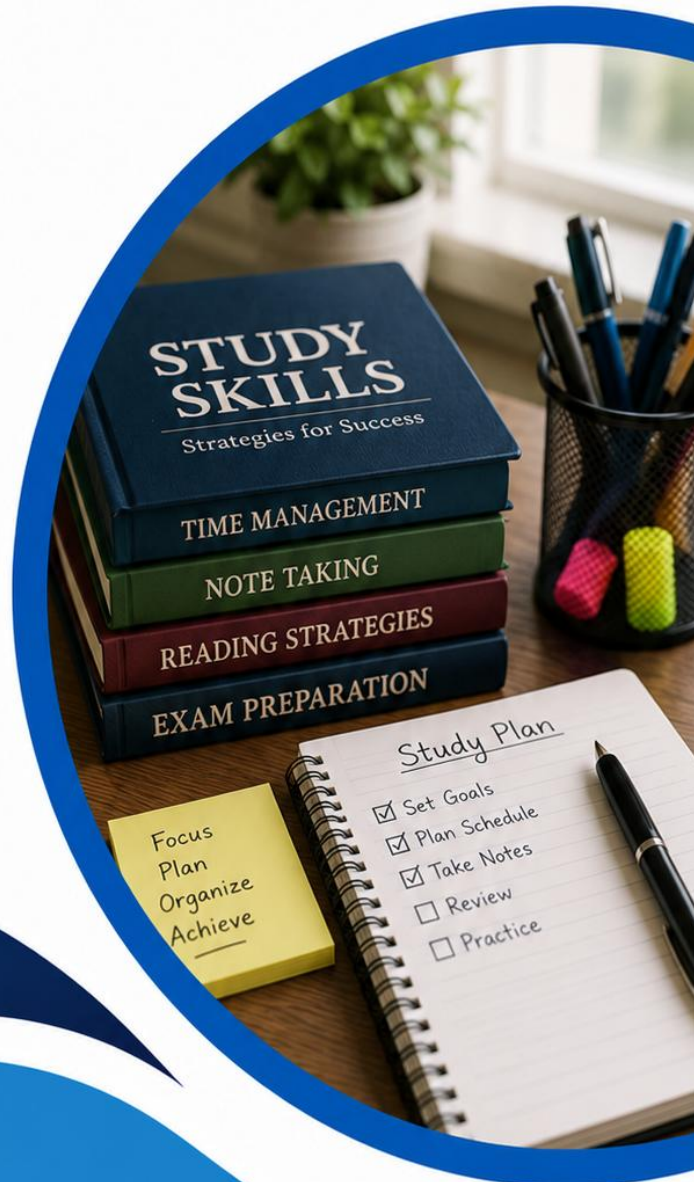




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Course credit load: 2 Units

Series 1: Reading and Summarising Arabic Texts

Part 1.1 Approaches to Reading Arabic Texts

- 1.1.1 Importance of reading skills in Arabic study
- 1.1.2 Techniques for effective reading (skimming, scanning, detailed reading)
- 1.1.3 Identifying main ideas and supporting details

Part 1.2 Summarising Arabic Texts

- 1.2.1 Definition and purpose of summarising
- 1.2.2 Steps in creating a summary (selecting key points, paraphrasing, condensing)
- 1.2.3 Common challenges in summarising Arabic texts

Part 1.3 Practical Exercises in Reading and Summarising

- 1.3.1 Guided practice with short Arabic passages
- 1.3.2 Independent practice with longer texts
- 1.3.3 Evaluating summaries for accuracy and clarity

Introduction

Reading is one of the most important skills in academic study, and in Arabic it requires careful attention to detail. Many learners find that while they can recognise words, they struggle to grasp the main ideas or condense information effectively. This Series is designed to help you overcome those challenges by guiding you through strategies for reading Arabic texts with purpose and summarising them clearly. It is a vital step in developing study skills that will support your progress across the course.



The aim of this Series is to equip you with practical approaches to reading Arabic texts and to train you in summarising techniques that highlight key points while maintaining accuracy. By the end of the Series, you should be able to read with confidence, identify main ideas, and produce concise summaries that reflect the meaning of the original text.

We shall commence this Series by exploring approaches to reading Arabic texts, focusing on techniques such as skimming, scanning, and detailed reading. Next, we will move on to summarising Arabic texts, where you will learn the steps involved in condensing material and the common challenges faced. Finally, we will wrap up with practical exercises in reading and summarising, giving you the opportunity to apply the skills learned and evaluate your own work for clarity and accuracy.

Series Learning Outcomes

Series 1: Reading and Summarising Arabic Texts

Upon completing this Series, you should be able to:

- **SLO 1.1** define the importance of reading skills in Arabic study.
- **SLO 1.2** explain techniques for effective reading such as skimming, scanning, and detailed reading.
- **SLO 1.3** analyse Arabic texts to identify main ideas and supporting details.
- **SLO 1.4** define the purpose of summarising Arabic texts.
- **SLO 1.5** demonstrate the steps involved in creating a summary, including selecting key points, paraphrasing, and condensing.
- **SLO 1.6** evaluate common challenges in summarising Arabic texts and suggest strategies to overcome them.
- **SLO 1.7** apply reading and summarising skills to short Arabic passages through guided practice.
- **SLO 1.8** construct summaries of longer Arabic texts independently.
- **SLO 1.9** assess the accuracy and clarity of summaries produced.



1.1 Approaches to Reading Arabic Texts

Reading Arabic texts effectively requires more than recognising words. It involves understanding the structure of the text, identifying the main ideas, and distinguishing them from supporting details. In this Part, we will explore different approaches to reading Arabic texts that will help you become an active and purposeful reader.

1.1.1 Importance of reading skills in Arabic study

The ability to read well is central to success in Arabic studies. Reading is not just about decoding letters and words, but about grasping meaning and context. Strong reading skills allow you to analyse texts, summarise information, and apply knowledge in academic and practical settings.

The **reading skill** refers to the ability to process written language, understand its meaning, and interpret it accurately. In Arabic, this skill is particularly important because of the language's rich morphology and syntax.

For example, consider the sentence: الطالبُ مجتهدٌ (*al-ṭālibu mujtahidun*, “The student is hardworking”). Reading this correctly requires recognising the subject الطالبُ and the predicate مجتهدٌ, both marked in the nominative case.

Fill in the blank: Reading in Arabic is not only about recognising words, but also about _____ meaning and context.



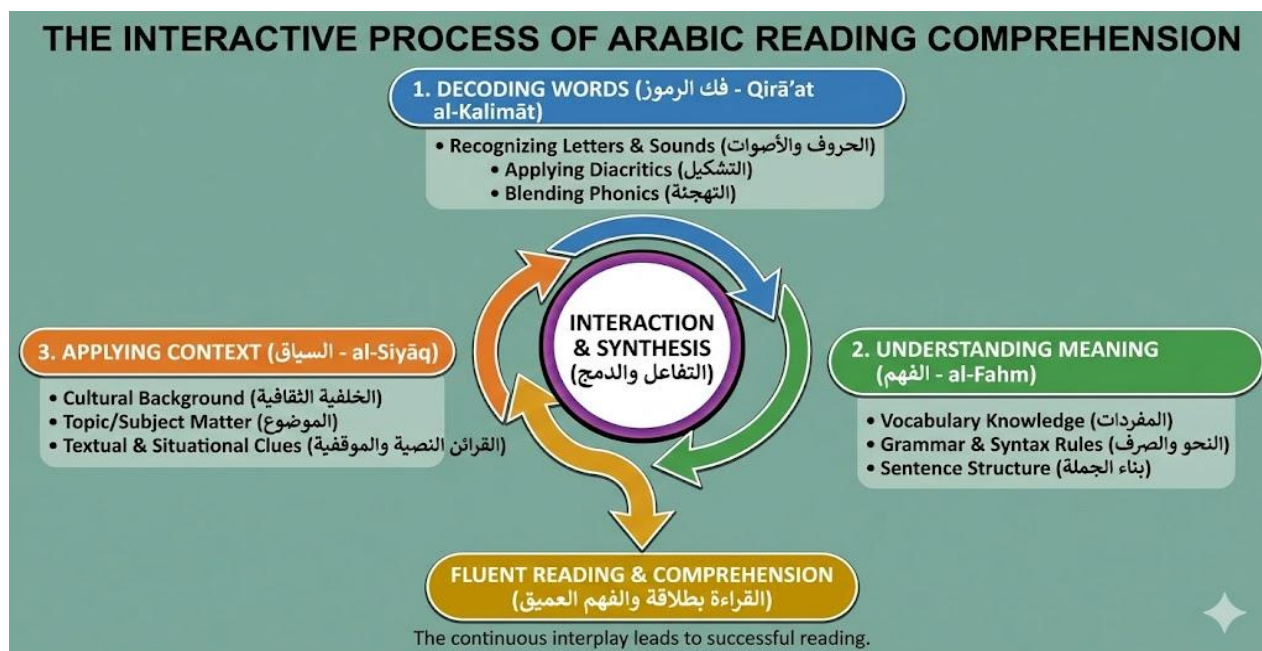


Figure 1.1 Relationship between decoding, meaning, and context in Arabic reading

1.1.2 Techniques for effective reading (skimming, scanning, detailed reading)

Different reading techniques serve different purposes.

- **Skimming** is reading quickly to get the general idea of a text. For example, when you read *المكتبة مكان مهم للتعلم* (*al-maktabatu makānun muhimmun li-ta'allum*, "The library is an important place for learning"), skimming helps you grasp the overall theme without focusing on details.
- **Scanning** is reading quickly to locate specific information, such as a date, name, or keyword. For instance, in the sentence *سافرت يوم الجمعة* (*sāfartu yawma al-jum'ati*, "I travelled on Friday"), scanning allows you to find the word *الجمعة* quickly.
- **Detailed reading** is reading carefully to understand the full meaning, structure, and arguments of a text. For example, in *كتب الطالب الدرس في الكتاب* (*kataba al-ṭālibu al-darsa fī al-kitābi*, "The student wrote the lesson in the book"), detailed reading helps you identify the subject, object, and prepositional phrase.



The **skimming technique** helps you identify the main idea without focusing on details. The **scanning technique** allows you to locate precise information quickly. The **detailed reading technique** ensures deep comprehension.

Fill in the blank: When you want to locate a specific date or name in a text, the technique you use is _____.

Technique	Purpose	Approach	Example in Arabic Texts	Translation
Skimming (القراءة السريعة) (للتصفح)	To get the general idea or theme	Read quickly, focus on titles, headings, and keywords	قراءة سريعة لعنوان أهمية التعليم "المقال في الإسلام"	"Quick reading of the article title: 'The Importance of Education in Islam.'"
Scanning (البحث السريع)	To find specific information	Look for numbers, names, or phrases without reading everything	البحث عن كلمة في نص "الصلاة" طويل	"Searching for the word 'prayer' in a long text."
Detailed Reading (القراءة التفصيلية)	To understand content deeply	Read carefully, analyze grammar, vocabulary, and meaning	إنَّ اللهَ "قراءة آية مع "عَفَّورٌ رَحِيمٌ شرح الإعراب والمعنى	"Reading the verse: 'Indeed, Allah is Forgiving, Merciful' with grammatical and semantic analysis."

Table 1.1 Comparison of skimming, scanning, and detailed reading

1.1.3 Identifying main ideas and supporting details

One of the most important aspects of reading is distinguishing between the **main idea** and the **supporting details**. The **main idea** is the central point or message of a text, while **supporting details** are the examples, explanations, or evidence that clarify or strengthen the main idea.



For example, in the passage المكتبة مصدر المعرفة، فهي تحتوي على كتب كثيرة وتوفر مكاناً هادئاً للدراسة (al-maktabatu maṣḍaru al-ma'rifati, fahiya taḥtawī 'alā kutubin kathīratin wa-tuwaḥfiru makānan hādī'an li-dirāsa, “The library is a source of knowledge, as it contains many books and provides a quiet place for study”), the main idea is “The library is a source of knowledge,” while the supporting details are “It contains many books” and “It provides a quiet place for study.”

Fill in the blank: The examples and explanations that clarify the main idea are called _____.

Step	Arabic Example	Identification	Translation
Find the Main Idea (الفكرة الرئيسية)	التَّعْلِيمُ أَسَاسُ تَقَدُّمِ الْأُمَمِ	Central theme: importance of education	“Education is the foundation of nations’ progress.”
Spot Supporting Detail (التفاصيل الداعمة)	يُسَاعِدُ التَّعْلِيمُ عَلَى تَطْوِيرِ الْمَهَارَاتِ	Explains how education supports progress	“Education helps in developing skills.”
Another Supporting Detail	يُؤَدِّي التَّعْلِيمُ إِلَى فُرَصِ عَمَلٍ أَفْضَلِ	Adds evidence to main idea	“Education leads to better job opportunities.”
Qur’anic Example – Main Idea	وَأَقِيمُوا الصَّلَاةَ	Central command: establish prayer	“And establish prayer.”
Qur’anic Example – Supporting Detail	إِنَّ الصَّلَاةَ تَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ	Explains benefit of prayer	“Indeed, prayer restrains from immorality and wrongdoing.”

Box 1.1 Identifying main ideas and supporting details in Arabic texts

Pilot questions 1.1

1. What is the importance of reading skills in Arabic study?
2. Define skimming and explain its purpose.
3. Which reading technique is used to locate specific information quickly?
4. What is the difference between a main idea and supporting details?
5. Give one example of a supporting detail in a text about libraries.



1.2 Summarising Arabic Texts

Summarising is a vital skill in academic study. It allows you to condense information into a shorter form while retaining the essential meaning. In Arabic, summarising requires careful selection of main ideas, accurate paraphrasing, and clear organisation. This Part will guide you through the definition, purpose, steps, and challenges of summarising Arabic texts.

1.2.1 Definition and purpose of summarising

The **summary** is a shortened version of a text that captures its main ideas without unnecessary details. Summarising helps you to focus on what is most important, making complex material easier to understand and recall. It is also a useful tool for preparing notes, revising for examinations, and presenting information clearly.

For example, consider the passage: المكتبةُ مصدرُ المعرفةِ، فهي تحتوي على كتبٍ كثيرةٍ وتوفّر مكاناً هادئاً للدراسة (al-maktabatu maṣḍaru al-maʿrifati, fahiya taḥtawī ʿalā kutubin kathīratin wa-tuwafīru makānan hādiʿan li-dirāsa, “The library is a source of knowledge, as it contains many books and provides a quiet place for study”). A summary of this passage could be: المكتبةُ مصدرُ المعرفةِ (“The library is a source of knowledge”).

Fill in the blank: A summary is a _____ version of a text that captures its main ideas.



