

# Arabic English Tutor

Mohamed Moghazy

**Teaching and Learning English in the Arabic-Speaking World** Kathleen M. Bailey, Ryan M. Damerow, 2014-02-05 Co-published with The International Research Foundation for English Language Education (TIRF) An important contribution to the emerging body of research-based knowledge about teaching English to native speakers of Arabic, this volume presents empirical studies carried out in Egypt, Lebanon, Oman, Palestine, Saudi Arabia, and the United Arab Emirates (UAE)—a region which has gained notable attention in the past few decades. Each chapter addresses an issue of current concern, and each includes implications for policy, practice, and future research. Nine chapter authors are Sheikh Nahayan Fellows—recipients of doctoral fellowships from The International Research Foundation for English Language Education (TIRF). This volume is the first in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF.

Gateway to Arabic Imran Hamza Alawiye, 2001 Introduces the learner to a range of Arabic vocabulary grouped according to subject, including items within the home and school, animals, shapes, fruit and vegetables, and others. This work also provides learners with a basic knowledge of Arabic grammar, enabling them to take their first steps in understanding and using non-verbal sentences.

**Methods of Teaching English to Arab Students** Najat Al-Mutawa, Taiseer Kailani, 1989 This handbook discusses language areas such as vocabulary, grammar, pronunciation, listening, speaking, reading and writing. Particular attention is given to problems caused by cultural differences.

**Handbook for Arabic Language Teaching Professionals in the 21st Century** Kassem M. Wahba, Liz England, Zeinab A. Taha, 2017-07-06 Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around 12 themes: Trends and Recent Issues in Teaching and Learning Arabic Social, Political and Educational Contexts of Arabic Language Teaching and Learning Identifying Core Issues in Practice Language Variation, Communicative Competence and Using Frames in Arabic Language Teaching and Learning Arabic Programs: Goals, Design and Curriculum Teaching and Learning Approaches: Content-Based Instruction and Curriculum Arabic Teaching and Learning: Classroom Language Materials and Language Corpora Assessment, Testing and Evaluation Methodology of Teaching Arabic: Skills and Components Teacher Education and Professional Development Technology-Mediated Teaching and Learning Future Directions The field faces new challenges since the publication of Volume I, including increasing and diverse demands, motives and needs for learning Arabic across various contexts of use; a need for accountability and academic research given the growing recognition of the complexity and diverse contexts of teaching Arabic; and an increasing shortage of and need for quality of instruction. Volume II addresses these challenges. It is designed to generate a dialogue—continued from Volume I—among professionals in the field leading to improved practice, and to facilitate interactions, not only among individuals but also among educational institutions within a single country and across different countries.

English as a language in Arab-speaking Countries Bharat Koirala, 2016-10-20 Seminar paper from the year 2016 in the subject English Language and Literature Studies - Linguistics, , language: English, abstract: The use of English as a language within the Arab-speaking countries gained significant attraction at the turn of the millennium. In most of the schools and Universities, the official language has been Arabic while English has always been taught as a secondary language or a foreign language. This is mostly true in the gulf countries. Each year, the assessment of English language to various cohorts of students involves a complex social phenomenon that has a very deep impact on both the students and the stakeholders within the education sector. Although most of the students pass these assessment tests in their foundational years, they still fail to cope with the enormous amount of academic requirements within the departments in which they are admitted. This is because of their lower understanding levels of

the English Language. The main aim of this chapter is to explore the role played by the education stakeholders, more so focusing on teachers and instructors, in the assessment of the English language in the Arab Gulf countries and the North Africa; specifically in the Kingdom of Saudi Arabia. The chapter examines the beliefs and role of instructors and teachers towards the assessment of the English Language in Saudi Arabia's learning institutions. The assessment is based on two primary research questions: 1. What roles do the teachers and tutors offering English language assessment play in the implementation of practices at the foundation? and 2. How do the teachers and instructors perceive English language assessment program? The research methodology included the use of both primary data and secondary data. Based on the findings of the study in this chapter, there is a need for further research into the beliefs and practices of teachers in the assessment of specific language skills within the various contexts. The research in this area is found to be very limited.

