

ARA 202

LANGUAGE DRILLS II



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Series 1 Consolidating Arabic Reading and Comprehension

1.1 Foundations of Arabic Reading

1.1.1 Principles of Arabic Script Recognition

1.1.2 Word Formation and Sentence Structure

1.1.3 Common Reading Challenges and Strategies

1.2 Comprehension of Arabic Texts

1.2.1 Techniques for Understanding Prose Passages

1.2.2 Approaches to Analysing Poetry

1.2.3 Contextual Clues and Vocabulary Expansion

1.3 Practical Reading Exercises

1.3.1 Guided Reading of Selected Texts

1.3.2 Dictation and Recall Activities

1.3.3 Self-Practice and Independent Reading

Introduction

Reading is the gateway to deeper engagement with any language, and Arabic is no exception. As learners progress beyond the basics, the ability to read fluently and comprehend texts becomes central to mastering the language. This Series is designed to strengthen your confidence in



recognising Arabic script, interpreting words and sentences, and grasping meaning from both prose and poetry. By consolidating your reading skills, you will be better prepared to tackle advanced aspects of the course and apply Arabic knowledge independently.

The aim of this Series is to equip you with strategies and practice that will enhance your reading fluency and comprehension of Arabic texts, enabling you to analyse meaning more effectively and apply these skills in both academic and personal contexts.

We shall commence this Series by exploring the foundations of Arabic reading, focusing on script recognition, word formation, and sentence structure. Next, we will move on to comprehension techniques, where you will learn how to approach prose and poetry, expand your vocabulary, and use contextual clues to aid understanding. Finally, we will wrap up with practical reading exercises, including guided reading, dictation, and independent practice, which will allow you to consolidate your skills and apply them confidently.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 1.1** define the principles of Arabic script recognition and explain how words and sentences are formed,
- **SLO 1.2** analyse prose passages using appropriate comprehension techniques,
- **SLO 1.3** evaluate selected Arabic poetry by identifying meaning, style, and contextual features,
- **SLO 1.4** apply strategies such as contextual clues and vocabulary expansion to improve reading fluency, and
- **SLO 1.5** demonstrate practical reading skills through guided exercises, dictation, and independent practice.



1.1 Foundations of Arabic Reading

1.1.1 Principles of Arabic Script Recognition

The **Arabic script** is the writing system used to represent the Arabic language. It is written from right to left and consists of 28 letters. Each letter can take different forms depending on its position in a word: initial, medial, final, or isolated. Recognising these variations is essential for fluent reading. Learners should pay attention to the way letters connect, as some letters join seamlessly while others do not.

Arabic Letters: isolated, Initial, Medial, & Final Forms

Letter Name	isolated Form (مُنْفَصِلَة)	Initial Form (فِي الْبَدَايَةِ)	Medial Form (فِي الْوَسْطِ)	Final Form (فِي الْنَّهَايَةِ)
Alif	ا	ا	ا	ا
Ba	ب	ب	ب	ب
Ta	ت	ت	ت	ت
Jeem	ج	ج	ج	ج
Seen	س	س	س	س
Qaf	ق	ق	ق	ق

Note: Initial and Medial forms show potential connections with subsequent or preceding letters.

Figure 1.1 Positional forms of Arabic letters

Fill in the blank: Arabic script is written from _____ to _____.

1.1.2 Word Formation and Sentence Structure

In Arabic, words are often built from **roots**, which are sets of three consonants that convey a basic meaning. From these roots, different words are formed by adding vowels and affixes. For example, the root “k-t-b” relates to writing, and from it we derive words such as “kitāb” (book) and “kataba” (he wrote). Understanding root patterns helps learners decode unfamiliar words.



Sentences in Arabic typically follow a **verb-subject-object** order, although variations exist depending on emphasis and style. Recognising sentence structures allows learners to identify the main idea quickly.

Word	Form/Pattern	Meaning
kataba	Verb (fa‘ala)	“He wrote” – the basic verb form.
yaktubu	Verb (yu- prefix)	“He writes” – present tense form.
kitāb	Noun (fi‘āl)	“Book” – a written text.
kutub	Plural (fu‘ul)	“Books” – plural of <i>kitāb</i> .
kātib	Active participle	“Writer” – one who writes.
maktab	Noun (maf‘al)	“Office” or “desk” – place associated with writing.
maktaba	Noun (maf‘ala)	“Library” – collection of books.
maktūb	Passive participle	“Written” – something that has been written.

Table 1.1 Examples of words derived from the root “k-t-b”

Fill in the blank: The root “k-t-b” relates to the concept of _____.

1.1.3 Common Reading Challenges and Strategies

Learners often face challenges such as distinguishing similar-looking letters, dealing with unfamiliar vocabulary, and managing the absence of short vowels in written texts. To overcome these, strategies include practising letter recognition, using context to infer meaning, and consulting dictionaries or glossaries.

Another useful strategy is **dictation practice**, where learners listen to a passage and write it down. This reinforces both recognition and comprehension. Regular exposure to authentic texts, such as short stories or newspaper articles, also helps build confidence.

Strategy	Explanation
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Practice Root Recognition	Focus on identifying common Arabic roots (e.g., <i>k-t-b</i>) to understand word families and meanings.
Use Context Clues	Rely on surrounding words and sentence structure to infer meaning when encountering unfamiliar vocabulary.
Break Down Words	Analyze prefixes, suffixes, and patterns to decode complex words.
Read Aloud	Improves fluency, pronunciation, and comprehension by engaging both sight and sound.
Gradual Text Progression	Start with simple texts (children's stories, graded readers) before moving to classical or modern literature.
Annotate and Highlight	Mark key words, roots, and grammatical structures to reinforce learning.
Leverage Bilingual Resources	Use parallel texts or dictionaries to bridge gaps in understanding.
Consistent Daily Practice	Short, regular reading sessions build confidence and long-term retention.

Box 1.1 Recommended strategies for overcoming reading challenges

Fill in the blank: One effective strategy for reinforcing recognition and comprehension is _____ practice.

Pilot questions 1.1

1. Which direction is Arabic script written in?
2. What are the four positional forms of Arabic letters?
3. What is the typical root structure in Arabic word formation?
4. Give one example of a word derived from the root "k-t-b".
5. Name one strategy that can help overcome challenges in Arabic reading.



1.2 Comprehension of Arabic Texts

1.2.1 Techniques for Understanding Prose Passages

Prose in Arabic often conveys ideas in straightforward sentences, but learners must pay attention to context, vocabulary, and sentence structure. A useful technique is **skimming**, which means quickly reading through a passage to grasp the main idea. Another is **scanning**, which involves looking for specific details such as names, dates, or keywords. Combining these techniques helps learners to identify both the general meaning and finer details.



Figure 1.2 Skimming and scanning in Arabic prose

Fill in the blank: Skimming is used to grasp the _____ idea of a passage, while scanning is used to find _____ details.

1.2.2 Approaches to Analysing Poetry

Arabic poetry is rich in imagery, rhythm, and cultural references. To analyse poetry effectively, learners should focus on **metre**, which refers to the rhythmic pattern of the poem, and **imagery**,



which refers to the descriptive language that appeals to the senses. Paying attention to these elements allows learners to appreciate both meaning and style.



Plate 1.1 Example of Arabic poetic metre

Fill in the blank: The rhythmic pattern of a poem is called its _____.

1.2.3 Contextual Clues and Vocabulary Expansion

When encountering unfamiliar words, learners can use **contextual clues**, which are hints provided by surrounding words or sentences. For example, if a word appears in a sentence about food, it is likely related to eating or cooking. Another strategy is building a **personal vocabulary list**, where learners record new words along with their meanings and examples of usage. This practice strengthens recall and expands comprehension.

Tip	Explanation
Learn Roots and Patterns	Focus on common Arabic roots (e.g., <i>k-t-b</i>) to unlock families of related words.



Use Flashcards	Create digital or paper flashcards to review new words regularly.
Read Widely	Engage with newspapers, stories, and poetry to encounter vocabulary in context.
Practice Word Mapping	Build word webs linking synonyms, antonyms, and related expressions.
Apply Words in Writing	Keep a journal or short notes using new vocabulary to reinforce memory.
Listen Actively	Watch Arabic media (TV, podcasts, songs) to hear words in natural usage.
Engage in Conversation	Practice speaking with native speakers or peers to internalize vocabulary.
Review Consistently	Revisit old vocabulary lists to strengthen long-term retention.

Box 1.2 Practical tips for vocabulary expansion

Fill in the blank: Recording new words with their meanings and examples in a _____ list helps strengthen recall.

Pilot questions 1.2

1. What is the difference between skimming and scanning?
2. Which two elements should learners focus on when analysing Arabic poetry?
3. What is meant by imagery in poetry?
4. How can contextual clues assist in understanding unfamiliar words?
5. What is one effective method for expanding vocabulary in Arabic?



1.3 Practical Reading Exercises

1.3.1 Guided Reading of Selected Texts

Guided reading involves working through carefully chosen Arabic passages with structured support. These texts may include short stories, essays, or extracts from newspapers. The purpose is to help learners practise fluency while focusing on meaning. During guided reading, attention is given to pronunciation, sentence flow, and comprehension. Learners are encouraged to pause, reflect, and summarise sections in their own words.



Plate 1.2 Guided reading practice in Arabic

Fill in the blank: Guided reading helps learners practise _____ while focusing on meaning.

1.3.2 Dictation and Recall Activities

Dictation is the practice of listening to a passage and writing it down. This activity strengthens recognition of words and reinforces spelling and grammar. It also trains learners to connect spoken and written forms of Arabic. **Recall activities** involve reading a passage, closing the text,



and then writing or narrating what was remembered. These exercises improve memory and comprehension.

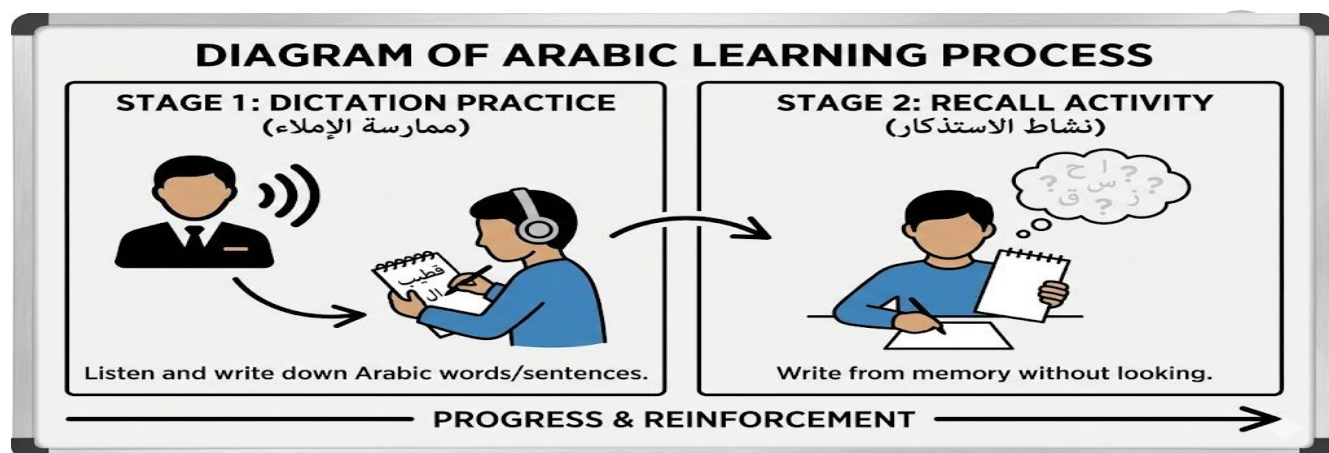


Figure 1.3 Dictation and recall process

Fill in the blank: Writing down a passage after listening to it is called _____.

1.3.3 Self-Practice and Independent Reading

Independent reading is essential for building confidence. Learners should select texts that match their level, such as children's stories, simple articles, or graded readers. Over time, they can progress to more complex materials. Self-practice also includes setting personal goals, such as reading one page daily or summarising a passage weekly. Keeping a reading journal helps track progress and identify areas for improvement.

Tip	Explanation
Set Clear Goals	Decide on daily or weekly reading targets (e.g., number of pages or minutes) to stay consistent.
Choose Appropriate Texts	Start with graded readers or simple stories before progressing to classical or modern literature.
Read Aloud	Improves fluency, pronunciation, and comprehension by engaging both sight and sound.



Highlight and Annotate	Mark unfamiliar words, roots, and grammar structures to reinforce learning.
Use Dictionaries Wisely	Look up key words but avoid stopping too often—focus on overall meaning first.
Summarize After Reading	Write short notes or summaries in Arabic to strengthen retention and practice expression.
Re-read for Depth	Return to the same text multiple times to notice new details and reinforce vocabulary.
Balance Genres	Read across different forms—stories, essays, poetry—to build cultural and linguistic range.

Box 1.3 Tips for effective independent reading

Fill in the blank: Keeping a _____ journal helps track progress and identify areas for improvement.

Pilot questions 1.3

1. What is the main purpose of guided reading?
2. How does dictation strengthen recognition of words?
3. What is the difference between dictation and recall activities?
4. What type of texts should learners begin with when practising independent reading?
5. Name one benefit of keeping a reading journal.

Series Summary

This Series has focused on consolidating your ability to read and comprehend Arabic texts, which is a vital skill for progressing in the study of the language. We began by examining the foundations of Arabic reading, where you explored script recognition, word formation, and



sentence structures. We then moved on to comprehension techniques, looking at how to approach prose and poetry, and how to use contextual clues to expand vocabulary. Finally, we engaged with practical reading exercises, including guided reading, dictation, recall, and independent practice, all designed to strengthen fluency and confidence.

By working through these Parts, you should now be able to define the principles of Arabic script recognition, analyse prose passages, evaluate poetry, apply strategies for vocabulary expansion, and demonstrate practical reading skills. These achievements directly align with the Series Learning Outcomes, ensuring that you are well prepared to continue building advanced reading and comprehension abilities in Arabic.

Glossary of Terms

- **Arabic script:** The writing system used for the Arabic language, written from right to left and consisting of 28 letters that change form depending on their position in a word.
- **Contextual clues:** Hints found in surrounding words or sentences that help a reader infer the meaning of unfamiliar vocabulary.
- **Dictation:** A learning activity where a passage is read aloud and learners write it down, reinforcing recognition, spelling, and grammar.
- **Guided reading:** A structured approach to reading where learners work through selected texts with support, focusing on pronunciation, fluency, and comprehension.
- **Imagery:** Descriptive language in poetry that appeals to the senses and creates vivid mental pictures.
- **Independent reading:** Self-directed practice where learners choose texts appropriate to their level and read them to build confidence and fluency.
- **Metre:** The rhythmic pattern in poetry, created by the arrangement of syllables and stresses.
- **Recall activities:** Exercises where learners read a passage, then attempt to reproduce its content from memory, strengthening comprehension and retention.
- **Root:** A set of consonants, usually three, that forms the basis of word formation in Arabic and conveys a core meaning.



- **Skimming:** A reading technique used to quickly grasp the main idea of a passage.
- **Scanning:** A reading technique used to locate specific details such as names, dates, or keywords within a text.
- **Vocabulary list:** A personal record of new words, their meanings, and examples of usage, designed to support memory and language expansion.

Concept Check Questions [Series 1]

Objective questions

1. Arabic script is written from which direction? (Linked to SLO 1.1)
2. What is the typical root structure used in Arabic word formation? (Linked to SLO 1.1)
3. Which reading technique is used to quickly grasp the main idea of a passage? (Linked to SLO 1.2)
4. What is the rhythmic pattern in Arabic poetry called? (Linked to SLO 1.3)
5. Which activity involves listening to a passage and writing it down? (Linked to SLO 1.5)

Short-answer questions

6. Define contextual clues and explain how they assist in reading unfamiliar words. (Linked to SLO 1.4)
7. Give one example of a word derived from the root “k-t-b” and explain its meaning. (Linked to SLO 1.1)
8. Describe one benefit of keeping a vocabulary list. (Linked to SLO 1.4)
9. Explain the difference between dictation and recall activities. (Linked to SLO 1.5)
10. Identify two elements learners should focus on when analysing Arabic poetry. (Linked to SLO 1.3)

Long-answer questions

11. Analyse the importance of guided reading in developing fluency and comprehension in Arabic. (Linked to SLO 1.5)



12. Evaluate the role of skimming and scanning in understanding Arabic prose passages.

(Linked to SLO 1.2)

13. Discuss how roots contribute to word formation in Arabic, using examples to illustrate your points. (Linked to SLO 1.1)

Answers to Concept Check Questions [Series 1]

Objective questions

1. Right to left.
2. Three consonants.
3. Skimming.
4. Metre.
5. Dictation.

Short-answer questions

6. Contextual clues are hints in surrounding words or sentences that help infer meaning. They assist by guiding learners towards the likely meaning of unfamiliar words.
7. Example: “kitāb” means book, derived from the root “k-t-b” which relates to writing.
8. A vocabulary list helps learners record new words, meanings, and usage examples, supporting recall and expansion.
9. Dictation involves writing down a passage while listening, while recall involves reproducing content from memory after reading.
10. Metre and imagery.

