

أهل واهل

العربية الوظيفية للمبتدئين
الطبعة الثانية

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Ahlan wa Sahlan

Functional Modern Standard Arabic for Beginners

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Introduction

This second edition of *Ahlan wa Sahlan* has undergone significant changes from the first edition. The new educational package presents the learner with multiple avenues to explore the Arabic language: a workbook, a textbook, dramatic and non-dramatic scenes on DVD, digitized MP3 files for the audio materials, digitized MP4 files for the video materials, an online interactive computer program, and a Web site. We provide the instructor with an Annotated Instructor's Edition of the textbook (explained in full later in this introduction) and online resources that include lesson plans, handouts, exercises, texts, and examinations to facilitate the use of the textbook and its supplementary materials.

Possibly the most noticeable change in the Second Edition is the separation of the *Letters and Sounds of the Arabic Language* workbook from the main textbook. Having two separate books allowed us to make numerous additions to the main textbook, including a great increase in the number of communicative exercises per lesson. On average, there are three communicative exercises per lesson, all of which are the result of over a decade of teaching with the functional approach to language learning. Only those communicative exercises that have been tested and revised, and have received a warm welcome in the classroom, have been blended into the textbook to reinforce lesson themes as well as vocabulary and grammatical items. The grammatical explanations throughout the Second Edition have been edited and rewritten, with additional examples and a generous number of tables that cleanly summarize many grammatical points in an easily digestible visual format, resulting in enhanced retention and recall. The grammatical summaries in the Second Edition have been expanded and include memory-enhancing tips and concise bulleted explanations. The vocabulary lists at the lesson level and the cumulative glossary at the end of the book have been greatly expanded to include more vocabulary from the main reading passages as well as those vocabulary items that are introduced in the DVD dialogues and scenes. The DVD dialogues set up the context for the language functions shown in the non-dramatic scenes, while the DVD scenes offer a glimpse into Syrian culture through natural interaction between and among Arabs and Westerners.

It was our intention that the overall feel of the Second Edition would be to convey the voice of a master teacher directly to the learner. A secondary goal in the development of these materials was to produce a textbook that not only engaged the student but was visually appealing as well. The concept of producing an attractive learning/teaching environment was the driving force behind publishing a full-color textbook, in order to stimulate the learner's desire to spend additional hours engrossed in the materials and pique the learner's curiosity about Arabic. But the use of colors also allowed us not only to highlight grammatical points but to open our lessons with full-color pictures representative of the Arab world, giving the learner a peek into its culture, heritage, and history.

To the Student

What is the key to learning a foreign language well? Before you embark on your journey in learning Arabic using *Ahlan wa Sahlan*, Second Edition, you may wish to take some time to reflect on this question. Over the past decade, students have offered nearly every conceivable answer after I pose it on the first day of my Arabic classes. The answer that I have become convinced is “correct” is: *to think in the language*. No matter what your original answer may have been, thinking in the language is central to learning a language well by practicing it on a minute-by-minute basis. This is possible even at the very beginning of your Arabic studies by containing your thoughts in Arabic, using an internal banter as practice, and gradually widening the scope of language use by introducing new words to your idiolect. Make this language your own by actively seeking out those vocabulary words that you use in your mother tongue. These are the words with which you will be expressing yourself and that, in turn, will create an Arabic persona. The more you practice, the more permanent your learning becomes and the stronger your individuality will become in Arabic. We encourage you to actively surround yourself with the language as much as possible, and we have made this quite easy for you in fact. Simply by visiting our Web site at <http://www.yalebooks.com/ahlan> you can download all of *Ahlan wa Sahlan*’s audio and video materials to your MP3 and MP4 players so that you may listen to or watch them wherever you are and whenever you wish.