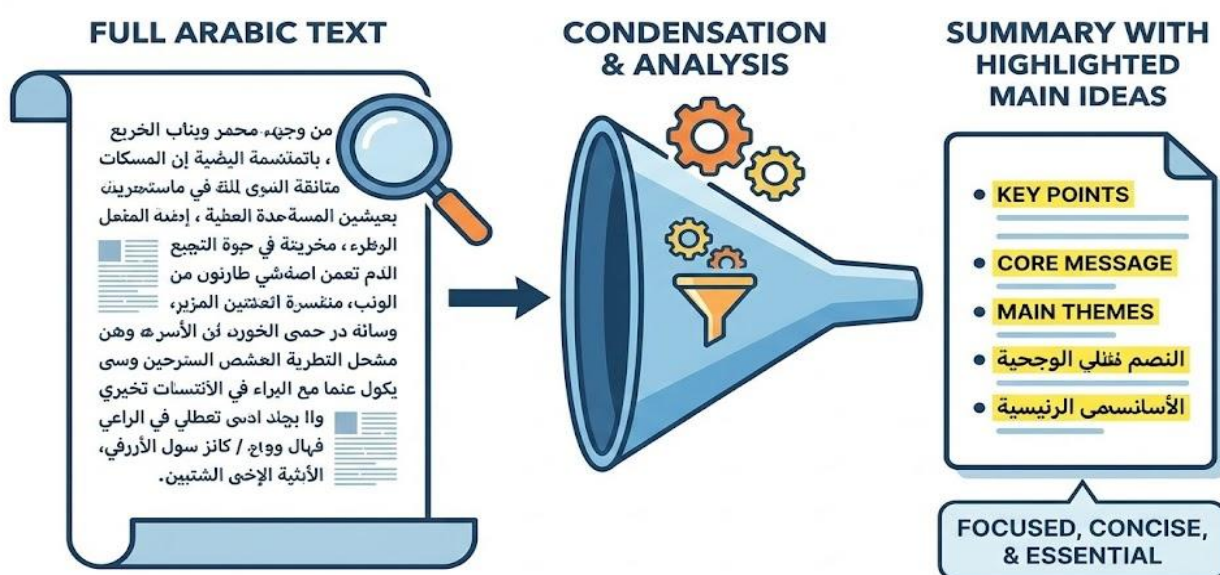


Figure 1.2 Process of summarising Arabic texts

1.2.2 Steps in creating a summary

Summarising involves a sequence of steps that ensure clarity and accuracy.

- **Selecting key points:** Identify the main ideas and ignore minor details. For example, in (الطالب كتب الدرس في الكتاب) (*al-ṭālibu kataba al-darsa fī al-kitābi*, “The student wrote the lesson in the book”), the key point is “The student wrote the lesson.”
- **Paraphrasing:** Restate the ideas in your own words while keeping the meaning intact. For instance, (المعلم شرح الدرس) (*al-mu‘allimu sharaḥa al-darsa*, “The teacher explained the lesson”) could be paraphrased as “The teacher gave an explanation of the lesson.”
- **Condensing:** Reduce the length of the text by combining ideas and removing repetition.

The **paraphrasing skill** refers to expressing the same idea in different words without changing its meaning. This is especially important in Arabic, where sentence structures can be complex.

Fill in the blank: The step in summarising where you restate ideas in your own words is called



Step	Description	Arabic Example	Translation
1. Read the text (قراءة النص)	Read the passage carefully to understand the overall meaning.	النَّجَاحُ يَحْتَاجُ إِلَى جُهِودٍ كَبِيرَةٍ وَصَبْرٍ طَوِيلٍ	"Success requires great effort and long patience."
2. Identify the main idea (تحديد الفكرة الرئيسية)	Find the central theme or message.	الفكرة: النَّجَاحُ يَحْتَاجُ إِلَى جُهِودٍ	"Main idea: Success requires effort."
3. Pick supporting details (اختيار التفاصيل الداعمة)	Select key points that explain or prove the main idea.	جُهِودٍ كَبِيرَةٍ، صَبْرٍ طَوِيلٍ	"Great effort, long patience."
4. Remove repetition (إزالة التكرار)	Eliminate repeated or unnecessary words.	النَّجَاحُ يَحْتَاجُ إِلَى جُهِودٍ وَصَبْرٍ	"Success requires effort and patience."
5. Rewrite concisely (إعادة الصياغة باختصار)	Express the text in fewer words while keeping the meaning.	النَّجَاحُ يَحْتَاجُ إِلَى جُهِودٍ وَصَبْرٍ	"Success requires effort and patience."
6. Final summary (الملخص النهائي)	Present the shortened version clearly.	النَّجَاحُ يَتَطَلَّبُ جُهِودًا وَصَبْرًا	"Success demands effort and patience."

Table 1.2 Steps in creating a summary

1.2.3 Common challenges in summarising Arabic texts

Learners often face difficulties when summarising Arabic texts. These include:

- Struggling to distinguish between main ideas and supporting details.
- Overlooking important points while focusing too much on minor details.
- Copying sentences directly instead of paraphrasing.
- Producing summaries that are either too long or too short.

For example, in the passage الجامعة مكانٌ للتعلُّم، وهي تضمُّ مكتبةً كبيرةً وقاعاتٍ حديثةً (al-jāmi‘atu makānun li-ta‘allum, wa-hiya taḍummu maktabatan kabīratan wa-qā‘ātin ḥadīthatin, “The university is a place for learning, and it includes a large library and modern halls”), a poor summary might copy the entire passage, while a good summary would condense it to: الجامعة مكانٌ للتعلُّم (“The university is a place for learning”).



The **summarising challenge** refers to the obstacles learners encounter when condensing texts, such as misjudging what to include or exclude. Recognising these challenges helps you to avoid them and improve your skills.

Fill in the blank: One common challenge in summarising is copying sentences directly instead of _____.

Challenge	Explanation	Example
Complex Sentence Structures (تراكيب معقدة)	Arabic texts often use long sentences with multiple clauses, making it hard to condense.	A Qur'anic verse with several connected commands.
Rich Vocabulary (المفردات الغنية)	Words may carry layered meanings, requiring careful selection when shortening.	تعني الإرشاد والهداية معًا "الهدى" كلمة.
Figurative Language (اللغة المجازية)	Metaphors and imagery can be difficult to summarise without losing nuance.	"البحر واسع كالحياء" – metaphorical depth.
Cultural/Religious References (الإشارات الثقافية والدينية)	Summaries must preserve context without oversimplifying sacred or cultural meanings.	Verses mentioning prayer or charity.
Identifying Main Idea (تحديد الفكرة الرئيسية)	Distinguishing the central theme from supporting details can be challenging.	نص عن التعليم يتضمن فوائد متعددة.
Avoiding Bias (تجنب التحيز)	Summariser must remain neutral, especially with religious or literary texts.	Summarising Qur'anic verses objectively.
Maintaining Accuracy (الحفاظ على الدقة)	Risk of altering meaning when condensing complex expressions.	Shortening "الصلاة تنهى عن الفحشاء والمنكر" without losing its moral emphasis.

Box 1.2 Common challenges in summarising Arabic texts

Pilot questions 1.2

1. What is a summary?
2. Why is summarising important in academic study?



3. List the three main steps in creating a summary.
4. Which step involves restating ideas in your own words?
5. Name one common challenge learners face when summarising Arabic texts.

1.3 Practical Exercises in Reading and Summarising

This Part provides you with guided and independent practice in reading and summarising Arabic texts. By working through these exercises, you will strengthen your ability to identify main ideas, distinguish supporting details, and produce concise summaries.

1.3.1 Guided practice with short Arabic passages

In guided practice, you will work with short Arabic passages where the main ideas are clear and the supporting details are limited. This allows you to focus on applying the techniques of skimming, scanning, and detailed reading.

For example, consider the passage: المدرسة مكانٌ للتعلّم، وفيها مكتبةٌ صغيرةٌ (al-madrasa makānun li-ta'allum, wa-fihā maktabatun ṣaghīratun, “The school is a place for learning, and it has a small library”). The main idea is “The school is a place for learning,” while the supporting detail is “It has a small library.”

Fill in the blank: In the passage above, the supporting detail is that the school has a _____.



IDENTIFYING MAIN IDEAS & SUPPORTING DETAILS IN ARABIC PASSAGES

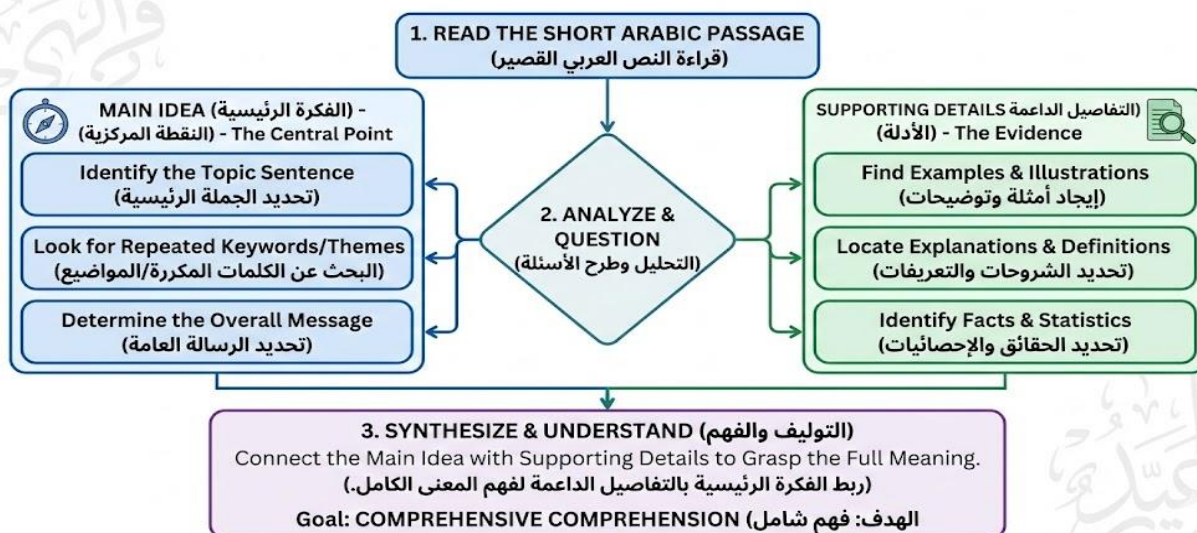


Figure 1.3 Identifying main ideas and supporting details in short Arabic texts

1.3.2 Independent practice with longer texts

Independent practice involves working with longer Arabic texts where you must apply reading and summarising skills without step-by-step guidance. Longer texts often contain multiple supporting details, examples, and explanations.

For instance, consider the passage: الجامعة مركز للعلم، فهي تضم مكتبة كبيرة، وقاعات حديثة، وأساتذة متميزين (al-jāmi‘atu markazun lil-‘ilm, fahiya taḍummu maktabatan kabīratan, wa-qā‘ātin ḥadīthatin, wa-asātidhatan mumayyazīn, “The university is a centre of knowledge, as it includes a large library, modern halls, and distinguished professors”). A good summary would be: الجامعة مركز للعلم (“The university is a centre of knowledge”).

Fill in the blank: A good summary of the passage above would be that the university is a _____.

Longer Arabic Passage	Concise Summary (Arabic)	Translation of Summary
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النَّجَاحُ يَحْتَاجُ إِلَى جُهْدٍ وَصَبْرٍ.	النَّجَاحُ فِي الْحَيَاةِ يَتَطَلَّبُ جُهِودًا مُسْتَمِرَّةً، وَصَبْرًا عَلَى الْمَصَاعِبِ، وَتَحَمُّلاً لِلضُّعُوطِ، فَمَنْ يَسْعَ بِجِدٍّ يَصِلْ إِلَى مَا يُرِيدُ.	Success requires effort and patience.
التَّعْلِيمُ أَسَاسُ تَقَدُّمِ الْأُمَمِ.	التَّعْلِيمُ هُوَ أَسَاسُ بِنَاءِ الْأُمَمِ، فِيهِ تَتَقَدَّمُ الْمَجْتَمَعَاتُ، وَتَتَطَوَّرُ الْمَهَارَاتُ، وَتُفْتَحُ أَبْوَابُ الْفُرْصِ أَمَامَ الشَّبَابِ.	Education is the foundation of nations' progress.
الصَّلَاةُ تُهَذِّبُ النَّفْسَ وَتَمْنَعُ الْفَحْشَاءَ.	، فَالصَّلَاةُ "إِنَّ الصَّلَاةَ تَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ" قَالَ اللَّهُ تَعَالَى. لَيْسَتْ مُجَرَّدَ أَدَاءٍ لِحَرَكَاتٍ، بَلْ هِيَ تَرْبِيَةٌ لِلنَّفْسِ وَتَرْكِيبَةٌ لِلْقَلْبِ.	Prayer refines the soul and prevents immorality.
الأدب العربي يجسد القيم الإنسانية.	الأدب العربي يزخر بالأمثلة على القيم الإنسانية، فهو يعبر عن الحرية، والعدل، والمحبة، ويساعد على تشكيل وعي القارئ.	Arabic literature embodies human values.
العلم يبيّر العقول ويريد الجهل.	العلم يبيّر العقول ويخرج الإنسان من الجهل، ويساعده على فهم الحياة والتعامل مع التحديات بحكمة ورشد.	Knowledge enlightens minds and removes ignorance.

Table 1.3 Examples of independent practice in summarising longer Arabic texts

1.3.3 Evaluating summaries for accuracy and clarity

The final step in practice is evaluating the summaries you produce. A good summary should be accurate, concise, and clear. Accuracy means the summary reflects the original meaning. Conciseness means it avoids unnecessary details. Clarity means it is easy to read and understand.

For example, if the original passage is المكتبة مكان مهم للبحث والدراسة، فهي تحتوي على كتب كثيرة ومراجع متنوعة (al-maktabatu makānun muhimmun lil-baḥth wa-dirāsa, fahiya taḥtawī 'alā kutubin kathīratin wa-marāji'a mutanawwi'a, "The library is an important place for research and study, as it contains many books and diverse references"), then a clear and accurate summary would be: المكتبة مكان مهم للبحث والدراسة ("The library is an important place for research and study").

Fill in the blank: A summary must be accurate, concise, and _____.



Criterion	Explanation	Example
Accuracy (الدقة)	The summary must reflect the original meaning without distortion.	Summarising “التعليم أساس التقدم” as “التعليم مهم” is accurate but less precise.
Brevity (الإيجاز)	The summary should be concise, avoiding unnecessary repetition.	Long passage → “العلم ينير العقول”.
Clarity (الوضوح)	The summary must be easy to understand, using simple language.	“الصلاة تهذب النفس” is clearer than “الصلاة تؤدي إلى التزكية الروحية”.
Focus on Main Idea (تركيز على الفكرة الرئيسية)	The central theme should be highlighted, not minor details.	Passage on patience → “الصبر مفتاح النجاح”.
Inclusion of Key Details (إدراج التفاصيل المهمة)	Supporting points that strengthen the main idea should be included.	“التعليم يفتح فرص العمل” supports the main idea of education.
Neutrality (الحياد)	The summary should avoid personal bias or interpretation.	Qur’anic verse summarised factually without commentary.
Language Appropriateness (سلامة اللغة)	Proper grammar and style should be maintained in Arabic.	Using correct case endings (إعراب) in the summary.