Long-answer questions

11. *Basic response*: Guided reading provides structured support, helping learners practise pronunciation, fluency, and comprehension.

Value-added response: Beyond the basics, guided reading also encourages learners to



reflect critically on texts, summarise ideas, and develop independent strategies for tackling complex materials.

12. *Basic response*: Skimming helps identify the main idea, while scanning focuses on specific details. Together, they improve comprehension of prose.

Value-added response: Advanced learners can combine skimming and scanning with note-taking, enabling them to analyse themes, arguments, and stylistic features more effectively.

13. *Basic response*: Roots are sets of consonants that form the basis of words. For example, “k-t-b” produces words like “kitāb” (book) and “kataba” (he wrote).

Value-added response: Roots not only generate vocabulary but also reveal semantic relationships across words. Analysing roots allows learners to predict meanings of unfamiliar words and appreciate the interconnectedness of Arabic lexicon.



Answers to Pilot Questions [Series 1]

Pilot questions 1.1

1. Arabic script is written from right to left.
2. The four positional forms of Arabic letters are isolated, initial, medial, and final.
3. The typical root structure in Arabic word formation is three consonants.
4. An example of a word derived from the root “k-t-b” is *kitāb* (book).
5. One strategy that can help overcome challenges in Arabic reading is dictation practice.

Pilot questions 1.2

1. Skimming is used to grasp the main idea, while scanning is used to find specific details.
2. Learners should focus on metre and imagery when analysing Arabic poetry.
3. Imagery refers to descriptive language that appeals to the senses.
4. Contextual clues assist by providing hints in surrounding words or sentences to infer meaning.
5. An effective method for expanding vocabulary in Arabic is keeping a personal vocabulary list.

Pilot questions 1.3

1. The main purpose of guided reading is to practise fluency while focusing on meaning.
2. Dictation strengthens recognition of words by reinforcing spelling and grammar.
3. Dictation involves writing down a passage while listening, while recall involves reproducing content from memory after reading.
4. Learners should begin with simple texts such as children’s stories or graded readers.
5. One benefit of keeping a reading journal is tracking progress and identifying areas for improvement.

References and Attributions [Series 1]



General References

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- OpenLangLib. (n.d.). *CEFR Graded Arabic Reading and Listening Resources*. Retrieved from <https://openlanglib.org>

Illustrations

- *Figure 1.1 Positional forms of Arabic letters*
 - AI prompt: “Generate a clear diagram showing Arabic letters in isolated, initial, medial, and final forms.”
 - Suggested OER search string: “Arabic alphabet positional forms OER diagram.”
- *Table 1.1 Examples of words derived from the root ‘k-t-b’*
 - AI prompt: “Create a table showing Arabic root k-t-b with derived words and meanings.”
 - Suggested OER search string: “Arabic root k-t-b word formation OER.”
- *Box 1.1 Recommended strategies for overcoming reading challenges*
 - AI prompt: “Generate a text box listing strategies for overcoming Arabic reading challenges.”
 - Suggested OER search string: “Arabic reading strategies for learners OER.”
- *Figure 1.2 Skimming and scanning in Arabic prose*
 - AI prompt: “Generate a diagram showing skimming for main ideas and scanning for details in Arabic text.”



- Suggested OER search string: “skimming and scanning reading strategies OER diagram.”
- *Plate 1.1 Example of Arabic poetic metre*
 - AI prompt: “Generate an image of an Arabic poem with rhythmic patterns highlighted.”
 - Suggested OER search string: “Arabic poetry metre example OER.”
- *Box 1.2 Practical tips for vocabulary expansion*
 - AI prompt: “Generate a text box listing practical tips for expanding Arabic vocabulary.”
 - Suggested OER search string: “Arabic vocabulary learning strategies OER.”
- *Plate 1.2 Guided reading practice in Arabic*
 - AI prompt: “Generate an image of a student reading Arabic text with annotations for comprehension.”
 - Suggested OER search string: “guided reading Arabic text OER.”
- *Figure 1.3 Dictation and recall process*
 - AI prompt: “Generate a diagram showing dictation practice followed by recall activity in Arabic learning.”
 - Suggested OER search string: “dictation recall Arabic learning OER diagram.”
- *Box 1.3 Tips for effective independent reading*
 - AI prompt: “Generate a text box listing tips for effective independent reading in Arabic.”
 - Suggested OER search string: “independent reading strategies Arabic learners OER.”



Series 2 Advancing Arabic Writing Skills

2.1 Fundamentals of Arabic Script Writing

- 2.1.1 Correct letter formation and stroke order
- 2.1.2 Writing letters in different positional forms (isolated, initial, medial, final)
- 2.1.3 Common handwriting challenges and solutions

2.2 Constructing Words and Sentences

- 2.2.1 Word building from roots and patterns
- 2.2.2 Sentence formation and punctuation in Arabic
- 2.2.3 Writing simple descriptive sentences

2.3 Developing Extended Writing Skills

- 2.3.1 Writing short paragraphs on familiar topics
- 2.3.2 Techniques for coherence and cohesion in writing
- 2.3.3 Drafting and revising written work

Introduction

In the last Series, we explored how to consolidate Arabic reading and comprehension, building the foundation for engaging meaningfully with texts. Reading, however, is only one side of language mastery. To truly express ideas and participate in communication, learners must also develop the ability to write clearly and accurately in Arabic. Writing not only reinforces reading skills but also enables creativity, precision, and effective self-expression. This Series will guide you through the essential steps of advancing your Arabic writing skills, ensuring that you can move confidently from forming letters to producing coherent paragraphs.



The aim of this Series is to equip you with the skills needed to write Arabic script correctly, construct words and sentences effectively, and develop extended writing abilities that demonstrate clarity and organisation.

We shall commence this Series by focusing on the fundamentals of Arabic script writing, where you will practise correct letter formation and learn to manage positional variations. Next, we will move on to constructing words and sentences, paying attention to roots, patterns, punctuation, and descriptive writing. Finally, we will wrap up by developing extended writing skills, including drafting short paragraphs, applying techniques for coherence and cohesion, and revising written work to improve quality.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 2.1** demonstrate correct formation of Arabic letters, including stroke order and positional variations,
- **SLO 2.2** identify common handwriting challenges and apply strategies to overcome them,
- **SLO 2.3** construct words accurately using Arabic roots and patterns,
- **SLO 2.4** apply appropriate punctuation when forming sentences in Arabic,
- **SLO 2.5** compose simple descriptive sentences that convey clear meaning,
- **SLO 2.6** draft short paragraphs on familiar topics with coherence and cohesion, and
- **SLO 2.7** revise written work effectively to improve clarity and organisation.



2.1 Fundamentals of Arabic Script Writing

2.1.1 Correct letter formation and stroke order

The **Arabic script** is written from right to left and consists of 28 letters. Each letter has a specific **stroke order**, which refers to the sequence in which the lines and curves are drawn. Following the correct stroke order ensures clarity, consistency, and speed in writing. Learners should practise each letter repeatedly, paying attention to the direction of strokes and the balance of curves.

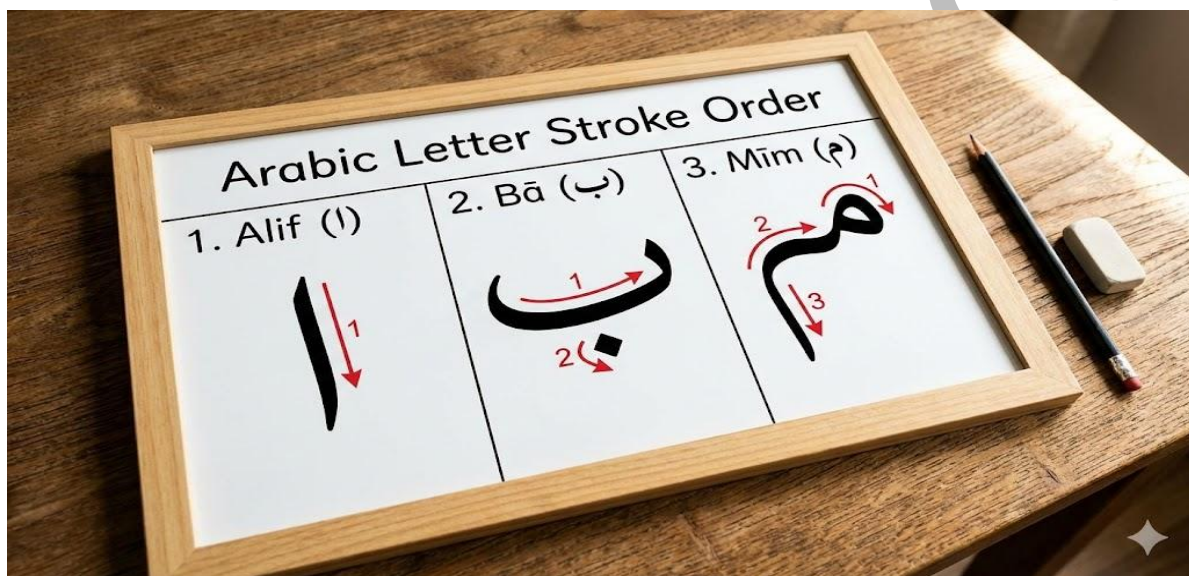


Figure 2.1 Stroke order of Arabic letters

Fill in the blank: Arabic script is written from _____ to _____.

2.1.2 Writing letters in different positional forms (isolated, initial, medial, final)

Arabic letters change shape depending on their position in a word. These are known as **positional forms**: isolated (when standing alone), initial (at the beginning of a word), medial (in the middle), and final (at the end). Some letters connect smoothly to others, while a few do not connect on one side. Recognising these variations is essential for writing words correctly.



Letter	Isolated Form	Initial Form	Medial Form	Final Form	Example Word
ب(bā')	ب	بـ	ـبـ	ـب	كتاب(kitāb, “book”)
ت(tā')	ت	تـ	ـتـ	ـت	مدرسة(madrasa, “school”)
س(sīn)	س	سـ	ـسـ	ـس	مدرسة(madrasa, “school”)
ك(kāf)	ك	كـ	ـكـ	ـك	كتاب(kitāb, “book”)
م(mīm)	م	مـ	ـمـ	ـم	قلم(qalam, “pen”)
ن(nūn)	ن	نـ	ـنـ	ـن	بن(bin, “son of”)

Table 2.1 Positional forms of selected Arabic letters

Fill in the blank: The four positional forms of Arabic letters are isolated, _____, medial, and _____.

2.1.3 Common handwriting challenges and solutions

Learners often face difficulties such as confusing similar-looking letters, inconsistent spacing, or uneven alignment. For example, letters like **bā**, **tā**, and **thā** differ only in the number and placement of dots. To overcome these challenges, learners should practise distinguishing letters with dots, maintain consistent spacing between words, and use lined paper to guide alignment.

Strategy	Explanation
Dot Recognition	Pay close attention to the placement of dots (above/below letters) to avoid confusion between similar shapes (e.g., ب / ت / ث).
Spacing Practice	Practice consistent spacing between words and letters to improve readability and avoid crowding.
Alignment Exercises	Write along ruled lines to maintain proper alignment of letters, especially those with long descenders (e.g., ن / ي).



Slow, Deliberate Writing	Focus on forming each letter carefully before increasing speed; accuracy comes before fluency.
Letter Grouping	Practice letters with similar shapes together (e.g., ث/ت/ب) to reinforce distinctions.
Copying Texts	Copy short passages from books or articles to internalize letter forms and word flow.
Use of Tracing Sheets	Trace over pre-written letters to build muscle memory and confidence in stroke order.
Consistent Daily Practice	Short, regular handwriting drills strengthen control and long-term improvement.

Box 2.1 Strategies for overcoming handwriting challenges

Fill in the blank: Letters such as bā, tā, and thā differ only in the number and placement of _____.

Pilot questions 2.1

1. What is stroke order and why is it important in Arabic writing?
2. Name the four positional forms of Arabic letters.
3. Which direction is Arabic script written in?
4. Give one example of a handwriting challenge learners may face.
5. Suggest one strategy to overcome handwriting difficulties.

2.2 Constructing Words and Sentences

2.2.1 Word building from roots and patterns

Arabic words are often derived from **roots**, which are sets of consonants (usually three) that carry a core meaning. By applying different **patterns** (arrangements of vowels and affixes), learners can form nouns, verbs, and adjectives from the same root. For example, the root *k-t-b*



relates to writing, and produces words such as *kitāb* (book), *kataba* (he wrote), and *maktab* (office). Practising root-based word building helps learners decode unfamiliar vocabulary and expand their writing ability.

Word	Form/Pattern	Meaning
kataba	Verb (fa‘ala)	“He wrote” – basic verb form.
yaktubu	Verb (yu- prefix)	“He writes” – present tense.
kitāb	Noun (fi‘āl)	“Book” – a written text.
kutub	Plural (fu‘ul)	“Books” – plural of <i>kitāb</i> .
kātib	Active participle	“Writer” – one who writes.
maktab	Noun (maf‘al)	“Office/desk” – place of writing.
maktaba	Noun (maf‘ala)	“Library” – collection of books.
maktūb	Passive participle	“Written” – something that is written.

Table 2.2 Examples of words derived from the root “k-t-b”

Fill in the blank: The root *k-t-b* produces words related to the concept of _____.

2.2.2 Sentence formation and punctuation in Arabic

Arabic sentences can follow either a **verb-subject-object** order or a **subject-predicate** order, depending on the type of sentence. Correct use of **punctuation** is also important, as it guides the reader and clarifies meaning. Common punctuation marks include the full stop (.), comma (,), and question mark (?). Learners should practise writing simple sentences while applying punctuation consistently.



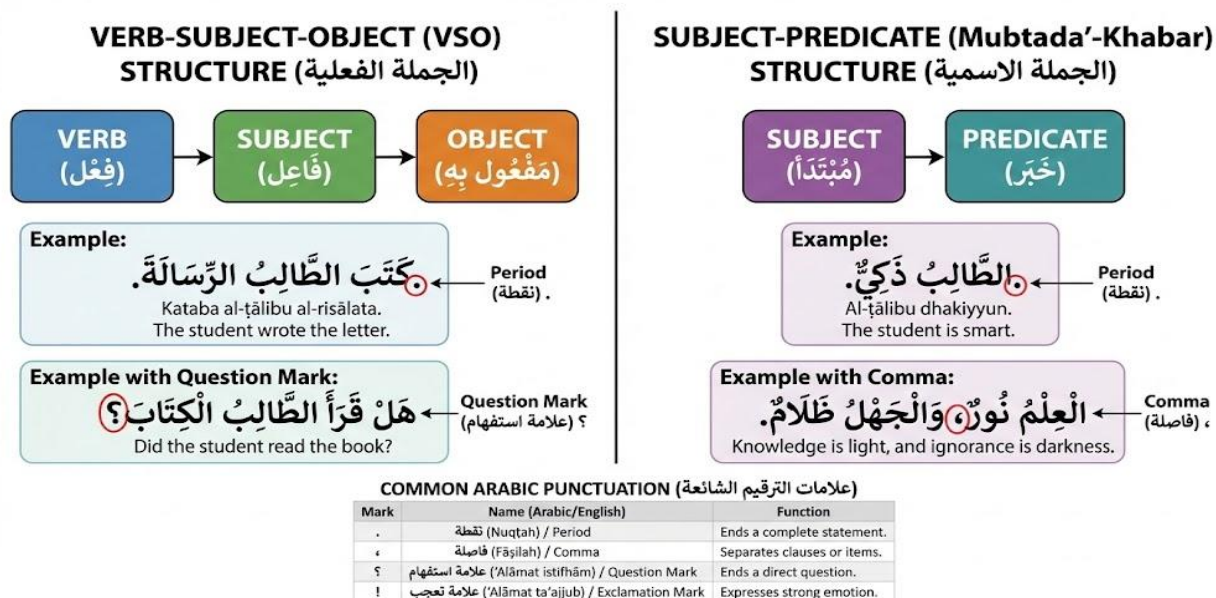


Figure 2.2 Sentence structures and punctuation in Arabic

Fill in the blank: In Arabic, a question is marked with the symbol _____.

2.2.3 Writing simple descriptive sentences

A **descriptive sentence** is one that provides details about a person, place, or object. In Arabic, descriptive sentences often use adjectives that agree with the nouns they describe in gender and number. For example, *al-kitāb al-kabīr* means “the big book,” where *kabīr* (big) agrees with *kitāb* (book) in gender and number. Writing descriptive sentences helps learners practise accuracy and creativity in expression.

Arabic Sentence	English Translation
البيت كبيرٌ وجميلٌ.	The house is big and beautiful.
السَّمَاءُ زرقاءٌ صافيةٌ.	The sky is clear and blue.
الحديقة مليئةٌ بالزهور الملونة.	The garden is full of colorful flowers.
الطالب مجتهدٌ في دراسته.	The student is diligent in his studies.
الكتاب مفيدٌ وممتعٌ.	The book is useful and enjoyable.
المدينة مزدحمةٌ بالناس والسيارات.	The city is crowded with people and cars.



