



## A Guide for Non-native Learners of Arabic



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**Mahmoud Ali Sharaby**

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## The Academy's Message

King Salman Global Academy for Arabic Language was launched to serve the Arabic language globally and to achieve the goals of the Saudi Vision 2030 in spreading, enhancing, and preserving the Arabic language. The Academy has committed itself to a myriad of tasks that serve to promote the language of our ancestors. With a focus on the preservation of the phonetics and script, the enhancement of its status, the exploration of its roots, the study of its grammar and vocabulary, and the facilitation of its acquisition, King Salman Global Academy for Arabic Language is relentlessly active across multiple fronts. This grand endeavor has its sights set on ensuring that the Arabic language continues to evolve and thrive in contemporary society, both within the Kingdom and beyond its borders.

As we strive to make significant strides in the elevation of the Arabic language, the Academy has placed a special emphasis on tracks for both Arabic speakers and non-Arabic speakers. We are committed to ensuring that these tracks are given due attention in our diverse activities. These activities span the spectrum of the academy's four core sectors: educational programs, cultural programs, planning and language policy, and computational linguistics.

In our multifaceted work, we also take great care to cater to those interested in the Arabic language from non-Arabic speaking backgrounds. To support their curiosity and engagement, we have published several guides, such as (A Guide for Arabic Teachers of Non-native Speakers), (A Guide for Non-native Learners





of Arabic), (A Guide to Arabic Culture for Non-native Arabic Speakers), and (100 Questions about the Arabic Language), which were authored by teams specialized in teaching Arabic to non-native speakers.

The book (A Guide for Non-native Learners of Arabic) comes in its translated version into English to be a new addition to the Arabic language educational books. It discusses several topics such as the importance of Arabic and its learning sources, strategies and methods for learning Arabic, and essential words and proverbs in the Arabic culture.

In closing this foreword, King Salman Global Academy for Arabic Language wishes to express profound gratitude to His Highness Prince Badr bin Abdullah bin Farhan Al Saud, Chairman of the Board of Trustees of the Academy and Minister of Culture, for his unwavering support and care. We are equally thankful to the Board of Trustees for their support and the dedicated team that brought this book to fruition. As you turn the pages, we hope you find this book not only informative but also inspiring, encouraging you to delve deeper into the rich tapestry of the Arabic language.

Secretary General of the Academy

**Dr. Abdullah Saleh Al-Washmi**

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## Introduction

Dear Arabic learner, we put in your hands a guide that will direct you through your journey in learning Arabic. It will guide you in the optimal ways to learn and teach Arabic and facilitate it to any learner in the world. Accordingly, it will benefit you as a learner now and as a teacher tomorrow.

From the outset, we ensured not to be biased by any scientist's point of view, nor to adopt, support, or be associated with any specific school of thought. All of that is to provide you with what scholars and intellectuals have agreed upon and what modern linguistic theories confirm in learning foreign languages as a second language.

This guide aims to provide information for non-native Arabic learners. Therefore, we have chosen an easy and simple language in which we discussed a number of topics and issues of interest to non-native Arabic learners. So, we wrote about the importance of the Arabic language, and what was said about it by some scholars and thinkers who learned it. Then, we mentioned the most famous Arabic centers and institutes that offer scholarships; so that you can - if you wish - join them to complete your studies. However, if you find it difficult to get a scholarship, we provide titles for the most essential curricula and books to learn Arabic. Furthermore, we took into consideration mentioning extra-curricular enrichment activities, which are: Arabic newspapers, magazines, and well-known media programs that talk in simple Arabic.



Next, we discussed the necessary time to master Arabic and distinguished whether it is for academic or communication purposes. Also, what priorities do you start with in your study of Arabic, and what is best and easier? After that, we illustrate how to use the Arabic dictionary, which helps to enrich your linguistic vocabulary and know the origins of Arabic words. Finally, we concluded with the most famous words you need to use in Arab countries, such as the days of the week, the calendar months, and the most famous Arabic proverbs that are useful to improve your understanding of Arab culture.





## 1. The importance of Arabic and its learning sources

Arabic is an official language in all Arab countries. In addition, it is an official language in Senegal, Mali, Chad, and Eritrea. Moreover, it has been adopted as one of the United Nation's six official languages.

Arabic contains 28 letters, and it is written from right to left (unlike many languages) and from the top of the page to the bottom. Moreover, Arabs call Arabic "the language of daad (ض)" because it is almost the only language that contains the letter (ض).

### Arabic in the eyes of non-native speakers:

Arabic occupies a special place in the hearts of fair, non-native scholars. Their admiration of Arabic and its communicative potential led them to learn and notice its features and characteristics. As it was clearly shown in some of their statements, such as:

The American Orientalist Coothill, praising the ability of the Arabic language to develop and improve, said: "Few of us, the Westerners, value the Arabic language in terms of its significance and richness. Because of its history, expansion in many territories, and encounter with different civilizations, it grew into an entire civic language after being a language between tribes. Arabic has had a glorious past, and I believe it will have a remarkable future"<sup>(1)</sup>.