**Elementary Modern Standard Arabic: Volume 1, Pronunciation and Writing; Lessons 1-30** Peter F. Abboud, Ernest N. McCarus, 1983-04-29 The Elementary Modern Standard Arabic Course (EMSA), published in 1983, is the premier introduction, for the English-speaking student, to the active written language of the Arab world. Expressly designed for the beginning student, the course is written by a team of Arabic language teachers consisting of native and non-native Arabic speakers, linguists and people whose primary interests are literature and allied areas. It implements an audio-lingual approach to language teaching while presenting the elements of Modern Standard Arabic as written and spoken in the contemporary Arab World. Volume 1 is complete in itself and presents a practical introduction to the writing system of Arabic and to its pronunciation, with reading and writing pronunciation drills. Thirty lessons provide a basic working knowledge of Arabic. Each lesson contains a text, a vocabulary, grammar and drills including oral and written comprehension passages. An Arabic-English glossary completes the volume. The course continues in Volume 2, which extends the knowledge of vocabulary, grammar and expression. Fifteen further lessons are followed by appendices which give reference information.

Teaching Arabic as a second language in Dubai. The influence of technology and innovation Mohamed Moghazy, 2021-01-11 Seminar paper from the year 2020 in the subject Speech Science / Linguistics, grade: A, University of Illinois at Urbana-Champaign, language: English, abstract: The main issue to be examined is the influence of technology and innovation in ASL in Dubai. Faryadi (2007) examined interactive media's role in teaching the Arabic language and discovered that the integration of technology allows instructors to improve their lessons based on achieving effectiveness and creativity in knowledge transfer. Learners are easily persuaded to reason and think critically in the classrooms through interactive media. Arabic as a second language (ASL) is an upcoming social exploration area in Dubai and the larger UAE. However, there is insufficient literature on the subject. Teaching and learning ASL is the subject of increasing controversy. Amara (2017) states that Arabic is the official language in the UAE; however, the majority of the population speaks English because UAE was a British colony until 1971. Given that the UAE is one of the Arab countries, the Arabic language is one of the national curriculum's key subjects apart from Social Studies and Islamic Education. According to AlHagbani, and Khan (2016), over the last few years, there has been the increased significance of teaching the Arabic language for non-Arabic speakers in the UAE with the main objectives being: to develop an awareness of learners about relationships between the Arabic language and Arabic or Islamic culture, enhance awareness of the need for the Arabic language across the world and improve both oral and written communication skills to strengthen the process of obtaining informational literacy level. One divide argued that Arabic was a dying language in the Middle East in the face of the globalized English language, according to Sabbah (2016). Different studies indicate that the other controversial divisions argued that the Arabic language was a growing language in the UAE.

*Issues in English Education in the Arab World* Rahma Al-Mahrooqi, Christopher Denman, 2014-11-19 Though diverse, the Arab world boasts a unique culture and native language, both of which are unlike those found in English-speaking countries. Perhaps due to the nature of these differences, Arab-

Western relations have been described as existing on one of the world's great cultural fault-lines. Debate about the potential effects, both positive and negative, of English-medium education and the learning of English in the region's schools and universities is one expression of this. Even as debate continues, issues of politics, culture, social mobility, and identity are played out in the English language classrooms of the Arab world on a daily basis. The current volume explores some of the concerns related to the place of English and English-medium education in the Arab world. It examines issues of the relationship between English, Arabic, cultural identity and power in the region within a historical and contemporary framework; the experiences of learners from Arabic-medium secondary schools adjusting to English-medium colleges; and the challenges and potential rewards of promoting student-centered classrooms and technology in traditionally teacher-centered environments. These issues are explored from the perspectives of teachers, students, researchers and other stakeholders in Oman, Saudi Arabia, the UAE, and Sudan.

**Teaching English to Arabic Speakers** Michael L. Liggett, 1983

*The Role of Student Motivation in Teaching Arabic as a Second Language* Mohamed Moghazy, 2021-01-07 Essay from the year 2019 in the subject Didactics - Common Didactics, Educational Objectives, Methods, grade: A, University of Illinois at Urbana-Champaign, language: English, abstract: Motivation plays a central role in second language learning and mastery. For several decades, many researchers have studied the concept of second language learning. In the quest for knowledge, researchers have studied several factors that help teach the second language. The value of this research is to help determine the importance of motivation in understanding Arabic as a second language in Dubai. Previous research has repeatedly pointed out the need to motivate students in their pursuit of knowledge in L2. Alizadeh (2016) notes that students' level of motivation determines how they can read and understand second languages. Motivation depends on various sources, notably static and dynamic forms. Dynamic causes are directly related to the learning environment of the learner. In the classical static motivation, learners draw their inspiration from their local communities' prior experiences. Dmour (2015) conclusively suggests that the entirety of motivation is a variable that keeps on changing with time. Previously, limited research on the mastery of Arabic as a second language was carried out.