القمرُ مضيءٌ في الليل.	The moon is shining at night.
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Box 2.2 Examples of descriptive sentences in Arabic

Fill in the blank: In the phrase *al-kitāb al-kabīr*, the adjective *kabīr* agrees with the noun *kitāb* in _____ and _____.

Pilot questions 2.2

1. What is a root in Arabic word formation?
2. Give one example of a word derived from the root *k-t-b*.
3. What are the two common sentence structures in Arabic?
4. Name one punctuation mark used in Arabic writing.
5. Write a simple descriptive sentence in Arabic and provide its English meaning.

2.3 Developing Extended Writing Skills

2.3.1 Writing short paragraphs on familiar topics

A **paragraph** is a group of sentences that develops a single idea. In Arabic, short paragraphs can be written on everyday topics such as family, school, or hobbies. Each paragraph should begin with a clear opening sentence, followed by supporting sentences that add detail, and end with a concluding sentence. Practising short paragraphs helps learners organise their thoughts and express them in a structured way.





Plate 2.1 Writing short Arabic paragraphs

Fill in the blank: A paragraph should begin with a clear _____ sentence.

2.3.2 Techniques for coherence and cohesion in writing

Coherence refers to the logical flow of ideas in writing, while **cohesion** refers to the use of linking words and phrases to connect sentences smoothly. In Arabic, words such as *wa* (and), *lakin* (but), and *thumma* (then) are often used to maintain cohesion. Learners should practise using these connectors to make their writing more fluid and understandable.



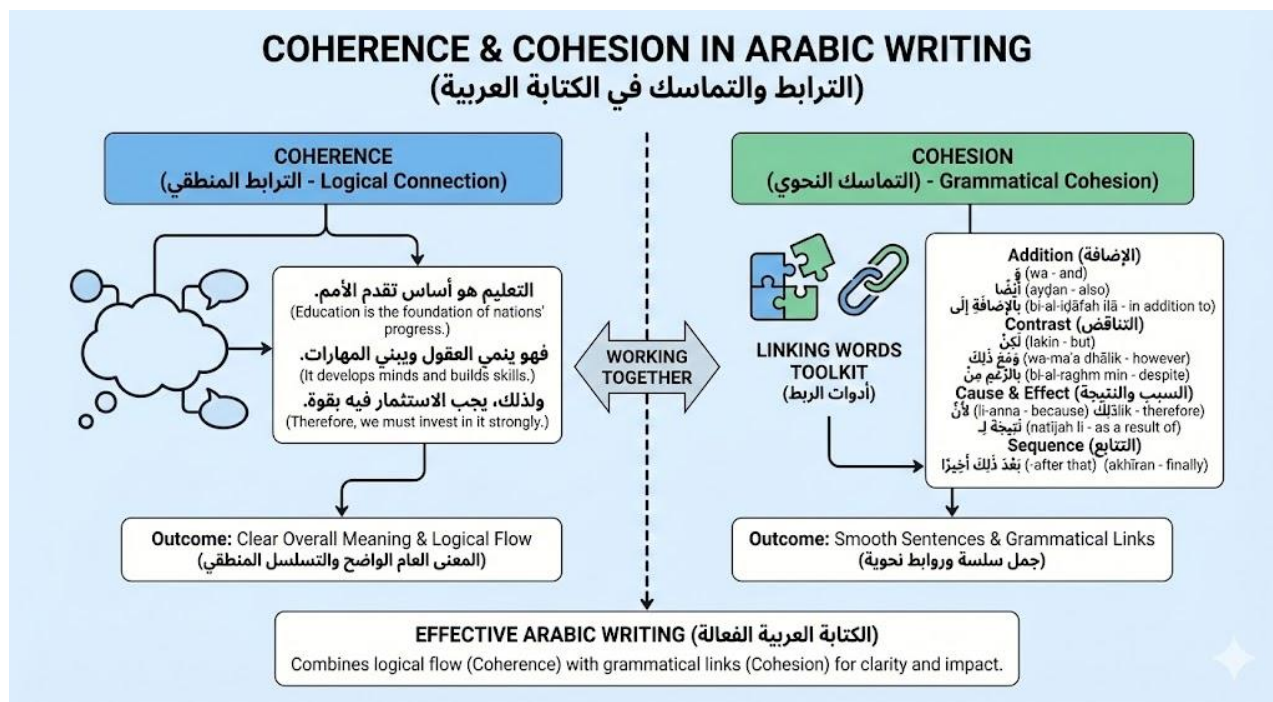


Figure 2.3 Coherence and cohesion in Arabic writing

Fill in the blank: The word *lakin* in Arabic is used to mean _____.

2.3.3 Drafting and revising written work

Drafting is the process of writing down ideas in their first form, while **revising** involves reviewing and improving the draft. Revising may include correcting spelling, adjusting sentence structure, or adding more detail. Learners should see drafting as a starting point and revising as an opportunity to refine their work. This cycle of drafting and revising builds confidence and produces clearer, more polished writing.

Step	Explanation
Drafting	Begin by writing freely, focusing on ideas rather than perfection; capture main points in Arabic sentences.
Reviewing	Read through the draft to check clarity, coherence, and flow of ideas; ensure sentences are logically connected.



Correcting	Identify and fix errors in grammar, spelling, punctuation, and word choice; pay attention to diacritics and verb forms.
Rewriting	Refine sentences for style and precision; improve vocabulary, transitions, and overall readability.
Peer/Teacher Feedback	Share the text with others for constructive feedback; incorporate suggestions to strengthen the writing.
Final Proofreading	Conduct a last careful check for accuracy and presentation before submission or sharing.

Box 2.3 Steps in drafting and revising Arabic writing

Fill in the blank: Revising written work may include correcting _____ and adjusting sentence structure.

Pilot questions 2.3

1. What are the three main parts of a paragraph?
2. Define coherence and cohesion in writing.
3. Give two examples of linking words used in Arabic.
4. What is the difference between drafting and revising?
5. Why is revising an important step in writing?

Series Summary

This Series has focused on advancing your Arabic writing skills, building on the foundation of reading and comprehension developed earlier. Writing is a crucial part of language learning, as it allows you to express ideas clearly and accurately. Throughout this Series, you have been guided



from the basics of script formation to constructing words and sentences, and finally to producing extended written work.

We began with the fundamentals of Arabic script writing, where you practised correct letter formation, stroke order, and positional variations, while also learning strategies to overcome handwriting challenges. We then moved on to constructing words and sentences, exploring how roots and patterns generate vocabulary, how punctuation shapes meaning, and how descriptive sentences add detail. Finally, we developed extended writing skills by drafting short paragraphs, applying coherence and cohesion, and revising work for clarity. By completing these Parts, you should now be able to demonstrate accurate letter formation, construct words and sentences effectively, compose descriptive passages, and refine your writing through drafting and revision, in line with the Series Learning Outcomes.

Glossary of Terms

- **Adjective:** A word that describes or qualifies a noun, agreeing with it in gender and number in Arabic.
- **Cohesion:** The use of linking words and phrases to connect sentences smoothly in writing.
- **Coherence:** The logical flow of ideas in a piece of writing, making it easy to follow and understand.
- **Descriptive sentence:** A sentence that provides details about a person, place, or object, often using adjectives.
- **Drafting:** The initial stage of writing where ideas are put down in their first form without worrying about perfection.
- **Handwriting challenges:** Common difficulties faced when writing Arabic script, such as confusing similar-looking letters or inconsistent spacing.
- **Paragraph:** A group of sentences that develops a single idea, usually with an opening, supporting, and concluding sentence.
- **Positional forms:** The different shapes Arabic letters take depending on their position in a word: isolated, initial, medial, or final.



- **Punctuation:** Marks used in writing to clarify meaning and structure, such as the full stop (.), comma (,), and question mark (?).
- **Revising:** The process of reviewing and improving a draft by correcting errors, adjusting structure, or adding detail.
- **Root:** A set of consonants, usually three, that forms the basis of Arabic word formation and conveys a core meaning.
- **Sentence structure:** The arrangement of words in a sentence, which in Arabic can follow verb-subject-object or subject-predicate order.
- **Stroke order:** The sequence in which the lines and curves of an Arabic letter are drawn, ensuring clarity and consistency.

Concept Check Questions [Series 2]

Objective questions

1. Arabic script is written from which direction? (Linked to SLO 2.1)
2. What are the four positional forms of Arabic letters? (Linked to SLO 2.1)
3. Which letters are distinguished by the number and placement of dots, such as bā, tā, and thā? (Linked to SLO 2.2)
4. What is the typical root structure used in Arabic word formation? (Linked to SLO 2.3)
5. Which punctuation mark is used to indicate a question in Arabic? (Linked to SLO 2.4)

Short-answer questions

6. Define stroke order and explain why it is important in Arabic writing. (Linked to SLO 2.1)
7. Give one example of a word derived from the root *k-t-b* and explain its meaning. (Linked to SLO 2.3)
8. Describe one handwriting challenge learners may face and suggest a solution. (Linked to SLO 2.2)



9. Write a simple descriptive sentence in Arabic and provide its English meaning. (Linked to SLO 2.5)
10. Identify two linking words in Arabic that help maintain cohesion in writing. (Linked to SLO 2.6)

Long-answer questions

11. Analyse the importance of practising positional forms of Arabic letters for accurate writing. (Linked to SLO 2.1)
12. Evaluate the role of punctuation in shaping meaning and clarity in Arabic sentences. (Linked to SLO 2.4)
13. Discuss how coherence and cohesion contribute to effective paragraph writing in Arabic. (Linked to SLO 2.6)
14. Explain the difference between drafting and revising written work, and assess why both stages are necessary. (Linked to SLO 2.7)

Answers to Concept Check Questions [Series 2]

Objective questions

1. Right to left.
2. Isolated, initial, medial, and final.
3. Dot-based letters such as bā, tā, and thā.
4. Three consonants.
5. The Arabic question mark (؟).

Short-answer questions

6. Stroke order is the sequence in which the lines and curves of a letter are drawn. It is important because it ensures clarity, consistency, and speed in writing.
7. Example: *kitāb* means “book,” derived from the root *k-t-b* which relates to writing.



8. Challenge: Confusing similar-looking letters. Solution: Practise distinguishing letters with dots and use lined paper for alignment.
9. Example: *al-bayt al-kabīr* – “the big house.”
10. *wa* (and), *thumma* (then).

Long-answer questions

11. *Basic response*: Positional forms show how letters change shape depending on their place in a word, which is essential for accurate writing.
Value-added response: Mastery of positional forms also improves reading fluency, helps distinguish words correctly, and prevents miscommunication in written Arabic.
12. *Basic response*: Punctuation marks such as full stops and commas clarify sentence boundaries and meaning.
Value-added response: Effective punctuation also enhances style, supports complex sentence structures, and ensures that written Arabic aligns with modern standards of communication.
13. *Basic response*: Coherence ensures logical flow, while cohesion uses linking words to connect sentences smoothly.
Value-added response: Together, coherence and cohesion allow writers to build arguments, narrate stories, and express ideas with clarity, making writing more persuasive and professional.
14. *Basic response*: Drafting is the first attempt at writing, while revising involves correcting and improving the draft. Both are necessary for producing clear work.
Value-added response: Drafting encourages creativity and idea generation, while revising develops critical thinking, attention to detail, and the ability to refine language for different audiences.



Pilot questions 2.1

1. Stroke order is the sequence in which the lines and curves of a letter are drawn, and it is important because it ensures clarity, consistency, and speed in writing.
2. Isolated, initial, medial, and final.
3. Right to left.
4. Confusing similar-looking letters such as *bā*, *tā*, and *thā*.
5. Practising dot recognition and using lined paper for alignment.

Pilot questions 2.2

1. A root is a set of consonants, usually three, that forms the basis of Arabic word formation.
2. *Kitāb* (book).
3. Verb-subject-object and subject-predicate.
4. Full stop (.), comma (,), or question mark (?).
5. Example: *al-bayt al-kabīr* – “the big house.”

Pilot questions 2.3

1. Opening sentence, supporting sentences, and concluding sentence.
2. Coherence is the logical flow of ideas, while cohesion is the use of linking words to connect sentences.
3. *wa* (and), *lakin* (but).
4. Drafting is the first attempt at writing, while revising involves correcting and improving the draft.
5. Revising helps improve clarity, accuracy, and organisation in writing.



References and Attributions [Series 2]

General References

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Illustrations

- *Figure 2.1 Stroke order of Arabic letters*
 - AI-generated using prompt: “Generate a diagram showing stroke order for Arabic letters such as alif, bā, and mīm.”
 - Suggested OER search string: “Arabic letter stroke order diagram OER.”
- *Table 2.1 Positional forms of selected Arabic letters*
 - AI-generated using prompt: “Create a table showing positional forms of Arabic letters with examples.”
 - Suggested OER search string: “Arabic alphabet positional forms OER table.”
- *Box 2.1 Strategies for overcoming handwriting challenges*



- AI-generated using prompt: “Generate a text box listing strategies for overcoming Arabic handwriting challenges.”
- Suggested OER search string: “Arabic handwriting practice strategies OER.”
- *Table 2.2 Examples of words derived from the root ‘k-t-b’*
 - AI-generated using prompt: “Create a table showing Arabic root k-t-b with derived words and meanings.”
 - Suggested OER search string: “Arabic root k-t-b word formation OER.”
- *Figure 2.2 Sentence structures and punctuation in Arabic*
 - AI-generated using prompt: “Generate a diagram showing verb-subject-object and subject-predicate sentence structures in Arabic with punctuation examples.”
 - Suggested OER search string: “Arabic sentence structure punctuation OER diagram.”
- *Box 2.2 Examples of descriptive sentences in Arabic*
 - AI-generated using prompt: “Generate a text box with examples of descriptive sentences in Arabic and their English translations.”
 - Suggested OER search string: “Arabic descriptive sentences examples OER.”
- *Plate 2.1 Writing short Arabic paragraphs*
 - AI-generated using prompt: “Generate an image of a student writing a short Arabic paragraph on a familiar topic such as family or school.”
 - Suggested OER search string: “Arabic short paragraph writing practice OER.”
- *Figure 2.3 Coherence and cohesion in Arabic writing*
 - AI-generated using prompt: “Generate a diagram showing coherence and cohesion in Arabic writing with examples of linking words.”
 - Suggested OER search string: “Arabic writing coherence cohesion OER diagram.”
- *Box 2.3 Steps in drafting and revising Arabic writing*
 - AI-generated using prompt: “Generate a text box listing steps in drafting and revising Arabic writing.”
 - Suggested OER search string: “Arabic writing drafting revising OER.”



Course code: ARA 202

Course title: Language Drills II

Course credit load: 2 Units

Series 3: Enhancing Note-Taking Techniques

3.1 Understanding the Purpose and Principles of Note-Taking

- 3.1.1 Defining note-taking and its role in learning
- 3.1.2 Identifying contexts where note-taking is essential (lectures, readings, discussions)
- 3.1.3 Recognising qualities of effective notes (clarity, organisation, relevance)

3.2 Exploring Note-Taking Methods and Formats

- 3.2.1 The outline method and its applications
- 3.2.2 The Cornell method and its structure
- 3.2.3 The mapping method for visual learners
- 3.2.4 Using tables, charts, and symbols to enhance notes

3.3 Applying Note-Taking Techniques in Practice

- 3.3.1 Preparing before lectures or reading sessions
- 3.3.2 Practising active listening and selective recording
- 3.3.3 Reviewing, revising, and expanding notes after class
- 3.3.4 Integrating notes into study routines and assessments

Introduction

In many learning situations, whether during lectures, reading sessions, or discussions, the ability to capture information quickly and effectively can make the difference between retaining knowledge and losing it. Note-taking is more than just writing down words; it is a skill that helps



learners organise ideas, highlight key points, and create resources that can be revisited for study and assessment. This Series will help you strengthen your note-taking techniques so that your learning becomes more structured, efficient, and purposeful.

The aim of this Series is to introduce you to the principles and methods of effective note-taking and to equip you with practical strategies for applying these techniques in different learning contexts.

