Arabic Reading Comprehension And Curriculum Based Measurement

The operation of schools in the Arab world is a topic about which very little is known in the West. This volume, first published in 1991, provides information about the Arab school and thus contributes to an understanding of what is taught, by whom, and under what conditions. It seeks to define the interaction between traditional elements and innovative forces impinging on the Arab school, as well as reviewing policies that concern the education of Arab children. It is maintained that Arab schools are in a state of transition, reproducing society and its norms on one hand while on the other operating as agents seeking to transform society. This work examines this claim in detail, providing a unique discussion about education in the Arab world.

This multidisciplinary edited volume examines the complexities and challenges of internationalizing education in the GCC. This book is a practical tool and resource to provide educators and schools of education with authentic insights, strategies, and research to further advance teacher education and training in the GCC and globally.

Education in the Arab World is a critical reference guide to development of education in Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates and Yemen. The chapters, written by local experts, provide an overview of the education system in each country, as well as discussion of educational reforms and socio-economic and political issues. Including a comparative introduction to the issues facing education in the region as a whole, this book is an essential reference for researchers, scholars, international agencies and policy-makers.

For decades, students learning the Arabic language have begun with Modern Standard Arabic (MSA) and then transitioned to learning spoken Arabic. While the MSA-first approach neither reflects the sociolinguistic reality of the language nor gives students the communicative skills required to fully function in Arabic, the field continues to debate the widespread adoption of this approach. Little research or evidence has been presented about the effectiveness of integrating dialect in the curriculum. With the recent publication of textbooks that integrate dialect in the Arabic curriculum, however, a more systematic analysis of such integration is clearly becoming necessary. In this seminal volume, Mahmoud Al-Batal gathers key scholars who have implemented integration to present data and research on the method's success. The studies address curricular models, students' outcomes, and attitudes of students and teachers using integration in their curricula. This volume is an essential resource for all teachers of Arabic language and those working in Teaching Arabic as a Foreign Language (TAFL).

Research Into Translation and Training in Arab Academic Institutions provides insights into the current issues and challenges facing in-service and trainee Arabic translators and interpreters, both professionally and academically. This book addresses translators’ status, roles, and structures. It also provides Arab perspectives on translation and translation training, written by scholars representing academic institutions across the Arab world. Themes in this collection include training terminologists on managing, promoting and marketing terms; corpora and translation teaching in the Arab world; use of translation technologies; translators training and translators’ methodologies and assessment of translators’ competence; research on translator training; and the status quo of undergraduate translation programs in a sample of five Arab universities. A valuable resource for students, professionals and scholars of Arabic translation and interpreting.

This Research Topic explores the processing of morphemes, the smallest units of language that bear meaning and that combine to form more complex words. The articles gathered under this Research Topic investigate typical and atypical morphological processing by children.
and adolescents in ten different languages. These articles provide cross-linguistic and cross-script evidence of the early sensitivity of children to the morphemic structure of words, irrespective of whether they are struggling readers or typically developing. All in all, the collection allows for a better understanding of how morphological processing skills develop, providing valuable clues as to how this competence can be used as a tool to improve literacy acquisition in struggling readers.

Around the world, children embark on learning to read in their home language or writing system. But does their specific language, and how it is written, make a difference to how they learn? How is learning to read English similar to or different from learning in other languages? Is reading alphabetic writing a different challenge from reading syllabic or logographic writing? Learning to Read across Languages and Writing Systems examines these questions across seventeen languages representing the world's different major writing systems. Each chapter highlights the key features of a specific language, exploring research on learning to read, spell, and comprehend it, and on implications for education. The editors' introduction describes the global spread of reading and provides a theoretical framework, including operating principles for learning to read. The editors' final chapter draws conclusions about cross-linguistic universal trends, and the challenges posed by specific languages and writing systems.

