اللغة العربية بعبرا

مجلة عالمية محكمة نصف سنوية متخصصة في تعليم اللغة العربية للناطقين بغيرها

العدد الثالث عشر - يناير 2012م السنة التاسعة

Arabic for Adult Learners
(Features of A preparatory course)

د. إسحق الأمين

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مراجع النشر بالمجلة:

1. أن يخدم البحث المقدم أهداف المجلة.
2. اللغة الأساسية للمجلة هي اللغة العربية وتقبل البحوث والدراسات باللغات الإنجليزية والفرنسية مع مراعاة البند (1).
3. تقبل إسهامات المؤلفين والباحثين في مجال المجالات المتعلقة بتعليم اللغة العربية للناطقين بغيرها، من بحوث، عروض، كتاب، محتوى مشروح.
4. يكون البحث قيد حدوت ثلاثين صفحة مطبوعة، مما يعادل عشرة آلاف كلمة على الأخصير، ويشمل ذلك الملاحق والملف المراجع، ويدفع بخلاف التقارير والبرامج التعليمية والتجارب التي يمكن أن تكون صفحاتها أقل من ذلك.
5. يقدم البحث مطبوعًا ومراجعة من ثلاث نسخ مع فرص حاسوب محمول أو مرن.
6. لا تقبل المساهمات التي تسبق نشرها، أو تم بها في درجة علمية ويستثنى من ذلك ملخصات البحوث وعرض الكتب.
7. يتم قبول مادة البحث بعد استيفائها الشروط اللازمة وإجازتها من محكمين.
8. يرجى من الكاتب إرسال نسختين من دراساتهم وسريرهم الدافع إلى عنوان المجلة التالي:

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2- برنامج اللغة العربية للأغراض الخاصة، مدته 40 ساعة.
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السـكن
لا تتوفر ورقة للسكن إلا لطلاب المقبولين بالمدرسة والطلاب المشتركون بالجامعة.

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العربية للناطقين بغيرها
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العدد الثالث عشر – يناير 2012
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أ. تاج السر حمزة
أ. محمد زايد برماة
الشراكة السنويّة: 30 دولارًا أميركيًا للأفراد، 50 دولارًا أميركيًا للمؤسسات.
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البحث:

المبول القراني لدى طالبات المرحلة الثانوية بمنطقة الجوف بالملكة العربية السعودية

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د. هدياء إبراهيم الشيخ علي، صلاح بن حمزة السحاباني، 189-103

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Arabic for Adult Learners
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عرض الرسائل العلمية
النظرية التطبيقية التوليدية وتطبيقها على النحو العربي
د. الصديق آدم بركات
329 - 333
This programme (part 1 of a series to follow) is meant exclusively for adult learners residing in Arab countries, who need to communicate in normal everyday situations, and to acquire reasonable skills in reading and writing the types of text material targeted in the lessons. Preparation is done through various comparisons between English (with which learners are supposed to be acquainted) and the versions of Arabic (high and low) the author argues for a start with the simple version of the language to be eventually geared towards the standard form, if learners are desirous of it.

Introductory:

**English and Arabic** (some basic differences):

To begin with: the writing system which shows striking difference between the two languages, at least in two aspects. Firstly the direction of the writing which goes for Arabic from right to left. If you apply this directionality to English words like for instance (abstract), (attention) the
two words would appear in a shape like this: (tcartsba), (noitnetta).
The second difference lies in the position of the short vowels (three in number). Unlike the case of English, the Arabic short vowels are drawn either above the letter (consonant), eg. ـ /m/ to read ـ /ma/ ـ /mu/ or below it to read ـ . These short vowels are, however, introduced to learners only in initial language courses, the assumption being that words – with repeated use and practice would be self-evident even in the absence of the vowel diacritic.
As for the long vowels, (which are prolongation of the short ones (also three in number) the case is different.
The three of them [iː][uː][aː] are written along the line.

**Sounds and pronunciation:**
You may have heard two Arabic speakers talking to each other. Your attention would immediately be drawn to some unfamiliar sounds intermingling among other sounds which you know. In fact it is a group of nine consonants out of the whole set of 28 which together with the six vowels constitute the writing and the sound system of Arabic.
What seems to be problematical sounds are so because they are produced either at the very back of the mouth, (guttural), or by raising the blade of the tongue towards the palate, making valorized or palatal sounds.
However, for each of these strange sounds there is a plain one which is normally taken as a spring board to approximate the pronunciation of the harder one, e.g. |d - d| would be our vehicle to the hard |ض - d.| and so is |س - s| for |ص - s| and so is ت , for ط , and so on.
Perhaps due to the wide contact of Arabic language with other nations and cultures during the spread of Islam, Arab speakers developed a sense of tolerance as for deviant pronunciation of their distinct sounds since meaning is
unambiguously conveyed. Luckily, in very few occasions does mispronunciation of a sound alter the meaning of a word, though, in theory at least that is likely to occur.