We shall commence this Series by understanding the purpose and principles of note-taking, focusing on its role in learning and the qualities of effective notes. Next, we will explore different note-taking methods and formats, including the outline method, the Cornell method, and mapping techniques, as well as the use of tables and symbols. Finally, we will wrap up by applying these techniques in practice, covering preparation before lectures, active listening and recording, and the review and integration of notes into study routines.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 3.1** define note-taking and explain its role in supporting effective learning,
- **SLO 3.2** identify contexts where note-taking is essential, such as lectures, readings, and discussions,
- **SLO 3.3** recognise and describe the qualities of effective notes, including clarity, organisation, and relevance,
- **SLO 3.4** demonstrate the outline method of note-taking and apply it to structured information,
- **SLO 3.5** apply the Cornell method to organise notes into cues, summaries, and main ideas,
- **SLO 3.6** construct visual maps to represent relationships between ideas,
- **SLO 3.7** design notes using tables, charts, and symbols to enhance clarity and recall,



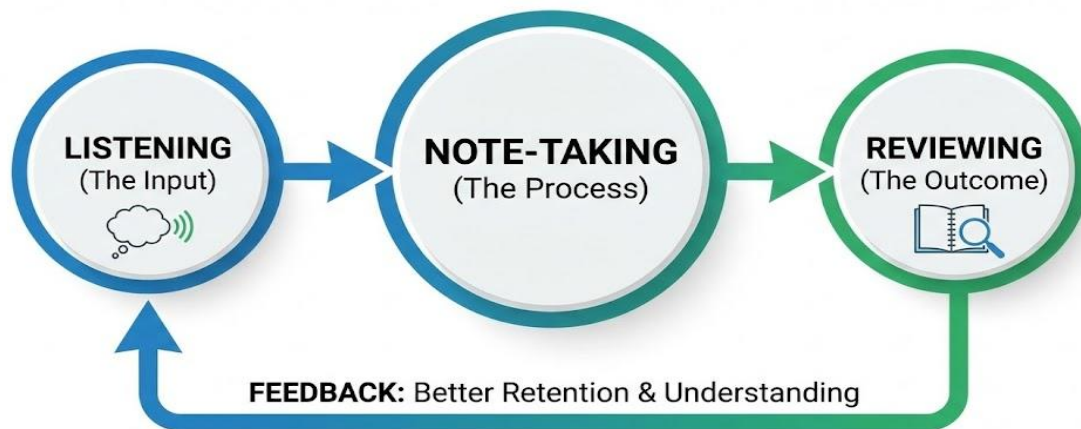
- **SLO 3.8** prepare effectively for lectures or reading sessions by setting objectives and organising materials,
- **SLO 3.9** practise active listening and selective recording during learning activities,
- **SLO 3.10** revise and expand notes after class to improve accuracy and depth, and
- **SLO 3.11** integrate notes into study routines and assessments to reinforce learning outcomes.

3.1 Understanding the Purpose and Principles of Note-Taking

3.1.1 Defining note-taking and its role in learning

Note-taking is the process of recording key ideas, facts, or explanations during lectures, reading sessions, or discussions. It is not about writing everything word-for-word but about capturing the most important points in a way that supports later recall and study. Effective note-taking helps learners organise information, identify priorities, and create a personal resource for revision. In *arabiyya* (Arabic), note-taking is often referred to as *تدوين الملاحظات* (tadwīn al-mulāḥazāt), which literally means “recording observations.”





The Cycle of Effective Note-taking.

Figure 3.1 The role of note-taking in learning

Fill in the blank: Note-taking is the process of recording _____ ideas during lectures or reading sessions.

3.1.2 Identifying contexts where note-taking is essential

Learners encounter many situations where note-taking is vital. These include classroom lectures, seminars, reading textbooks, group discussions, and even while watching educational videos. In each context, the purpose of note-taking is slightly different. For example, during lectures, notes help capture spoken information quickly, while during reading, notes help summarise and highlight key points. Recognising these contexts ensures that learners adapt their style of note-taking to suit the situation.





Plate 3.1 Contexts of note-taking in lectures and reading

Fill in the blank: During reading, note-taking helps to _____ and highlight key points.

3.1.3 Recognising qualities of effective notes (clarity, organisation, relevance)

Effective notes are characterised by **clarity**, which means they are easy to read and understand; **organisation**, which refers to arranging information logically; and **relevance**, which means focusing only on important ideas rather than copying everything. Notes should be concise, use keywords, and include symbols or abbreviations where appropriate. In *arabiyya*, clarity is expressed as وضوح (wudūḥ), organisation as تنظيم (tanẓīm), and relevance as ملائمة (mulā'ama).

Quality	Explanation
Clarity	Notes should be easy to read and understand, using concise language and clear structure.
Organisation	Information should be arranged logically, with headings, bullet points, or numbering to highlight key ideas.
Relevance	Notes should focus on essential points, avoiding unnecessary details while capturing the most important concepts.

Box 3.1 Qualities of effective notes



Fill in the blank: Effective notes should be clear, organised, and _____.

Pilot questions 3.1

1. What is note-taking and how is it defined in *arabiyya*?
2. Name two contexts where note-taking is essential.
3. What are the three qualities of effective notes?
4. Why is organisation important in note-taking?
5. Give one example of how note-taking differs between lectures and reading.

3.2 Exploring Note-Taking Methods and Formats

3.2.1 The outline method and its applications

The **outline method** is a structured way of organising notes using headings, subheadings, and bullet points. It works best when information is presented in a logical sequence, such as lectures with clear topics and subtopics. This method helps learners see the hierarchy of ideas and makes revision easier. In *arabiyya* (Arabic), outline notes can be referred to as *مخطط الملاحظات* (mukhattat al-mulāḥazāt).



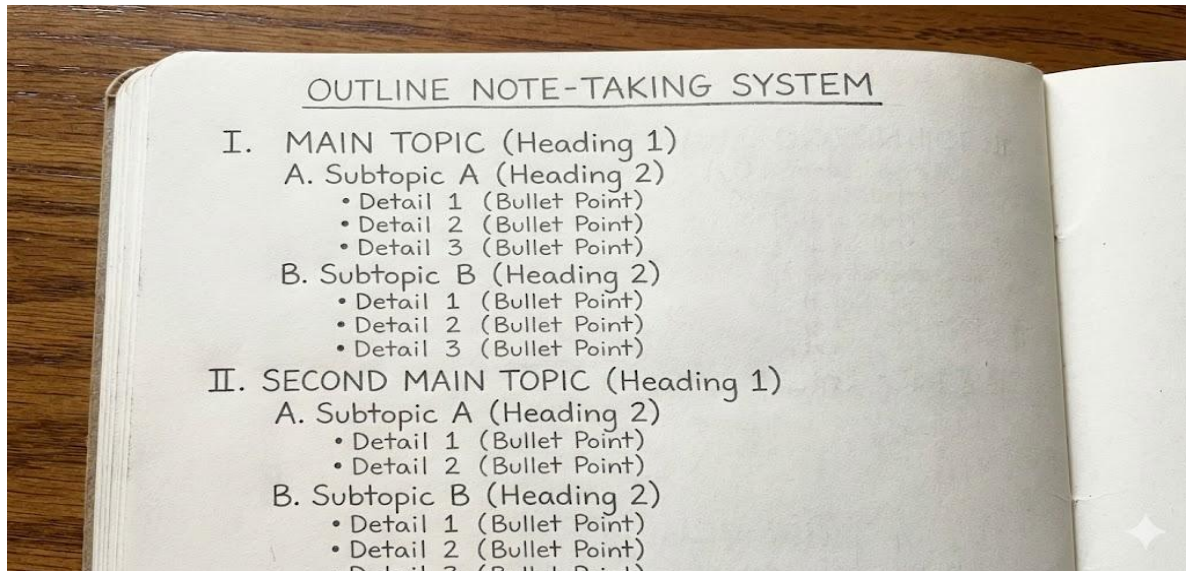


Figure 3.2 Outline method of note-taking

Fill in the blank: The outline method works best when information is presented in a _____ sequence.

3.2.2 The Cornell method and its structure

The **Cornell method** divides the page into three sections: a narrow left column for cues or questions, a wide right column for main notes, and a bottom section for summaries. This method encourages active engagement with material by prompting learners to review and summarise. In *arabiyya*, this method can be described as *طريقة كورنيل لتدوين الملاحظات* (ṭarīqat Kūrñil li-tadwīn al-mulāḥazāt).

Section	Purpose	Example Content (Arabic Course)
Cue Column (Left)	Write keywords, prompts, or questions to trigger recall.	“ما معنى ” جذر ك-ت-ب “ (root k-t-b) / “كلمة مكتوبة؟”
Note-Taking Column (Right)	Record detailed notes during lessons or reading.	“من هذا الجذر ك-ت-ب يدل على الكتابة” كتاب، مكتبة، مكتب، الجذر تأتي كلمات ”كاتب”



Summary (Bottom)	Summarize key points in your own words after reviewing.	“الجذر كتب يُستخدم لتكوين كلمات كثيرة” ”مرتبطة بالكتابة، مثل كتاب ومكتبة”
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Table 3.2 Layout of the Cornell method

Fill in the blank: In the Cornell method, the bottom section of the page is reserved for _____.

3.2.3 The mapping method for visual learners

The **mapping method** uses diagrams to show relationships between ideas. It begins with a central concept and branches out into related points, much like a mind map. This method is especially useful for visual learners and for subjects that involve interconnected ideas. In *arabiyya*, mapping notes are called خرائط الملاحظات (kharā'it al-mulāḥazāt).

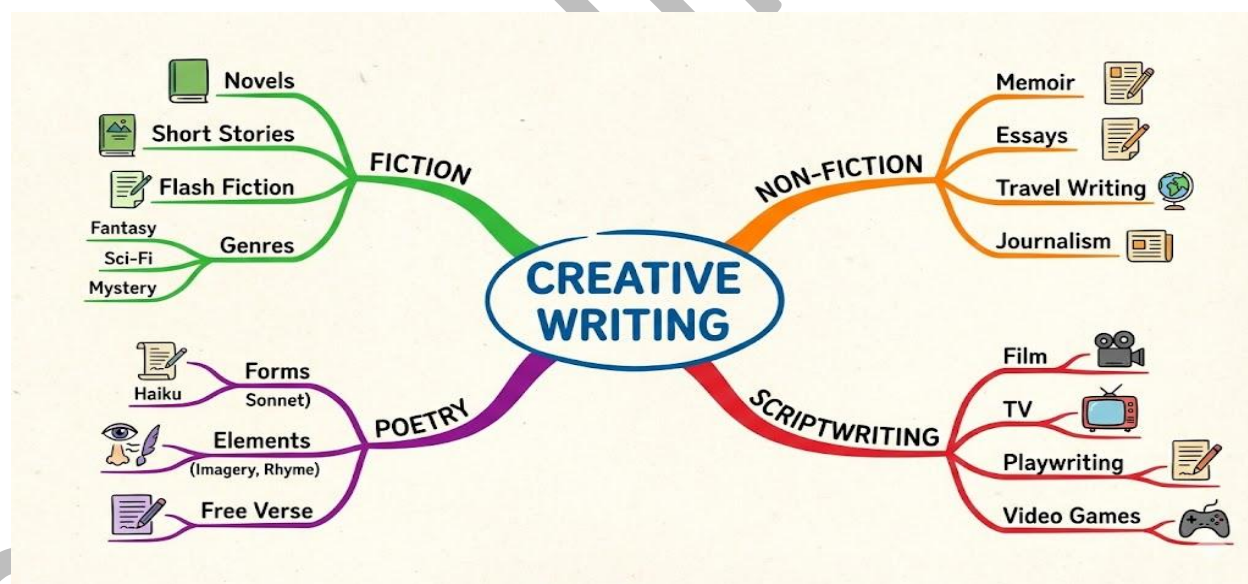


Figure 3.3 Mapping method of note-taking

Fill in the blank: The mapping method begins with a _____ concept and branches out into related points.



3.2.4 Using tables, charts, and symbols to enhance notes

Tables, charts, and symbols can make notes more concise and easier to understand. A **table** allows comparison of ideas side by side, a **chart** can show processes or timelines, and **symbols** such as arrows or stars can highlight important points. These tools help learners condense information and make it visually accessible. In *arabiyya*, symbols are referred to as رموز (rumūz).

Format	Use in Notes	Example
Tables	Organize information into rows and columns for easy comparison.	Vocabulary table: Arabic word – English meaning – example sentence.
Charts	Show relationships, hierarchies, or processes visually.	Flowchart of verb conjugation steps; mind map of root-based word families.
Symbols	Use shorthand marks to save time and highlight meaning.	→ (leads to), ★ (important), ? (unclear), ✓ (completed), ⊗ (error).

Box 3.2 Examples of tables, charts, and symbols in note-taking

Fill in the blank: Symbols such as arrows or stars can be used to _____ important points in notes.

Pilot questions 3.2

1. What is the outline method and when is it most effective?
2. Name the three sections of the Cornell method.
3. What type of learners benefit most from the mapping method?
4. Give one example of how tables can enhance notes.
5. What Arabic term is used for symbols in note-taking?



3.3 Applying Note-Taking Techniques in Practice

3.3.1 Preparing before lectures or reading sessions

Preparation is a key step in effective note-taking. Before a lecture or reading session, learners should review previous notes, skim the material to be covered, and set clear objectives for what they want to capture. Having the right materials ready, such as notebooks, pens, or digital devices, ensures that the process is smooth. In *arabiyya* (Arabic), preparation is expressed as *تحضير* (tahdīr).

Strategy	Explanation
Review Past Notes	Go over previous notes to refresh memory and connect new material with earlier learning.
Set Objectives	Define what you want to learn or focus on during the lecture or reading session.
Organise Materials	Prepare notebooks, pens, or digital tools in advance to avoid distractions.
Preview Content	Skim the assigned text or lecture outline to anticipate key themes and vocabulary.
Create a Template	Use a structured format (e.g., Cornell method, tables) to guide note-taking.
Prepare Abbreviations & Symbols	Decide on shorthand marks to save time and improve efficiency during note-taking.
Minimize Distractions	Ensure a quiet environment and turn off unnecessary notifications to stay focused.
Be Ready to Summarize	Plan to write a short summary after the session to reinforce understanding.

Box 3.3 Preparation strategies for note-taking



Fill in the blank: Reviewing _____ notes before a lecture helps learners connect new information with what they already know.

3.3.2 Practising active listening and selective recording

Active listening means paying close attention to what is being said, identifying main ideas, and ignoring irrelevant details. **Selective recording** involves writing down only the most important points rather than attempting to capture every word. This skill prevents overload and ensures that notes remain useful. In *arabiyya*, active listening is called *الاستماع النشط* (al-istimā' al-nashīṭ).

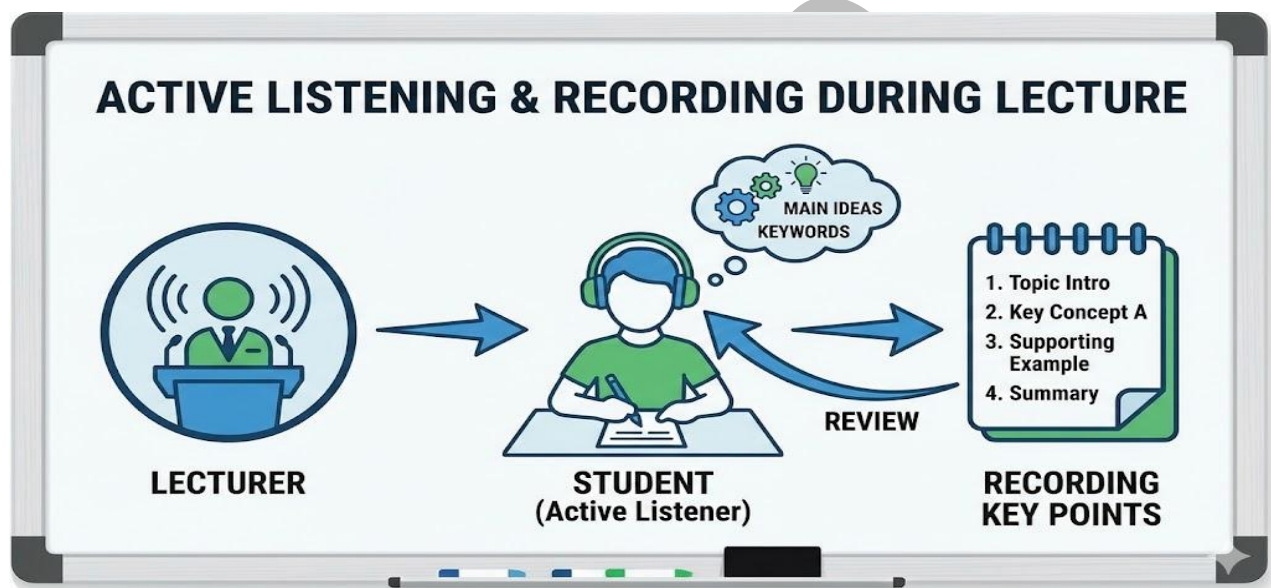


Figure 3.4 Active listening and selective recording in note-taking

Fill in the blank: Selective recording means writing down only the _____ points rather than every word.



3.3.3 Reviewing, revising, and expanding notes after class

After a lecture or reading session, learners should take time to **review** their notes, **revise** unclear sections, and **expand** them with additional details from textbooks or discussions. This process strengthens memory and ensures accuracy. In *arabiyya*, revision is expressed as *مراجعة* (murāja'a).



Plate 3.2 Reviewing and revising notes after class

Fill in the blank: Revising notes after class helps to correct _____ sections and add more detail.

3.3.4 Integrating notes into study routines and assessments

Notes are most valuable when they are actively used in study routines. Learners should integrate their notes into revision schedules, summarise them for quick review, and apply them when preparing for assessments. This transforms notes from passive records into active learning tools. In *arabiyya*, integration is referred to as *دمج* (damj).