The Routledge Handbook of Arabic Sociolinguistics comprises 22 chapters encompassing various aspects in the study of Arabic dialects within their sociolinguistic context. This is a novel volume, which not only includes the traditional topics in variationist sociolinguistics, but also links the sociolinguistic enterprise to the history of Arabic and to applications of sociolinguistics beyond the theoretical treatment of variation. Newly formed trends, with an eye to future research, form the backbone of this volume. With contributions from an international pool of researchers, this volume will be of interest to scholars and students of Arabic sociolinguistics, as well as to linguists interested in a concise, rounded view of the field. This book shares insights into the various ways technology can be used for educational purposes, utilizing an approach suitable for both novice and advanced practitioners in this niche area. It features selected papers presented at the International Conference on e-Learning 2015 (ICeL 2015), where professionals discussed how technology can not only serve as a tool in the classroom, but as the classroom itself. As the title “Envisioning the Future of Online Learning” suggests, this book showcases current best practices in the field of e-learning, where technology has been leveraged to re-engineer the landscape of education, particularly in the context of Malaysia.

This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. Recent growth in student numbers and the demand for new and more diverse Arabic language programs of instruction have created a need that has outpaced the ability of teacher preparation programs to provide sufficient numbers of well-qualified professional teachers at the level of skill required. Arabic language program administrators anticipate that the increases in enrollment will continue into the next decades. More resources and more varied materials are seriously needed in Arabic teacher education and training. The goal of this Handbook is to address that need. The most significant
feature of this volume is its pioneer role in approaching the field of Arabic language teaching from many different perspectives. It offers readers the opportunity to consider the role, status, and content of Arabic language teaching in the world today. The Handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. Thirty-four chapters authored by leaders in the field are organized around nine themes: *Background of Arabic Language Teaching; *Contexts of Arabic Language Teaching; *Communicative Competence in Arabic; *The Learners; *Assessment; *Technology Applications; *Curriculum Development, Design, and Models; *Arabic Language Program Administration and Management; and *Planning for the Future of Arabic Language Learning and Teaching. The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields—dialogue that will contribute to creating new models for curriculum and course design, materials and assessment tools, and ultimately, better instructional effectiveness for all Arabic learners everywhere, in both Arabic-speaking and non-Arabic speaking countries.

This book documents the creation and evaluation of the Al Manaahil television series, which set out to teach Arabic language and reading skills to Arab children of elementary-school age. It also discusses the economics of television in education.

The Routledge International Handbook of Early Literacy Education offers a pioneering overview of early literacy provision in different parts of the world and brings together interdisciplinary research evidence on effective literacy teaching to inform current and future practice and policy of early literacy. From the problem of identification of literacy difficulties in a particular learning context to supporting the provision of early literacy through digital media, the handbook deals with the major concerns and newest areas of interest in literacy research. With an international and future vision, it provides an accessible guide to the main debates and future trends in the global field of early literacy, and informs academics, policymakers, practitioners, educators and students about innovative early literacy research methods and instruction. The three sections and 30 ground-breaking chapters reflect a conceptual framework of questions asked by scholars and educators interested in looking beyond traditional definitions of literacy. Part I provides contemporary insights collected by internationally renowned scholars on what literacy is, and what it can offer to young children in the twenty-first century. Part II is a collection of detailed portraits of 14 countries, regions or language communities, and focuses on early literacy provision, practice and policy from across the world. Part III outlines key interventions and research-endorsed practices designed to support home–school connections and children’s reading and writing skills, as well as vocabulary,
phonological awareness and narrative abilities, with examples drawn from various home, school and community environments. All chapters promote discussion, critical analysis and questions for reflection and are written in jargon-free language in an easy-to-use themed format. This handbook is an indispensable reference guide for practising teachers and student teachers, especially those undertaking postgraduate qualifications, as well as early literacy researchers, policy-makers and school-based literacy leaders.