Furthermore, the American Orientalist William Worrell explains how Arabic is timeless, saying: "The Arabic language has the flexibility to adapt regarding the

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(1) According to Dr. Mahmoud El-Sayed: Rising the Arabic Language- Recommendations and Practices (Alnhwd Bellughh Al'arbyah Byn Altwseyat Wa Almumarsat), (N.ed. Damascus: copyright reserved for the author, 1428AH\ 2008 AD) p.174.



changes of the Times. In the past, it has not regressed from confronting any other languages. And it will keep its existence in the future as it has in the past<sup>(1)</sup>.

The French Orientalist Louis Massignon praises Arabic and its features that attain pride to its speakers, saying: “Arabs can boast in front of other nations with what the Arabic language has, which is the concise but comprehensive vocabularies that embedded the eminence and powerful words that weren’t like anything else<sup>(2)</sup>. According to Massignon, Arabic has remarkable features. Most notably that it has knowledge and sensibility, therefore, it has a musical tone in its pronunciation that I do not find in my language French. Hence, he advocates the need to preserve it at all costs, so it can take its rightful place and impact the future international language<sup>(3)</sup>.

The ancient Arabic language history fascinated the French historian Ernest Renan, who says: “It is surprising that this language has begun and reached perfection among nomads in the middle of the deserts. This language surpasses other languages with its vocabulary variation, perfect meaning, and good morphology. Unknown at first, but suddenly appeared so perfectly that it has not undergone the slightest modification to this day, as it has neither a childhood nor old age. We did not find a language similar to it. Hence, researchers considered it to be an ideal language, and it just kept being flawless<sup>(4)</sup>.

As for the German scientist Freinenbag, he praises the scientists who served and developed Arabic. He considers these efforts to be a clear sign of Arab genius,

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(1) *ibid*, p. 175.

(2) According to Dr. Ali Abdel Wahed Wafi: *Philology (Feqh Allughah)*, N.ed. (Dar Nahdet Misr, Cairo: , N.d.), p 245.

(3) Search for: *Rising the Arabic Language- Recommendations and Practices (Alnhwd Bellughh Al’arbyah Byn Altwseyat Wa Almumarsat)*, p.175.

(4) *ibid*.



and he says: “ Arabic is considered the perfect language in the world. Moreover, Arabs who master authorship are innumerable. The difference between us in Time, virtues, and morals have created a veil between us (foreigners) and what they have authored, and that veil cannot be removed easily “<sup>(1)</sup>.

## **Well-known centers and institutes for teaching Arabic to non-native speakers:**

In the Arabic and Islamic countries, there are many institutes and centers for teaching Arabic to non-native speakers. Some of the most prominent of them are:

- Arabic Language Teaching Institute at Al-Imam Mohammad Ibn Saud Islamic University, Riyadh.
- Arabic Linguistics Institute, King Saud University, Riyadh.
- Institute of Arabic Language at Umm Al-Qura University, Makkah.
- Arabic Language Teaching Institute at the Islamic University, Madinah.
- Higher Institute of Arabic in Kaiyuan, Yunnan province, China.
- Centre for Teaching Arabic Language for Non-native speakers, Ministry of Higher Education, Cairo.
- Arabi Institute for Arabic Language Teaching in Riyadh.
- Al-Sheikh Zayed Center for teaching Arabic to non-native, Al-Azhar University, Cairo.
- Khartoum International Institute for Arabic language, Sudan.
- Higher Languages Institute, Damascus University, Syria.
- Arabic Language Institute in Fez, Morocco.

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(1) *ibid*, pp. 174175-.



- Education and Arabic Language Institute at the International University of Africa.
- Al-Diwan Center for teaching Arabic as a foreign language, Cairo.
- Fajr Center for the Arabic Language, Cairo.

### **Some of the most famous websites for teaching Arabic online:**

For those who couldn't get scholarships, they can learn Arabic language using websites. Which have a great role in teaching Arabic to non-native speakers<sup>(1)</sup>:

- Cairo Institute for Arabic Language website
- The Arab City website
- Arab Academy website
- Khartoum International Institute website
- Talk in Arabic website
- Teaching the Arabic Language Through English website
- Facilitated Arabic website
- Learning Arabic website

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(1) Abdul Rahman bin Saad al-srami: Evaluating Websites That Teach Arabic as a Second Language on the Internet in Light of Linguistic Skills, master's thesis. Arabic Language Teaching Institute, Al-Imam Mohammad Ibn Saud Islamic University, 1434 AH, p.6.