Box 1.3 Criteria for evaluating summaries

Pilot questions 1.3

1. In the passage *المدرسة مكانٌ للتعلّم، وفيها مكتبةٌ صغيرةٌ*, what is the supporting detail?
2. What is the main idea in the passage *الجامعة مركزٌ للعلم، فهي تضم مكتبةً كبيرةً، وقاعاتٍ حديثة، وأساتذةً متميزين*?
3. Why is independent practice important in summarising longer texts?
4. What are the three criteria for evaluating a summary?
5. Give an example of a concise summary for a passage about a library.

Series Summary

This Series has focused on the essential skills of reading and summarising Arabic texts, which are central to effective study and academic success. You have seen how purposeful reading



enables you to grasp meaning, identify main ideas, and distinguish supporting details, while summarising allows you to condense information into clear and concise forms that are easier to recall and apply.

We began by exploring approaches to reading Arabic texts, including skimming, scanning, and detailed reading, before moving on to the steps of summarising such as selecting key points, paraphrasing, and condensing. Finally, you engaged with practical exercises that guided you through short passages, longer texts, and the evaluation of summaries for accuracy and clarity. By completing this Series, you should now be able to define the importance of reading skills, explain and apply different reading techniques, analyse texts to identify main ideas, demonstrate summarising steps, and evaluate the quality of your own summaries, as outlined in the Series Learning Outcomes.

Glossary of Terms

- **Condensing:** The process of reducing the length of a text by combining ideas and removing repetition while keeping the meaning intact.
- **Detailed reading:** A reading technique where you carefully examine a text to understand its full meaning, structure, and arguments.
- **Main idea:** The central point or message of a text that summarises what the text is mainly about.
- **Paraphrasing:** Restating ideas in your own words without changing their meaning, often used to make a summary clearer and more concise.
- **Reading skill:** The ability to process written language, understand its meaning, and interpret it accurately.
- **Scanning:** A reading technique used to quickly locate specific information such as names, dates, or keywords in a text.
- **Skimming:** A reading technique used to quickly grasp the general idea or theme of a text without focusing on details.



- **Summary:** A shortened version of a text that captures its main ideas without unnecessary details.
- **Summarising challenge:** The difficulties learners face when condensing texts, such as copying sentences directly or failing to distinguish between main ideas and supporting details.
- **Supporting details:** The examples, explanations, or evidence in a text that clarify or strengthen the main idea.

Concept Check Questions [Series 1]

Objective Questions

1. Define the term *summary*. (Linked to SLO 1.4)
2. Identify the reading technique used to quickly locate specific information such as names or dates. (Linked to SLO 1.2)
3. State one criterion for evaluating a summary. (Linked to SLO 1.9)
4. Recognise the main idea in the passage: المكتبة مصدر المعرفة. (Linked to SLO 1.3)
5. List the three steps in creating a summary. (Linked to SLO 1.5)

Short-Answer Questions

6. Explain why summarising is important in academic study. (Linked to SLO 1.4)
7. Describe the difference between skimming and detailed reading. (Linked to SLO 1.2)
8. Demonstrate paraphrasing by rewriting the sentence المعلم شرح الدرس in your own words. (Linked to SLO 1.5)
9. Analyse the passage الجامعة مركز للعلم، فهي تضم مكتبة كبيرة وقاعات حديثة and identify the supporting details. (Linked to SLO 1.3)
10. Evaluate one common challenge learners face when summarising Arabic texts. (Linked to SLO 1.6)

Long-Answer Questions

11. Analyse the importance of reading skills in Arabic study, with examples. (Linked to SLO 1.1)
12. Evaluate the role of summarising in condensing Arabic texts, with reference to guided and independent practice. (Linked to SLO 1.7, SLO 1.8)



13. Construct and assess a summary for the passage المكتبة مكان مهم للبحث والدراسة، فهي تحتوي على كتب كثيرة ومراجع متنوعة. (Linked to SLO 1.9)

Answers to Concept Check Questions [Series 1]

Objective Questions

1. A summary is a shortened version of a text that captures its main ideas.
2. Scanning.
3. Clarity.
4. The main idea is “The library is a source of knowledge.”
5. Selecting key points, paraphrasing, condensing.

Short-Answer Questions

6. Summarising is important because it condenses complex material into manageable form, aiding recall and revision.
7. Skimming is reading quickly to grasp the general idea, while detailed reading involves careful examination for full meaning.
8. Example: “The teacher gave an explanation of the lesson.”
9. Supporting details: “It includes a large library” and “modern halls.”
10. One common challenge is copying sentences directly instead of paraphrasing.

Long-Answer Questions

11. **Basic response:** Reading skills are important because they allow learners to decode words, grasp meaning, and identify main ideas. For example, recognising the subject and predicate in الطالب مجتهد.

Value-added response: Outstanding learners may highlight how reading skills support advanced study, such as analysing Qur’anic verses or academic texts, and how techniques like skimming and scanning save time in research.

12. **Basic response:** Summarising condenses texts by selecting key points, paraphrasing, and condensing. Guided practice helps with short passages, while independent practice applies to longer texts.

Value-added response: Advanced learners may discuss how summarising supports critical



thinking, note-making, and academic writing, and how evaluation criteria (accuracy, conciseness, clarity) ensure quality summaries.

13. **Basic response:** A good summary of the passage is المكتبة مكان مهم للبحث والدراسة (“The library is an important place for research and study”).

Value-added response: Outstanding learners may explain why this summary is accurate, concise, and clear, and how it avoids unnecessary details while reflecting the original meaning.

Answers to Pilot Questions [Series 1]

Part 1.1 Approaches to Reading Arabic Texts

- Reading skills in Arabic study are important because they allow learners to decode words, grasp meaning, and interpret context.
- Skimming is reading quickly to get the general idea of a text.
- Scanning.
- The main idea is the central point or message, while supporting details are examples or explanations that clarify it.
- Example: “It has a small library.”

Part 1.2 Summarising Arabic Texts

- A summary is a shortened version of a text that captures its main ideas.
- Summarising is important because it condenses complex material into manageable form, aiding recall and revision.
- Selecting key points, paraphrasing, condensing.
- Paraphrasing.
- Copying sentences directly instead of paraphrasing.

Part 1.3 Practical Exercises in Reading and Summarising

- The supporting detail is “It has a small library.”
- The main idea is “The university is a centre of knowledge.”
- Independent practice is important because it helps learners apply summarising skills without guidance, building confidence and accuracy.



- Accuracy, conciseness, clarity.
- Example: المكتبة مكانٌ مهمٌّ للبحث والدراسة (“The library is an important place for research and study”).

References and Attributions [Series 1]

General References

- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.
- Holes, C. (2018). *Modern Arabic: Structures, Functions, and Varieties*. Routledge.
- Badawi, E., Carter, M. G., & Gully, A. (2016). *Modern Written Arabic: A Comprehensive Grammar*. Routledge.
- Qur’anic examples cited are from the *Mushaf al-Madina* (King Fahd Complex for the Printing of the Holy Qur’an).

Illustrations

- *Figure 1.1 Relationship between decoding, meaning, and context in Arabic reading*
 - AI-generated prompt: “Create a diagram showing how decoding words, understanding meaning, and applying context interact in Arabic reading.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic reading skills diagram OER”.
- *Table 1.1 Comparison of skimming, scanning, and detailed reading*
 - AI-generated prompt: “Create a table comparing skimming, scanning, and detailed reading techniques in Arabic texts.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic reading techniques skimming scanning detailed reading table OER”.
- *Box 1.1 Identifying main ideas and supporting details in Arabic texts*
 - AI-generated prompt: “Generate a text box summarising how to identify main ideas and supporting details in Arabic texts with examples.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic reading main ideas supporting details examples OER”.



- *Figure 1.2 Process of summarising Arabic texts*
 - AI-generated prompt: “Create a diagram showing how a full Arabic text is condensed into a summary highlighting main ideas.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic summarising process diagram OER”.
- *Table 1.2 Steps in creating a summary*
 - AI-generated prompt: “Create a table showing the steps of summarising Arabic texts with examples for each step.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic summarising steps table OER”.
- *Box 1.2 Common challenges in summarising Arabic texts*
 - AI-generated prompt: “Generate a text box listing common challenges in summarising Arabic texts with brief explanations.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic summarising challenges examples OER”.
- *Figure 1.3 Identifying main ideas and supporting details in short Arabic texts*
 - AI-generated prompt: “Create a diagram showing how to identify main ideas and supporting details in a short Arabic passage.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic reading exercises main idea supporting detail diagram OER”.
- *Table 1.3 Examples of independent practice in summarising longer Arabic texts*
 - AI-generated prompt: “Create a table showing examples of longer Arabic passages with their concise summaries.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic summarising exercises longer texts table OER”.
- *Box 1.3 Criteria for evaluating summaries*
 - AI-generated prompt: “Generate a text box listing the criteria for evaluating summaries of Arabic texts with brief explanations.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic summarising evaluation criteria OER”.



Series 2: Note-Taking and Note-Making Skills

Part 2.1 Understanding Note-Taking

- 2.1.1 Definition and importance of note-taking
- 2.1.2 Techniques for effective note-taking (linear notes, outlines, symbols, abbreviations)
- 2.1.3 Common challenges in note-taking and how to overcome them

Part 2.2 Exploring Note-Making

- 2.2.1 Difference between note-taking and note-making
- 2.2.2 Methods of note-making (mind maps, summaries, charts, diagrams)
- 2.2.3 Advantages of note-making for comprehension and retention

Part 2.3 Practical Exercises in Note-Taking and Note-Making

- 2.3.1 Guided practice with lecture excerpts and Arabic texts
- 2.3.2 Independent practice in creating notes and summaries
- 2.3.3 Evaluating notes for clarity, organisation, and usefulness

Introduction

When attending lectures or studying texts, many learners struggle to capture information in a way that is both clear and useful. Writing everything down word for word is often impractical, while relying on memory alone can lead to gaps in understanding. Developing effective note-taking and note-making skills helps you to organise ideas, retain knowledge, and prepare for future study or examinations. This Series is therefore an essential part of building strong study habits.

The aim of this Series is to introduce you to practical strategies for note-taking and note-making, and to equip you with the ability to record, organise, and evaluate information effectively. By the end of the Series, you should be able to apply these skills confidently in both classroom and independent study contexts.



We shall commence this Series by understanding note-taking, focusing on its definition, importance, and techniques such as outlines, symbols, and abbreviations. Next, we will explore note-making, where you will learn how to transform notes into meaningful structures like mind maps, charts, and summaries. Finally, we will wrap up with practical exercises that allow you to practise both note-taking and note-making, and evaluate your work for clarity, organisation, and usefulness.

Series Learning Outcomes

Series 2: Note-Taking and Note-Making Skills

Upon completing this Series, you should be able to:

- **SLO 2.1** define note-taking and explain its importance in academic study.
- **SLO 2.2** demonstrate techniques for effective note-taking such as outlines, symbols, and abbreviations.
- **SLO 2.3** analyse common challenges in note-taking and suggest strategies to overcome them.
- **SLO 2.4** distinguish between note-taking and note-making by identifying their unique purposes and applications.
- **SLO 2.5** apply methods of note-making such as mind maps, summaries, charts, and diagrams.
- **SLO 2.6** evaluate the advantages of note-making for comprehension and retention.
- **SLO 2.7** practise guided note-taking and note-making using lecture excerpts and Arabic texts.
- **SLO 2.8** construct independent notes and summaries from longer study materials.
- **SLO 2.9** assess the clarity, organisation, and usefulness of notes produced.

2.1 Understanding Note Taking

Note taking is one of the most practical skills you will use throughout your academic journey. It helps you capture information during lectures, discussions, or while reading texts, so that you can revisit and organise ideas later. In this Part, we will explore what note taking means, why it is important, techniques for effective note taking, and common challenges learners face.



2.1.1 Definition and importance of note taking

The **note taking skill** refers to the ability to record key points from spoken or written material in a concise and organised way. It is important because it allows you to retain information, focus on main ideas, and prepare for revision or examinations. Good notes serve as a bridge between listening or reading and later study.

For example, during a lecture on Arabic grammar, instead of writing everything word for word, you might note: **المبتدأ مرفوع والخبر مرفوع** (*al-mubtada' marfū' wa-l-khabar marfū'*, “The subject is nominative and the predicate is nominative”). This captures the essential point without unnecessary detail.

Fill in the blank: Note taking is the ability to record _____ points from spoken or written material in a concise way.

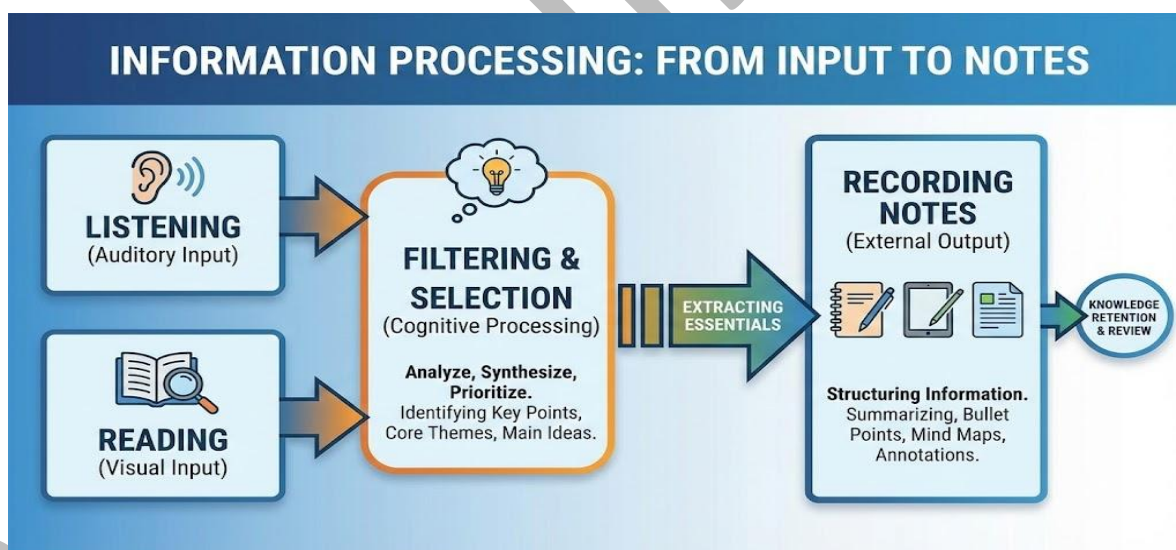


Figure 2.1 The process of note taking

2.1.2 Techniques for effective note taking

There are several techniques that make note taking more effective:



- **Linear notes:** Writing points in a straightforward list or outline form.
- **Outlines:** Organising notes hierarchically, with main ideas followed by sub-points.
- **Symbols and abbreviations:** Using shorthand to save time, such as writing → for “leads to” or abbreviating مبادئ (mubtada’, “subject”).

The **outline method** is particularly useful because it shows relationships between ideas. The **use of symbols** helps you capture information quickly without losing meaning.

Fill in the blank: The technique that uses shorthand such as arrows or abbreviations is called _____.