**Standard Arabic and spoken (everyday) language:**
As previously stated standard Arabic (ST) has there short vowels, and three long ones, which are prolongation of the short ones. Spoken Arabic, in its various geographical and social settings bear larger number of vowels, both short and long, almost corresponding to the English vowels.
For both standard and spoken Arabic as compared with English contrastive features may be noticed in the stress, rhythm, or juncture which can be gradually approximated to the target pronunciation during the course of learning.
Arabic consonants are almost unpronounceable in isolation of vowels (short or long) eg. ﺏ (ba) ﻦ (bu) (ma) ﺟ (mi) ﻨ (su) ﻨ (si)
Or following them along the line in case of the long vowels. ﺟ (baa) ﻦ (buu) ﺟ (maa) ﻨ (seec)
The language variety as spoken by an educated Arab shares a great deal with the standard form, though, with respect to structure it looks a bit simple, with one fixed word ending for all grammatical cases, and combatively declensions.
This simple (or relatively simple) version is the one with which Arabic speaker start his learning before he goes to school to widen his vocabulary and structures towards the written forms of his language.
Obviously the school does not teach that learner words like (Kitab) – book, (menzil) – house, (sayara) – car, which he already knows, nor how to apply adjectives to masculine nouns like (kitab) or feminine nouns like (sayara). Such information is already part of his active knowledge. What he needs, and what education actually provides him with is a
set of grammatical rules as used, not precisely in the variety of Arabic in which he is already conversant, but another version which he aspires to learn, (the standard Arabic). Language classes would educate him in how and when and in what occasion would (kitab) be (Kitabun) (Kitabin), and instruct him to check his use of the nominal sentence, for instance to make verb conform with dual or plural nouns. That in addition, of course to some new grammatical items, vocabulary and other components of the targeted version. Important point to call attention to here is that the fundamental base for learning (standard Arabic) – just to add to his already acquired inventory of grammar and vocabulary.

Particularly significant in his simple (spoken) version of Arabic is the absence of noun, adjective, and verbs endings for all cases and functions. Past verbs ascribed to plural nouns or dual nouns show no difference in form, other distinctive grammatical and structural feature are also noticeable. Yet the two language versions are far more related to each other than these differences can held them apart-to the extent that any illiterate can easily follow a news bulletin, talks in standard Arabic, or a sermon at a mosque and fully comprehend the message.

A final remark to be made in this context is that all the spoken forms in their various Arab countries are identical in their inventory of sounds and structures, though minor difference could be observed in rhythm and, sometimes, intonation. However a small number of words are regarded identical to certain geographical dialects.

Building then, on what has been stated, teaching Arabic can be more conveniently approached thoroughly first focusing on it is simpler version, from hence gradual approach
towards the standard form of the language can easily be made.

**Now, to recap:**

1- I started by stating differences in the sound systems of English and Arabic.

2- I stated the relation between the standard form of Arabic and its spoken form, and hinted the relative simplicity of the spoken one. With respect to inflections, conjugation and some other grammatical features.

3- For the reasons I gave, I suggested that a more convenient approach to Arabic would be through first grasping the easier and simpler form, to be utilized towards the more complex system if it is targeted by the learner.

NB. The rather tedious tables below are not meant to be learnt, unless one is interested in this kind of contrastive information about languages.
Ultimately the tables are intended to give glimpses of contrast between English and Arabic on one hand, and standard spoken forms of Arabic on the other hand. Grasping the areas of similarity and difference between the two varieties, one would appreciate the domain we shall be in when we start with the comparatively simpler form of Arabic, and would also realize how easy and simple our approach to standard Arabic will then be, and how the rather complex system will ease off.
Highlighting main differences between Arabic and other languages (English as an example)
Arabic Sound System (as compared to English)

<table>
<thead>
<tr>
<th>Bilabial</th>
<th>Larvgeal</th>
<th>Interdental</th>
<th>Velar-Dental</th>
<th>Alveolar</th>
<th>Velar</th>
<th>Palatal</th>
<th>Velar-Interdental</th>
<th>Pharyngeal</th>
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</thead>
<tbody>
<tr>
<td>Stops</td>
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<td>Voiceless</td>
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<td>Fricatives</td>
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<td>Resonants</td>
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<td>Nasal</td>
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<td>Glides</td>
<td>/w, y</td>
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</tbody>
</table>

1- Consonances

Consonant variants in spoken (low) Arabic:
It is worth mentioning here that four of the nine standard Arabic sounds have been regularly dropped from some dialects as follows:

المدونة الإلكترونية رقمها

العدد الثالث عشر يناير 2012 م
i. Valorized interdentally / ذو/ normally replaced by a sort of valorized / ذ/ .
ii. Voiced interdentally / ذ/ regularly replaced by / ذ/ .
iii. Voiceless interdentally / ذ/ produced as / ذ/ .
iv. Uvular / ق/ often heard as the English sound / q/ .