## Great books and curricula for learning and teaching Arabic language:

Indeed, the curricula for teaching Arabic vary depending on their objectives, content, and educational approaches and theories<sup>(1)</sup>, which were taken into consideration during the authoring phase. Here are some examples included:

- I Love Arabic: (Four volumes), by the Arab Bureau for Education for the Gulf States.
- Learn Arabic (Ta'allam Al-Arabiya): (Two volumes), Islamic endowment, Dr. Abdul Rahman bin Ibrahim al-Fawzan.
- Learn Arabic (Ta'allamu Al-Arabiya): (Three volumes), Islamic Educational, Scientific and Cultural Organization.
- Teaching Foreigners the Arabic Language: Arabic Teaching Institute for Non-Arabic Speakers, Damascus.
- (I love Arabic) series: Written by Dr. Mahmoud Ismail Seny, Nasif Mustafa Abdul Aziz, and Mukhtar Al-Taher Hussein. This series is for kids between the ages of 6 and 11.
- (Arabic for Juniors) series: Written by Dr. Mahmoud Ismail Seny, Nasif Mustafa Abdul Aziz, and Mukhtar Al-Taher Hussein. This series is for those between the ages of 11 and 17.
- (Arabic Language Lessons for Non-native Speakers) series: Written by F. Abdul Rahim, Islamic University in Madinah. Link:
- Itqan for Teaching Arabic to Non-native Speakers series: Arabi Institute for Arabic Language Teaching, Riyadh.

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(1) By Rushdi Ahmed Taima: Teaching Arabic to Non-native Speakers in Contemporary Society -New Trends and Necessary Applications (T'elym Al'erbyh Lghyr Alnatqyn Bha Fy Almjtm'e Alm'ear), ISESCO, Rabat, Morocco, 2007, p.18.





- Read (Iqra) series: IQRA International Educational Foundation in Chicago.
- The Road to Arabic Language series: By Qatar Islamic Cultural Center (Fanar). It consists of five books that are available on the center's website.
- The Mother Tongue series for teaching Arabic to non-native speakers: Authored by the Mother Tongue Center in the United Arab Emirates.
- Arabic language teaching series: (45 volumes) Al-Imam Mohammad Ibn Saud Islamic University.
- Kunooz series for teaching Arabic to non-native speakers: Arabi Institute for Arabic Language Teaching, Riyadh.
- Paths to Teach Arabic to Non-native Speakers series: Arabi Institute for Arabic Language Teaching, Riyadh.
- Contemporary Arabic: Peter Abboud, Center for Near East and North African Studies. Ann Arbor, Michigan, United States.
- Facilitated Arabic: It has seven levels, starting with the preliminary. Granada Publishing and Distribution Foundation.
- Arabic by Radio: By Alsaïd Yacoub Bakr et al., Cairo.
- Arabic in Your Hands: authored by Dr. Abdul Rahman bin Ibrahim al-Fawzan, Dr. Mukhtar Al-Tahir Hussain, and Dr. Mohamed Abdelkhalek Mohamed Fadl. It consists of (three volumes for students, three volumes for teachers, and a dictionary), Arabic for Everyone edition, by the Islamic Endowment Foundation.
- Arabic is My Language: Islamic Educational, Scientific and Cultural Organization.
- Arabic for Life: King Saud University.
- Arabic for Grown-ups: Islamic Endowment Foundation.



- The Essential Book for Teaching Arabic to Non-native Speakers: Published by Arab League Educational, Cultural and Scientific Organization in three volumes.
- The Basic Book (Al-Kitab Al-asasi): International University of Africa.

Teaching Arabic to Non-native Speakers- the basic book: Authored by Umm Al-Qura University.

- A Curriculum in Teaching the Arabic Language: by Daoud Attia and Abdo Khayat, Beirut, 1963.
- The Facilitator for Teaching Arabic to the Muslim Community Members in Al Mahjar: By D. Aziz al-Husseini and Abdullah Bennani, Islamic Educational, Scientific and Cultural Organization.
- Arabic Grammar Written for Self-Education (Alnhw Al'arby Albrmj LI T'elym Aldaty): By Dr. Mahmoud Ismail Seny et al., King Saud University.

## **Prominent Arabic newspaper websites that are Committed to Using Classical Arabic (Al-fus'ha):**

Arabic and daily newspapers are of great help in language learning. In addition, they will increase your language learning capability<sup>(1)</sup>, primarily if it is written in an easy and simple language. Therefore, you ought to read one or two news every day from one of the following Arabic newspapers:

- Al Riyadh Daily Newspaper.
- Al Watan Online Newspaper.

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(1) Dalal Yaseen Ahmed Abu Al-Saud. The Effectiveness of the Integrative Approach in Developing Language Ability in Teaching Arabic to Foreigners. (unpublished) PhD thesis, Faculty of Education, Ain Shams University, 2003, p. 18.



- Okaz Newspaper.
- The Knowledge Newspaper.
- The Middle East Newspaper.
- Al-Hayat Newspaper.
- Al-Shorouk (Egyptian) Newspaper.
- Annahar (Kuwaiti) Newspaper.
- Al-Ahram Newspaper.
- Alittihad Newspaper.