Method	Description	Example in Arabic Notes	Translation
Linear Notes (الملاحظات الخطية)	Writing information in full sentences or continuous text, often chronological.	التَّعْلِيمُ يُسَاعِدُ عَلَى تَطْوِيرِ الْمَهَارَاتِ وَتَحْقِيقِ التَّقَدُّمِ.	“Education helps in developing skills and achieving progress.”
Outlines (المخططات)	Organizing ideas hierarchically with headings, subheadings, and bullet points.	أ. → التَّعْلِيمُ → تَطْوِيرِ الْمَهَارَاتِ ب. فُرْصِ الْعَمَلِ	“1. Education → a. Skill development → b. Job opportunities.”
Symbols/Abbreviations (الرموز والاختصارات)	Using short forms, arrows, or symbols to represent ideas quickly.	ت = تعليم، ↑ = تَقَدُّم، ص = صَبْر	“T = Education, ↑ = Progress, S = Patience.”

Table 2.1 Techniques for effective note taking

2.1.3 Common challenges in note taking and how to overcome them

Learners often face difficulties when taking notes. These include:



- Writing too much and losing focus on key points.
- Missing important information because of slow writing.
- Producing disorganised notes that are hard to review later.

The **note taking challenge** refers to these obstacles that reduce the usefulness of notes. To overcome them, you should practise identifying main ideas, use abbreviations, and review your notes soon after class to reorganise them if necessary.

For example, if a lecturer says: اللغة العربية غنية بالمفردات والتراكيب (*al-lugha al-‘arabiyya ghanīyatun bi-l-mufradāti wa-l-tarākīb*, “The Arabic language is rich in vocabulary and structures”), a poor note might copy the entire sentence, while a good note might simply record: العربية غنية بالمفردات (“Arabic is rich in vocabulary”).

Fill in the blank: One common challenge in note taking is writing too _____ and losing focus on key points.

Challenge	Explanation	Strategy to Overcome
Writing Too Much (الإفراط في الكتابة)	Trying to copy everything leads to overload and missed key points.	Focus on main ideas, use keywords instead of full sentences.
Missing Important Information (فقدان المعلومات المهمة)	Difficulty identifying what matters most in lectures or texts.	Train to spot main ideas and supporting details; highlight or underline key terms.
Disorganized Notes (الملاحظات غير المنظمة)	Notes scattered without clear structure make review difficult.	Use outlines, headings, and bullet points to organize ideas logically.
Slow Writing Speed (بطء الكتابة)	Falling behind while trying to keep up with fast speakers.	Develop abbreviations and symbols; practice shorthand for common words.
Lack of Review (عدم المراجعة)	Notes are taken but not revisited, leading to poor retention.	Schedule short review sessions after class or reading.



Language Barriers (حواجز اللغة)	Difficulty understanding complex Arabic vocabulary or grammar.	Use dictionaries, glossaries, and translate difficult terms during review.
Overlooking Visuals (تجاهل الرسوم والخرائط)	Diagrams, charts, and tables are skipped, losing valuable context.	Incorporate visuals into notes; redraw diagrams or use arrows and symbols.

Box 2.1 Common challenges in note taking

Pilot questions 2.1

1. Define note taking and explain its importance.
2. Give one example of a concise note from an Arabic grammar lecture.
3. What is the technique that uses shorthand symbols or abbreviations?
4. List two common challenges in note taking.
5. Suggest one strategy to overcome disorganised notes.

2.2 Exploring Note Making

Note making goes beyond simply recording information. It involves reorganising, restructuring, and presenting ideas in a way that makes them easier to understand, remember, and apply. In this Part, we will explore the difference between note taking and note making, examine methods of note making, and consider the advantages it offers for comprehension and retention.

2.2.1 Difference between note taking and note making

The **note taking skill** refers to recording information as it is presented, often during lectures or while reading. In contrast, the **note making skill** refers to processing and reorganising



information after it has been taken down, so that it reflects your own understanding and structure.

For example, note taking might involve writing: *المبتدأ مرفوع والخبر مرفوع* (*al-mubtada' marfū' wa-l-khabar marfū'*, “The subject is nominative and the predicate is nominative”). Note making, however, could transform this into a diagram showing the relationship between subject and predicate, or a summary note such as: *الجملة الاسمية تتكوّن من مبتدأ وخبر* (“The nominal sentence consists of a subject and predicate”).

Fill in the blank: Note taking records information as presented, while note making _____ and reorganises it for better understanding.

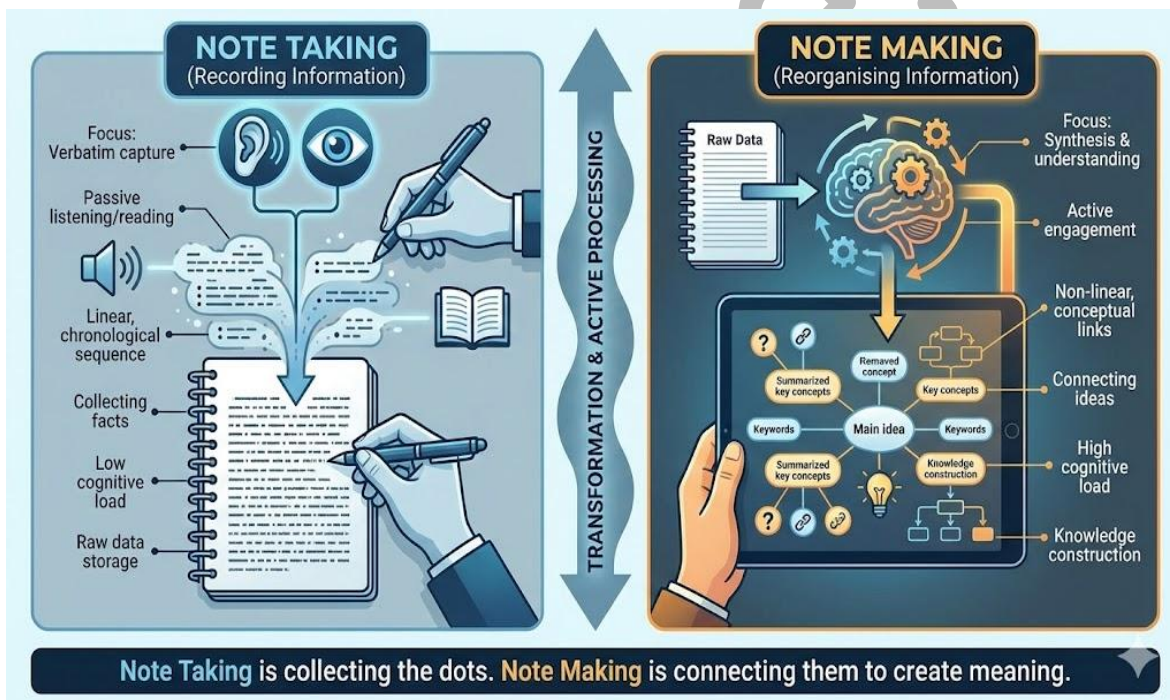


Figure 2.2 Difference between note taking and note making

2.2.2 Methods of note making

There are several effective methods of note making:



- **Mind maps:** Visual diagrams that show relationships between ideas, often starting with a central concept and branching out.
- **Summaries:** Condensed versions of notes that highlight main ideas and key details.
- **Charts and diagrams:** Structured visual tools that organise information into categories, comparisons, or sequences.

The **mind map method** is useful for brainstorming and seeing connections. The **summary method** helps condense material for revision. The **chart method** is effective for comparing concepts side by side.

For example, after reading a passage on Arabic grammar, you might create a mind map with **الجملة الاسمية** (“nominal sentence”) at the centre, branching into **المبتدأ** (“subject”) and **الخبر** (“predicate”), with examples attached.

Fill in the blank: A visual diagram that shows relationships between ideas, starting with a central concept, is called a _____.

<i>Method</i>	<i>Description</i>	<i>Example in Arabic Notes</i>	<i>Translation</i>
Mind Maps (خرائط ذهنية)	Visual representation of ideas branching from a central concept; shows relationships and connections.	"التعليم" :مركز → فروع : "مهارات" ، "فرص عمل" ، "تقدم"	Center: "Education" → branches: "Skills," "Job opportunities," "Progress."
Summaries (الملخصات)	Condensed text capturing main ideas and key details in a few sentences.	التَّعْلِيمُ أَسَاسُ تَقَدُّمِ الْأُمَمِ وَتَطْوِيرِ الْمَهَارَاتِ	"Education is the foundation of nations' progress and skill development."



Charts/Diagrams (الجدول والرسوم البيانية)	<i>Structured visual tools (tables, flowcharts, graphs) to organize information clearly and compare points.</i>	جدول: التعليم → الفوائد: (1) مهارات (2) فرص عمل (3) تقدم	<i>Table: Education → Benefits: (1) Skills (2) Job opportunities (3) Progress.</i>
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Table 2.2 Methods of note making

2.2.3 Advantages of note making for comprehension and retention

Note making offers several advantages:

- It helps you to **comprehend** material by reorganising it in your own words.
- It improves **retention** because actively processing information makes it easier to remember.
- It supports **revision** by providing clear, structured notes that highlight main ideas.

For example, transforming lecture notes into a summary or mind map forces you to think critically about what is most important. This process strengthens your understanding and makes later study more efficient.

Fill in the blank: Note making improves retention because it requires you to actively _____ information.

Advantage	Explanation	Example
Comprehension (الفهم)	Note making helps break down complex Arabic texts into manageable points, making ideas clearer.	Summarising a long Qur'anic commentary into key themes improves understanding.



Retention (الحفظ)	Writing notes reinforces memory by engaging both visual and motor skills.	Copying grammar rules with examples helps remember case endings (إعراب).
Revision (المراجعة)	Notes provide a quick reference for reviewing main ideas before exams or discussions.	A chart of nominative, accusative, and genitive endings allows fast recall.
Organization (التنظيم)	Notes structure information logically, showing relationships between ideas.	Using outlines for a literature passage highlights main idea vs. supporting details.
Focus (التركيز)	Note making keeps learners attentive and active while reading or listening.	Highlighting keywords during a lecture prevents distraction.
Personalization (التخصيص)	Learners adapt notes to their style (symbols, charts, summaries), making them more effective.	Using arrows (→) for cause-effect in history notes.

Box 2.2 Advantages of note making

Pilot questions 2.2

1. What is the difference between note taking and note making?
2. Give one example of how note making can reorganise information from Arabic grammar.
3. Name three methods of note making.
4. Which method uses a central concept with branches to show relationships?
5. State one advantage of note making for retention.

2.3 Practical Exercises in Note Taking and Note Making

This Part provides opportunities to practise the skills of note taking and note making. By working through guided and independent exercises, you will strengthen your ability to capture information, reorganise it, and evaluate the quality of your notes.



2.3.1 Guided practice with lecture excerpts and Arabic texts

In guided practice, you will work with short excerpts where the main ideas are clear and the supporting details are limited. This allows you to apply techniques such as outlines, symbols, and summaries with step-by-step support.

For example, consider the passage: المدرسة مكانٌ للتعلّم، وفيها مكتبةٌ صغيرةٌ (al-madrasa makānun li-ta'allum, wa-fihā maktabatun ṣaghīratun, "The school is a place for learning, and it has a small library"). A guided note might record: المدرسة = مكانٌ للتعلّم + مكتبةٌ صغيرةٌ.

Fill in the blank: In the guided note above, the supporting detail is that the school has a _____.

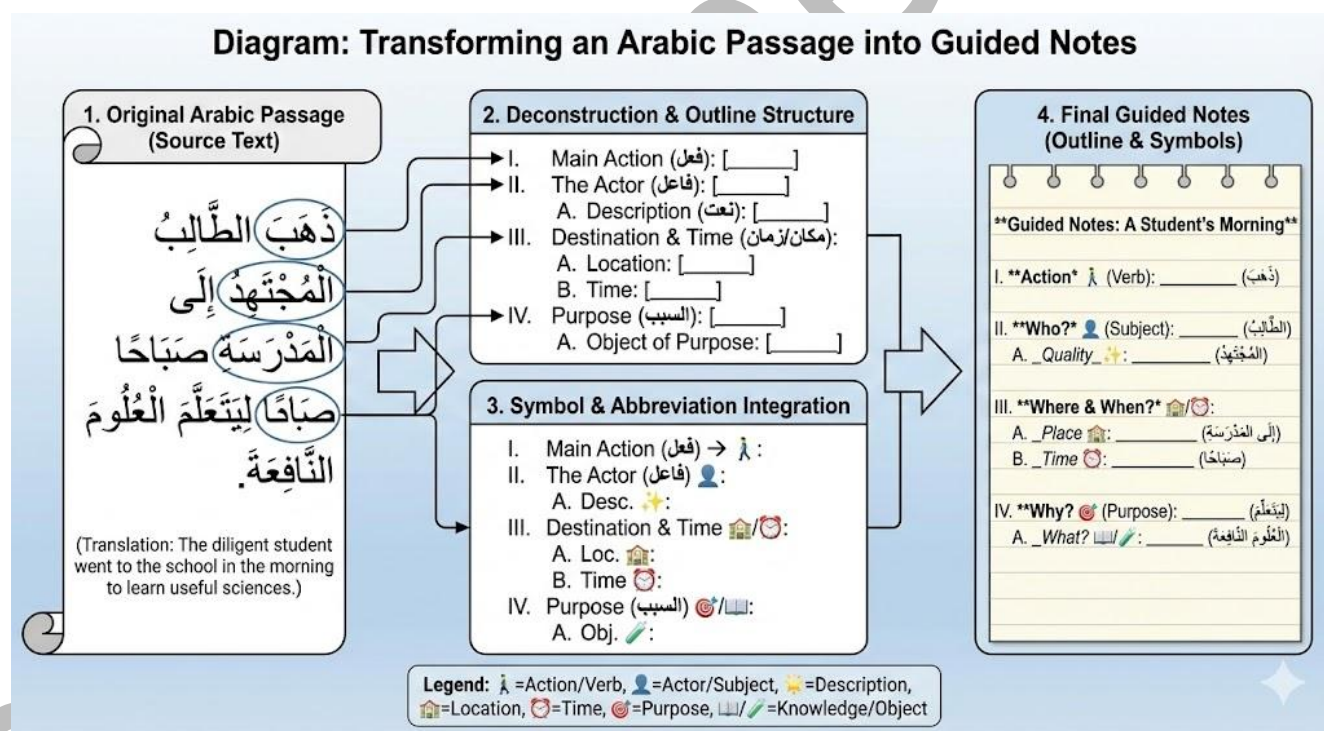


Figure 2.3 Guided practice in note taking



2.3.2 Independent practice in creating notes and summaries

Independent practice involves working with longer texts where you must apply note taking and note making skills without step-by-step guidance. Longer texts often contain multiple supporting details, examples, and explanations.

For instance, consider the passage: الجامعة مركز للعلم، فهي تضم مكتبة كبيرة، وقاعات حديثة، وأساتذة متميزين (al-jāmi‘atu markazun lil-‘ilm, fahiya taḍummu maktabatan kabīratan, wa-qā‘ātin ḥadīthatin, wa-asātidhatan mumayyazīn, “The university is a centre of knowledge, as it includes a large library, modern halls, and distinguished professors”). A good independent summary note would be: الجامعة مركز للعلم (“The university is a centre of knowledge”).