**Elementary Modern Standard Arabic: Volume 2, Lessons 31-45; Appendices** Peter F. Abboud, Ernest N. McCarus, 1983-04-29 The Elementary Modern Standard Arabic Course (EMSA) is the premier introduction, for the English-speaking student, to the active written language of the contemporary Arab world. Expressly designed for the beginning student, the course is written by a team of Arabic language teachers consisting of native and non-native Arabic speakers, linguists and people whose primary interests are literature and allied areas. It implements an audio-lingual approach to language teaching while presenting the elements of Modern Standard Arabic as written and spoken in the contemporary Arab World. Volume 1 is complete in itself and presents a practical introduction to the writing system of Arabic and to its pronunciation, with reading and writing pronunciation drills. Thirty lessons provide a basic working knowledge of Arabic. Each lesson contains a text, a vocabulary, grammar and drills including oral and written comprehension passages. An Arabic-English glossary completes the volume. The course continues in Volume 2, which extends the knowledge of vocabulary, grammar and expression.

**كلمني عربي بشويش** Samia Louis, 2008 Kallimni 'Arabi bishweesh is part of a planned series of multi-level Egyptian Colloquial Arabic course books for adults, written by Samia Louis and developed at the International Language Institute (ILI), Cairo. The book covers the Novice Lower-Mid levels of language proficiency according to ACTFL (American Council for Teaching Foreign Languages).

**Challenges in Teaching Arabic as a Foreign Language** Dalal Abo El Seoud, 2024-01-16 An essential collection of empirical studies on the TAFL (teaching Arabic as a foreign language) classroom experience, by leading professionals in the field Although teaching Arabic as a foreign language (TAFL) has grown inexorably in recent decades, there is a dearth of empirical research on the TAFL classroom experience. In this insightful volume,

Dalal Abo El Seoud brings together up-to-date practice-based research and conceptual contributions by eighteen professionals in the field. These address a wide range of challenges in teaching Arabic as a foreign language and ways of overcoming them with a clear eye to twenty-first-century language-learning skills, which advocate communication, collaboration, critical thinking, and creativity. The chapters address curriculum design, teaching Arabic to non-English speakers, trends in the use of technology, motivating students, teaching Arabic language varieties, and teaching language skills. This volume will be an invaluable resource for teachers and teachers in training of TAFL and for scholars and researchers in the field. Contributors: Dalal Abo El Seoud, The American University in Cairo, Cairo, Egypt Hagar Lotfy Amer, The American University in Cairo, Cairo, Egypt Wael M. Asfour, independent scholar, Cairo, Egypt Mona Azzam, State University of New York at Binghamton, New York, USA Mahmoud Al-Batal, The American University of Beirut, Beirut, Lebanon Nino Ejibadze, Tbilisi State University, Tbilisi, Georgia Shereen Y. El Ezabi, The American University in Cairo, Cairo, Egypt Mohamed Ibrahim, Kafrelsheikh University, Kafr al-Sheikh, Egypt Mimi Melkonian, Brunswick School, Greenwich, Connecticut, USA Haitham S. Mohamed, University of California, Berkeley, Berkely, California, USA Joanna Natalia Murkocinska, Nicolaus Copernicus University in Toruń, Poland. Heba Salem, The American University in Cairo, Cairo, Egypt Mohamed Sawaie, University of Virginia, Charlottesville, Virginia, USA Laila Al-Sawi, The American University in Cairo, Cairo, Egypt Paweł Siwiec, Jagiellonian University, Cracow, Poland Iman Aziz Soliman, The American University in Cairo, Cairo, Egypt Przemysław Turek, Jagiellonian University, Cracow, Poland Shahira Yacout, The American University in Cairo, Cairo, Egypt