### **Well-known Arabic media programs:**

Arabic-speaking radio and media programs have a tremendous and influential role in developing Arabic learners' listening skills and their ability to memorize common Arabic vocabulary. Furthermore, it will help them to keep up with the issues and thoughts of society <sup>(1)</sup>; therefore, an Arabic learner should devote time every day to listen to one of the following programs:

- The Story Behind Every Picture, Al Jazeera Documentary.
- Alarabiya's Morning.
- A Journey into Memory. The Arabic RT channel.
- Without Bounds.
- The Future Pulse, The Arabic RT channel.
- Story and Idea.

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(1) Ali Ahmed Madkour, Rushdi Ahmed Taima, and Iman Ahmed Haridi: The Reference in the Curricula of Teaching Arabic to Non-native Speakers (Almrj'e Fy Mnahej T'elym Allughah Al'Arbyh Le Al-Natqyn Belghah Aukhra), Dar Alfeker Alarabi, Cairo, 2010. p.154.



## 2. Strategies and methods for learning Arabic

### How to get a scholarship to learn Arabic, followed by provided institutions:

Getting a scholarship in one of the Arab countries will help you to immerse yourself in learning the native language. Also, it would be better to acquire Arabic from a reliable source and hear it from the natives' mouths<sup>(1)</sup>. Hence, if you can get a scholarship, do not hesitate to follow these steps:

- Visit universities' websites with Arabic language education institutes and centers for non-native speakers.
- Register, and make sure to fill in your personal information accurately.
- Attach the required documents.
- Follow up on the application procedures of the Arab Embassies Cultural Mission in your country.
- Some of the reliable institutions to learn Arabic:
  - The Arabic Language Institute for Speakers of Other Languages, Jeddah.
  - Arabic Language Teaching Institute for Non-Arabic Speakers, Princess Nourah bint Abdulrahman University.
  - Arabic Language Teaching Institute, Al-Imam Mohammad Ibn Saud Islamic University.
  - Arabic Linguistics Institute, King Saud University.
  - Institute of Arabic Language, Umm Al-Qura University.
  - Arabic Language Teaching Institute in Madinah, Islamic University.

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(1) Dawud D.: A whole Language Approach for Foreign Language Writing Using Computers M.A. State University of New York, Dissertation 2004. Available at: <http://www.eric.ed.gov>. P27.



- Centre for Teaching Arabic Language for Non-native speakers, Ministry of Higher Education, Cairo.
- Al-Sheikh Zayed Center for teaching Arabic to non-native, Al-Azhar University, Cairo.

## **The necessary time non-native speakers need to master basic skills of Arabic**

First, learning Arabic skills for academic purposes: Non-native Arabic speakers who learn it for academic purposes will need approximately 416 hours of study hours and language activities to reach the level of language proficiency. The learning process goes through the following levels:

### **1- Beginner level:**

It is defined as the learners' development stage of their basic skills in the Arabic language (initial use of Arabic), besides their ability to form its sounds and structures. This level includes the percentage of 40% listening, 40% speaking, 10% reading, and 10% writing. The vocabulary number will be approximately 750 to 1000. Experts who teach non-native speakers divided this level into three minor stages, namely:

- Introductory: its duration is 56 hours.
- Beginner stage 1: 60 hours.
- Beginner stage 2: 60 hours.

### **2- Intermediate level:**

Also known as (personal usage of the language), it is the stage of fixing and expanding basic skills and increasing the student's vocabulary. Also, it includes 35% listening, 35% speaking, 15% reading, and 15% writing. Vocabulary ranges will be between 1000 to 1500 approximately. Experts divide this level into two stages:

- Intermediate stage 1: 60 hours.
- Intermediate stage 2: 60 hours.



### 3-Advanced Level:

It is seen as the first step in mastering the language and improving the linguistic knowledge. Furthermore, it includes 30% listening, 30% speaking, 20% reading, and 20% writing. Also, its vocabulary ranges from 1500 to 2000. Experts divide it into two stages:

- Advanced stage 1: 60 hours.
- Advanced stage 2: 60 hours.

Learners will be at most one of these two stages unless they pass a final exam. Furthermore, they will only get the language proficiency degree if they pass a general final exam for the advanced stage 2. Accordingly, after passing all the stages and getting a degree of language proficiency, learners can begin studying the Arabic language branches, literature, and arts.