Winner of the 2012 BRISMES book prize. How the written text became accessible to wider audiences in medieval Egypt and Syria. Medieval Islamic societies belonged to the most bookish cultures of their period. Using a wide variety of documentary, narrative and normative sources, Konrad Hirschler explores the growth of reading audiences in a pre-print culture. The uses of the written word grew significantly in Egypt and Syria between the 11th and the 15th centuries, and more groups within society started to participate in individual and communal reading acts. New audiences in reading sessions, school curricula, increasing numbers of endowed libraries and the appearance of popular written literature all bear witness to the profound transformation of cultural practices and their social contexts.

Education is a process to change the behavior of an individual in the society and his surrounding, through teaching and guiding as the fundamental activity among other activities in the community. This definition stresses on the change of behavior from bad to good, from minimum to maximum from potential to actual and from passive to active. All the changes are through the teaching process, which does not end at the level of individual, but up to the level of society. In this sense, the educational process will enhance individual as well as social piety. Islamic education on the other hand, can be defined as all efforts to educate and develop individual self and his human resources for a perfect person. This definition is in accordance with the view of Islam on the real meaning of education, that is to actualize a person who has strong faith in Allah the Almighty and at the same time, he is able to keep in balance his pious relationship with his God and fellow being positively as well as constructively. Islamic education is an education which has fundamental principles like independent methods, learning based on self-reliance, freedom in teaching, self-study, special attention on children, encouraging the skill and potencies of the student, appreciation of the students' intelligence, teaching through suitable approaches, kind guidance, and softness. Islamic education focuses on the behavior education, giving special attention on the development of skill in oratory, reasoning and speech presentation, reading enrichment on the classical Islamic book and consistent in learning, research and teaching which all are based on long life education. Meanwhile, the aim of Islamic education is personality construction, educating the mind and heart, nourishing the potencies, inhabits good conduct and preparing the child to be sincere and clean in mind and heart based on the teaching of Islam. The whole activities and the subjects taught at the process of education should be tahdhibul akhlaq (etiquette construction). The
author in this book tries to describe the foundation of integrated education based on the light of al-Qur'an and Prophetic Tradition. The elaboration of its nature also includes the basic principle, curriculum and method of this institution. In the end of narration, the book explains vividly the historical studies on its ideal model that developed significantly through the passage of times.

As populations become more mobile, so interest grows in bi- and multilingualism, particularly in the context of education. This volume focuses on the singular situation in Israel, whose complex multiculturalism has Hebrew and Arabic as official languages, English as an academic and political language, and tongues such as Russian and Amharic spoken by immigrants. Presenting research on bi- and trilingualism in Israel from a multitude of perspectives, the book focuses on four aspects of multilingualism and literacy in Israel: Arabic-Hebrew bilingual education and Arabic literacy development; second-language Hebrew literacy among immigrant children; literacy in English as a second/third language; and adult bilingualism. Chapters dissect findings on immigrant youth education, language impairment in bilinguals, and neurocognitive features of bilingual language processing. Reflecting current trends, this volume integrates linguistics, sociology, education, cognitive science, and neuroscience.

An Introduction to Language Policy: Theories and Method is a collection of newly-written chapters that cover the major theories and methods currently employed by scholars active in the field. Provides an accessible introduction to the study of language policy research and language’s role in social life consists of newly commissioned essays written by internationally recognized scholars helps define and describe a growing field of inquiry and is an authoritative source for students, scholars and researchers in linguistics, applied linguistics, education, policy studies and related areas includes section overviews, annotated chapter bibliographies, and discussion questions.