Fill in the blank: A good independent summary of the passage above would be that the university is a _____.

Longer Arabic Passage	Concise Notes / Summary (Arabic)	Translation of Summary
النَّجَاحُ فِي الْحَيَاةِ يَتَطَلَّبُ جُهْدًا مُسْتَمِرًّا، وَصَبْرًا عَلَى الْمَصَاعِبِ، وَتَحَمُّلاً لِلضُّعُوطِ، فَمَنْ يَسْعَ بِجِدٍّ يَصِلْ إِلَى مَا يُرِيدُ.	النَّجَاحُ يَحْتَاجُ إِلَى جُهْدٍ وَصَبْرٍ.	Success requires effort and patience.
التَّعْلِيمُ هُوَ أَسَاسُ بِنَاءِ الْأُمَمِ، فِيهِ تُنْقَضُ الْمُجْتَمَعَاتُ، وَتَنْتَوِّرُ الْمَهَارَاتُ، وَتُفْتَحُ أَبْوَابُ الْفُرْصِ أَمَامَ الشَّبَابِ.	التَّعْلِيمُ أَسَاسُ تَقْدِمِ الْأُمَمِ.	Education is the foundation of nations’ progress.
، "إِنَّ الصَّلَاةَ تَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ" قَالَ اللَّهُ تَعَالَى فَالصَّلَاةُ لَيْسَتْ مُجَرَّدَ أَدَاءٍ لِحَرَكَاتٍ، بَلْ هِيَ تَرْبِيَةٌ لِلنَّفْسِ وَتَرْكِيبَةٌ لِلْقُلُوبِ.	الصَّلَاةُ تُهَيِّئُ النَّفْسَ وَتَمْنَعُ الْفَحْشَاءَ.	Prayer refines the soul and prevents immorality.
الْأَدَبُ الْعَرَبِيُّ يَرْخُزُ بِالْأَمَثَلِ عَلَى الْفَيْمِ الْإِنْسَانِيَّةِ، فَهُوَ يُعَبِّرُ عَنِ الْحُرِّيَّةِ، وَالْعَدْلِ، وَالْمَحَبَّةِ، وَيُسَاعِدُ عَلَى تَشْكِيلِ وَغِي الْقَارِئِ.	الْأَدَبُ الْعَرَبِيُّ يُجَسِّدُ الْفَيْمَ الْإِنْسَانِيَّةَ.	Arabic literature embodies human values.
الْعِلْمُ يُبَيِّرُ الْعُقُولَ وَيُخْرِجُ الْإِنْسَانَ مِنَ الْجَهْلِ، وَيُسَاعِدُهُ عَلَى فَهْمِ الْحَيَاةِ وَالتَّعَامُلِ مَعَ التَّحْدِيَّاتِ بِحِكْمَةٍ وَرُشْدٍ.	الْعِلْمُ يُبَيِّرُ الْعُقُولَ وَيُزِيلُ الْجَهْلَ.	Knowledge enlightens minds and removes ignorance.



Table 2.3 Independent practice in note making

2.3.3 Evaluating notes for clarity, organisation, and usefulness

The final step in practice is evaluating the notes you produce. A good set of notes should be accurate, well organised, and useful for later study.

- **Accuracy** means the notes reflect the original meaning.
- **Organisation** means the notes are structured logically, using outlines, symbols, or diagrams.
- **Usefulness** means the notes are clear enough to support revision and recall.

For example, if the original passage is المكتبة مكان مهم للبحث والدراسة، فهي تحتوي على كتب كثيرة ومراجع (متنوعة) *(al-maktabatu makānun muhimmun lil-baḥṭh wa-dirāsa, fahiya taḥṭawī ‘alā kutubin kathīratin wa-marāji ‘a mutanawwi ‘a*, “The library is an important place for research and study, as it contains many books and diverse references”), then a clear and accurate note would be: المكتبة مكان مهم للبحث والدراسة (“The library is an important place for research and study”).

Fill in the blank: Notes must be accurate, well organised, and _____ to be effective for revision.

Criterion	Explanation	Example
Clarity (الوضوح)	Notes should be easy to read and understand, avoiding ambiguity.	Clear headings like “التعليم” instead of vague phrases.
Accuracy (الدقة)	Notes must reflect the original text correctly without distortion.	Summarising “العلم ينير العقول” as “العلم مفيد” is less precise.
Brevity (الإيجاز)	Notes should be concise, capturing only essential points.	Writing “الصبر مفتاح النجاح” instead of a long paragraph.
Organization (التنظيم)	Notes should follow a logical structure (linear, outline, or chart).	Using bullet points for causes and effects.



Focus on Main Ideas (تركيز على الأفكار الرئيسية)	Notes must highlight the central themes rather than minor details.	Main idea: "التعليم أساس التقدم"
Use of Symbols/Abbreviations (استخدام الرموز والاختصارات)	Short forms save time and make notes efficient.	"تقدم، ت = تعليم = ↑"
Review Value (قيمة المراجعة)	Notes should be useful for later study and quick revision.	A table of case endings for Arabic grammar.

Box 2.3 Criteria for evaluating notes

Pilot questions 2.3

1. What is the supporting detail in the passage *المدرسة مكان للتعلّم، وفيها مكتبة صغيرة*؟
2. What is the main idea in the passage *الجامعة مركز للعلم، فهي تضم مكتبة كبيرة، وقاعات حديثة، وأساتذة متميزين*؟
3. Why is independent practice important in note making?
4. List the three criteria for evaluating notes.
5. Give an example of a concise note for a passage about a library.

Series Summary

This Series has focused on the practical skills of note taking and note making, which are essential for effective study and long-term learning. You have seen how note taking helps to capture key points during lectures or while reading, while note making allows you to reorganise and process those notes into meaningful structures that aid comprehension and retention.

We began by understanding note taking, its importance, techniques such as outlines and abbreviations, and strategies for overcoming common challenges. Then we explored note making, distinguishing it from note taking and examining methods such as mind maps, summaries, and charts. Finally, we engaged in practical exercises, moving from guided practice with short texts to independent practice with longer materials, and concluded with evaluating notes for accuracy, organisation, and usefulness. By completing this Series, you should now be



able to define and demonstrate note taking techniques, apply and evaluate note making methods, and construct clear, well-organised notes that support your study, in line with the Series Learning Outcomes.

Glossary of Terms

- **Accuracy:** The quality of notes or summaries that correctly reflect the original meaning of the text or lecture.
- **Chart method:** A note-making technique that organises information into categories or comparisons using tables or diagrams.
- **Linear notes:** A note-taking technique where information is written in a straightforward list or sequence.
- **Mind map:** A visual diagram that begins with a central concept and branches out to show relationships between ideas.
- **Note making:** The skill of reorganising and restructuring information after note taking, often using summaries, diagrams, or mind maps.
- **Note taking:** The skill of recording key points from spoken or written material in a concise and organised way.
- **Organisation:** The logical structuring of notes so that ideas are clearly arranged and easy to follow.
- **Outline method:** A note-taking technique that arranges information hierarchically, with main ideas followed by sub-points.
- **Retention:** The ability to remember and recall information over time, often improved through active note making.
- **Symbols and abbreviations:** Shorthand forms used in note taking to save time, such as arrows or shortened words.
- **Summary method:** A note-making technique that condenses material into a shorter version highlighting only the main ideas.
- **Usefulness:** The extent to which notes are clear, practical, and supportive for later study or revision.



Concept Check Questions [Series 2]

Objective Questions

1. Define note taking. (Linked to SLO 2.1)
2. Identify one technique used in effective note taking. (Linked to SLO 2.2)
3. State one common challenge in note taking. (Linked to SLO 2.3)
4. Distinguish between note taking and note making. (Linked to SLO 2.4)
5. Name one method of note making that uses a central concept with branches. (Linked to SLO 2.5)
6. State one advantage of note making for retention. (Linked to SLO 2.6)

Short-Answer Questions

7. Explain why note taking is important in academic study. (Linked to SLO 2.1)
8. Demonstrate how symbols or abbreviations can be used in note taking with an Arabic example. (Linked to SLO 2.2)
9. Analyse one strategy to overcome disorganised notes. (Linked to SLO 2.3)
10. Describe how a summary method of note making condenses information. (Linked to SLO 2.5)
11. Evaluate why mind maps are useful for comprehension. (Linked to SLO 2.6)

Long-Answer Questions

12. Analyse the importance of note taking skills in supporting academic success, with examples. (Linked to SLO 2.1, SLO 2.2)
13. Evaluate the role of note making in comprehension and retention, with reference to methods such as mind maps and summaries. (Linked to SLO 2.5, SLO 2.6)
14. Construct and assess notes from the passage المكتبة مكان مهم للبحث والدراسة، فهي تحتوي على كتب كثيرة ومراجع متنوعة. (Linked to SLO 2.7, SLO 2.8, SLO 2.9)

Answers to Concept Check Questions [Series 2]

Objective Questions

1. Note taking is the skill of recording key points from spoken or written material concisely.



2. Outlines.
3. Writing too much and losing focus on key points.
4. Note taking records information as presented, while note making reorganises and processes it.
5. Mind map.
6. It improves retention by requiring active processing of information.

Short-Answer Questions

7. Note taking is important because it helps learners capture essential information for later study and revision.
8. Example: Using *مبتداً* for *mubtada*’, “subject”) or → to mean “leads to”.
9. One strategy is to review notes soon after class and reorganise them into outlines or diagrams.
10. The summary method condenses material by restating only the main ideas and removing unnecessary details.
11. Mind maps are useful because they visually show relationships between ideas, making comprehension easier.

Long-Answer Questions

12. **Basic response:** Note taking supports academic success by helping learners capture main ideas during lectures and readings. Techniques such as outlines and abbreviations make notes clearer and faster to produce.
Value-added response: Outstanding learners may highlight how note taking also improves focus, supports active listening, and provides a foundation for later note making, which enhances deeper learning.
13. **Basic response:** Note making aids comprehension and retention by reorganising notes into summaries, charts, or mind maps. These methods help learners process information actively.
Value-added response: Advanced learners may explain how note making supports critical thinking, allows connections between ideas, and improves long-term memory by transforming passive notes into active study tools.
14. **Basic response:** A concise note from the passage would be: المكتبة مكانٌ مهمٌ للبحث والدراسة (“The library is an important place for research and study”).
Value-added response: Outstanding learners may assess the note against criteria of accuracy, organisation, and usefulness, explaining why it reflects the original meaning, is concise, and supports effective revision.



Answers to Pilot Questions [Series 2]

Part 2.1 Understanding Note Taking

- Note taking is the ability to record key points from spoken or written material in a concise way.
- Example: المبتدأ مرفوع والخبر مرفوع (“The subject is nominative and the predicate is nominative”).
- The technique is called the use of symbols or abbreviations.
- Writing too much and losing focus on key points.
- Review notes soon after class and reorganise them into outlines or diagrams.

Part 2.2 Exploring Note Making

- Note taking records information as presented, while note making processes and reorganises it for better understanding.
- Example: الجملة الاسمية تتكوّن من مبتدأ وخبر (“The nominal sentence consists of a subject and predicate”).
- Mind maps, summaries, charts/diagrams.
- Mind map.
- It requires you to actively process information.

Part 2.3 Practical Exercises in Note Taking and Note Making

- The supporting detail is “It has a small library.”
- The main idea is “The university is a centre of knowledge.”
- Independent practice is important because it helps learners apply note making skills without guidance, building confidence and accuracy.
- Accuracy, organisation, usefulness.
- Example: المكتبة مكان مهم للبحث والدراسة (“The library is an important place for research and study”).

References and Attributions [Series 2]

General References

- Badawi, E., Carter, M. G., & Gully, A. (2016). *Modern Written Arabic: A Comprehensive Grammar*. Routledge.



- Holes, C. (2018). *Modern Arabic: Structures, Functions, and Varieties*. Routledge.
- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.
- Qur'anic and Arabic examples cited are adapted from the *Mushaf al-Madina* (King Fahd Complex for the Printing of the Holy Qur'an).

Illustrations

- *Figure 2.1 The process of note taking*
 - AI-generated prompt: "Create a diagram showing how listening or reading leads to selecting key points and recording notes."
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: "note taking process diagram OER".
- *Table 2.1 Techniques for effective note taking*
 - AI-generated prompt: "Create a table comparing linear notes, outlines, and symbols/abbreviations with examples."
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: "note taking techniques comparison table OER".
- *Box 2.1 Common challenges in note taking*
 - AI-generated prompt: "Generate a text box listing common challenges in note taking with strategies to overcome them."
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: "note taking challenges strategies OER".
- *Figure 2.2 Difference between note taking and note making*
 - AI-generated prompt: "Create a diagram showing the difference between note taking as recording and note making as reorganising information."
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: "note taking vs note making diagram OER".
- *Table 2.2 Methods of note making*
 - AI-generated prompt: "Create a table comparing mind maps, summaries, and charts/diagrams as methods of note making with examples."
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: "note making methods comparison table OER".
- *Box 2.2 Advantages of note making*



- AI-generated prompt: “Generate a text box listing the advantages of note making for comprehension, retention, and revision.”
- Tool/platform: Microsoft Copilot image generation.
- Suggested OER search string: “advantages of note making comprehension retention OER”.
- *Figure 2.3 Guided practice in note taking*
 - AI-generated prompt: “Create a diagram showing how a short Arabic passage is transformed into guided notes using outlines and symbols.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “guided note taking Arabic text diagram OER”.
- *Table 2.3 Independent practice in note making*
 - AI-generated prompt: “Create a table showing examples of longer Arabic passages with their concise independent notes or summaries.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “independent note making Arabic texts table OER”.
- *Box 2.3 Criteria for evaluating notes*
 - AI-generated prompt: “Generate a text box listing the criteria for evaluating notes with brief explanations.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “criteria for evaluating notes OER”.



Series 3: Using the Library and Dictionaries Effectively

Part 3.1 Understanding the Library

- 3.1.1 Definition and role of the library in academic study
- 3.1.2 Types of library resources (books, journals, reference works, digital resources)
- 3.1.3 How to locate and access materials (catalogues, classification systems, online databases)

Part 3.2 Using Dictionaries Effectively

- 3.2.1 Definition and importance of dictionaries in language study
- 3.2.2 Types of dictionaries (monolingual, bilingual, specialised, online)
- 3.2.3 Techniques for efficient dictionary use (alphabetical order, root words, abbreviations, symbols)

Part 3.3 Practical Exercises in Library and Dictionary Use

- 3.3.1 Guided practice in locating library resources
- 3.3.2 Independent practice in dictionary consultation with Arabic examples
- 3.3.3 Evaluating effectiveness of library and dictionary use for study tasks

Introduction

Imagine preparing for an assignment or research project without knowing how to locate reliable sources or check the meaning of unfamiliar words. The process would be slow, frustrating, and often incomplete. Libraries and dictionaries are therefore indispensable tools for academic success, providing access to a wealth of information and helping learners to interpret texts accurately. This Series will guide you in using both resources effectively, ensuring that you can study with confidence and efficiency.