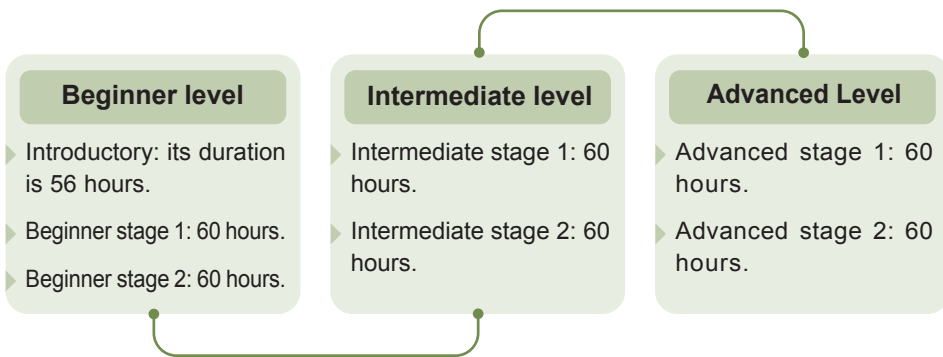


Figure (1) shows non-native speakers' learning levels for academic purposes and the number of hours suitable for each stage.

Second, learning Arabic for communication purposes:

Non-native speakers' learning levels for communication purposes take approximately 252 study hours and language activities. They have to consider the changes in the philosophy of the curriculum and all its components, as well



as the changes in the teaching objectives, methods, etc. The studying hours are as follows:

**Beginner level: Experts who teach non-native speakers divided this level as follows:**

1. Introductory: 36 hours. (30 hours of class studying and 6 hours of enrichment activities).
  - Beginner stage 1: 36 hours.
  - Beginner stage 2: 36 hours.
2. Intermediate level is divided into two stages:
  - Intermediate stage 1: 36 hours.
  - Intermediate stage 2: 36 hours.
3. Advanced level is divided into two stages:
  - Advanced stage 1: 36 hours.
  - Advanced stage 2: 36 hours.

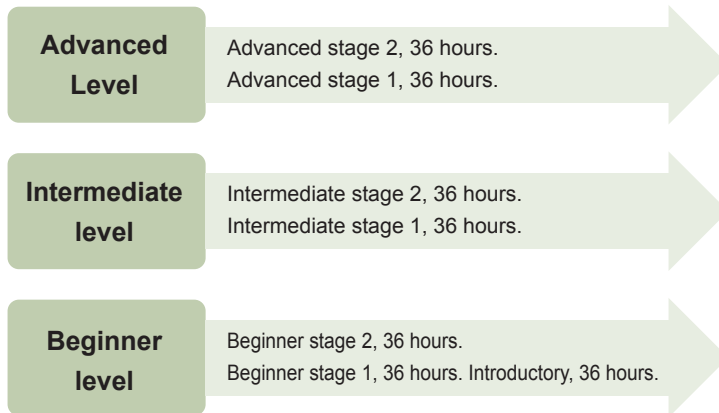


Figure (2) Shows non-native speakers' learning levels for communication purposes and the number of hours suitable for each stage.



## Priorities non-native Arabic learners should focus on:

First, non-native learners should focus on listening skills because being used to hearing Arabic alphabet helps them facilitate the learning process. After that, they will notice that listening enabled them to pronounce letters and write them. Therefore, linking the sounds to their actual meanings will build the learners' linguistic knowledge. Consequently, this will help fix the wrong impression about the difficulty of learning the Arabic language. Clearly, the point of learning Arabic is to communicate effectively with native speakers, rather than learning it only to understand vocabulary, grammar, and structure, without communicating with the Arabic community in any simple and natural conversation. Therefore, the main focus in learning Arabic should be what can help learners develop their communication ability, and that could be acquired through a studied program that includes three strategies:

**First:** imagining oneself dealing with daily life situations

Such as in greetings, acquaintances, markets, airports, hospitals, groceries, Restaurants, etc. As a result, a person will acquire linguistic knowledge that will help in the actual situations.

**Second:** focusing on phrases rather than words. First, learners should focus on listening, pronouncing, and learning the meaning of phrases and simple sentences. After that, they can focus on observing the pronunciation and listening to the smaller parts (words). Then, they can move to the next stage of knowing how to read and write them.

**Third:** the exposure to the language by searching for a natural or artificial (if necessary) language environment so the learners can use and practice their language skills.

In this order, Learners will know the language before learning its rules and grammar, giving them a higher communication ability to comprehend grammatical,





morphological, rhetorical, and literary conventions. For example, the teacher starts his lecture with the situation (greeting and acquaintance). Then, he would repeat the greeting sentence to his students, saying, “السلام عليكم ورحمة الله وبركاته” (assalamu alaikum wa rahmatu Allah wa barakatuh) that means “peace and Allah’s mercy and blessings be upon you”, until they memorize, pronounce, and know the meaning of it. After that, they will start observing the vocabulary separately “assalamu (peace)”, “rahmatu (mercy)”, and “barakatuh (blessing)”. Following, they will focus on some of the sounds and how to pronounce them, according to his teaching plan. Then, he will start teaching them how to write letters. In this greeting sentence, there is a lot of repeated Arabic sounds “السلام عليكم ورحمة الله وبركاته”. As it shows several Arabic writing characteristics, including stress marks “Al-shadah”, Lengthening “Al-madd”, short marks “اَ، اِ، اُ”، and long marks “أ، و، ي”.