Strategy	Explanation (Arabic Course Context)
Summarise Notes	After each lesson, write a short summary in Arabic to reinforce vocabulary and grammar points.



Create Revision Schedules	Plan regular review sessions (e.g., weekly) to revisit notes on roots, conjugations, and sentence structures.
Highlight Key Vocabulary	Mark important words and expressions, especially root-based families, for quick recall during study.
Use Notes for Practice	Turn notes into exercises: write new sentences, practice translations, or create flashcards.
Apply Notes in Assessments	Use summaries and highlighted examples to prepare for quizzes, essays, or oral presentations.
Compare with Past Notes	Link current topics (e.g., verb forms) with earlier notes to build continuity and deeper understanding.
Peer Sharing	Exchange notes with classmates to gain different perspectives and fill gaps in comprehension.

Box 3.4 Using notes in study routines

Fill in the blank: Notes become active learning tools when they are _____ into study routines and assessments.

Pilot questions 3.3

1. Why is preparation important before lectures or reading sessions?
2. Define active listening and explain its role in note-taking.
3. What does selective recording involve?
4. What are the three steps learners should take after class to improve their notes?
5. How can notes be integrated into study routines and assessments?



Series Summary

This Series has focused on enhancing your note-taking techniques, a skill that is central to effective learning and academic success. By strengthening your ability to capture, organise, and use information, you are better equipped to engage with lectures, readings, and discussions, and to transform notes into valuable study resources.

We began by understanding the purpose and principles of note-taking, highlighting its role in learning and the qualities of effective notes. We then explored different methods and formats, including the outline method, the Cornell method, mapping techniques, and the use of tables, charts, and symbols. Finally, we applied these techniques in practice, covering preparation before lectures, active listening and selective recording, as well as reviewing and integrating notes into study routines. By completing this Series, you should now be able to define note-taking, identify contexts where it is essential, demonstrate structured and visual methods, and apply strategies to prepare, record, revise, and integrate notes, in line with the Series Learning Outcomes.

Glossary of Terms

- **Active listening:** Paying close attention to spoken information, identifying main ideas, and ignoring irrelevant details during lectures or discussions.
- **Clarity:** A quality of effective notes where information is written in a clear and easy-to-read manner.
- **Cornell method:** A structured note-taking format that divides the page into cues, main notes, and a summary section.
- **Integration:** The process of using notes actively in study routines and assessments to reinforce learning.
- **Mapping method:** A visual note-taking technique that uses diagrams or mind maps to show relationships between ideas.
- **Note-taking:** The process of recording key ideas, facts, or explanations during lectures, reading sessions, or discussions.



- **Organisation:** A quality of effective notes where information is arranged logically and systematically.
- **Outline method:** A note-taking technique that uses headings, subheadings, and bullet points to show the hierarchy of ideas.
- **Preparation:** Steps taken before lectures or reading sessions, such as reviewing past notes and setting objectives, to make note-taking more effective.
- **Relevance:** A quality of effective notes where only important and useful information is recorded.
- **Revision:** The process of reviewing and improving notes after class by correcting unclear sections and adding more detail.
- **Selective recording:** Writing down only the most important points rather than attempting to capture every word.
- **Symbols:** Simple marks such as arrows or stars used in notes to highlight or emphasise key points.

Concept Check Questions [Series 3]

Objective questions

1. Note-taking in *arabiyya* is referred to as what term? (Linked to SLO 3.1)
2. Which three qualities define effective notes? (Linked to SLO 3.3)
3. In the Cornell method, which section of the page is reserved for summaries? (Linked to SLO 3.5)
4. The mapping method begins with a _____ concept and branches out into related points. (Linked to SLO 3.6)
5. What Arabic term is used for symbols in note-taking? (Linked to SLO 3.7)

Short-answer questions



6. Define active listening and explain its role in note-taking. (Linked to SLO 3.9)
7. Give one example of how tables can enhance notes. (Linked to SLO 3.7)
8. Describe one preparation strategy learners should use before lectures or reading sessions. (Linked to SLO 3.8)
9. What are the three steps learners should take after class to improve their notes? (Linked to SLO 3.10)
10. How can notes be integrated into study routines and assessments? (Linked to SLO 3.11)

Long-answer questions

11. Analyse the importance of clarity, organisation, and relevance in effective note-taking. (Linked to SLO 3.3)
12. Evaluate the strengths and limitations of the Cornell method compared to the outline method. (Linked to SLO 3.4 and SLO 3.5)
13. Discuss how active listening and selective recording contribute to better note-taking outcomes. (Linked to SLO 3.9)
14. Explain why reviewing, revising, and expanding notes after class is essential, and assess how this process supports long-term learning. (Linked to SLO 3.10)

Answers to Concept Check Questions [Series 3]

Objective questions

1. تدوين الملاحظات (tadwīn al-mulāḥazāt).
2. Clarity, organisation, relevance.
3. The bottom section.
4. Central concept.
5. رموز (rumūz).



Short-answer questions

6. Active listening means paying close attention to spoken information, identifying main ideas, and ignoring irrelevant details. It ensures that notes capture the most important points.
7. Tables allow comparison of ideas side by side, making information easier to understand.
8. Reviewing past notes before a lecture helps learners connect new information with what they already know.
9. Review, revise, and expand notes.
10. Notes can be summarised, scheduled for revision, and applied directly in assessments.

Long-answer questions

11. *Basic response:* Clarity ensures notes are readable, organisation arranges ideas logically, and relevance keeps notes focused on important points.
Value-added response: These qualities also make notes easier to share, improve recall, and support collaborative learning by providing structured material for group study.
12. *Basic response:* The Cornell method encourages summarisation and active engagement, while the outline method is straightforward and hierarchical.
Value-added response: The Cornell method may be more effective for critical thinking and review, whereas the outline method is better for subjects with clear structures.
Learners can combine both depending on context.
13. *Basic response:* Active listening ensures learners capture main ideas, while selective recording prevents overload by focusing on key points.
Value-added response: Together, these skills improve efficiency, reduce unnecessary detail, and foster deeper comprehension, especially in fast-paced lectures.
14. *Basic response:* Reviewing, revising, and expanding notes ensures accuracy and adds depth.
Value-added response: This process also strengthens memory consolidation, supports exam preparation, and allows learners to integrate information from multiple sources for a richer understanding.



Pilot questions 3.1

1. Note-taking is the process of recording key ideas, facts, or explanations during lectures, reading sessions, or discussions. In *arabiyya*, it is defined as تدوين الملاحظات (tadwīn al-mulāḥazāt).
2. Lectures and reading sessions.
3. Clarity, organisation, and relevance.
4. Organisation ensures that ideas are arranged logically, making notes easier to follow and revise.
5. In lectures, notes capture spoken information quickly, while in reading they summarise and highlight key points.

Pilot questions 3.2

1. The outline method is a structured way of organising notes using headings, subheadings, and bullet points. It is most effective when information is presented in a logical sequence.
2. Cues, notes, and summary.
3. Visual learners.
4. Tables allow comparison of ideas side by side, making information easier to understand.
5. رموز (rumūz).

Pilot questions 3.3

1. Preparation helps learners connect new information with prior knowledge and ensures they are ready with objectives and materials.



2. Active listening means paying close attention to spoken information, identifying main ideas, and ignoring irrelevant details. It ensures that notes capture the most important points.
3. Selective recording involves writing down only the most important points rather than attempting to capture every word.
4. Review, revise, and expand notes.
5. Notes can be summarised, scheduled for revision, and applied directly in assessments.

References and Attributions [Series 3]

General References

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- Open Textbook Library. (n.d.). *College Success*. Retrieved from <https://open.umn.edu/opentextbooks> ([open.umn.edu in Bing](https://open.umn.edu/opentextbooks))
- SkillsYouNeed. (n.d.). *Note Taking Skills*. Retrieved from <https://www.skillsyouneed.com>

Illustrations

- *Figure 3.1 The role of note-taking in learning*
 - AI-generated using prompt: “Generate a diagram showing the role of note-taking in listening, recording, and reviewing.”
 - Suggested OER search string: “note-taking learning cycle diagram OER.”
- *Plate 3.1 Contexts of note-taking in lectures and reading*



- AI-generated using prompt: “Generate an image showing a student taking notes during a lecture and while reading a book.”
 - Suggested OER search string: “student note-taking lecture reading OER image.”
- *Box 3.1 Qualities of effective notes*
 - AI-generated using prompt: “Generate a text box listing qualities of effective notes: clarity, organisation, relevance.”
 - Suggested OER search string: “qualities of effective notes OER.”
- *Figure 3.2 Outline method of note-taking*
 - AI-generated using prompt: “Generate a diagram showing outline note-taking with headings, subheadings, and bullet points.”
 - Suggested OER search string: “outline method note-taking diagram OER.”
- *Table 3.2 Layout of the Cornell method*
 - AI-generated using prompt: “Create a table showing the Cornell method layout with cues, notes, and summary sections.”
 - Suggested OER search string: “Cornell note-taking method OER table.”
- *Figure 3.3 Mapping method of note-taking*
 - AI-generated using prompt: “Generate a mind map diagram showing a central concept with branches of related ideas.”
 - Suggested OER search string: “mind map note-taking OER diagram.”
- *Box 3.2 Examples of tables, charts, and symbols in note-taking*
 - AI-generated using prompt: “Generate a text box listing examples of tables, charts, and symbols used in note-taking.”
 - Suggested OER search string: “tables charts symbols note-taking OER examples.”
- *Box 3.3 Preparation strategies for note-taking*
 - AI-generated using prompt: “Generate a text box listing preparation strategies for note-taking before lectures or reading.”
 - Suggested OER search string: “note-taking preparation strategies OER.”
- *Figure 3.4 Active listening and selective recording in note-taking*
 - AI-generated using prompt: “Generate a diagram showing a student actively listening and recording key points during a lecture.”



- Suggested OER search string: “active listening selective recording note-taking OER diagram.”
- *Plate 3.2 Reviewing and revising notes after class*
 - AI-generated using prompt: “Generate an image of a student revising and expanding notes after class using textbooks.”
 - Suggested OER search string: “student revising notes after class OER image.”
- *Box 3.4 Using notes in study routines*
 - AI-generated using prompt: “Generate a text box listing strategies for integrating notes into study routines and assessments.”
 - Suggested OER search string: “integrating notes into study routines OER.”



Series 4 Independent Knowledge Search in Libraries and Online

4.1 Understanding Arabic Information Sources

- 4.1.1 Differentiating between primary, secondary, and tertiary sources in Arabic studies
- 4.1.2 Identifying reliable Arabic sources in libraries and online
- 4.1.3 Recognising scholarly versus non-scholarly Arabic materials

4.2 Searching Effectively in Arabic Libraries and Databases

- 4.2.1 Using Arabic catalogues and classification systems in libraries
- 4.2.2 Applying Arabic keywords and Boolean operators in database searches
- 4.2.3 Accessing Arabic open educational resources (OERs) and institutional repositories
- 4.2.4 Evaluating search results for relevance and credibility in Arabic contexts

4.3 Conducting Online Knowledge Searches in Arabic

- 4.3.1 Using search engines strategically with Arabic queries
- 4.3.2 Distinguishing between credible and non-credible Arabic websites
- 4.3.3 Applying digital literacy skills to avoid misinformation in Arabic sources
- 4.3.4 Integrating Arabic online and library resources for comprehensive research

Introduction

In today's world, the ability to search for knowledge independently is a vital skill for learners, especially when working with Arabic sources in both traditional libraries and online platforms. Whether you are preparing for assignments, exploring scholarly texts, or verifying information, knowing how to locate reliable materials and distinguish them from less credible ones is essential. This Series will guide you in building confidence to navigate catalogues, databases, and digital resources effectively.



The aim of this Series is to equip you with the skills needed to identify, access, and evaluate Arabic and bilingual information sources, both in libraries and online, so that you can carry out independent research with accuracy and efficiency.

We shall commence this Series by understanding Arabic information sources, focusing on the differences between primary, secondary, and tertiary materials, and how to recognise scholarly works. Next, we will continue with searching effectively in Arabic libraries and databases, learning how to use catalogues, keywords, and Boolean operators, as well as how to evaluate search results. Finally, we will wrap up by conducting online knowledge searches in Arabic, where we will explore strategies for using search engines, distinguishing credible websites, applying digital literacy skills, and integrating online and library resources for comprehensive research.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 4.1** define primary, secondary, and tertiary sources in Arabic studies,
- **SLO 4.2** explain the difference between scholarly and non-scholarly Arabic materials,
- **SLO 4.3** identify reliable Arabic information sources in libraries and online platforms,
- **SLO 4.4** demonstrate how to use Arabic catalogues and classification systems in libraries,
- **SLO 4.5** apply Arabic keywords and Boolean operators to conduct effective database searches,
- **SLO 4.6** access Arabic open educational resources (OERs) and institutional repositories,
- **SLO 4.7** evaluate search results for relevance and credibility in Arabic contexts,
- **SLO 4.8** use search engines strategically with Arabic queries,
- **SLO 4.9** distinguish between credible and non-credible Arabic websites,
- **SLO 4.10** apply digital literacy skills to avoid misinformation in Arabic sources, and



- **SLO 4.11** integrate Arabic online and library resources to conduct comprehensive research.

4.1 Understanding Arabic Information Sources

4.1.1 Differentiating between primary, secondary, and tertiary sources

Primary sources are original materials that provide direct evidence or first-hand accounts of an event, idea, or study. Examples in Arabic studies include manuscripts, classical texts, interviews, and original research articles. **Secondary sources** interpret or analyse primary sources, such as commentaries, reviews, or scholarly articles discussing earlier works. **Tertiary sources** compile and summarise information from primary and secondary sources, such as encyclopaedias, dictionaries, and bibliographies.

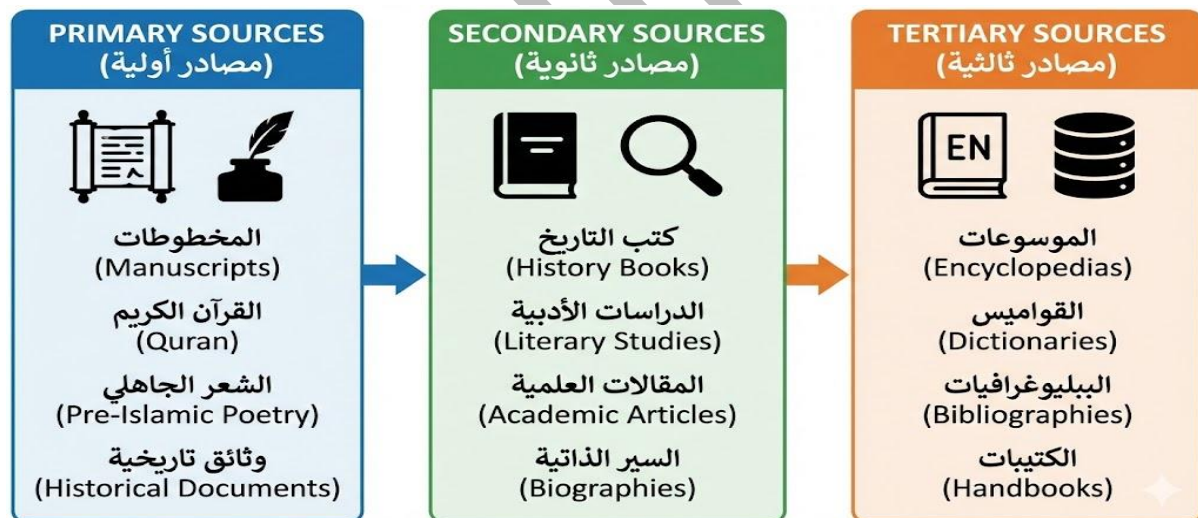


Figure 4.1 Hierarchy of information sources

Fill in the blank: Encyclopaedias and dictionaries are examples of _____ sources.

4.1.2 Identifying reliable sources in libraries and online



A **reliable source** is one that provides accurate, credible, and verifiable information. In Arabic libraries, reliability is often ensured through cataloguing systems and peer-reviewed publications. Online, learners must be cautious, as not all websites provide trustworthy information. Indicators of reliability include the author's credentials, institutional affiliation, and the presence of references or citations.



Plate 4.1 Identifying reliable sources in libraries and online

Fill in the blank: A reliable source usually provides accurate information supported by _____.

4.1.3 Recognising scholarly versus non-scholarly materials

Scholarly materials are written by experts, often peer-reviewed, and intended for academic audiences. Examples include journal articles, conference papers, and academic books in Arabic studies. **Non-scholarly materials** are written for general audiences and may lack rigorous review, such as blogs, magazines, or informal websites. Recognising the difference helps learners avoid misinformation and ensures their research is academically sound.