Much has been said about the difficulty of learning Arabic. In fact, the United States government lists Arabic as a category four language—among the most difficult for an American to learn. You may view the notion of difficulty in one of two ways: as an obstacle or as a challenge. We tend to think that Arabic is not so much difficult for the Western learner as it is different. According to recent studies completed in 2006 in which Arabic grammar was compared to other world languages, it was found that verb conjugation in Arabic is logical (less complex than Spanish), its tense system is easier than English, and given that Arabic is a root-derivational language, it is quite mathematical and elegant in its dexterity—meaning that it is able to accommodate new concepts using its derivational qualities. What this means for you is that you can not only learn Arabic, but learn it well.

The instructional package before you includes:

- The textbook
- The *Letters and Sounds of the Arabic Language* workbook
- The DVD program (also available as downloadable MP4 files)
- The audio program on MP3 CD (also downloadable from the Web site)
- The online interactive program

All of these components are designed to work in concert, offering you a variety of sources that address and enhance the different skill sets of reading, writing, listening, speaking, and culture. We designed *Ahlan wa Sahlan* to guide you along on the most direct learning path to achieve functional language goals and proficiency. We also address known pitfalls and, in a section termed *Error prevention*, offer solutions before these problems

become fossilized. It is our hope that this textbook will not only serve to anticipate pitfalls but will also allow you to experience the joy of learning one of the oldest living languages on the planet and the riches that it has to offer.

To the Instructor

Purpose and Approach

Ahlan wa Sahlan, Second Edition, provides learners with basic structural and lexical knowledge that will enable them to function completely in Arabic. The ability to perform language functions such as greeting others, thanking someone, introducing oneself, describing one's background, seeking and providing information, etc., in real life or lifelike situations is developed by engaging the learner in structured, practical activities and grammatical exercises. In every lesson, a variety of such activities is designed to build up overall language proficiency systematically. In this fashion, learners will be able to take part in communicating with their classmates and their instructor by employing all five language skills in Arabic. The focus, therefore, is on performing language functions by using the language forms learned, not on analyzing them grammatically. This does not mean, however, that grammar is not important. On the contrary, grammar enables learners to use language forms appropriately and correctly—read “enables” here to mean “puts grammatical structures and explanations in the service of language use.” For example, presenting, explaining, and practicing the subjunctive mood in Arabic should, in our view, always be related to a language function or functions through use in context. In this textbook, the subjunctive mood is dealt with in the contexts of expressing obligation, intention, and reason. As the learner tries to acquire the ability to express these functions, he or she will internalize accurate usage of the subjunctive, not for its own sake, but in order to express a given meaning.

In addition, presenting and practicing the Arabic language from functional as well as structural perspectives accommodate the needs and learning styles of most learners. Students learn differently; some benefit primarily from a functional presentation and practice, others find structural information useful. A functional presentation normally activates inductive cognitive processes, while structural presentations activate deductive processes. Research tells us that the human mind, regardless of how it acquires knowledge, assimilates, modifies, and reconstructs this knowledge and then uses it in appropriate, yet specific ways. The aim, in both modes of presentation, is developing overall proficiency and competency in using Arabic.

Audience

This textbook is designed to take learners from the absolute beginner stage to the intermediate range. At the university level, this can be translated into a first-year program providing approximately 150 contact hours, the equivalent of three academic quarters or two semesters.

The *Ahlan wa Sahlan* Instructional Package The Annotated Instructor's Edition

The Annotated Instructor's Edition provides a guided tour of how we have successfully taught from the first edition and earlier incarnations of this textbook for a combined total of more than twenty years at the university level. The comments and suggestions on how an instructor may wish to introduce certain complex ideas and concepts constitute a pedagogically sound and systematic process of teaching known as the instructional cycle: Review, Present, Practice, Apply, and Evaluate. Within the cycle, we leave the review and evaluation up to the discretion of the instructor and break exercises down into the present, practice, and application phases. Furthermore, the annotations offer additional communicative activities for nearly every lesson, answers to certain questions that students seem to pose almost every year, and some cultural notes. It is our intention to provide every available means to set you—the instructor—up for success in implementing the functional approach to language learning.