Finally, the students will say the greeting, and the teacher will correct their mistakes until they pronounce it correctly, without mentioning analyzing syntax, for example, analyzing “السلام” to be the subject of the nominal sentence...etc.

Only after the learners learn Arabic sounds and letters and acquire adequate linguistic knowledge can the teacher commence teaching them simple and facilitated grammar rules, combined with the use of Arabic culture vocabulary that can fit with the learners’ culture at the speaking and writing levels.

It should be noted that what was mentioned above concerning the predominant priority for learners who learn Arabic for general purposes, but some matters may affect learners’ preferences. The two most influential of them are:

A- Learners’ purposes and goals: For example, some study Arabic for personal, medical, diplomatic, or commercial purposes. Therefore, their needs will change their priorities in learning the language structures and vocabulary.



B- Learners' cultural background: For instance, learners with an English background will differ from German learners. Hence, each of them may have different priorities depending on the differences between Arabic and their mother tongue.

## How to search in contemporary dictionaries:

A dictionary, also known as “Al-Mu’jam” or “Al-Qamoos” in Arabic, is a book that contains a large number of words. It is organized in a specific order and provides the pronunciation, definition, and interpreted meanings of each word. It is unknown who first coined the word “Al-Mu’jam”, nor the date of the first use of it with the same meaning we know now.

## First: Monolingual dictionaries

Dictionaries vary in their topics, form, and language, as there are monolingual dictionaries, bilingual dictionaries, and trilingual dictionaries. Also, there are general dictionaries and others specialized in medicine, economics, Engineering, agriculture...etc. Moreover, some are illustrated with pictures (Visual dictionary) while others aren't. It can be electronic or on paper...and so on. The dictionary must determine the word part of speech, whether it is a noun, adjective, or verb... . The Arabic dictionary should also write the word gender (feminine and masculine) and clarify how a word could be written in the feminine. However, in Arabic dictionaries, it is better to explain if the verb is transitive or intransitive, and if there are any possible derivation forms. Or any other morphological characteristics that facilitate identifying grammatical and semantic meanings.

Arabic dictionaries have included a lot of what's mentioned above, which can be seen everywhere in our diversified and enormous Arabic dictionaries through time.

It is noted that the Arabic dictionaries dedicate primary attention to the meanings and interpretation, which is the primary function of a dictionary, rather than



concentrating on grammatical features. Therefore, the dictionary should contain clear and accurate meanings, and pay attention if there are any polysemes. Moreover, dictionaries

must provide actual examples or at least refer to the word in its context, e.g., medical, engineering, agriculture...etc. The meanings are required to be concise and clear without any ambiguity, and to consider the definition's logical rules.

### Why do we search in the dictionary?

We look into it to find a word and its different meanings and pronunciations. Also, how to use a word's past or present form. Moreover, it can be used to identify plural or derivation forms...etc.

### How to search in the dictionary?

When searching for a word in the dictionary, it is necessary to know the root of it , and to turn it back to its root you should follow the following steps:

- 1 - Omitting additional letters: If the word you're looking for is derived such as, «استعلام» which has four additional letters «ا, س, ت, ا» to its root «علم», you have to Omit the additional letters to have the root «ع, ل, م».
- 2- using singular form: You have to use the singular form if the word is in the «مثنى Al-Muthanna»(the dual form of a word in Arabic) or plural form. For example, Al-Muthanna «قوسان» is rendered to its singular form «قوس», the plural «رجال» is rendered to its singular form «رجل», and the plural «هندات» is rendered to its singular form «هند».
- 3- Converting the verb to its past form: You have to convert the verb you're looking for to its past form. Because if it is written in the present or «الأمر Al-Amer» forms, it will affect the verb root. For example, if we convert the present «يعي» to its past form, it would be «وعى». It was shown that the omitted letter «و»



in the present form appears in the past form. Also, if Al-Amer verbs “صَلُّ، قُلُّ، بَعُ، ائِهْ” are converted to past form, they will be written as “وَصَلَّ، وَقُلَّ، وَبَعَّ، وَائِهَّ”.

- 4- Switching the letter “ا” to its original form: If one of the past verbal root letters is “ا” it has to be converted to its origin «ا» or «ي» or «و». The method to find the origin of the letter «ا» is to convert the root to the present form. For example, the present of «باع»، «قال»، and «لها» are «بيع»، «يقول»، and «يلهو» so the origins are «ي»، «و»، and «و» and the roots will be «ب ي ع»، «ق و ل»، and «ل ه و». Moreover, “ا” origin could be found if you use one of the Arabic personal references (ت الفاعل، نون النسوة), as in “لهوت”. As for “ا” in nouns, in most cases, it is just an additional letter that can be omitted. For instance, after omitting “ا” in “جالس” it will become “ج ل س”.