Teaching English to the World: History, Curriculum, and Practice is a unique collection of English language teaching (ELT) histories, curricula, and personal narratives from non-native speaker (NNS) English teachers around the world. No other book brings such a range of international ELT professionals together to describe and narrate what they know best. The book includes chapters from Brazil, China, Germany, Hong Kong, Hungary, India, Indonesia, Israel, Japan, Lebanon, Poland, Saudi Arabia, Singapore, Sri Lanka, and Turkey. All chapters follow a consistent pattern, describing first the history of English language teaching in a particular country, then the current ELT curriculum, followed by the biography or the autobiography of an English teacher of that country. This consistency in the structuring of chapters will enable readers to assimilate the information easily while also comparing and contrasting the context of ELT in each country. The chapter authors--all born in or residents of the countries they represent and speakers of the local language or languages as well as English--provide insider perspectives on the challenges faced by local English language teachers. There is clear evidence that the majority of English teachers worldwide are nonnative speakers (NNS), and there is no doubt that many among them have been taught by indigenous teachers who themselves are nonnative speakers. This book brings the professional knowledge and experience of these teachers and the countries they represent to a mainstream Western audience including faculty, professionals, and graduate students in the field of ESL; to the
international TESOL community; and to ELT teachers around the world.
Handbook for Arabic Language Teaching Professionals in the 21st Century Routledge
This book combines insights from language assessment literacy and critical language testing through critical analyses and research about challenges in language assessment around the world. It investigates problematic practices in language testing which are relevant to language test users such as language program directors, testing centers, and language teachers, as well as teachers-in-training in Graduate Diploma and Master of Arts in Applied Linguistics programs. These issues involve aspects of language testing such as test development, test administration, scoring, and interpretation/use of test results. Chapters in this volume discuss insights about language testing policy, testing world languages, developing program-level language tests and tests of specific language skills, and language assessment literacy. In addition, this book identifies two needs in language testing for further examination: the need for collaboration between language test developers, language test users, and language users, and the need to base language tests on real-world language use.

Al-c Arabiyya is the annual journal of the American Association of Teachers of Arabic and serves scholars in the United States and abroad. Al-c Arabiyya includes scholarly articles and reviews that advance the study, research, and teaching of Arabic language, linguistics, literature, and pedagogy.

Welcome to the wonderful world of the Arabic language. Dive into Montessori inspired exercises, engaging activities, challenges and games in every lesson. A super-fun way to learn Arabic as a second language. An innovative visual approach combines colourful illustrations and useful Arabic vocabulary. Learn easily and systematically. Teach your child to become a reading pro. "Teach Your Child to Read Arabic in 10 Easy Lessons" provides an abundance of practice activities and exercises, giving them repeated exposure for teaching the core skills needed for reading and writing Arabic. This book covers the complete Arabic alphabet in all its forms, and all the rules necessary to read any word in Arabic. Throughout each lesson, the young learner is encouraged to memorize Arabic vocabulary to common everyday words. As the reader acquires a larger bank of words, over time he/she is able to read words quickly with accuracy and ease. This automaticity with words, in turn, leads to even greater gains because as word recognition skills expand, so will comprehension. This is the ultimate goal of reading fluency in Arabic as a second language. This workbook is perfect for Arabic beginners. Young learners will love the colourful and child-friendly activities and exercises. Teaching skills necessary for reading and writing the Arabic language.

The present volume presents cutting-edge research on Arabic linguistics. It features a set of papers which continue a long tradition of seeking new explanations for familiar or previously undiscovered structural patterns. While the papers illustrate a range of approaches, from formalist to functionalist, each paper combines rigorous analysis of a set of Arabic data within the context of explicit models of some aspect of human language. The volume consists of three sections, the first section devoted to phonetics and phonology, the second to syntax, and the third to language acquisition and language contact.

In this book we will explore in more detail some aspects of the Arab-Jewish divide, which raise fundamental questions regarding
the place of the Arabs and Arab language education in the Jewish State. More specifically, the aim of this book is to describe and analyze language education in the Arab society in Israel from the establishment of the state in 1948 until today. For this purpose, internal processes, which are embedded within the Arab population itself were examined, such as the socio-economic condition of the population, the diglossic situation in the Arabic language, and the wide use of Hebrew among Arabic speakers. Furthermore, the book also deals with external processes such as the policy of control and inspection of the Ministry of Education over the Arab education system in general and on language education in particular, the dominance of Hebrew, and the definition and perception of Israel as a Jewish State. The influence of both internal and external processes on language education and learning achievements will also be extensively discussed.