The Student Textbook

Lesson Format: All of the twenty-four lessons have a similar format. They start with a list of learning objectives (both functional and structural) to introduce the user to the content, topics, and grammatical points that are covered. The objectives are followed by vocabulary presentations and reading passages accompanied by comprehension and communicative activities. The grammatical points presented in the lesson are tied to the functions used in the opening material, and cultural notes expand on key points of the readings. Each lesson concludes with a listening passage and a comprehension activity based on the DVD, followed by a list of the vocabulary presented in the lesson.

Learning Objectives: The objectives listed at the beginning of each lesson are of two types: (1) functional objectives that describe what learners will be able to do in Arabic at the end of the lesson, and (2) structural objectives that specify exactly which language forms need to be practiced and used in order to perform the functional objectives correctly.

Activities: Each lesson contains activities associated with each type of objective. There are two major types of activities: (1) classroom activities designed to develop interactive aural/oral communicative competence, and (2) out-of-class activities, which primarily focus on enhancing the listening/reading skill set through reading passages of varying lengths, recorded materials, and computer-assisted and written exercises. Written exercises follow the reading passages and are subdivided into five types: vocabulary, reading comprehension, writing, listening comprehension, and grammar exercises. There are also integrative exercises that combine two types, such as reading comprehension and writing. Each exercise is made up of one or more sections. For example, a vocabulary exercise may contain several sections, such as matching, categorization, odd word out, and multiple choice. Some vocabulary exercises precede the main reading passages, acting as advance organizers in establishing context and introducing key vocabulary words used in the passage. Reading comprehension and writing exercises immediately follow each reading passage to

encourage immediate review and recall of the reading material. Grammar exercises have one or two sections each, since each grammar exercise deals with a specific point. They are structured and proceed from simple to complex.

Listening exercises (marked by the listening icon ) provide practice in pronunciation, word recognition, and dictation, which, in turn, develops the ability to communicate orally by systematically guiding learners through communicative exchanges. Each dialogue or set of communicative phrases is presented at the beginning of each lesson, followed by oral practice of its component parts. Listening comprehension exercises usually comprise three types: content questions, multiple choice, and true-false. Content questions should be read before listening to the passage in order to guide learners to what they should listen for. Learners are expected to deal with true-false exercises at a level higher than mere recognition or simply labeling items true or false. They should elaborate on each item, amplify it, or correct it in order to reflect their understanding of the text.

It is recommended that the listening and reading exercises be done after the vocabulary has been covered, since the purpose of written vocabulary exercises is to reinforce the learning of the new words. The same thing applies to reading comprehension exercises, which must be done during or immediately after reading. Most of the written activities are expected to be done outside of the classroom. The instructor may provide feedback, though, in class or on paper.

Reading Passages: The reading material consists of simple communicative phrases, dialogues, expository prose, or personal journals written by the two main characters, Michael Brown and Adnān Martīnī. The reading passages are usually accompanied with illustrations, graphics, or maps. They are designed to provide the necessary contexts for the language functions listed in the objectives and constitute a source for the vocabulary and language forms needed to realize these functions. The reading passages also provide cultural glimpses of both the target and local culture. The content of these passages is expected to promote general cultural knowledge through the Arabic language. At an intermediate level, such as the one served by part of this textbook and by its sequel, *Ahlan wa Sahlan: Intermediate Arabic*, the amount of knowledge imparted to the learner through Arabic makes it partially content-based. In most foreign-language courses, content-based materials represent the first step toward discipline-based materials, where the learner is prepared to embark on dealing with original texts within a particular field of study.