**Example 1:** How to search for the word “يَتَعَلَّمُ” in the dictionary?

- 1- Convert it to the past form “تَعَلَّمَ”.
- 2- Omitting the additional letters “ت” and “-” the stress mark so it becomes “فَعَلَّ”.
- 3- Look for it in the “ع” letter section in the dictionary, combined with the rest of the word letters “ن” and “م”.

**Example 2:** How to search for the word “وَدَّ” in the dictionary?

- 1- Decipher the stress mark on the “د” letter, so it becomes “ودد”.
- 2- Look for it in the “و” letter section in the dictionary, combined with the other two “د”.

**Example 2:** How to search for the word “عَادَ” in the dictionary?

- 1- Convert it to the present tense to find the origin of the “ا” letter, so it becomes “يَعُودُ” so the root will be “عود”.
- 2- Look for it in the “ع” letter section in the dictionary, combined with the letters “و” and “د”.



### **The methods to search in the dictionary. There are two ways:**

- 1- In using Al-Moajam Al-Wasit (Intermediate Dictionary) or any other similar dictionaries, we will search for the word according to the order of its letters. Therefore, we will look for the word "انتصار" by its root "نصر" in the "ن" letter section, in "ص" and "ز" columns.
- 2- As for Al-Qamus Al-Muhit (Comprehensive Dictionary) or any other similar dictionaries, we will search for the word according to its last letter. Hence, we will look for the word "انتصار" by its root "نصر" in the "ر" letter section, in the "ن" column.

### **Second: Bilingual and trilingual dictionaries:**

Nowadays, dictionaries are interested in multilingualism. Therefore, it lists a certain language vocabulary and arranges them in sections, according to the language method.

Then, it will list their counterpart in the other language. For example, list the Arabic word with its counterpart in English, French, or both. These are called bilingual or trilingual dictionaries. Currently, there are numerous examples of these two types in Arab libraries, such as Elias, Al-Mawrid, and Larousse dictionaries...etc.

Recently, so-called (computer dictionaries) have appeared. It is programmed to store a language's vocabulary in the computer with its counterpart in one or more languages, which can exceed seven languages sometimes. The search is done automatically by just pressing the buttons with the intended word's letter. Then, the word will appear on the screen alongside its translation in one or more of the saved languages.

In addition, there is a more developed model of these dictionaries named (talking dictionary), which provides its user with the correct pronunciation of the word and how it's written.



### Third: Visual dictionary

Visual dictionaries use pictures or drawings to illustrate the meaning of words. Furthermore, they are helpful in a group of educational environments. Such as teaching children their native language's information or teaching older students a foreign language, e.g., the Original Visualized Cultural Dictionary.

Usually, visual dictionaries and lexicons are ordered by the topic rather than the alphabetical order. Mostly, they are concise dictionaries that contain a few words.

The pictural dictionary is a similar concept that consists of a set of large and titled pictures, allowing the user to find the name of a specific item in the large picture.

### Fourth: Electronic dictionary

The electronic dictionary is necessary for learning the Arabic language, especially in the time of information and economic society that depends on knowledge. Hence, the dictionary function has evolved recently to become an essential tool that helps learners, professors, researchers, translators, and other social and professional groups.

This necessity is even more evident if we compare the dictionaries production of languages worldwide to our Arabic dictionaries production, especially the electronic ones. Which Its goal in language education is to increase learners' demand for electronic dictionaries because of the features that enable them to search and display information using multiple tools.

The rapid modernization allows electronic dictionaries to keep pace with Arabic language improvement at all levels. Finally, electronic dictionaries facilitate the process of building the Arabic language ontology.



## Learning Arabic strategies

**First**, the context or text strategy One of the most critical strategies in learning languages is using Arabic sentence structures to understand vocabulary and linguistic structures and to develop the language knowledge that will facilitate understanding Arabic sentences. Until the learner reaches the level of guessing the intellectual component of the text or speech, which can be acquired through what follows:

- Identifying the topic or sub-topics of the text.
- Identifying the tense. The temporal and circumstances sentences are useful in understanding a lot of the writer's or speaker's intentions.
- Identifying the linguistic characteristics and the indicative elements in the intended text, such as:
  - Determining the personal reference pronouns (first person, second person, third person) and what they refer to.
  - Determining the text functions (request, Invocation, proudness, "Ghazal" love poetry... etc.)
- Determining the functional meaning of the word by analyzing the text, in which the meaning of the word is divided into:
  - Functional meaning (the partial analytical meaning).
  - Al-Etlak (denotative meaning): the customary meaning (actual meaning) that is given to the word and can be listed in the dictionary.
  - Al-Qased (connotative meaning): the social meaning intended in the speech.

**Second**, the searching in the dictionary strategy: It is based on connecting the learner with linguistic knowledge, where dictionaries are concerned with phonetic, morphological, structural, semantic, and rhetorical characteristics in a way that helps identify the features of words, vocabulary, structures down to the knowledge



of their meaning, and reveal some of their secrets. In the following, we list some principles and advice that help the learner in referring to the dictionary:

- Read the text silently.
- Then, determine which new words you want to search for their meanings.
- After that, write down their adequate meanings that fit the purpose of the text as you read it in the dictionary.
- Then, read the text out loud with the new words you wrote, with an understanding of the whole sentences.