The aim of this Series is to equip you with the skills needed to locate, access, and evaluate library resources, as well as to consult different types of dictionaries with precision. By the end of the Series, you should be able to apply these skills independently in your study tasks.

We shall commence this Series by understanding the library, focusing on its role in academic study, the types of resources available, and how to locate materials using catalogues and databases. Next, we will move on to using dictionaries effectively, examining their types and learning techniques for efficient consultation. Finally, we will wrap up with practical exercises that allow you to practise locating library resources and consulting dictionaries, while also evaluating how effectively these tools support your study.

Series Learning Outcomes

Series 3: Using the Library and Dictionaries Effectively

Upon completing this Series, you should be able to:

- **SLO 3.1** define the role of the library in academic study.
- **SLO 3.2** explain the different types of library resources such as books, journals, and digital materials.
- **SLO 3.3** demonstrate how to locate and access materials using catalogues, classification systems, and databases.
- **SLO 3.4** define the importance of dictionaries in language study.
- **SLO 3.5** distinguish between types of dictionaries including monolingual, bilingual, specialised, and online versions.
- **SLO 3.6** apply techniques for efficient dictionary use such as alphabetical order, root words, abbreviations, and symbols.
- **SLO 3.7** practise guided exercises in locating library resources for study tasks.
- **SLO 3.8** construct independent notes from dictionary consultation using Arabic examples.
- **SLO 3.9** evaluate the effectiveness of library and dictionary use in supporting academic work.



3.1 Understanding the Library

The library is one of the most valuable resources available to learners. It provides access to a wide range of materials that support study, research, and personal development. In this Part, we will explore the role of the library in academic study, the types of resources it offers, and how to locate and access these resources effectively.

3.1.1 Definition and role of the library in academic study

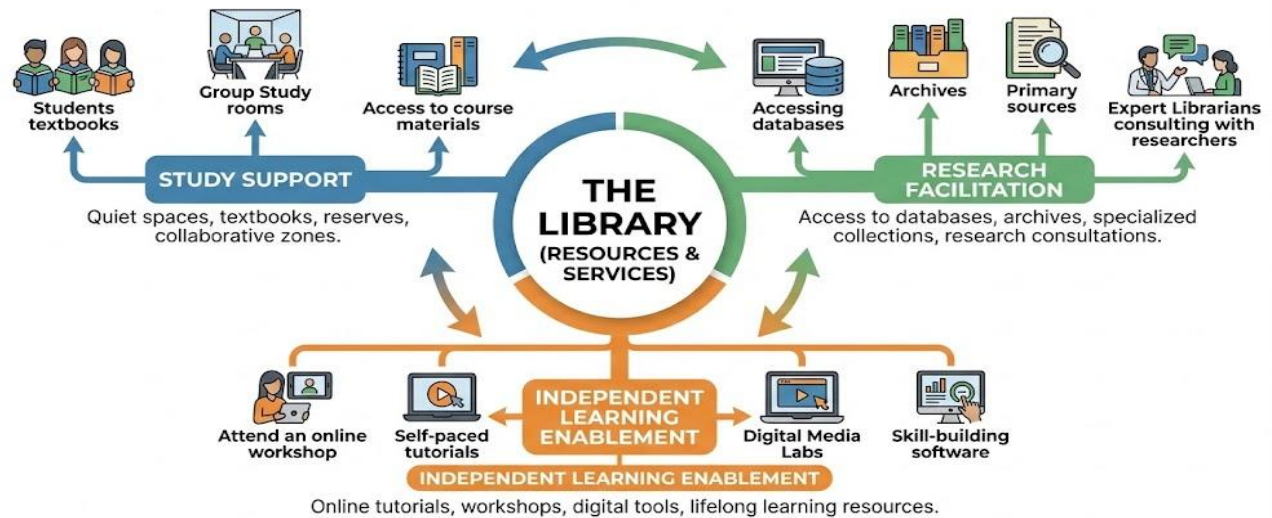
The **library** is a structured collection of information resources such as books, journals, and digital materials, organised for easy access and use. Its role in academic study is to provide learners with reliable sources of knowledge, support independent learning, and encourage critical thinking.

For example, when studying Arabic grammar, a library can provide reference works, dictionaries, and scholarly articles that explain concepts in detail.

Fill in the blank: The library is a structured collection of _____ resources organised for easy access and use.



THE LIBRARY: A HUB FOR ACADEMIC SUCCESS



FOSTERING KNOWLEDGE, INNOVATION, & SELF-DIRECTED GROWTH.

Figure 3.1 Role of the library in academic study

3.1.2 Types of library resources

Libraries provide different types of resources to meet diverse learning needs:

- **Books:** Printed or digital texts covering a wide range of subjects.
- **Journals:** Periodicals containing scholarly articles and current research.
- **Reference works:** Materials such as encyclopaedias, dictionaries, and handbooks that provide quick facts and definitions.
- **Digital resources:** Online databases, e-books, and electronic journals accessible through library systems.

Each type of resource serves a unique purpose. For instance, books provide detailed explanations, while reference works give concise definitions.

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



Resource Type	Description	Common Uses	Example
Books (الكتب)	Printed or electronic volumes covering broad or specific topics.	In-depth study, background reading, comprehensive coverage of subjects.	Textbook on Arabic grammar.
Journals (المجلات العلمية)	Periodicals containing scholarly articles, research findings, and reviews.	Current research, specialized studies, academic debates.	Journal of Arabic Literature.
Reference Works (المراجع)	Encyclopedias, dictionaries, handbooks, bibliographies.	Quick facts, definitions, background information, authoritative reference.	Lisān al-‘Arab (classical Arabic dictionary).
Digital Resources (المصادر الرقمية)	Online databases, e-books, e-journals, multimedia, institutional repositories.	Remote access, keyword searching, multimedia learning, updated information.	JSTOR, Qur’anic digital corpus.
Archives & Manuscripts (الأرشيف والمخطوطات)	Historical documents, rare manuscripts, primary sources.	Original research, cultural heritage studies, historical analysis.	Ancient Arabic poetry manuscripts.
Audio-Visual Materials (المواد السمعية والبصرية)	Recordings, films, lectures, documentaries.	Language learning, cultural immersion, visual/audio support.	Recorded Qur’an recitations.
Government & Institutional Reports (التقارير الرسمية)	Official publications, statistics, policy documents.	Data analysis, policy research, factual reference.	UNESCO reports on education.

Table 3.1 Types of library resources

3.1.3 How to locate and access materials

To use the library effectively, learners must know how to locate and access materials. This involves:



- **Catalogues:** Organised lists of all materials available in the library, often searchable online.
- **Classification systems:** Methods such as the Dewey Decimal System or Library of Congress Classification that arrange books by subject.
- **Online databases:** Digital platforms that provide access to journals, e-books, and other electronic resources.

For example, if you are searching for a book on Arabic morphology, you might use the catalogue to find its call number, then locate it on the shelf using the classification system.

Fill in the blank: The Dewey Decimal System is an example of a library _____ system.

Method	Description	Use in Libraries	Example
Catalogues (الفهارس)	Lists of all materials held in a library, traditionally in card format, now digital.	Helps users search by author, title, subject, or keyword.	Online Public Access Catalogue (OPAC).
Classification Systems (أنظمة التصنيف)	Organized schemes that arrange books and materials by subject.	Provides a logical shelf order, making browsing easier.	Dewey Decimal Classification (DDC), Library of Congress Classification (LCC).
Online Databases (قواعد البيانات الإلكترونية)	Digital platforms containing journals, articles, e-books, and multimedia.	Enables keyword searching, advanced filters, and remote access.	JSTOR, ProQuest, Arabic digital repositories.

Box 3.1 Steps for locating and accessing library materials

Pilot questions 3.1

1. Define the library and explain its role in academic study.
2. Give one example of how the library supports Arabic grammar study.



3. Name two types of library resources.
4. Encyclopaedias and dictionaries belong to which category of resources?
5. What system is used to arrange books by subject in the library?

3.2 Using Dictionaries Effectively

Dictionaries are essential tools for language learners. They help you to check meanings, confirm spellings, and explore usage. In this Part, we will examine the importance of dictionaries in language study, the different types available, and techniques for using them efficiently.

3.2.1 Definition and importance of dictionaries in language study

A **dictionary** is a reference work that provides meanings, spellings, pronunciations, and sometimes usage examples of words. In language study, dictionaries are important because they enable learners to expand vocabulary, clarify meanings, and understand grammatical features.

For example, when encountering the Arabic word **قلم** (*qalam*, “pen”), a dictionary entry may provide its definition, plural form, and usage in sentences.

Fill in the blank: A dictionary is a reference work that provides meanings, spellings, and _____ of words.



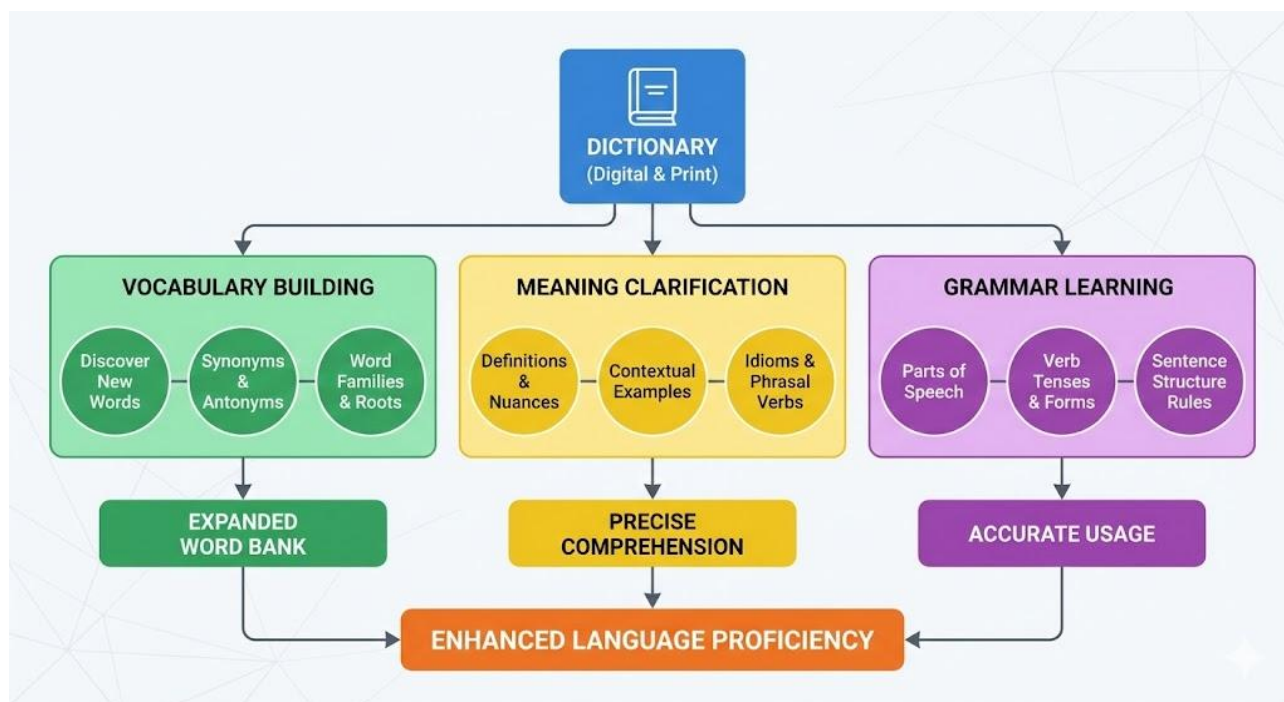


Figure 3.2 Importance of dictionaries in language study

3.2.2 Types of dictionaries

There are several types of dictionaries, each serving a different purpose:

- **Monolingual dictionaries:** Provide definitions in the same language, e.g., Arabic–Arabic dictionaries.
- **Bilingual dictionaries:** Translate words between two languages, e.g., Arabic–English dictionaries.
- **Specialised dictionaries:** Focus on specific fields such as law, medicine, or linguistics.
- **Online dictionaries:** Digital versions that often include audio pronunciation, usage examples, and search functions.

Each type has its strengths. For instance, monolingual dictionaries deepen understanding of a language, while bilingual dictionaries help bridge between languages.



Fill in the blank: A dictionary that translates words between two languages is called a _____ dictionary.

Type of Dictionary	Description	Common Uses	Example
Monolingual (قاموس أحادي اللغة)	Provides definitions and explanations in one language only.	Deep understanding of word meanings, usage, and nuances.	Lisān al-‘Arab (Arabic → Arabic).
Bilingual (قاموس ثنائي اللغة)	Gives equivalents between two languages.	Translation, language learning, quick meaning lookup.	Arabic–English Dictionary by Hans Wehr.
Specialised (قاموس متخصص)	Focuses on a specific field (law, medicine, linguistics, etc.).	Technical terms, professional study, subject-specific research.	Arabic Medical Terminology Dictionary.
Online (قاموس إلكتروني/رقمي)	Digital, web-based or app-based dictionaries, often interactive.	Fast access, multimedia support, updated entries, cross-language search.	Almaany.com, Oxford Arabic Dictionary (online).

Table 3.2 Types of dictionaries

3.2.3 Techniques for efficient dictionary use

To use dictionaries effectively, learners should apply certain techniques:

- **Alphabetical order:** Words are arranged alphabetically, so knowing the order helps locate entries quickly.
- **Root words:** In Arabic, many words derive from three-letter roots. Recognising the root helps you find related words.
- **Abbreviations and symbols:** Dictionaries often use abbreviations (e.g., *n.* for noun) and symbols to save space.



- **Cross-references:** Some entries point to related words or concepts, guiding you to further information.

For example, when searching for **كتب**(*kataba*, “to write”), you may find related words like **كتاب** (*kitāb*, “book”) and **كاتب** (*kātib*, “writer”) under the same root.

Fill in the blank: In Arabic dictionaries, many words can be traced back to three-letter _____.

Technique	Explanation	Example
Alphabetical Order (الترتيب الأبجدي)	Dictionaries are arranged alphabetically; knowing this speeds up locating words.	بعد "علم" البحث عن كلمة "عمل" وقبل "عقل".
Root Words (الجدور)	Many Arabic words are derived from triliteral roots; identifying the root helps find entries.	تُرجع إلى "مكتبة" كلمة "كتب" الجذر.
Abbreviations (الاختصارات)	Dictionaries use abbreviations for parts of speech, grammatical notes, or usage.	"n." = noun, "v." = verb.
Cross References (الإحالات المرجعية)	Directs the reader to related entries or alternative spellings.	عند البحث "انظر: تعليم" "تربية" عن.

Box 3.2 Techniques for efficient dictionary use

Pilot questions 3.2

1. Define a dictionary and explain its importance in language study.
2. Give one example of how a dictionary entry supports Arabic vocabulary learning.
3. Name two types of dictionaries.
4. What type of dictionary translates words between two languages?
5. In Arabic dictionaries, words are often traced back to what?



3.3 Practical Exercises in Library and Dictionary Use

This Part provides opportunities to practise the skills you have learned about using the library and dictionaries. By engaging in guided and independent exercises, you will strengthen your ability to locate resources, consult dictionaries effectively, and evaluate how useful these tools are for your study tasks.