Feature	Scholarly Materials	Non-Scholarly Materials
Audience	Academics, researchers, students	General public



Authorship	Written by experts, scholars, or researchers	Written by journalists, bloggers, or general writers
Review Process	Peer-reviewed or evaluated by specialists	No formal peer review; editorial checks only
References	Extensive citations, bibliographies, footnotes	Few or no references
Tone & Language	Formal, technical, precise	Informal, accessible, conversational
Purpose	To advance knowledge, present research, or analyze deeply	To inform, entertain, or provide quick updates
Examples	Academic journals, conference papers, dissertations	Magazines, newspapers, blogs, social media posts

Box 4.1 Differences between scholarly and non-scholarly materials

Fill in the blank: Scholarly materials are usually peer-reviewed, while non-scholarly materials are written for a _____ audience.

Pilot questions 4.1

1. What are primary sources in Arabic studies?
2. Give one example of a secondary source.
3. What indicators show that a source is reliable?
4. How do scholarly materials differ from non-scholarly materials?
5. Why is it important to distinguish between primary, secondary, and tertiary sources?

4.2 Searching Effectively in Arabic Libraries and Databases



4.2.1 Using Arabic catalogues and classification systems in libraries

Catalogues are organised lists of materials available in a library, often searchable by author, title, subject, or keyword. In Arabic libraries, catalogues may be presented in bilingual formats, but the classification systems (such as the **Dewey Decimal Classification**) are universally applied. Understanding how to navigate catalogues helps learners locate Arabic books, manuscripts, and journals quickly.



Figure 4.2 Using catalogues in Arabic libraries

Fill in the blank: Catalogues allow learners to search for materials by author, title, subject, or _____.

4.2.2 Applying Arabic keywords and Boolean operators in database searches

Keywords are specific words or phrases used to locate information in a database. In Arabic searches, learners must consider variations in spelling, diacritics, and transliteration. **Boolean operators** such as AND, OR, and NOT help refine searches by combining or excluding terms. For example, searching “الشعر AND الجاهلي” will return results that include both terms.

Operator	Function	Arabic Example	Explanation



AND	Narrows search by requiring both terms.	AND تعليم اللغة العربية	Finds results that include both تعليم (education) and اللغة العربية (Arabic language).
OR	Broadens search by including either term.	OR صرف نحو	Finds results that include either نحو (grammar) or صرف (morphology).
NOT	Excludes terms from search results.	NOT الشعر الجاهلي	Finds results about الشعر (poetry) but excludes الجاهلي (pre-Islamic).

Box 4.2 Examples of Boolean operators in Arabic searches

Fill in the blank: The Boolean operator AND ensures that search results include _____ keywords together.

4.2.3 Accessing Arabic open educational resources (OERs) and institutional repositories

Open educational resources (OERs) are freely accessible learning materials such as textbooks, articles, and lecture notes. Many universities in the Arab world maintain **institutional repositories**, which are digital collections of scholarly works produced by their staff and students. These platforms provide learners with reliable and cost-free access to academic materials.



Plate 4.2 Accessing Arabic open educational resources



Fill in the blank: Institutional repositories are digital collections of scholarly works produced by _____.

4.2.4 Evaluating search results for relevance and credibility

Not all search results are equally useful. Learners must evaluate results for **relevance**, meaning how closely they match the research topic, and **credibility**, meaning whether the source is trustworthy. Criteria include the author's expertise, the publication date, and whether the source is peer-reviewed. In Arabic contexts, credibility also depends on the reputation of the publisher or institution.

Criterion	Explanation
Relevance	Check if the information directly addresses your topic or research question.
Credibility	Ensure the source is trustworthy, accurate, and free from bias.
Author Expertise	Look for qualifications, institutional affiliation, or subject-area knowledge of the author.
Publication Date	Verify that the information is current and appropriate for the topic (especially important in fast-changing fields).
Peer Review	Prefer sources that have been peer-reviewed or evaluated by experts in the field.

Box 4.3 Criteria for evaluating search results

Fill in the blank: A credible source is often peer-reviewed and published by a reputable _____.

Pilot questions 4.2

1. What are catalogues and how are they used in Arabic libraries?
2. Give one example of a Boolean operator and explain its function.
3. What are open educational resources (OERs)?



4. Why are institutional repositories important for Arabic learners?
5. What two criteria should be considered when evaluating search results?

4.3 Conducting Online Knowledge Searches in Arabic

4.3.1 Using search engines strategically with Arabic queries

Search engines are powerful tools, but their effectiveness depends on how queries are phrased. When searching in Arabic, learners should use precise **keywords** and consider variations in spelling, diacritics, and synonyms. For example, searching “الشعر الجاهلي” may yield different results compared to “شعر العصر الجاهلي”. Using quotation marks can help narrow results to exact phrases.

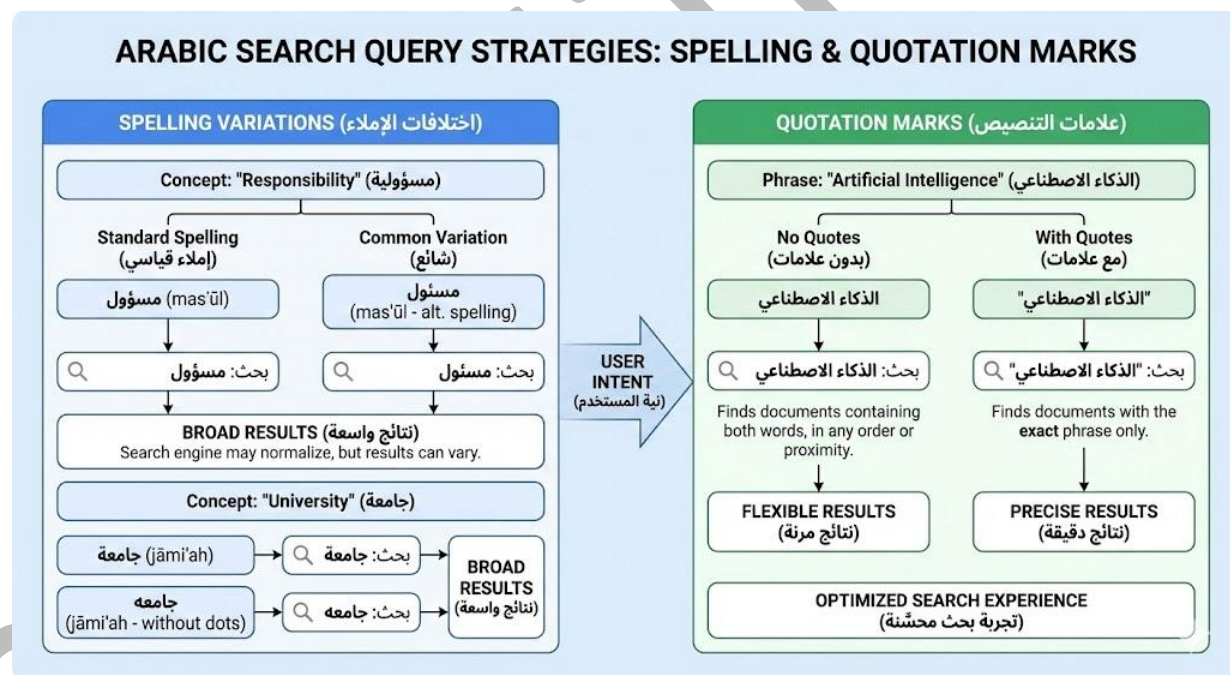


Figure 4.3 Strategic use of Arabic search queries

Fill in the blank: Quotation marks in search queries help to return results with _____ phrases.

4.3.2 Distinguishing between credible and non-credible Arabic websites



Not all websites provide trustworthy information. **Credible websites** are often affiliated with universities, research centres, or recognised publishers, and they provide references and evidence. **Non-credible websites** may lack author details, contain biased opinions, or present unverified information. Learners must critically evaluate Arabic websites before using them in academic work.

Feature	Credible Arabic Websites	Non-Credible Arabic Websites
Author Credentials	Written by experts, scholars, or professionals with clear qualifications.	No clear author, anonymous posts, or unverifiable identity.
Institutional Affiliation	Linked to universities, research centers, or reputable organizations.	No affiliation or linked to unknown/unreliable sources.
References & Sources	Provides citations, bibliographies, or links to supporting evidence.	Few or no references; claims without evidence.
Tone & Language	Formal, objective, and academic tone in Arabic.	Informal, sensational, or biased language.
Accuracy	Information is consistent, fact-checked, and peer-reviewed.	Contains errors, misinformation, or unverified claims.
Purpose	Aims to inform, educate, or advance knowledge.	Aims to entertain, persuade, or spread opinion without evidence.
Design & Transparency	Professional layout, clear contact information, and transparency about authorship.	Poor design, broken links, lack of transparency.

Box 4.4 Features of credible versus non-credible Arabic websites

Fill in the blank: Credible websites usually provide references and evidence, while non-credible websites often lack _____ details.



4.3.3 Applying digital literacy skills to avoid misinformation in Arabic sources

Digital literacy is the ability to use digital tools responsibly and critically. In Arabic contexts, misinformation can spread through social media, blogs, or informal websites. Learners should cross-check information across multiple sources, verify publication dates, and avoid relying on single, unverified platforms. Developing digital literacy ensures that learners distinguish fact from opinion and avoid misleading content.



Plate 4.3 Applying digital literacy to avoid misinformation

Fill in the blank: Digital literacy involves cross-checking information across multiple _____.

4.3.4 Integrating Arabic online and library resources for comprehensive research

Effective research requires combining both **online resources** and **library materials**. Online searches provide quick access to current information, while libraries offer curated and peer-reviewed sources. By integrating both, learners achieve a balanced perspective and ensure their work is comprehensive. For example, a student researching Arabic poetry may use online articles for recent discussions and library manuscripts for classical texts.

Strategy	Explanation (Arabic Research Context)
----------	---------------------------------------



Combine Online Articles with Library Books	Use online journal articles for recent studies and library books for foundational knowledge in Arabic linguistics, literature, or history.
Cross-Reference Sources	Verify information by checking both digital and print materials; ensure consistency across Arabic dictionaries, grammar references, and scholarly articles.
Balance Perspectives	Integrate modern online viewpoints with classical library texts to gain a comprehensive understanding of Arabic topics.
Use Databases and Catalogs	Search academic databases online (e.g., JSTOR, Arabic language repositories) and library catalogs to locate credible materials.
Evaluate Credibility	Apply criteria such as author expertise, peer review, and institutional affiliation to both online and library sources.
Organize Notes Systematically	Record bibliographic details from both sources to avoid confusion and ensure proper citation in Arabic research projects.
Leverage Accessibility	Use online resources for quick access and library materials for in-depth study, combining convenience with depth.

Box 4.5 Integrating online and library resources

Fill in the blank: Combining online resources with library materials ensures research is both current and _____.

Pilot questions 4.3

1. Why is it important to phrase Arabic search queries carefully?
2. What features distinguish credible Arabic websites from non-credible ones?
3. Define digital literacy in the context of Arabic online searches.
4. How can learners avoid misinformation when searching online?



5. Why should learners integrate both online and library resources in their research?

Series Summary

This Series has focused on developing your ability to carry out independent knowledge searches in both Arabic libraries and online platforms. The skills you have gained are essential for academic success, as they enable you to locate reliable information, distinguish between different types of sources, and apply digital literacy when engaging with Arabic materials.

We began by understanding Arabic information sources, differentiating between primary, secondary, and tertiary materials, and recognising the importance of scholarly works. We then moved on to searching effectively in Arabic libraries and databases, where you learnt how to use catalogues, apply keywords and Boolean operators, and access open educational resources and institutional repositories. Finally, we explored conducting online knowledge searches in Arabic, focusing on strategic search queries, evaluating website credibility, applying digital literacy to avoid misinformation, and integrating online and library resources for comprehensive research. By completing this Series, you should now be able to define, explain, demonstrate, apply, and evaluate the full range of skills outlined in the Series Learning Outcomes, equipping you to conduct accurate and efficient research in Arabic contexts.

Glossary of Terms

- **Boolean operators:** Words such as AND, OR, and NOT used in database searches to combine or exclude keywords, helping to refine search results.
- **Catalogues:** Organised lists of materials available in a library, searchable by author, title, subject, or keyword.
- **Credible websites:** Online sources that are trustworthy, often affiliated with universities, research centres, or recognised publishers, and supported by references or evidence.



- **Digital literacy:** The ability to use digital tools responsibly and critically, including evaluating online information and avoiding misinformation.
- **Institutional repositories:** Digital collections of scholarly works produced by staff and students of a university or research institution.
- **Keywords:** Specific words or phrases used to locate information in a database or search engine.
- **Non-scholarly materials:** Sources written for general audiences, often lacking peer review or detailed references, such as blogs, magazines, or informal websites.
- **Open educational resources (OERs):** Freely accessible learning materials such as textbooks, articles, and lecture notes available online.
- **Primary sources:** Original materials that provide direct evidence or first-hand accounts, such as manuscripts, classical texts, or original research articles.
- **Reliable source:** A source that provides accurate, credible, and verifiable information, often supported by references and produced by recognised institutions.
- **Scholarly materials:** Academic sources written by experts, usually peer-reviewed, and intended for research and study, such as journal articles and academic books.
- **Secondary sources:** Materials that interpret or analyse primary sources, such as commentaries, reviews, or scholarly articles discussing earlier works.
- **Tertiary sources:** Materials that compile and summarise information from primary and secondary sources, such as encyclopaedias, dictionaries, and bibliographies.

Concept Check Questions [Series 4]

Objective questions

1. Define primary sources in Arabic studies. (Linked to SLO 4.1)
2. Which type of source compiles and summarises information from primary and secondary sources? (Linked to SLO 4.3)



3. What Boolean operator ensures that search results include both keywords together?
(Linked to SLO 4.5)
4. Institutional repositories are digital collections of scholarly works produced by whom?
(Linked to SLO 4.6)
5. Quotation marks in search queries help to return results with what type of phrases?
(Linked to SLO 4.8)

Short-answer questions

6. Explain the difference between scholarly and non-scholarly Arabic materials. (Linked to SLO 4.2)
7. Identify two indicators that show a source is reliable. (Linked to SLO 4.3)
8. Give one example of how catalogues are used in Arabic libraries. (Linked to SLO 4.4)
9. What are open educational resources (OERs) and why are they important? (Linked to SLO 4.6)
10. List two criteria for evaluating search results for credibility. (Linked to SLO 4.7)

Long-answer questions

11. Analyse the importance of differentiating between primary, secondary, and tertiary sources in Arabic studies. (Linked to SLO 4.1 and SLO 4.3)
12. Evaluate the strengths and limitations of using Boolean operators in Arabic database searches. (Linked to SLO 4.5)
13. Discuss how digital literacy skills help learners avoid misinformation in Arabic online searches. (Linked to SLO 4.10)
14. Explain why integrating Arabic online and library resources is essential for comprehensive research. (Linked to SLO 4.11)



Answers to Concept Check Questions [Series 4]

Objective questions

1. Original materials that provide direct evidence or first-hand accounts, such as manuscripts or classical texts.
2. Tertiary sources.
3. AND.
4. Staff and students of a university or research institution.
5. Exact phrases.

Short-answer questions

6. Scholarly materials are peer-reviewed, written by experts, and intended for academic audiences, while non-scholarly materials are written for general audiences and may lack references or rigorous review.
7. Author credentials and institutional affiliation.
8. Catalogues allow learners to search for materials by author, title, subject, or keyword.
9. OERs are freely accessible learning materials such as textbooks and articles. They are important because they provide cost-free access to reliable academic resources.
10. Author expertise and peer review.

Long-answer questions

11. *Basic response:* Differentiating sources helps learners understand the origin and reliability of information.
Value-added response: It also enables critical analysis, supports accurate referencing, and ensures that learners use appropriate sources for different stages of research.
12. *Basic response:* Boolean operators refine searches by combining or excluding keywords.
Value-added response: While they improve precision, they may also limit results if used



incorrectly. Learners must balance specificity with breadth to avoid missing relevant materials.

13. *Basic response:* Digital literacy helps learners evaluate online information critically and avoid misinformation.

Value-added response: It also empowers learners to cross-check sources, recognise bias, and develop responsible online research habits, which are crucial in the Arabic digital landscape.

14. *Basic response:* Integrating online and library resources ensures research is both current and academically sound.

Value-added response: This approach provides a balanced perspective, combining quick access to recent discussions with curated, peer-reviewed materials, thereby strengthening the depth and credibility of research.

Answers to Pilot Questions [Series 4]

Pilot questions 4.1

1. Primary sources in Arabic studies include manuscripts, classical texts, interviews, and original research articles.
2. A commentary or scholarly article discussing earlier works.
3. Indicators of reliability include the author's credentials, institutional affiliation, and the presence of references or citations.
4. Scholarly materials are peer-reviewed and written by experts for academic audiences, while non-scholarly materials are written for general audiences and may lack rigorous review.
5. It ensures learners understand the origin and reliability of information and use appropriate sources for research.