**Dear learner, you can refer to the dictionary if you need to:**

- Search for vocabulary meanings in the text.
- Understand the meaning of sentences and the sequence of their paragraphs and recognize the relationship between their meanings.
- Figure the used forms according to their word order.
- Acquire basic information like Arab and Islamic heritage.
- Understand the forms of Arabic in terms of the word gender (feminine or masculine), numbers, tenses, and verbs.

**Third**, the strategy of asking linguists: Many learners are terrified of asking, even though we emphasize that asking questions eliminates the confusion. Also, it helps to understand and confirm the intended meaning... etc. To put it more simply, questioning is your gate to knowledge, and asking linguists (linguistic specialists) is a kind of collective thinking. For instance, the student will ask his teacher so he can get rid of the confusion or to know a certain meaning. These are some instructions that the learner should do:

- Determine the question precisely.
- Think of the answer.





- Try using the dictionary to figure out the meaning.
- Do not hesitate to ask your teacher.

The teacher must answer all learners' questions with clear, logical, complete, and unambiguous answers. Also, he has to answer without hesitation and give them a clear meaning.

Fourth, the drawing strategy: Using drawing in learning words is one of the expressive and illustrative methods that help non-native learners. For example, it can be used to differentiate between the word gender (masculine and feminine) in a specific context or text, or in learning the singular, "مثنى Al-Muthanna", and plural forms. In other words, drawing helps the learner to associate words with their characteristics that distinguish them.

Fifth, the translation strategy: The use of translation strategy is one of the oldest methods learners use to learn foreign languages, whether this language is their native or official one. We do not recommend or favor this strategy except for necessity at the beginner level only. However, the translation strategy is used for many reasons, including:

- Clarifying the meaning.
- Approximating the meaning.
- Saving time.
- Saving effort.
- Facilitating language learning.
- Accelerating language learning
- Saving teachers' effort in teaching.
- Saving learners' effort in learning.
- Compensating the loss of other helpful aids, such as photos.
- Marketing translated books to nearly all novice learners.



### 3. Essential words and proverbs in the Arabic culture

In conclusion, remember dear learner that:

- The days of the week in the Arab countries begin with:
  - Saturday.
  - Sunday.
  - Monday.
  - Tuesday.
  - Wednesday
  - Thursday
  - Friday
- And that the Arab countries use Gregorian and Hijri calendars:

	Months in the Gregorian calendar (Solar calendar)	Months in the Hijri calendar (Lunar calendar)
1	January	Muharram
2	February	Safar
3	March	Rabi al-Awwal
4	April	Rabi al-Thani
5	May	Jumada al-Awwal
6	June	Jumada al-Thani
7	July	Rajab
8	August	Shaban



9	September	Ramadan
10	October	Shawal
11	November	Dhu al-Qadah
12	December	Dhu al-Hijjah

● Some of the most famous Arabic Proverbs:

A friend in need is a friend indeed.	الصديق وقت الضيق «Al-sdyq waqt aladyq».
Patience is a remedy for every grief.	الصبر مفتاح الفرج «alsabr muftah alfaraj».
A life for a life.	العين بالعين والسن بالسن «Al'eyn be al'eyn wa alsen be alsen».
A bad workman blames his tools.	الصانع السيء يلمم أدواته «Alsan'e alsy' ylmw adwath».
A drawing man will clutch at a straw.	الغريق يتعلق بقشة «alghryq yt'elq beqshah».
Great gifts are from great men.	على قدر أهل العزم تأتي العزائم «'ela qadr ahl al'em taty al'eza'em ».
A little learning is a dangerous thing.	نصف العلم أخطر من الجهل «nsf al'elm akhtr mn aljhl».
A man can do no more than he can.	فاقد الشيء لا يعطيه. «faqd alshy' la yu'etyh».
A man is known by the company he keeps.	يعرف المرء بأقرانه «y'erf almr' be aqraneh».
A secret between more than two is no secret.	كل سر جاوز الإثنين شاع «kl ser jawz alethnyn sha'e».



A word to a wise man is enough.	إن اللبيب بالإشارة يفهم «en allabyb bal'esharh yfhm».
Absence makes the heart grow fonder.	البعيد عن العين بعيد عن القلب «alb'eyd 'en al'eyn b'eyd 'en alqlb».
All is well that ends well.	إنما الأمور بخواتمها «enma alamwr bkhwatmha».
Believe not all that you hear nor that half what you see.	لا تصدق كل ما تسمع ونصف ما ترى «la tusadeq kul ma tsm'e wansf ma tra».
All that glitters is not gold	ليس كل ما يلمع ذهباً «lys kul ma ylm'e dhba».



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