanween correctly, distinguishing tanween from other phenomena.
- 15Using nonverbal signals, gestures, and movement to express the ideas one wants to communicate.
- 16Pausing at appropriate intervals when speaking, when reorganizing ideas, clarifying some of them, or reviewing the wording of some of one's words.
- 17Responding spontaneously to conversations, varying the forms of speech.

Reading Skills

Reading is the primary source of Arabic language learning for students outside of the classroom. It is a skill that requires special



and varied training. Reading should be introduced to beginner students—those who have never learned Arabic before—gradually, starting at the word level, then simple sentences (usually subject or predicate), then complex sentences, then paragraph reading, and finally reading longer texts.

In the first stage of teaching reading skills, we must take into account some of the anticipated difficulties students may encounter. At this stage, reading difficulties are related to learning sounds, especially when reading aloud. Among the anticipated difficulties in this area are: distinguishing between long and short vowels, as well as letters that are sometimes consonants (w + y.)

There are specific reading skills, each of which must be addressed at the appropriate time. If neglected, this will lead to weakness in learning to read later in the process.

Reading has two basic skills: recognition and comprehension. The basic skills for recognition are:

1. Associating the appropriate meaning with the written symbol (letter.)



.2Recognizing parts of words through visual analysis.

.3Distinguishing between letter names and their sounds.

.4Associating the sound with the written symbol.

.5Recognizing the meanings of words through context.

The most important basic skills for comprehension are:

.1The ability to read in thought units.

.2Understanding the organization followed by the writer.

.3Understanding trends.

.4Identifying and understanding main ideas.

.5The ability to make inferences, etc.

There are two types of reading:

.1Extensive reading.

.2Extensive reading.

In intensive reading, try to develop the student's ability to comprehend in detail what they read, develop their ability to read aloud, master the pronunciation of sounds and words, speed, and understanding the meanings of words and expressions.



Extensive reading involves reading long texts outside of class under the teacher's guidance. The main ideas are discussed in class to deepen understanding. Extensive reading empowers students to choose Arabic books that interest them.

To help your students develop sound reading skills, emphasize reading aloud. Students should imitate an ideal model, whether in the teacher's voice or from a tape (if available). Train students on correct pronunciation and address phonetic problems as soon as they arise. You should also pay attention to expressive performance. Draw attention to the errors of reading at a single pace, which fails to consider the meaning. Encourage students to read quickly after they have understood sentences or texts.

In silent reading, the teacher directs students to read with their eyes only, then discusses with them the meanings of vocabulary and general understanding (and implicit understanding in the advanced stage). As for reading aloud, students begin after they have clearly defined the purpose that motivates them to read aloud, such as answering a question, solving a problem, etc.



Areas of reading skills:

- .1Reading a text from right to left with ease and comfort.**
- .2Linking phonetic symbols to written text with ease and convenience.**
- .3Learning new words with a single meaning (synonyms.(**
- .4Learning new meanings for a single word (collocations.(**
- .5Analyzing the text into parts and understanding the relationship between them.**
- .6Following the ideas contained in the text and retaining them in mind during the reading period.**
- .7Inferring the general meaning from the text.**
- .8Distinguishing between main and secondary ideas in the text.**
- .9Recognizing changes in meaning in light of changes in structure.**
- .10Selecting details that support or undermine an opinion.**
- .11Identifying the meanings of new vocabulary from context.**
- .12Reaching the implicit or interlinear meanings.**
- .13Adjusting reading speed according to the intended purpose.**



.14Paying attention to meaning while speed reading and not sacrificing it.

.15Using Arabic dictionaries and encyclopedias.

.16Distinguishing between opinions and facts in a text.

.17Accurately moving backward from the end of a line to the beginning of the next.

.18Identifying similarities and differences between presented facts.

.19Classifying, organizing, and forming an opinion about facts.

.20Representing meaning and using an appropriate speed when reading aloud.

.21Comprehensively summarizing the ideas contained in a text.

.22Accurate pronunciation and correct letter pronunciation, and taking into account the vowels when reading aloud.

.23Use the introduction, index, table of contents, footnotes, pictures, chapters, paragraph headings, typographical references, tables, graphs, indexes of people and places, and dictionaries found at the back of books.



Steps for an intensive reading lesson:

.1Greeting: Greet the students with the Islamic greeting and receive their responses.

.2Setting the board: Write the date, the title of the unit or lesson, and the page number.

.3Review: This includes reviewing homework, if any, and reviewing the previous unit or lesson. The review includes language elements and skills, as well as cultural content.

.4Introduction to the lesson: Discuss the pictures accompanying the text with students, using questions. Then, ask them questions that precede the text, allowing them to answer them using the reading text.

.5New vocabulary: Choose new vocabulary that you believe the students will not understand from the context, record it on the board, and discuss its meaning with the students.

– **6Silent Reading:** Instruct students to read the text silently, without sound, for comprehension and understanding.



– **7Comprehension and Vocabulary Exercises:** After silent reading, move on to comprehension and vocabulary exercises.

– **8Reading Aloud:** Select a few students to read parts of the text aloud.

– **9Remaining Lesson Exercises:** Move on to the rest of the lesson exercises.

– **10Assign students homework.**

Free/Extensive Reading Lesson Steps:

- **1**Give students a general idea of the text's topic, encourage them to read it, and avoid going into detail.