Most of the passages here have been developed specifically for *Ahlan wa Sahlan*. Thus, the language is rather controlled, that is, it is not “authentic” in the traditional sense of the term, although it has been written by a native speaker. Authenticity is interpreted here, however, in a functional sense, where the language used by teacher and learner is considered authentic if it serves some genuine functional or communicative purpose, regardless of whether or not native speakers use the same forms orally to accomplish the same or similar linguistic goal (see the section below on the language situation in the Arab world). The written passages, on the other hand, can be considered both authentic in function and

sociolinguistically appropriate, since the majority of them are expository passages, written communication (e.g., messages, postcards, letters), or personal diaries.

Arab Culture: The content of the reading passages offers cultural insights into the target and local (American) cultures. Since the two main characters are students at universities (Michael Brown is studying Arabic in Cairo, Egypt, while Adnān Martīnī studies computer science in Columbus, Ohio), heritage learners using this textbook might be able to identify with the activities and interests the characters describe. Students should take into account the fact that there is no single Arab culture, but rather a multiplicity of cultures. In fact, diversity rather than homogeneity characterizes the cultures of the Arab world. No one textbook can provide a comprehensive look at culture. Instead, the reading passages and the story line maintained through the lessons in *Ahlan wa Sahlan* attempt to show selected aspects of Arab culture. These include food and drink, clothing, customs, family, entertainment, sports, homes, schools, geography of the Arab world, significant Arab personalities, and festivities. The presentation of the cultural and language items proceeds from the immediate to the wider environment.

Grammatical Explanations and Exercises: The grammatical notes in this textbook are by no means comprehensive, nor do they constitute a reference grammar for the student. However, they are adequate for the tasks at hand, providing the necessary knowledge about structures that occur in the reading passages and the practice needed to internalize this knowledge. Grammar acquisition is not the goal of instruction, but rather a facilitating element to achieve the goal, which is developing the ability to use the Arabic language (Modern Standard Arabic) as native speakers would use it in formal and semi-formal situations. The ultimate test of its success is the students' ability to perform tasks specified in the functional exercises following the reading passages. Students are expected, for example, to provide a biographical sketch of themselves or of people they know, describe possessions and activities, express preferences and opinions, and be able to read and understand simple passages.

We suggest that the vast majority of grammatical explanations and exercises be read and done outside of the classroom, thus preserving valuable class time for conducting lifelike interactive activities with classmates and the instructor. Students can even read the grammar sections before working with the reading selection because this information is *about* the language and does not require special language skills. Grammatical explanations basically provide information or knowledge that can be learned without external help, whereas language abilities are skills that must be developed physically as well as cognitively with the assistance of an instructor and interaction with classmates. Instructors can, of course, provide brief feedback on their students' work on grammar exercises in class.

Glossaries: An Arabic-English vocabulary list containing the new words introduced in the lesson is found at the end of each lesson. At the end of the book, there is a cumulative glossary, or dictionary, containing all the words found in the individual vocabulary lists as well as key words from the listening and DVD passages. The vocabulary in the cumulative

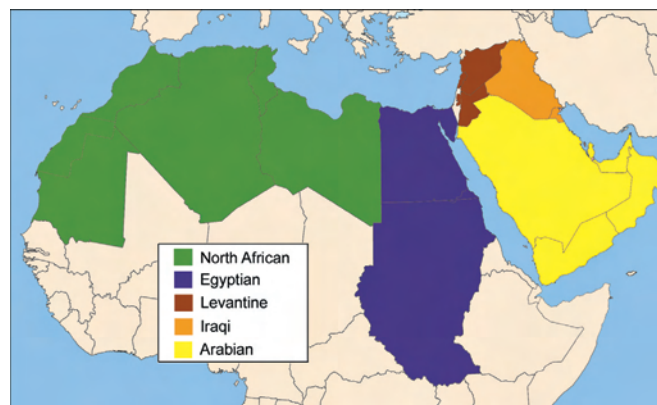
glossary is marked with the lesson number where each word first appears.