As such we shall be left only with the sounds / بضایاء/ / ضاء/ / غاء/ / ظاء/ / قاف/ to practice before starting the standard language form.

The relatively big number of vowels in spoken (low) Arabic (as compared with the standard) seem to facilitate rather than hindering learning as they conform with other languages.

1-1 Arabic – English Vowels

2- Some aspects of grammar

<table>
<thead>
<tr>
<th>English and Arabic (ST, SP) compared:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person</strong></td>
</tr>
<tr>
<td>First Person</td>
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<tr>
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<tr>
<td>Second Person</td>
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</tbody>
</table>

English and Arabic (ST, SP) compared:
3. Possessive Pronouns (who something belong to)

<table>
<thead>
<tr>
<th>English</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person</td>
<td>My book</td>
</tr>
<tr>
<td>2nd person</td>
<td>Your book</td>
</tr>
<tr>
<td>3rd person</td>
<td>Their book</td>
</tr>
<tr>
<td>Mas. sing</td>
<td>His</td>
</tr>
<tr>
<td>Fem sing</td>
<td>Her</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>كتاب + يكتب</td>
<td>My book</td>
</tr>
<tr>
<td>كتاب + نا كتابنا</td>
<td>Our book</td>
</tr>
<tr>
<td>كتاب + يكتبك</td>
<td>Your book</td>
</tr>
<tr>
<td>كتاب + كتابكم</td>
<td>His</td>
</tr>
<tr>
<td>كتاب + كتابكم</td>
<td>Her</td>
</tr>
<tr>
<td>كتاب + كتابكم</td>
<td>Their book</td>
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<tr>
<td>كتاب + كتابكم</td>
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<td>كتاب + كتابكم</td>
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<td>كتاب + كتابكم</td>
<td>Their book</td>
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<td>كتاب + كتابكم</td>
<td>His</td>
</tr>
<tr>
<td>كتاب + كتابكم</td>
<td>Her</td>
</tr>
<tr>
<td>كتاب + كتابكم</td>
<td>Their book</td>
</tr>
</tbody>
</table>
4. Word endings in standard and spoken Arabic

<table>
<thead>
<tr>
<th>Standard (st)</th>
<th>Spoken (sp)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mas. sing:</td>
<td></td>
</tr>
<tr>
<td>Subject – definite</td>
<td></td>
</tr>
<tr>
<td>Obj – def</td>
<td></td>
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<tr>
<td>Dat – def</td>
<td></td>
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<tr>
<td>Sub – indef</td>
<td></td>
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<tr>
<td>Obj – ind</td>
<td></td>
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<tr>
<td>Dat ind</td>
<td></td>
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<tr>
<td></td>
<td>المعلم</td>
</tr>
</tbody>
</table>

5. Common nouns – (Declension in Arabic according number and gender:

<table>
<thead>
<tr>
<th>Noun (student c.g.)</th>
<th>English</th>
<th>Arabic (student spoken)</th>
</tr>
</thead>
<tbody>
<tr>
<td>mas Sing</td>
<td>Student</td>
<td>طالب</td>
</tr>
<tr>
<td>fem Sing</td>
<td>Student</td>
<td>طالبة</td>
</tr>
<tr>
<td>Pl. mas</td>
<td>Students</td>
<td>طلاب</td>
</tr>
<tr>
<td>Pl. fem</td>
<td>Students</td>
<td>طالبات</td>
</tr>
<tr>
<td>mas Dual</td>
<td></td>
<td>طالبان</td>
</tr>
<tr>
<td>fem Dual</td>
<td></td>
<td>طالبات</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Standard</th>
<th>Spoken</th>
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<tbody>
<tr>
<td>Subj:</td>
<td></td>
<td>معلمو/المعلمين</td>
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<tr>
<td>Obj:</td>
<td></td>
<td>معلمين/المعلمين</td>
</tr>
<tr>
<td>Dat:</td>
<td></td>
<td>معلمين/المعلمين</td>
</tr>
</tbody>
</table>

The syllabus:
There is no fixed syllabus for this programme only sets of communicative activities directed to generate graded
language elements and functions, the instructor would administer and advise the session by dropping hints in away to enable learners suggest and create their own material. However, each lesson will be targeted to definite goals regarding the language elements and the development of the skills (understanding, speaking, reading and writing). Full attention will be given to learner’s particular needs.

**NB:**
A note need to ve made about these three letters. The term used to denote them is (semi – vowels) as at least for shape they are function as consonant and vowels as well. What makes the difference is whether the symbol itself can take vowel (- , -) or not.

\[\text{ذ، بـ، مـ} \]
are consonants

\[\text{ك، بـ، مـ} \]
are long vowels.