- **2**Instruct students to read the text at home, complete the exercises, and encourage them to use an Arabic dictionary if they encounter comprehension difficulties.

- **3**During reading class, ask students about the difficulties they encountered and work to overcome them.

- **4**Have students complete the comprehension and vocabulary exercises in class, using the method indicated in the teacher's book.

- **5**Encourage students to summarize parts of the text.



- 6Select a few students to read paragraphs aloud from the text, with each student reading one paragraph.

Writing Skills

Writing is a skill that comes later in order than other skills; it comes after reading. It should be noted here that writing is a two-part process: one mechanical, the other mental. The mechanical part includes the motor skills related to drawing Arabic letters, spelling, and punctuation. The intellectual aspect requires a good knowledge of grammar, vocabulary, and language usage.

The mechanical skills of Arabic writing refer to the fixed formal aspects of written language, such as punctuation, letter formation and shapes, letters that connect to each other, and those that connect to preceding letters but not to subsequent letters. Also included in the mechanical aspect are the drawing of vowels above, below, or at the end of a letter, and the drawing or omission of hamzat al-qata' and hamzat al-wasl. Although some of these elements do not significantly affect the essence of the language, they are important in producing the overall form of



what is written, and their omission can sometimes lead to confusion or obscurity of meaning. When presenting writing skills, one should begin with the mechanical aspect gradually, then gradually expand to help students recognize the written form of an Arabic word.

Every language has its own characteristics that distinguish its writing. Among the most important aspects of the Arabic language, which teachers focus on and attach importance to when training students in the mechanical aspect of writing, are the following: diacritical marks (i.e., placing short vowels on letters), letter stripping, elongation, tanween, shaddah, the solar (al), the lunar (al), the open and connected (tā'), letters that are written but not pronounced, letters that are pronounced but not written, and hamzas.

When your students begin copying, they should do so under your direct supervision. They should imitate a model in front of them, always looking at the model presented, not at what they have written in imitation of the model, so as not to be influenced by the way they copied the model. Among the most important criteria for judging good handwriting are clarity, beauty, consistency, and relative speed.



It is helpful to begin teaching writing by using linguistic material that the student has previously listened to or read. It is helpful in this regard to organize the material and ensure its content is consistent with what the student has in mind. When a student feels they can write down what they've heard, read, or said, this gives them greater motivation to learn and progress. Gradual progression is important in teaching writing skills to a student; it's best for the student to begin by copying a few letters, then copy a few words, and finally write short sentences.

Areas of Writing and Handwriting Skills:

- .1Correctly copying words seen on the board or in handwriting notebooks.
- .2Knowing how to write the letters of the alphabet in their various forms and their positions within a word (first, middle, last.)(
- .3Easily reversing writing from right to left.
- .4Writing Arabic words in separate and connected letters, distinguishing letter shapes.
- .5Clear handwriting and drawing letters in a way that avoids confusion.



.6Accuracy in writing words with letters that are pronounced but not written (such as this...) and those that are written but not pronounced (such as they said.(...

.7Observing basic spelling rules when writing.

- 8Maintain consistency and order in writing, which adds a touch of beauty.

- 9Master different types of Arabic calligraphy (Ruq'ah Naskh, etc.(.

- 10Observe the characteristics of Arabic writing when writing (prolongation, tanween, ta marbuta and fatha, etc.(.

- 11Observe punctuation when writing.

- 12Summarize a topic they are reading in a correct and comprehensive written summary.

- 13Fulfill the basic elements when writing a letter.

- 14Translate their ideas into paragraphs, using appropriate vocabulary and structures.

- 15Write quickly and accurately, expressing themselves easily.

- 16Draft a telegram to send to a friend on a specific social occasion.



- **17**Describe a natural scene or a specific landscape accurately and in legible handwriting.
- **18**Write a simplified report on a problem or issue.
- **19**Write a detailed report on a problem or issue.
- **20**Write a detailed report on a specific problem or issue.
- **21**Write a detailed report on a specific problem or issue.
- **22**Write a detailed report on a specific problem or issue.
- **23**Write a detailed report on a specific problem or issue.
- **24**Write a detailed report on a specific problem or issue.
- **25**Write a detailed report on a specific problem or issue.
- **26**Write a detailed report on a specific social occasion.
- **27**Write a detailed report on a specific social occasion.
- **28**Write a detailed report on a specific social event.
- **29**Write a detailed report on a specific social event.
- **30**Write a detailed report on a specific social event.
- **31**Write a detailed report on a specific social event.
- **32**Write a detailed report on a specific social event.
- **33**Write a detailed report on a specific social event.



- **34**Write a detailed report on a specific social event.
- **35**Write a detailed report on a specific social event.
- **36**Write a detailed report on a specific social event.
- **37**Write a detailed report on a specific social event or scene, using legible handwriting.
- **38**Write a detailed report on a specific problem or issue.
- **19**Writing an application for a specific position.
- **20**Filling out the information required in some government forms.
- **21**Writing a resignation letter, complaint, or apology for performing a specific task.
- **22**Being sensitive to situations that require writing a letter, taking into account Arab cultural norms.
- **23**Observing the proportionality between letters in length and width, and the consistency of words in their positions and dimensions.