Appendices: Appendix A contains the Arabic alphabet with the different forms of the letters according to their positions in the word and the Roman symbol representing each letter. Appendix B contains a key to the sound system of Arabic and the transliteration system used in this textbook (that is, the Roman symbols used to represent Arabic letters). Appendix C has a representative sample of thirteen verb conjugation paradigms, showing tense, mood, imperative, verbal nouns, and active and passive participles. Appendix D contains an answer key to all of the discrete-answer exercises in the book, including listening and DVD exercises. Appendix E contains the texts of the handwritten postcards and letters that appear in Lessons 19 and 24.

The Arabic Language

Modern Standard Arabic: The Arabic variety used in this textbook is known in the West as Modern Standard Arabic (MSA) and as *al-fuṣḥā* (meaning “most elegant,” “most eloquent,” or “purest”) in the Arab world. It is more or less invariable throughout the Arab world and is used for specialized functions, including classroom instruction, the electronic and print media, and formal situations. MSA is generally not used at home or on the street for interpersonal communication.

Colloquial Arabic (The Dialects): The previously described features of MSA differentiate it from the various spoken regional and local dialects, which vary considerably from place to place. Arabic dialects are oral for the most part, rarely being written. Variation among the dialects takes place at all linguistic levels: phonological, morphological, syntactic, and lexical. The dialects are numerous, but for convenience they may be grouped roughly into five categories: (1) Levantine (Syria, Lebanon, Palestine, and Jordan), (2) Iraqi, (3) Arabian (the Arabian Peninsula), (4) Egyptian (Egypt and Sudan), and (5) North African (Libya, Tunis, Algeria, and Morocco). Somalia and Djibouti are not normally included in these classifications because, although they are members of the Arab League, the Arabic in these regions is used mostly as a liturgical language and in some areas as a second language where it is learned formally. Therefore, this variety of Arabic is classifiable as MSA, or even classical Arabic, rather than as a dialect or colloquial variety.



Dialectal Regions of the Arab World


The dialects are known collectively as colloquial Arabic (CA), which is distinct from MSA at all linguistic levels. Learning MSA before any colloquial variety provides learners with two advantages. First, a good foundation in MSA facilitates the acquisition of any dialect a learner might wish to learn later, for generally dialects are structurally less complex than MSA. Therefore, it may be easier for learners to acquire a colloquial variety after they have learned MSA because learning colloquial utterances involves applying deletion rather than augmentation rules. Secondly, and unlike local dialects, MSA is readily understood anywhere in the Arab world. In addition, by learning MSA, learners will be literate and have access to a vast heritage of ancient and modern literature, scholarly work, and the media.

Given this situation, some Arabists might object to using MSA as a vehicle for oral communication in situations normally reserved for colloquial Arabic. We recognize this sociolinguistic discrepancy and find that the response to that view may rest on educational and pedagogical grounds. First of all, for most Arabic programs reading is the primary goal, especially at institutions where there is a graduate program. Secondly, in order to avoid confusing learners with two varieties at the beginning stage, MSA may be used to fulfill both its own linguistic function (primarily reading and writing) as well as that of CA (speaking). In addition to the expected reading skills, learners will develop oral skills in MSA, which are, at any rate, required for proficiency in MSA; these skills can be transferred later to any dialect when the opportunity to learn it arises. Most of those involved in Arabic pedagogy agree that the ideal situation would be one that can replicate native-speaker performance in the classroom, but they also acknowledge the restricted nature of the classroom, which cannot accommodate this ambitious goal. Nevertheless, students should be made aware of this linguistic situation even if CA is not the target of instruction and should be presented, when appropriate, with CA equivalents of MSA communicative utterances in contexts in which they are used.