The difference will be more apparent as we proceed with the pronunciation drills
Two more diacritics:
1) A small circle for stagnant letters ـُـ، ـُـ.
2) A small (w) like for emphatic (doubled) sounds, (germination)

Both marks are drawn above the letters ذـ، بـ، مـ。

Now we are acquainted with five diacritics representing the Arabic short vowels, and three letters acting as consonant or long vowels time for reading:
Recalling the brief explanations given to what we called familiar sounds. You can now read the following short syllables:

1) Write the two syllables, remember the right – left direction.
2) Join the two syllables, together they make the word for (my name)
3) Now write your name in Arabic
4) nd notice the difference between (l) as consonant bearing a sign and (a) as long vowel.

Read the tow letter with the small circle (su koon) and the second one "من".

5) Join the letters, this makes the word "من" (which is means from)

6) Where are you from?

7) Now write the name of your country in Arabic.

What you have written reads:

My name is ..................... I am from 

Check the possessive pronouns table for (his), (her), (you), (name).

<table>
<thead>
<tr>
<th>Edit</th>
<th>تَبَتْ، بِنْتَ</th>
<th>Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit</td>
<td>مَعِنَّ، كَبُّ، كَبَّ</td>
<td>Boy</td>
</tr>
<tr>
<td>Edit</td>
<td>مَعِنَّ، كَبُّ، كَبَّ</td>
<td>Man</td>
</tr>
<tr>
<td>Edit</td>
<td>مَعِنَّ، كَبُّ، كَبَّ</td>
<td>Day</td>
</tr>
<tr>
<td>Edit</td>
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<td>Follower</td>
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<td>Edit</td>
<td>مَعِنَّ، كَبُّ، كَبَّ</td>
<td>Engineer</td>
</tr>
</tbody>
</table>

A brief note each on list a includes a letter which is not linked with the following, adjacent one. Letters where are
not connected with their following one are:

1 - Where  أينَ، أيّن
2 - You أنتَ، أنّت

The three short words arranged will read من أين أنت؟
Meaning (where are you from) Now you can combine two sentences to read.
أسمعي أنت؟ من أين أنت؟
Some of these sounds are actually present in a number of other languages, though as a group they normally raise difficulty for a non-Arabic speaker. As mentioned earlier, each of these “hard” sounds has it is (plain) counterpart for instance.
ص /s/ related to ص /s/ as produced from the same place of articulation only that for ص /s/ the blade of the tongue is raised towards the palate. So is the case with:
ض – د

Different contrastive relations hold between: 
خ – ك : غ
Specific types of drills are recommended to ensure proper pronunciation of this group of sounds, however as mentioned earlier, approximation to the exact manner of production can be acquired through the course later on.
For the meantime the following contrastive words are useful as they help pin down basic distinctive features of individual words (with different meaning) in each pear.
ظ – ز : ظ
ض – د : ضم : هذم
ع – أ : عتم : الم
ح – ه : حن : هن
غ – ك : غرب : كرني
Our class would look rather like counseling panel rather than teaching situations, Instructors will only direct and hint to certain elements, words, structures or functions. However the syllabus, though free and open as it is, will still be controlled and lead to ultimately yields knowledge and practice of the basic vocabulary and structures in current use.

As for vocabulary instructors would always be calling up the word frequency counts as prepared by Arabic language centers. Grammatical items will cover the most frequently used structures, with particular attention to where Arabic works differently from other languages. e.g. in (verb conjugation, inflections, plural forms, ...). The learner will be helped and encouraged to activity participate and build up his syllables to his interest within the following situation function, and manage conversation and writing within some of the following situations and functions:

1) Personal identification
2) Introduction, meeting people
3) Daily activities
4) Visiting friends
5) Jobs
6) Family
7) Activities at home
8) Looking for a place to live, making reservation
9) Health, part of the body
10) Illness
11) Visiting a doctor
12) Food and beverage, ordering meals
13) Shopping, bargaining
14) Leisure time
15) Education, employments

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13
16) Sports
17) Social events

A member of language functions would be incorporated within the topics to help learners to identify various possible ways of requesting, thanking people, apologizing, inviting, accepting, refusing, expressing wishes and probabilities, agreement, disagreement and so on.

Learners will be provided with a large number of bilingual words, in frequent use and a collection of pictures to help them recall or construct and create possible situations.

One final point to be made is that, the type of language used in this course is the variety normally is used by any educated Arabic speaker in the daily affairs, irrespective of their geographical region a major characteristic of this form, as repeatedly stated above is the lack of varied word endings, call it (zero endings) declensions and inflections which may probably hinder the learner’s progress in his early. The intention is to provide learners first with a basic communication tool which would be gradually geared towards the more sophisticated form of the language, i.e (Standard Arabic).