"Area studies"--and especially Middle Eastern studies--have been in a state of crisis since the spread of globalization. This volume focuses on one of the field's leading institutions, Harvard's Center for Middle Eastern Studies (CMES), which was founded 50 years ago to further research and teaching about a region that remains enigmatic to the U.S.

This book explores an area that has been somewhat overlooked in the literature to date – the current status and future trends of English education in Oman. It offers a variety of theoretical and methodological approaches to the subject and explores areas of English education in Oman that have, until now, been little investigated. It explores these issues from a variety of perspectives: the professionalization of English teachers in the country; the implementation of novel teaching methodologies, curricula, and assessment approaches, into what are, in many ways, still very traditional education settings; the integration of learner identity into English language instruction; country- and culture-specific concerns with conducting research with Omani participants; the strategic demands of building stronger links between education and workforce needs; and developing learner autonomy and motivation.

In order to work toward eradicating extreme poverty and hunger, the United Nations Millennium Development Goals significantly include universal primary education, gender equality, and empowering women. Effective early literacy instruction plays a critical role in achieving these goals. From around the globe, this issue presents evidence-based, culturally sensitive and cost-effective practices in reading instruction and intervention in the early grades. Not only will this issue heighten awareness of the challenges faced but it will provide valuable information to help guide and improve diverse global education programs and research, especially in developing regions and for children living in poverty or disadvantage in all nations. Presenting several experiences from small- and large-scale reading improvement programs, it: Focuses on low- and middle-income countries, Describes challenges in implementing, studying, and scaling them up, Informs expectations on how quickly and easily reading performance can change, and Provides results and evidence of effectiveness. This is the 155th volume in this Jossey-Bass series New Directions for Child and Adolescent Development. Its mission is to provide scientific and scholarly presentations on cutting edge issues and concepts in this subject area. Each volume focuses on a specific new direction or research topic and is edited by experts from that field. This text outlines for the first time a structured articulation of an emerging Islamic orientation to psychotherapy, a framework
presented and known as Traditional Islamically Integrated Psychotherapy (TIIP). TIIP is an integrative model of mental health care that is grounded in the core principles of Islam while drawing upon empirical truths in psychology. The book introduces the basic foundations of TIIP, then delves into the writings of early Islamic scholars to provide a richer understanding of the Islamic intellectual heritage as it pertains to human psychology and mental health. Beyond theory, the book provides readers with practical interventional skills illustrated with case studies as well as techniques drawn inherently from the Islamic tradition. A methodology of case formulation is provided that allows for effective treatment planning and translation into therapeutic application. Throughout its chapters, the book situates TIIP within an Islamic epistemological and ontological framework, providing a discussion of the nature and composition of the human psyche, its drives, health, pathology, mechanisms of psychological change, and principles of healing. Mental health practitioners who treat Muslim patients, Muslim clinicians, students of the behavioral sciences and related disciplines, and anyone with an interest in spiritually oriented psychotherapies will greatly benefit from this illustrative and practical text.

The study concentrates on the origins, developments and current directions of the discipline called Teaching Arabic as a Foreign Language (TAFL) within the Arab world and partially outside of it during the last sixty years, namely between 1958 and 2018. The most influential scholars, authors, educators and those significant works that contributed to the development of the discipline are taken into account. In addition, special attention is paid to the TAFL institutes, which are considered as epicenters of the activities and that hosted important meetings, allowing scholars to gather around the same table and discuss approaches, trends and methods used in the field of TAFL. All these aspects converge in one comprehensive research, which is enriched by the narration of the main socio-political changes that affected the Middle Eastern region recent history.