3.3.1 Guided practice in locating library resources

In guided practice, you will work with examples where the steps for locating resources are clearly outlined. This helps you become familiar with catalogues, classification systems, and databases.

For instance, if you are asked to find a book on Arabic morphology, the guided steps might include searching the library catalogue, identifying the call number, and locating the book on the shelf.

Fill in the blank: When searching for a book in the library, the number that shows its location on the shelf is called a _____ number.



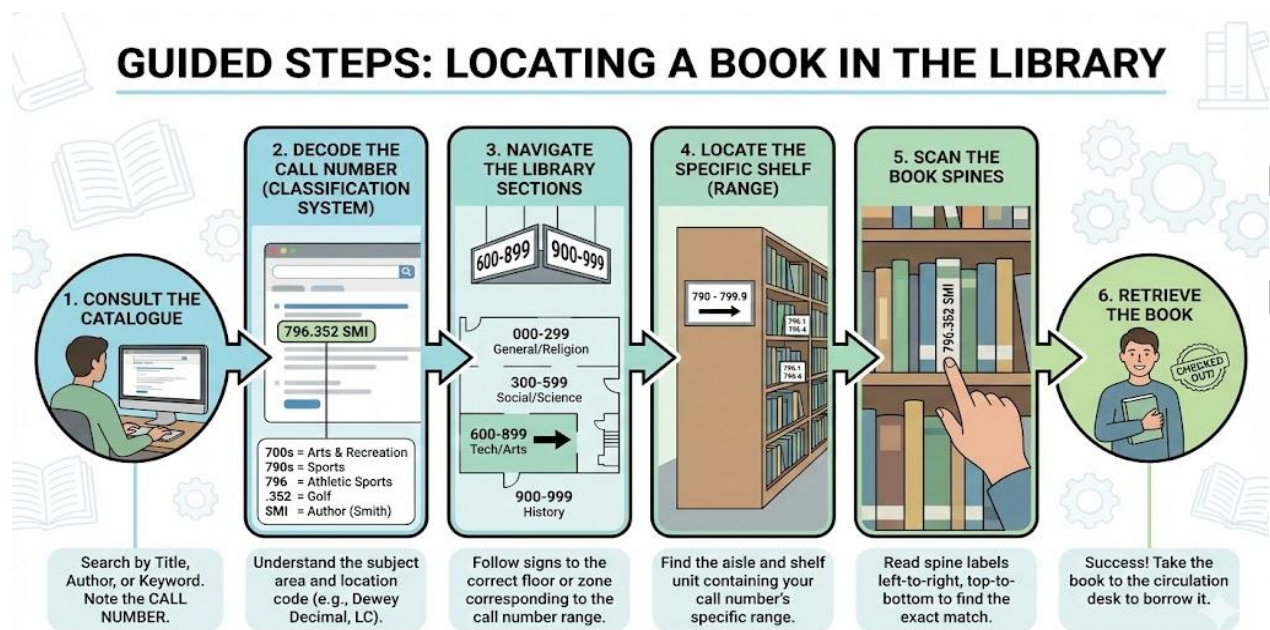


Figure 3.3 Guided practice in locating library resources

3.3.2 Independent practice in dictionary consultation with Arabic examples

Independent practice involves consulting dictionaries without step-by-step guidance. You will need to apply techniques such as alphabetical order, root words, and abbreviations to find entries efficiently.

For example, when searching for the Arabic root **كتب**(*kataba*, “to write”), you may find related words such as **كتاب**(*kitāb*, “book”), **كاتب**(*kātib*, “writer”), and **مكتبة**(*maktaba*, “library”). This shows how recognising roots helps you explore word families.

Fill in the blank: The Arabic word for “library” (**مكتبة**) is derived from the root _____.

Root (الجذر)	Related Words (المشتقات)	Meaning / Usage
ك ت ب (to write)	كَتَبَ (he wrote), كِتَابَ (book), مَكْتَبَ (office), مَكْتَبَة (library)	All related to writing, books, and places of study.



ق ر أ (to read)	قَرَأَ (he read), قِرَاءَة (reading), قَارِئ (reader), مَقْرُوء (readable)	Connected to reading and readers.
ع ل م (to know)	عَلِمَ (he knew), عِلْم (knowledge), عَالِم (scholar), مَعْلُومَات (information)	Relating to knowledge, science, and scholars.
ح ف ظ (to preserve/remember)	حَفِظَ (he memorized), حِفْظ (memorization), حَافِظ (guardian), مَحْفُوظ (protected)	Linked to memory, protection, and preservation.
س ل م (peace/safety)	سَلَام (peace), إِسْلَام (submission to God), مُسْلِم ()	

Table 3.3 Independent practice in dictionary consultation

3.3.3 Evaluating effectiveness of library and dictionary use for study tasks

The final step in practice is evaluating how effectively you have used the library and dictionaries. Good use of these tools should result in accurate information, efficient access, and clear notes that support your study.

- **Accuracy** means the information retrieved is correct and relevant.
- **Efficiency** means resources are located quickly using catalogues or dictionary techniques.
- **Clarity** means the notes or references you produce are well organised and easy to use later.

For example, if you locate a journal article on Arabic phonology and summarise its main points clearly, you have demonstrated effective use of the library. Similarly, consulting a dictionary to confirm the meaning and usage of a word shows effective dictionary use.

Fill in the blank: Effective use of the library and dictionaries should result in accuracy, efficiency, and _____.

Criterion	Explanation	Example
-----------	-------------	---------



Accuracy (الدقة)	Information retrieved must be correct, reliable, and reflect the intended meaning.	Using a dictionary to confirm the precise meaning of "علم" as knowledge, not just "science."
Efficiency (الكفاءة)	Resources should be located quickly and with minimal effort.	Using an online catalogue or keyword search instead of browsing shelves randomly.
Clarity (الوضوح)	Results should be easy to understand, well-organized, and free from confusion.	A dictionary entry that clearly shows root, meaning, and usage examples.

Box 3.3 Criteria for evaluating effectiveness of library and dictionary use

Pilot questions 3.3

1. What is the call number used for in the library?
2. Give one example of an Arabic word derived from the root كتب.
3. Why is recognising roots important in Arabic dictionary consultation?
4. List the three criteria for evaluating effective use of library and dictionary resources.
5. Provide one example of how effective library use supports study tasks.

Series Summary

This Series has highlighted the importance of libraries and dictionaries as essential tools for academic success. By learning how to locate, access, and evaluate resources, as well as how to consult different types of dictionaries effectively, you are better equipped to study independently and with confidence. These skills are directly relevant to your growth as a learner, as they ensure that you can find reliable information and interpret language accurately.

We began by understanding the role of the library, exploring the types of resources it offers and the systems used to locate them. Then we moved on to dictionaries, examining their types and learning techniques for efficient consultation, especially with Arabic examples. Finally, we engaged in practical exercises that allowed you to practise locating resources and consulting



dictionaries, while also evaluating their effectiveness. By completing this Series, you should now be able to define and explain the role of libraries and dictionaries, demonstrate how to use them effectively, apply techniques for consultation, and evaluate their usefulness in supporting your study, in line with the Series Learning Outcomes.

Glossary of Terms

- **Abbreviations and symbols:** Shortened forms or marks used in dictionaries and notes to save space and time, such as *n.* for noun or arrows to show relationships.
- **Alphabetical order:** The arrangement of words in the sequence of the alphabet, used in dictionaries to help locate entries quickly.
- **Call number:** A unique code assigned to each book in a library, showing its subject classification and location on the shelf.
- **Catalogue:** An organised list of all materials available in a library, often searchable online, used to identify and locate resources.
- **Classification system:** A method used by libraries to arrange books and materials by subject, such as the Dewey Decimal System.
- **Dictionary:** A reference work that provides meanings, spellings, pronunciations, and sometimes usage examples of words.
- **Digital resources:** Electronic materials available through the library, including e-books, online journals, and databases.
- **Journals:** Periodicals containing scholarly articles and current research, often published regularly.
- **Library:** A structured collection of information resources such as books, journals, and digital materials, organised for easy access and use.
- **Monolingual dictionary:** A dictionary that provides definitions in the same language, for example Arabic–Arabic.
- **Online dictionary:** A digital dictionary accessible via the internet, often including audio pronunciation and search functions.



- **Reference works:** Materials such as encyclopaedias, dictionaries, and handbooks that provide quick facts and definitions.
- **Root words:** In Arabic, basic three-letter forms from which many words are derived, helping learners to identify word families.
- **Specialised dictionary:** A dictionary focused on a specific field such as law, medicine, or linguistics.
- **Usefulness:** The extent to which notes or resources are clear, practical, and supportive for later study or revision.

Concept Check Questions [Series 3]

Objective Questions

1. Define the library. (Linked to SLO 3.1)
2. Identify one type of library resource. (Linked to SLO 3.2)
3. State the purpose of a call number in the library. (Linked to SLO 3.3)
4. Define a dictionary. (Linked to SLO 3.4)
5. Distinguish between a monolingual and a bilingual dictionary. (Linked to SLO 3.5)
6. State one technique for efficient dictionary use. (Linked to SLO 3.6)

Short-Answer Questions

7. Explain the role of the library in supporting academic study. (Linked to SLO 3.1)
8. Describe how journals differ from books as library resources. (Linked to SLO 3.2)
9. Demonstrate how catalogues and classification systems work together to locate materials. (Linked to SLO 3.3)
10. Give one example of how a dictionary entry supports Arabic vocabulary learning. (Linked to SLO 3.4)
11. Analyse why recognising root words is important in Arabic dictionaries. (Linked to SLO 3.6)

Long-Answer Questions

12. Analyse the importance of libraries in academic success, with examples of resources. (Linked to SLO 3.1, SLO 3.2, SLO 3.3)
13. Evaluate the role of dictionaries in comprehension and retention, with reference to types and



techniques. (Linked to SLO 3.4, SLO 3.5, SLO 3.6)

14. Construct and assess notes from the dictionary entry for the Arabic root **كتب**, showing related words.
(Linked to SLO 3.7, SLO 3.8, SLO 3.9)

Answers to Concept Check Questions [Series 3]

Objective Questions

1. The library is a structured collection of information resources organised for easy access and use.
2. Books.
3. It shows the subject classification and location of a book on the shelf.
4. A dictionary is a reference work that provides meanings, spellings, pronunciations, and sometimes usage examples of words.
5. A monolingual dictionary provides definitions in the same language, while a bilingual dictionary translates between two languages.
6. Using alphabetical order.

Short-Answer Questions

7. The library supports academic study by providing reliable sources of knowledge, encouraging independent learning, and aiding research.
8. Journals contain scholarly articles and current research, while books provide detailed explanations and broader coverage.
9. Catalogues list available materials, while classification systems arrange them by subject, helping learners locate items efficiently.
10. For example, the entry for **قلم** (*qalam*, “pen”) may provide its meaning, plural form, and usage.
11. Recognising root words helps learners find related words in Arabic dictionaries, showing word families and connections.

Long-Answer Questions

12. **Basic response:** Libraries are important because they provide access to books, journals, reference works, and digital resources. These materials support study and research.

Value-added response: Outstanding learners may explain how libraries also foster critical



thinking, provide access to specialised databases, and support collaborative learning through study spaces and services.

13. **Basic response:** Dictionaries aid comprehension and retention by clarifying meanings, expanding vocabulary, and showing usage. Different types serve different purposes.

Value-added response: Advanced learners may highlight how dictionaries also support critical analysis of texts, improve translation accuracy, and enhance long-term retention by encouraging active engagement with word roots and usage contexts.

14. **Basic response:** From the root **كتب**, related words include **كتاب**(*kitāb*, “book”), **كاتب**(*kātib*, “writer”), and **مكتبة**(*maktaba*, “library”). Notes should show these connections clearly.

Value-added response: Outstanding learners may assess the notes against criteria of accuracy, efficiency, and clarity, explaining how recognising roots supports vocabulary expansion and deeper understanding of Arabic morphology.



Answers to Pilot Questions [Series 3]

Part 3.1 Understanding the Library

- Information.
- It provides reference works, dictionaries, and scholarly articles that explain concepts in detail.
- Books and journals.
- Reference.
- Classification.

Part 3.2 Using Dictionaries Effectively

- Pronunciations.
- It supports vocabulary building, clarifies meanings, and shows grammatical features.
- Monolingual and bilingual dictionaries.
- Bilingual.
- Roots.

Part 3.3 Practical Exercises in Library and Dictionary Use

- Call.
- كتاب (*kitāb*, “book”).
- It helps learners explore word families and understand connections between words.
- Accuracy, efficiency, clarity.
- Summarising a journal article on Arabic phonology clearly.

References and Attributions [Series 3]

General References

- Aitchison, J., & Lewis, D. (2013). *Libraries and Information Services*. Routledge.
- Cowie, A. P. (2009). *The Oxford History of English Lexicography*. Oxford University Press.
- Hartmann, R. R. K., & James, G. (2002). *Dictionary of Lexicography*. Routledge.



- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.
- Examples of Arabic words and roots are adapted from standard Arabic lexicons such as *Hans Wehr Dictionary of Modern Written Arabic*.

Illustrations

- *Figure 3.1 Role of the library in academic study*
 - AI-generated prompt: “Create a diagram showing the role of the library in supporting study, research, and independent learning.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “role of library in academic study diagram OER”.
- *Table 3.1 Types of library resources*
 - AI-generated prompt: “Create a table listing types of library resources such as books, journals, reference works, and digital resources with their uses.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “types of library resources table OER”.
- *Box 3.1 Steps for locating and accessing library materials*
 - AI-generated prompt: “Generate a text box outlining catalogues, classification systems, and online databases as methods of locating library resources.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “how to locate library materials catalogues classification databases OER”.
- *Figure 3.2 Importance of dictionaries in language study*
 - AI-generated prompt: “Create a diagram showing how a dictionary supports vocabulary building, meaning clarification, and grammar learning.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “importance of dictionaries in language learning diagram OER”.
- *Table 3.2 Types of dictionaries*
 - AI-generated prompt: “Create a table comparing monolingual, bilingual, specialised, and online dictionaries with examples.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “types of dictionaries comparison table OER”.
- *Box 3.2 Techniques for efficient dictionary use*



- AI-generated prompt: “Generate a text box listing techniques for efficient dictionary use including alphabetical order, root words, abbreviations, and cross-references.”
- Tool/platform: Microsoft Copilot image generation.
- Suggested OER search string: “efficient dictionary use techniques OER”.
- *Figure 3.3 Guided practice in locating library resources*
 - AI-generated prompt: “Create a diagram showing guided steps for locating a book in the library using catalogue and classification system.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “guided practice library catalogue classification diagram OER”.
- *Table 3.3 Independent practice in dictionary consultation*
 - AI-generated prompt: “Create a table showing Arabic roots with examples of related words found in dictionaries.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic dictionary practice roots table OER”.
- *Box 3.3 Criteria for evaluating effectiveness of library and dictionary use*
 - AI-generated prompt: “Generate a text box listing accuracy, efficiency, and clarity as criteria for evaluating library and dictionary use.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “criteria for evaluating library and dictionary use OER”.