The *Ahlan wa Sahlan* Learning Package

Arabic Script: The Arabic writing system is presented gradually over the six units of the *Letters and Sounds of the Arabic Language* workbook, along with communicative phrases and new vocabulary. During this initial phase (at least the first five units), learners are of course unable to read. Instead, they should depend on recorded material and classroom communicative activities to learn the language content. Although Arabic script might seem exotic and undecipherable at first, it is in fact quite consistent and, to the pleasant surprise of most learners, can be acquired quickly and easily. Unlike the English system, there is a high degree of correspondence between sound and symbol (each symbol represents one sound). Phonetic explanations are immediately followed by a writing practice exercise that is based on visual information, which is followed by two or more exercises that combine visual and aural cues for word recognition. Practice of the script culminates in a dictation exercise.

Digitally-Recorded Material: *Ahlan wa Sahlan* is accompanied by digital sound files that contain a rendition of dialogues or communicative phrases, new vocabulary, reading

passages, listening passages, and oral drills recorded by native speakers at a near-normal speed. The audio material is signaled by a listening icon  and includes sound-discrimination exercises as well as exercises for word recognition and listening comprehension. All the audio material for a given lesson is recorded in the sequence in which it appears in the textbook: new vocabulary, dialogues, and reading passages are followed by listening exercises and finally by a listening comprehension passage. In the first few lessons, learners are guided word-by-word and phrase-by-phrase on how to communicate orally and to recognize and produce the language forms correctly.

DVD Dialogues and Scenes: The DVD audio-visual materials that were developed for *Ahlan wa Sahlan* are intended to reinforce the main reading passages not only by establishing context, but also by bringing the subject matter to life. These DVD materials are divided into two separate learning tracks: non-dramatic language functions and dramatic scenes. The non-dramatic language functions establish context for the various language components covered in the lessons, expanding the learner's knowledge of the register and appropriateness of language use in different situations. The dramatic scenes reiterate and multiply the main reading passage themes, story line, and grammatical structures while offering a different source from which learners gather information. The dramatic story line takes Michael Brown, who studies at the American University in Cairo, to Damascus, Syria, where he visits his friend Steve who is studying at the University of Damascus. Because Michael Brown does not know the Syrian dialect on this short vacation, he poses questions to his Syrian interlocutors about the meanings of certain Syrian expressions. It is through these interactions that the learner is systematically exposed to new colloquial phrases that are translated for Michael from Syrian colloquial to Modern Standard Arabic (MSA). Additionally, the learner benefits from exposure to two different cultures, as the Egyptian culture is presented and described in the reading passages, while the Syrian culture is experienced through the DVD scenes. DVD comprehension questions get progressively more difficult with each lesson to continually present a challenge to the learners.

Online Interactive Exercise Program: Available with this textbook is an online computer-assisted language learning program. It provides drill and practice in the sound and writing systems of Arabic and contains a large number of vocabulary, grammar, and listening comprehension exercises. Much of the language material contained in the online exercise program mirrors the objectives found in the textbook.

The online exercise program contains drills and exercises designed to help in learning the sound and writing systems of Arabic quickly and easily. It combines the printed word, digitized voice, and pictures for an interactive and effective learning experience. The exercises include word construction, word recognition, matching, multiple choice, fill-in-the-blank, scrambled sentences and paragraphs, and much more. Each exercise format is intended to activate a different cognitive skill and sub-skill. Multiple-choice items make learners view a word in a linguistic context, matching lets them look at lexical items as pairs that share at least one semantic trait, and categorization makes them view words as

collocations that have some common function in the language. Such cognitive exercises improve learning by re-organizing lexical items in the learners' cognitive structures.

To access the Online Interactive Exercise Program, go to
<http://yalebooks.com/awsexercises>
Username: **aws2009**
Password: **aleppo**

Ahlan wa Sahlan, Second Edition, along with the supplementary materials that accompany it, attempts to provide a learning environment conducive to effective acquisition of specific language abilities. These abilities, in their totality, create a measure of proficiency in Arabic. Upon completing this course, the average learner may achieve a proficiency level within the Intermediate Mid range established by the American Council on the Teaching of Foreign Languages (ACTFL). Naturally, results vary with respect to individual learner differences and may range between higher or lower proficiency levels.

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