Building Cultural Bridges in Education is a collection of 15 papers written by scholars from around the world, who came together in their shared interest to promote an understanding of, and appreciation for, the rich and varied contemporary theoretical assumptions and current trends in language, education, linguistics, literature and intercultural communication. As a result, the papers in this volume represent breadth and depth, rigor and relevance in discussion of numerous, and always varying, aspects of scientific discourse and lexis. The purpose of this volume is to highlight that contemporary scholars look upon topical issues through a dynamic global prism and beyond any strict set of rules, which would otherwise lead them to ignore the ever-shifting bridges in education, language teaching, linguistics, literature and culture, and the accompanying global cultural reality. The variety and complexity of these essays offer fresh views to the topic postulated in the book’s title, and will additionally stimulate intellectual curiosity and research as well as further development of new ideas within the fields of education, language, literature and cultural studies.

This annotated guide of English-language material on education in the Arab world includes books, journal articles, national and international reports and documents and Ph.D. dissertations. The author opens with an introductory essay
on the development of education in the Arab Gulf states and an analysis of current issues in educational research. Chapters cover the social context of education; educational systems and structures; country reports on educational developments between 1950 and 1980; religion and education; education at the pre-college level; and higher education with special attention to systems and institutions, curriculum and evaluation, management, students in national and foreign universities, research, sciences, and technology. The book also examines women's education; teachers and teacher education; educational planning; manpower and education; educational guidance and counseling; special education; literacy and adult education; and educational media and instructional technology. Author and subject indexes are provided.

This text illustrates the crucial role of the mother tongue literacy in second language acquisition by presenting findings from a comparative study conducted in primary schools in Senegal. In addition, the volume provides an in-depth look at the linguistic history of Senegal before, during, and after French colonialism. The Impact of Mother Tongue Illiteracy on Second Language Acquisition discusses the socio-linguistic landscape and ethnolinguistic composition of Senegal and its effect on the second language acquisition. An in-depth analysis of children's phonological awareness, decoding, and reading comprehension in French reveals significant disparities in the literacy skills of Wolof children who have been exposed to Arabic and Qur’anic texts prior to schooling, and those who have not. In doing so, the text explores the impacts of post-colonial language policies in Africa, highlights the pedagogical consequences of mother tongue illiteracy, and questions the use of French as the only language of instruction in Senegalese schools. This detailed research text will of great interest and use to graduate and postgraduate students, researchers, academics, professionals and policy makers in the field of Second Language Acquisition, Multicultural Education, Applied Linguistics, French language education and, Language Policy and Planning.

In this book, Falk-Ross and the contributing authors offer their different perspectives on supporting English language learners through specific strategies for assessment and instruction. It presents specific issues and challenges, supportive research and up-to-date information, classroom implications and strategies, and case study applications.

This volume analyses the policymaking, expectations, implementation, progress, and outcomes of early language learning in various education policy contexts worldwide. The contributors to the volume are international researchers specialising in language policy and early language learning and their contributions aim to advance scholarship on early language learning policies and inform policymaking at the global level. The languages considered include learning English as a second language in primary schools in Japan, Mexico, Serbia, Argentina, and Tanzania; Spanish language education in the US and Australia; Arabic as a second language in Israel and Bangladesh; Chinese in South America and
Oceania; and finally, early German teaching and learning in France and the UK. This book provides a synopsis of recently published empirical research into the acquisition of reading and writing in Arabic. Its particular focus is on the interplay between the linguistic and orthographic structure of Arabic and the development of reading and writing/spelling. In addition, the book addresses the socio-cultural, political and educational milieu in which Arabic literacy is embedded. It enables readers to appreciate both the implications of empirical research to literacy enhancement and the challenges and limitations to the applicability of such insights in the Arabic language and literacy context. The book will advance the understanding of the full context of literacy acquisition in Arabic with the very many factors (religious, historical, linguistic etc.) that interact and will hence contribute to weakening the anglocentricity that dominates discussions of this topic.