### **Learn Levantine Arabic** Khaled Nassra,

Elementary Modern Standard Arabic: Volume 1, Pronunciation and Writing; Lessons 1-30 Peter F. Abboud, Ernest N. McCarus, 1983-04-29 The Elementary Modern Standard Arabic Course (EMSA), published in 1983, is the premier introduction, for the English-speaking student, to the active written language of the Arab world. Expressly designed for the beginning student, the course is written by a team of Arabic language teachers consisting of native and non-native Arabic speakers, linguists and people whose primary interests are literature and allied areas. It implements an audio-lingual approach to language teaching while presenting the elements of Modern Standard Arabic as written and spoken in the contemporary Arab World. Volume 1 is complete in itself and presents a practical introduction to the writing system of Arabic and to its pronunciation, with reading and writing pronunciation drills. Thirty lessons provide a basic working knowledge of Arabic. Each lesson contains a text, a vocabulary, grammar and drills including oral and written comprehension passages. An Arabic-English glossary completes the volume. The course continues in Volume 2, which extends the knowledge of vocabulary, grammar and expression. Fifteen further lessons are followed by appendices which give reference information.

**Your 30-Day Learn English for Arabic Speakers Plan (Advanced-High Guide), Silver** Quick Discover Ltd., 2019-04-19 No other book on Amazon has LINE-BY-LINE audios. Get FREE AUDIO ACCESS -- Only 1st 1000 users -- on snapzaam.com 2019. Book has rare premium color interior, large print, picture loaded, and a glossy cover finish. □ PLEASE READ CAREFULLY. □ The last language tool you will ever need. No 40-minute Private Sessions as in Gold Plan. ① About us? A global team of contributors. ►► Demoed in the United Nations and used in a number of Ivy League Schools in the United States. ►► ② WHAT YOU GET with SILVER PLAN book purchase: ● ONE BOOKLET 30-Day Learn English Plan - with Arabic translations & week-to-week breakdowns. ● LINE-BY-LINE AUDIOS ((Free access 1st 1000 users on snapzaam.com for 1 year)) ● 20-min SPEECH session ((1 FREE session up to 45 days from book purchase)). ● SUPPORT - Help Desk IMPORTANT: How to gain access to Snapzaam multimedia materials found within the book manuscript. ③ What makes us unique? Online book version has line-by-line audios for localized listening. ④ How do we teach? Weekly select 5-8 words (relevant to you), MAKE MISTAKES, and speak from day one. ⑤ Our 9-LEVEL BOOKLET series? Make sure to purchase the story readers. 1- Beginner-Start 2- Beginner-Mid 3- Beginner-High 4- Intermediate-Low 5- Intermediate-Mid 6- Intermediate-High 7- Advanced-Low 8- Advanced-Mid 9- Superior PLUS 1 booklet for: Verbs

*The Arabic Classroom* Mbaye Lo, 2019-04-12 The Arabic Classroom is a multicontributor work for trainee and in-service teachers of Arabic as a foreign language. Collected here is recent scholarly work, and also critical writing from Arabic instructors, Arabists and language experts, to examine the status of the teaching and learning of Arabic in the modern classroom. The book stresses the inseparability of the parameters of contexts, texts and learners in the effective Arabic classroom and investigates their role in enhancing the experience of teaching and learning Arabic. The book also provides a regional perspective through global case studies and encourages Arabic experts to search for better models of instruction and best practices beyond the American experience.

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*Teaching English to Young Arabic Speakers* Irma-Kaarina Ghosn, 2022-11-03 The book explores young Arabic-speaking children's English language learning. Through classroom-based research and learner work samples, the book analyses the interplay between cultural norms and the critical role that teachers play in orchestrating classroom discourse through skillful use of available instructional materials, questioning strategies and feedback to learners. The author shows the potential of instructional materials to influence young learners' vocabulary, reading comprehension, and written production, as well as the way they acquire the academic literacies needed in school subjects taught in English. She reviews the spread of the practice of teaching English to young and very young children and the increasing demand for English-medium instruction in the Arabic-speaking region, with a particular focus on the negative transfer from Arabic to English spelling and grammar. The book also discusses the importance of story narratives, arguing they are an ideal medium for language teaching because of their rich linguistic repertoire and the strong motivational force that stories have on young language learners and their cognitive growth, essential to their later academic success. Taken together, the research findings and classroom vignettes suggest that children's language learning happens within a complex system of interactive variables and cultural norms and expectations.

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