Pilot questions 4.2



1. Catalogues are organised lists of materials in a library, used to locate Arabic books, manuscripts, and journals by author, title, subject, or keyword.
2. The Boolean operator AND ensures that search results include both keywords together.
3. Open educational resources (OERs) are freely accessible learning materials such as textbooks, articles, and lecture notes.
4. They provide reliable and cost-free access to scholarly works produced by staff and students of universities.
5. Relevance and credibility.

Pilot questions 4.3

1. Careful phrasing ensures accurate results and accounts for variations in spelling, diacritics, and synonyms in Arabic queries.
2. Credible websites provide references, evidence, and author details, while non-credible websites often lack these features.
3. Digital literacy is the ability to use digital tools responsibly and critically, including evaluating online information and avoiding misinformation.
4. Learners can avoid misinformation by cross-checking information across multiple sources and verifying publication dates.
5. Integrating both ensures research is current, academically sound, and provides a balanced perspective.

References and Attributions [Series 4]

General References

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- SkillsYouNeed. (n.d.). *Information Literacy Skills*. Retrieved from <https://www.skillsyouneed.com>

Illustrations

- *Figure 4.1 Hierarchy of information sources*
 - AI-generated using prompt: “Generate a diagram showing primary, secondary, and tertiary sources with examples in Arabic studies.”
 - Suggested OER search string: “primary secondary tertiary sources diagram OER.”
- *Plate 4.1 Identifying reliable sources in libraries and online*
 - AI-generated using prompt: “Generate an image showing a student checking Arabic books in a library and verifying sources online.”
 - Suggested OER search string: “student checking reliable sources library online OER image.”
- *Box 4.1 Differences between scholarly and non-scholarly materials*
 - AI-generated using prompt: “Generate a text box listing differences between scholarly and non-scholarly materials.”
 - Suggested OER search string: “scholarly vs non-scholarly sources OER.”
- *Figure 4.2 Using catalogues in Arabic libraries*



- AI-generated using prompt: “Generate a diagram showing catalogue search options for Arabic books by author, title, and subject.”
- Suggested OER search string: “library catalogue search diagram OER.”
- *Box 4.2 Examples of Boolean operators in Arabic searches*
 - AI-generated using prompt: “Generate a text box showing examples of Boolean operators with Arabic keywords.”
 - Suggested OER search string: “Boolean operators database search OER.”
- *Plate 4.2 Accessing Arabic open educational resources*
 - AI-generated using prompt: “Generate an image showing a student accessing Arabic open educational resources on a laptop.”
 - Suggested OER search string: “Arabic OER institutional repository student OER image.”
- *Box 4.3 Criteria for evaluating search results*
 - AI-generated using prompt: “Generate a text box listing criteria for evaluating search results for relevance and credibility.”
 - Suggested OER search string: “evaluating search results credibility relevance OER.”
- *Figure 4.3 Strategic use of Arabic search queries*
 - AI-generated using prompt: “Generate a diagram showing Arabic search queries with variations in spelling and quotation marks.”
 - Suggested OER search string: “Arabic search engine query strategy OER diagram.”
- *Box 4.4 Features of credible versus non-credible Arabic websites*
 - AI-generated using prompt: “Generate a text box listing features of credible versus non-credible Arabic websites.”



- Suggested OER search string: “credible vs non-credible websites OER.”
- *Plate 4.3 Applying digital literacy to avoid misinformation*
 - AI-generated using prompt: “Generate an image showing a student cross-checking Arabic information across multiple websites.”
 - Suggested OER search string: “digital literacy Arabic misinformation OER image.”
- *Box 4.5 Integrating online and library resources*
 - AI-generated using prompt: “Generate a text box listing strategies for integrating online and library resources in Arabic research.”
 - Suggested OER search string: “integrating online and library resources OER.”



Series 5: Study of Selected Arabic Poetry and Prose

5.1 Exploring Classical Arabic Poetry

- 5.1.1 Historical background of pre-Islamic (Jāhilī) poetry
- 5.1.2 Themes and stylistic features of Jāhilī poetry
- 5.1.3 Selected poems and their literary analysis

5.2 Analysing Arabic Prose Traditions

- 5.2.1 Early prose forms: sermons, letters, and narratives
- 5.2.2 Prose in the Abbasid period: adab and maqāmāt
- 5.2.3 Selected prose texts and their stylistic features

5.3 Appreciating Modern Arabic Poetry and Prose

- 5.3.1 Transition from classical to modern Arabic literature
- 5.3.2 Themes of modern Arabic poetry: identity, resistance, and social change
- 5.3.3 Modern prose: short stories, novels, and essays
- 5.3.4 Selected modern texts and their critical appreciation

Introduction

Arabic literature, both poetry and prose, has long been a mirror of the cultural, intellectual, and emotional life of the Arab world. From the eloquence of pre-Islamic poets to the sophistication of Abbasid prose and the vibrancy of modern literary voices, these texts provide learners with a rich heritage to explore. Studying selected works allows us to appreciate the artistry of language, the depth of themes, and the historical contexts that shaped them, making this Series a vital part of your journey in Arabic studies.

The aim of this Series is to introduce you to selected Arabic poems and prose texts across different periods, and to equip you with the skills to analyse, interpret, and appreciate their literary and cultural significance.



We shall commence this Series by exploring classical Arabic poetry, beginning with the historical background of pre-Islamic poetry and examining its themes and stylistic features before engaging in close analysis of selected poems. Next, we will continue with Arabic prose traditions, considering early forms such as sermons and letters, moving on to Abbasid prose genres like *adab* and *maqāmāt*, and analysing selected texts for their stylistic qualities. Finally, we will wrap up by appreciating modern Arabic poetry and prose, tracing the transition from classical to modern literature, exploring themes of identity and social change, and critically engaging with selected modern texts.

Series Learning Outcomes

Upon completing this Series, you should be able to:

- **SLO 5.1** describe the historical background of pre-Islamic (Jāhilī) poetry,
- **SLO 5.2** analyse the themes and stylistic features of Jāhilī poetry,
- **SLO 5.3** interpret selected classical Arabic poems through close literary analysis,
- **SLO 5.4** explain the early prose forms such as sermons, letters, and narratives,
- **SLO 5.5** evaluate the prose traditions of the Abbasid period, including *adab* and *maqāmāt*,
- **SLO 5.6** examine selected Arabic prose texts for their stylistic features,
- **SLO 5.7** trace the transition from classical to modern Arabic literature,
- **SLO 5.8** discuss the themes of modern Arabic poetry such as identity, resistance, and social change,
- **SLO 5.9** analyse modern Arabic prose forms including short stories, novels, and essays, and
- **SLO 5.10** critically appreciate selected modern Arabic texts in both poetry and prose.



5.1 Exploring Classical Arabic Poetry

5.1.1 Historical background of pre-Islamic (Jāhilī) poetry

Jāhilī poetry refers to the body of Arabic poetry composed before the advent of Islam, often called the poetry of the “Age of Ignorance.” Despite its name, this period was rich in literary creativity and cultural expression. Poets were highly respected in tribal society, serving as spokesmen, historians, and moral commentators. Their verses preserved the values, struggles, and achievements of their communities.

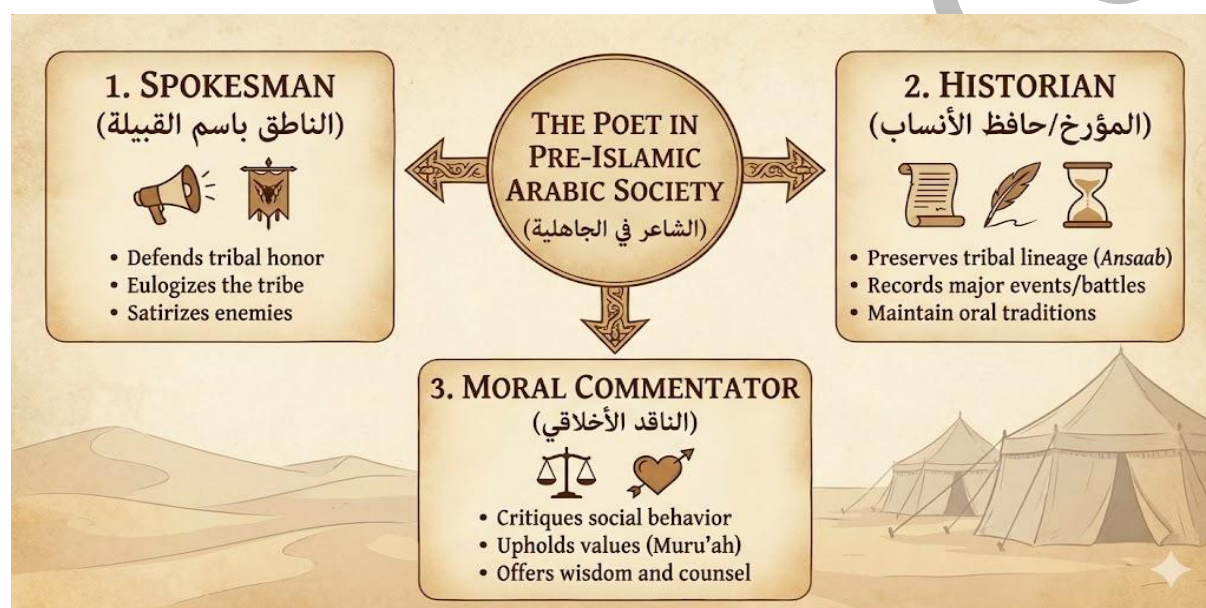


Figure 5.1 Roles of poets in Jāhilī society

Fill in the blank: Jāhilī poetry is the body of Arabic poetry composed before the advent of _____.

5.1.2 Themes and stylistic features of Jāhilī poetry

The themes of Jāhilī poetry often revolved around **tribal pride**, **heroism**, **love**, **nature**, and **lamentation**. Poets celebrated bravery in battle, loyalty to kin, and the beauty of the desert



landscape. Stylistically, Jāhilī poetry was marked by its **qasīda** form, a long ode with a tripartite structure: the **nasīb** (erotic prelude), the **raḥīl** (journey section), and the **madīḥ** (praise or boast).

Aspect	Examples and Explanation
Tribal Pride	Celebrates lineage, loyalty, and honour of the poet's tribe.
Heroism	Praises bravery in battle, endurance, and personal achievements.
Love	Expresses longing, passion, and admiration, often in the opening of the qasīda.
Nature	Vivid descriptions of desert landscapes, animals, and harsh environments.
Lamentation	Mourning loss, separation, or the passing of loved ones.
Qasīda Form	The dominant poetic form, usually long and elaborate.
Tripartite Structure	Traditional division into three parts: <i>nasīb</i> (erotic prelude), <i>raḥīl</i> (journey section), and <i>madīḥ</i> (praise or boast).

Box 5.1 Key themes and stylistic features of Jāhilī poetry

Fill in the blank: The qasīda typically begins with a _____, or erotic prelude.

5.1.3 Selected poems and their literary analysis

Studying selected Jāhilī poems allows us to appreciate both their artistry and cultural significance. For example, the poetry of **Imru' al-Qays** is renowned for its vivid imagery and emotional depth, while **Antara ibn Shaddād** is celebrated for his heroic verses. Analysing these works involves examining their themes, structure, and use of language, as well as understanding the historical and social contexts in which they were composed.



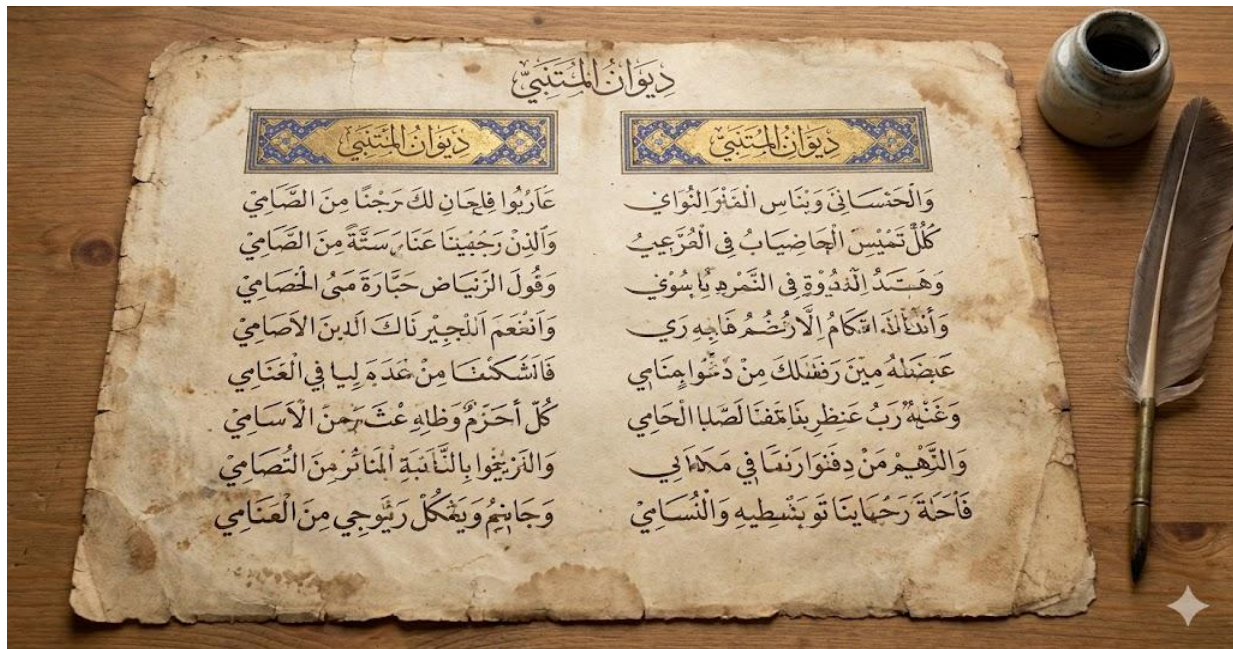


Plate 5.1 Manuscript of classical Arabic poetry

Fill in the blank: The poetry of Imru' al-Qays is renowned for its vivid _____ and emotional depth.

Pilot questions 5.1

1. What is meant by Jāhili poetry?
2. Name two roles poets played in pre-Islamic society.
3. List three common themes of Jāhili poetry.
4. What are the three sections of the qasīda?
5. Mention one poet from the Jāhili period and describe his contribution.



5.2 Analysing Arabic Prose Traditions

5.2.1 Early prose forms: sermons, letters, and narratives

Arabic prose refers to written or spoken language that does not follow the metrical patterns of poetry. In its early forms, prose was used for practical and expressive purposes. **Sermons** (khuṭab) were delivered to guide communities morally and spiritually, often using elevated language. **Letters** (rasā'il) served as official or personal communication, reflecting the political and social life of the time. **Narratives** included stories and accounts of events, preserving history and cultural memory.



Figure 5.2 Early forms of Arabic prose

Fill in the blank: Sermons in early Arabic prose were called _____.

5.2.2 Prose in the Abbasid period: adab and maqāmāt

During the Abbasid era, prose reached new heights of sophistication. **Adab** refers to a genre of literature that combined moral instruction, entertainment, and cultural knowledge. It often



included anecdotes, poetry quotations, and reflections on manners and ethics. **Maqāmāt** are episodic stories featuring a clever protagonist, written in ornate prose with rhymed passages. These works showcased linguistic creativity and wit, and they became a hallmark of Arabic literary culture in the medieval period.

Tradition	Features	Explanation
Adab	Moral instruction	Texts often aim to teach ethical behaviour and social values.
	Anecdotes	Short stories or examples used to illustrate lessons.
	Cultural knowledge	Includes history, poetry, etiquette, and practical wisdom.
	Didactic tone	Designed to educate and refine the reader's character.
Maqāmāt	Episodic stories	Narratives built around adventures of a central character.
	Ornate prose	Highly rhetorical style with elaborate vocabulary.
	Rhymed passages	Frequent use of rhyme and rhythm to enhance artistry.
	Comic and satirical elements	Entertains while offering social critique.

Box 5.2 Features of adab and maqāmāt prose

Fill in the blank: Maqāmāt are episodic stories written in ornate prose with _____ passages.

5.2.3 Selected prose texts and their stylistic features

Analysing selected prose texts helps us appreciate their artistry and cultural significance. For example, the works of **al-Jāhiz** in adab literature are known for their intellectual depth and humour, while **al-Hamadhānī** and later **al-Ḥarīrī** perfected the maqāmāt genre with their linguistic brilliance. Stylistic features of these texts include the use of **rhymed prose** (saj'), vivid



imagery, and rhetorical devices. These elements made prose not only functional but also aesthetically pleasing and intellectually stimulating.



Plate 5.2 Manuscript of al-Hariri's *maqāmāt*

Fill in the blank: The stylistic feature of rhymed prose in Arabic is called _____.

Pilot questions 5.2

1. What are the main early forms of Arabic prose?
2. Define *adab* and explain its purpose.
3. What is the *maqāmāt* genre known for?
4. Name one Abbasid prose writer and describe his contribution.
5. What stylistic feature is referred to as *sajʿ* in Arabic prose?



5.3 Appreciating Modern Arabic Poetry and Prose

5.3.1 Transition from classical to modern Arabic literature

The shift from **classical Arabic literature** to **modern Arabic literature** was influenced by social, political, and cultural changes in the Arab world during the nineteenth and twentieth centuries. Contact with Europe, the rise of printing, and movements for reform and independence all contributed to new literary forms and themes. Modern writers sought to break away from rigid classical structures while still drawing inspiration from traditional heritage.

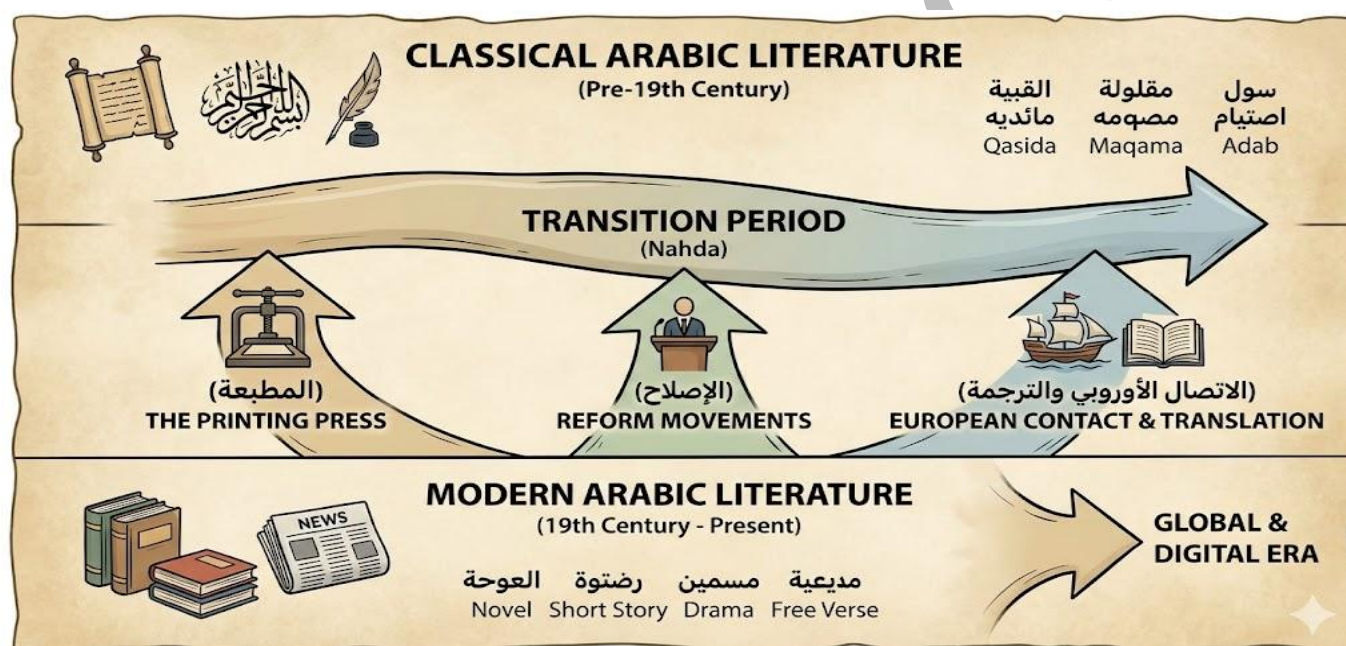


Figure 5.3 Transition from classical to modern Arabic literature

Fill in the blank: The rise of _____ contributed significantly to the spread of modern Arabic literature.

5.3.2 Themes of modern Arabic poetry: identity, resistance, and social change

Modern Arabic poetry reflects the struggles and aspirations of Arab societies. Common themes include **identity**, where poets explore personal and national belonging; **resistance**, often



expressed against colonialism and oppression; and **social change**, highlighting issues such as inequality, freedom, and modernisation. Unlike classical poetry, modern poets experimented with free verse and new imagery to express contemporary realities.

Theme	Explanation
Identity	Explores personal, national, and cultural identity, often reflecting struggles of belonging and self-definition.
Resistance	Expresses opposition to oppression, colonialism, or injustice, using poetry as a voice of protest and resilience.
Social Change	Advocates reform, equality, and transformation in society, addressing issues such as freedom, modernity, and progress.

Box 5.3 Themes of modern Arabic poetry

Fill in the blank: Modern Arabic poets often used free verse to express _____ realities.

5.3.3 Modern prose: short stories, novels, and essays

Modern Arabic prose developed alongside poetry, offering new ways to explore society and human experience. **Short stories** provided concise reflections on everyday life, while **novels** allowed for deeper exploration of social, political, and psychological themes. **Essays** became a medium for intellectual debate and cultural critique. Writers such as **Naguib Mahfouz**, who won the Nobel Prize in Literature, exemplify the richness of modern Arabic prose.





Plate 5.3 Modern Arabic prose text

Fill in the blank: Naguib Mahfouz is a Nobel Prize-winning author known for his _____.

5.3.4 Selected modern texts and their critical appreciation

Studying selected modern texts allows learners to appreciate how literature reflects contemporary Arab life. For example, Mahmoud Darwish's poetry captures themes of exile and identity, while Ghassan Kanafani's prose highlights resistance and social struggle. Critical appreciation involves examining the themes, style, and cultural context of these works, and recognising their contribution to modern Arabic thought and creativity.

Author	Genre	Contribution / Notable Works
Mahmoud Darwish	Poetry	Central voice of Palestinian identity and resistance; works such as <i>Memory for Forgetfulness</i> and <i>Why Did You Leave the Horse Alone?</i> .
Ghassan Kanafani	Prose / Fiction	Pioneer of Palestinian resistance literature; short stories and novels like <i>Men in the Sun</i> and <i>Return to Haifa</i> .
Naguib Mahfouz	Prose / Novels	Nobel Prize-winning Egyptian novelist; known for <i>The Cairo Trilogy</i> and <i>Children of the Alley</i> , exploring social change and modernity.



Nāzik al-Malā'ika	Poetry	Iraqi poet credited with introducing free verse into Arabic poetry; works such as <i>The Cholera</i> reflect social and political concerns.
Adonis (Ali Ahmad Said Esber)	Poetry	Syrian-Lebanese poet; experimental and modernist style, blending tradition with innovation in collections like <i>Songs of Mihyar the Damascene</i> .

Box 5.4 Selected modern Arabic texts for study

Fill in the blank: Mahmoud Darwish's poetry often explores themes of exile and _____.

Pilot questions 5.3

1. What factors influenced the transition from classical to modern Arabic literature?
2. Identify three common themes of modern Arabic poetry.
3. Name two forms of modern Arabic prose.
4. Who is a Nobel Prize-winning author in modern Arabic literature?
5. What themes are central to Mahmoud Darwish's poetry?

Series Summary

This Series has guided you through the study of selected Arabic poetry and prose, highlighting their cultural, historical, and literary significance. By engaging with texts from different periods, you have seen how Arabic literature evolved from its classical roots to modern expressions, reflecting the values, struggles, and creativity of Arab societies.

We began with classical Arabic poetry, examining the historical background of Jāhili poetry, its themes, and stylistic features, before analysing selected poems. We then moved on to Arabic prose traditions, exploring early forms such as sermons and letters, and considering Abbasid



innovations like *adab* and *maqāmāt*, supported by analysis of selected texts. Finally, we appreciated modern Arabic poetry and prose, tracing the transition from classical to modern literature, identifying themes of identity, resistance, and social change, and critically engaging with works by notable authors and poets. By completing this Series, you should now be able to describe, analyse, interpret, evaluate, and critically appreciate Arabic poetry and prose across classical and modern contexts, as outlined in the Series Learning Outcomes.

Glossary of Terms

- **Adab:** A prose genre from the Abbasid period that combines moral instruction, cultural knowledge, and entertainment, often using anecdotes and quotations.
- **Arabic prose:** Written or spoken language in Arabic that does not follow the metrical patterns of poetry, used for communication, storytelling, and intellectual expression.
- **Classical Arabic literature:** The body of Arabic poetry and prose produced in the pre-Islamic and early Islamic periods, characterised by traditional forms and themes.
- **Jāhili poetry:** Poetry composed in the pre-Islamic era, often reflecting tribal pride, heroism, love, and the desert environment.
- **Maqāmāt:** A prose genre consisting of episodic stories featuring a clever protagonist, written in ornate language with rhymed passages.
- **Modern Arabic literature:** Poetry and prose produced from the nineteenth century onwards, influenced by social change, reform movements, and contact with Europe.
- **Nasīb:** The opening section of the *qasīda*, usually an erotic prelude that recalls past love or longing.
- **Qasīda:** A classical Arabic poetic form, typically a long ode with three sections: *nasīb* (erotic prelude), *raḥīl* (journey), and *madīḥ* (praise or boast).
- **Raḥīl:** The middle section of the *qasīda*, describing a journey, often through the desert.
- **Rhymed prose (saj‘):** A stylistic feature of Arabic prose that uses rhythm and rhyme to create a musical quality in writing.



- **Sermons (khuṭab):** Early Arabic prose delivered orally to guide communities spiritually and morally, often using elevated language.
- **Short stories:** A modern Arabic prose form that presents concise reflections on everyday life and social issues.
- **Tertiary themes of modern poetry:** Identity, resistance, and social change, which dominate much of modern Arabic poetic expression.
- **Tribal pride:** A recurring theme in Jāhilī poetry, celebrating loyalty, bravery, and the honour of one's tribe.

Concept Check Questions [Series 5]

Objective questions

1. Define Jāhilī poetry. (Linked to SLO 5.1)
2. Which section of the qasīda serves as the erotic prelude? (Linked to SLO 5.2)
3. What stylistic feature in Arabic prose is referred to as saj' ? (Linked to SLO 5.6)
4. Who is the Nobel Prize-winning author known for his modern Arabic novels? (Linked to SLO 5.9)
5. Which prose genre from the Abbasid period combined moral instruction, anecdotes, and cultural knowledge? (Linked to SLO 5.5)

Short-answer questions

6. Explain two roles poets played in pre-Islamic society. (Linked to SLO 5.1)
7. Identify three common themes of Jāhilī poetry. (Linked to SLO 5.2)
8. Describe the purpose of adab literature in the Abbasid period. (Linked to SLO 5.5)
9. Give one example of a maqāmāt writer and his contribution. (Linked to SLO 5.6)
10. List two themes of modern Arabic poetry. (Linked to SLO 5.8)



Long-answer questions

11. Analyse the significance of the qasīda structure in classical Arabic poetry. (Linked to SLO 5.2 and SLO 5.3)
12. Evaluate the contributions of al-Jāhiz to Arabic prose traditions. (Linked to SLO 5.5 and SLO 5.6)
13. Discuss how modern Arabic literature reflects identity and resistance. (Linked to SLO 5.8 and SLO 5.10)
14. Explain why integrating the study of both poetry and prose is essential for understanding Arabic literary heritage. (Linked to SLO 5.10)

Answers to Concept Check Questions [Series 5]

Objective questions

1. Jāhilī poetry is the body of Arabic poetry composed in the pre-Islamic era.
2. The nasīb.
3. Rhymed prose.
4. Naguib Mahfouz.
5. Adab.

Short-answer questions

6. Poets acted as spokesmen for their tribes and preserved history through their verses.
7. Tribal pride, heroism, and love.
8. Adab literature aimed to instruct morally, entertain, and preserve cultural knowledge.
9. Al-Ḥarīrī, who perfected the maqāmāt genre with ornate prose and linguistic creativity.
10. Identity and social change.

Long-answer questions



11. *Basic response:* The qasīda structure provided a framework for expressing themes of love, journey, and praise.

Value-added response: It also reflected the social and cultural values of Arab tribes, serving as a literary vehicle for memory, identity, and artistic expression.

12. *Basic response:* Al-Jāhīz contributed to adab literature with works that combined humour, intellectual depth, and cultural reflection.

Value-added response: His writings also advanced Arabic prose style, introduced critical thinking, and influenced later generations of writers by blending science, philosophy, and literature.

13. *Basic response:* Modern Arabic literature often explores identity and resistance through poetry and prose.

Value-added response: Writers such as Mahmoud Darwish and Ghassan Kanafani used literature to articulate national struggles, exile, and social justice, making literature a tool for cultural and political expression.

14. *Basic response:* Studying both poetry and prose provides a fuller understanding of Arabic literary traditions.

Value-added response: It highlights the interplay between artistic expression and intellectual discourse, showing how literature evolved to reflect historical contexts, cultural values, and modern challenges.



Pilot questions 5.1

1. Jāhilī poetry refers to the body of Arabic poetry composed before the advent of Islam.
2. Poets acted as spokesmen for their tribes and served as historians by preserving tribal values and achievements.
3. Common themes include tribal pride, heroism, love, nature, and lamentation.
4. The three sections of the qasīda are nasīb (erotic prelude), raḥīl (journey section), and madīḥ (praise or boast).
5. Imru' al-Qays is a notable Jāhilī poet, celebrated for his vivid imagery and emotional depth.

Pilot questions 5.2

1. The main early forms of Arabic prose are sermons, letters, and narratives.
2. Adab is a prose genre that combined moral instruction, entertainment, and cultural knowledge.
3. The maqāmāt genre is known for episodic stories written in ornate prose with rhymed passages.
4. Al-Jāḥiẓ contributed significantly to adab literature with works that blended humour, intellectual depth, and cultural reflection.
5. Saj' refers to rhymed prose, a stylistic feature of Arabic prose.

Pilot questions 5.3

1. Factors influencing the transition included contact with Europe, the rise of printing, and reform movements.
2. Common themes of modern Arabic poetry are identity, resistance, and social change.
3. Two forms of modern Arabic prose are short stories and novels.
4. Naguib Mahfouz is the Nobel Prize-winning author in modern Arabic literature.
5. Mahmoud Darwish's poetry often explores themes of exile and identity.



References and Attributions [Series 5]

General References

- Allen, R. (2000). *An Introduction to Arabic Literature*. Cambridge University Press.
- Jayyusi, S. K. (1987). *Modern Arabic Poetry: An Anthology*. Columbia University Press.
- Kilpatrick, H. (1991). *Maqāmāt Literature: A Reader's Guide*. Edinburgh University Press.
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- Open Textbook Library. (n.d.). *World Literature I: Beginnings to 1650*. Retrieved from <https://open.umn.edu/opentextbooks>
- SkillsYouNeed. (n.d.). *Literary Analysis Skills*. Retrieved from <https://www.skillsyouneed.com>

Illustrations

- *Figure 5.1 Roles of poets in Jāhilī society*
 - AI-generated using prompt: “Generate a diagram showing the roles of poets in pre-Islamic Arabic society: spokesmen, historians, moral commentators.”
 - Suggested OER search string: “pre-Islamic Arabic poetry roles diagram OER.”
- *Box 5.1 Key themes and stylistic features of Jāhilī poetry*
 - AI-generated using prompt: “Generate a text box listing themes and stylistic features of Jāhilī poetry.”
 - Suggested OER search string: “themes stylistic features pre-Islamic Arabic poetry OER.”
- *Plate 5.1 Manuscript of classical Arabic poetry*



- AI-generated using prompt: “Generate an image showing a manuscript page of classical Arabic poetry with Arabic script.”
- Suggested OER search string: “classical Arabic poetry manuscript OER image.”
- *Figure 5.2 Early forms of Arabic prose*
 - AI-generated using prompt: “Generate a diagram showing early Arabic prose forms: sermons, letters, and narratives, with examples.”
 - Suggested OER search string: “early Arabic prose forms sermons letters narratives OER diagram.”
- *Box 5.2 Features of adab and maqāmāt prose*
 - AI-generated using prompt: “Generate a text box listing features of adab and maqāmāt prose traditions in Arabic literature.”
 - Suggested OER search string: “adab maqamat Arabic prose features OER.”
- *Plate 5.2 Manuscript of al-Ḥarīrī’s maqāmāt*
 - AI-generated using prompt: “Generate an image showing a manuscript page from al-Ḥarīrī’s maqāmāt with Arabic script.”
 - Suggested OER search string: “al-Hariri maqamat manuscript Arabic OER image.”
- *Figure 5.3 Transition from classical to modern Arabic literature*
 - AI-generated using prompt: “Generate a diagram showing the transition from classical to modern Arabic literature with influences like printing, reform, and European contact.”
 - Suggested OER search string: “transition classical to modern Arabic literature OER diagram.”
- *Box 5.3 Themes of modern Arabic poetry*
 - AI-generated using prompt: “Generate a text box listing themes of modern Arabic poetry: identity, resistance, social change.”
 - Suggested OER search string: “themes modern Arabic poetry identity resistance social change OER.”
- *Plate 5.3 Modern Arabic prose text*
 - AI-generated using prompt: “Generate an image showing the cover of a modern Arabic novel or manuscript page.”



- Suggested OER search string: “modern Arabic novel cover OER image.”
- *Box 5.4 Selected modern Arabic texts for study*
 - AI-generated using prompt: “Generate a text box listing selected modern Arabic poets and prose writers with their contributions.”
 - Suggested OER search string: “selected modern Arabic poets prose writers OER.”