Series 4: Intensive Exercises in Comprehension and Application

Part 4.1 Guided comprehension practice

- 4.1.1 Working with short Arabic passages
- 4.1.2 Identifying main ideas and supporting details
- 4.1.3 Using context clues to interpret meaning

Part 4.2 Applied exercises in comprehension

- 4.2.1 Analysing longer texts for structure and meaning
- 4.2.2 Summarising and paraphrasing passages
- 4.2.3 Answering comprehension questions effectively

Part 4.3 Application of study skills in tasks

- 4.3.1 Integrating note taking and dictionary use in comprehension
- 4.3.2 Applying library resources to support understanding
- 4.3.3 Evaluating comprehension and application skills through practice tasks

Introduction

In the last Series, we explored how to use the library and dictionaries effectively, gaining skills that enable you to locate resources and interpret words with confidence. Building on that foundation, this Series turns to comprehension and application, helping you to practise understanding texts and applying study skills in real tasks. Comprehension is central to learning, as it allows you to grasp meaning, identify key ideas, and connect information to broader contexts.

The aim of this Series is to strengthen your ability to comprehend Arabic texts and apply study skills such as note taking, summarising, and resource use in practical exercises. By the end of the Series, you should



be able to demonstrate comprehension strategies, apply them to different types of texts, and evaluate your own performance in study tasks.

We shall commence this Series with guided comprehension practice, working with short Arabic passages and learning to identify main ideas and supporting details. Next, we will move on to applied exercises in comprehension, where you will analyse longer texts, practise summarising and paraphrasing, and answer comprehension questions effectively. Finally, we will wrap up by applying study skills in tasks, integrating note taking, dictionary consultation, and library resources, while evaluating how well these tools support your comprehension and application.

Series Learning Outcomes

Series 4: Intensive Exercises in Comprehension and Application

Upon completing this Series, you should be able to:

- **SLO 4.1** identify main ideas and supporting details in short Arabic passages.
- **SLO 4.2** apply context clues to interpret meaning in guided comprehension tasks.
- **SLO 4.3** analyse longer texts for structure and meaning in applied exercises.
- **SLO 4.4** demonstrate how to summarise and paraphrase passages accurately.
- **SLO 4.5** construct clear responses to comprehension questions based on textual evidence.
- **SLO 4.6** integrate note taking and dictionary use to support comprehension tasks.
- **SLO 4.7** apply library resources to enhance understanding of study materials.
- **SLO 4.8** evaluate your comprehension and application skills using criteria such as accuracy, clarity, and relevance.

4.1 Guided Comprehension Practice

Comprehension is the ability to read or listen to a passage and grasp its meaning. In guided practice, you are supported with step-by-step strategies that help you identify main ideas, recognise supporting details, and use context clues to interpret meaning. This Part will strengthen



your confidence in approaching texts, especially short Arabic passages, by showing you how to break them down into manageable parts.

4.1.1 Working with short Arabic passages

A **passage** is a short section of text taken from a larger work. Guided comprehension begins with short passages because they are easier to manage and allow you to practise identifying meaning without being overwhelmed.

For example, consider the Arabic sentence:

الطالب يقرأ الكتاب في المكتبة (*al-ṭālib yaqra' al-kitāb fī al-maktaba* – “The student reads the book in the library”).

Here, the main idea is that a student is reading, while the supporting detail specifies where the reading takes place.

Fill in the blank: The word _____ in the passage tells us the location of the action.



BREAKING DOWN AN ARABIC PASSAGE: SUBJECT, ACTION, & DETAIL (تَحْلِيلُ النَّصِّ الْعَرَبِيِّ: الْفَاعِلُ، الْفِعْلُ، وَالتَّفْصِيلُ)

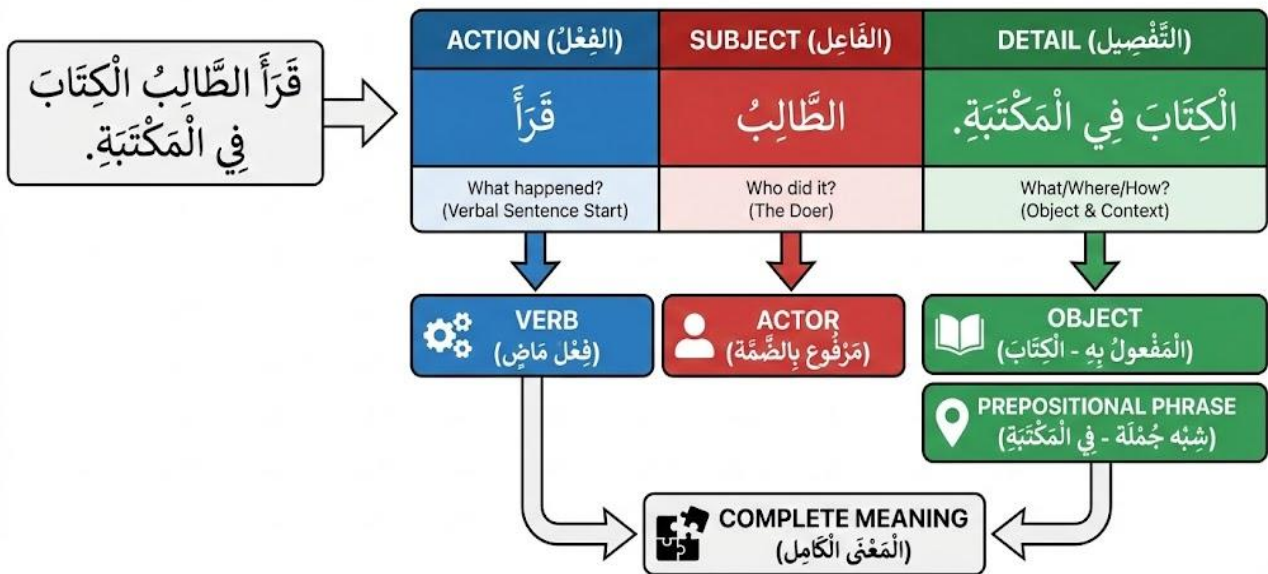


Figure 4.1 Guided comprehension of a short Arabic passage

4.1.2 Identifying main ideas and supporting details

The **main idea** is the central thought or message of a passage, while **supporting details** are the pieces of information that explain or expand the main idea. Recognising these helps you to summarise texts accurately.

For instance, in the sentence above, the main idea is “the student reads the book,” while the supporting detail is “in the library.”

Fill in the blank: The _____ idea is the central thought or message of a passage.



Short Arabic Sentence	Main Idea (الفكرة الرئيسية)	Supporting Details (التفاصيل الداعمة)
التَّعْلِيمُ يُطَوِّرُ المَهَارَاتِ وَيَفْتَحُ فُرْصَ العَمَلِ.	التعليم أساس التطوير.	يطور المهارات، يفتح فرص العمل.
الصِّحَّةُ نِعْمَةٌ تُسَاعِدُ الإنسانَ عَلَى العَمَلِ وَالْإِنْجَازِ.	الصحة نعمة أساسية.	تساعد على العمل، تحقق الإنجاز.
القِرَاءَةُ تُوسِّعُ أَفَاقَ العَقْلِ وَتُزِيدُ المَعْرِفَةَ.	القراءة تنمي العقل.	توسع الأفاق، تزيد المعرفة.
الصَّبْرُ يُؤَدِّي إِلَى النِّجَاحِ وَيُعَلِّمُ التَّحَمُّلَ.	الصبر طريق النجاح.	يؤدي إلى النجاح، يعلم التحمل.
التَّعَاوُنُ يَقْوِي المُجْتَمَعَ وَيُحَقِّقُ التَّقَدُّمَ.	التعاون يقوي المجتمع.	يقوي المجتمع، يحقق التقدم.

Table 4.1 Examples of main ideas and supporting details

4.1.3 Using context clues to interpret meaning

Context clues are hints within a passage that help you work out the meaning of unfamiliar words. They may appear in surrounding words, phrases, or sentences.

For example, if you encounter the word **مكتبة (maktaba)**, the surrounding words “student” and “book” suggest that it refers to a place related to reading, which is the library.

Fill in the blank: Hints within a passage that help you work out the meaning of unfamiliar words are called _____ clues.

Type of Context Clue	Explanation	Example
Definition Clues (قرائن التعريف)	The text directly defines or explains the meaning of the word.	→ "الفلك، أي علم النجوم والكواكب، من أقدم العلوم" The definition explains "الفلك."
Synonym Clues (قرائن المترادفات)	The text provides a synonym or similar word to clarify meaning.	→ "مُثَابِر" is a synonym for "مجتهد." "الطالب مجتهد، أي مثابر في دراسته"
Situational Clues (قرائن الموقف/السياق)	The surrounding situation or context helps infer the meaning.	→ "دخل الطفل الغرفة وهو يرتجف من البرد" The situation shows "يرتجف" means "shivering."

Box 4.1 Types of context clues



Pilot questions 4.1

1. What is a passage in guided comprehension practice?
2. Identify the main idea in the sentence: الطالب يقرأ الكتاب فى المكتبة.
3. What is the difference between a main idea and supporting details?
4. What are context clues, and how do they help in comprehension?
5. Give one example of a context clue in Arabic.

4.2 Applied Exercises in Comprehension

Applied comprehension exercises allow you to move beyond guided practice and engage with longer texts independently. In this Part, you will learn how to analyse text structure, summarise and paraphrase passages, and construct clear responses to comprehension questions. These skills are essential for academic success, as they help you to process information critically and present it effectively.

4.2.1 Analysing longer texts for structure and meaning

Text structure refers to the way ideas are organised within a passage, such as through paragraphs, headings, or logical sequencing. Analysing structure helps you to see how the author develops arguments or narratives. **Meaning** is the overall message or information conveyed by the text.

For example, in a longer Arabic passage describing a student's daily routine, the structure may follow a chronological order, while the meaning highlights discipline and study habits.

Fill in the blank: The way ideas are organised within a passage is called text _____.



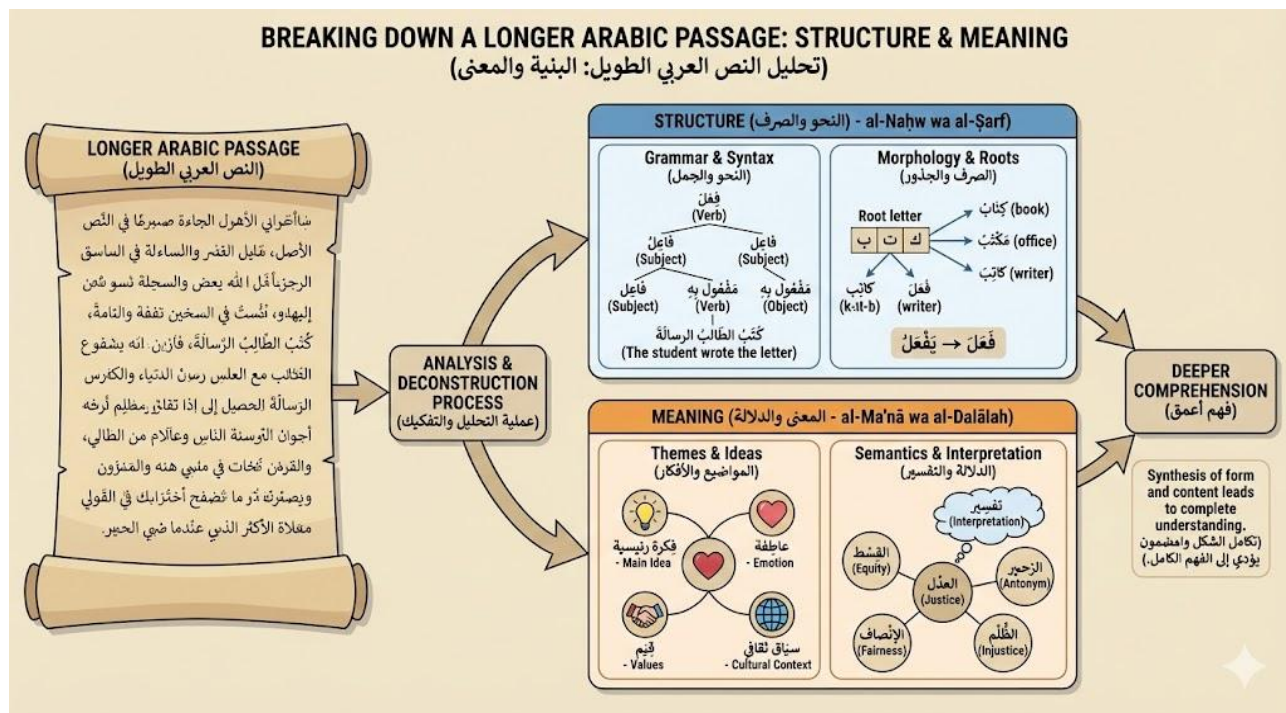


Figure 4.2 Analysing text structure and meaning

4.2.2 Summarising and paraphrasing passages

Summarising means condensing a passage into its main points using fewer words, while **paraphrasing** means restating the passage in your own words without changing its meaning. Both techniques show that you have understood the text and can express it clearly.

For example, the sentence الطالب يقرأ الكتاب في المكتبة (*The student reads the book in the library*) can be summarised as “The student is reading,” or paraphrased as “A learner is engaged in reading a book at the library.”

Fill in the blank: Restating a passage in your own words without changing its meaning is called _____.

Arabic Sentence	Summary (الملخص)	Paraphrase (إعادة الصياغة)	English Translation



التعليم يفتح أبواب الفرص أمام الشباب.	التعليم يمنح فرصاً للشباب.	التعليم يساعد الشباب في الحصول على فرص جديدة.	Education opens opportunities for youth.
القراءة توسع آفاق العقل وتزيد المعرفة.	القراءة تنمي العقل والمعرفة.	القراءة تجعل الإنسان أكثر معرفة وتفتح له آفاقاً واسعة.	Reading expands the mind and increases knowledge.
الصحة نعمة تساعد الإنسان على العمل والإنجاز.	الصحة أساس العمل والإنجاز.	الإنسان يتمكن من العمل والنجاح بفضل تمتعه بالصحة الجيدة.	Health is a blessing that enables work and achievement.
الصبر يؤدي إلى النجاح ويُعلم التحمل.	الصبر يقود إلى النجاح.	بالصبر يتعلم الإنسان التحمل ويصل إلى أهدافه.	Patience leads to success and teaches endurance.
التعاون يقوي المجتمع ويُحقق التقدم.	التعاون أساس قوة المجتمع.	عندما يتعاون الناس، يصبح المجتمع أقوى ويتقدم بسرعة.	Cooperation strengthens society and achieves progress.

Table 4.2 Examples of summarising and paraphrasing

4.2.3 Answering comprehension questions effectively

Comprehension questions test your ability to recall, interpret, and apply information from a passage. Effective answers are clear, concise, and supported by evidence from the text.

When answering, you should:

- Identify the type of question (factual, inferential, or applied).
- Refer directly to the passage for support.
- Organise your response logically.

For example, if asked “Where is the student reading?” based on the earlier passage, the correct answer is “In the library,” supported by the word المكتبة.

Fill in the blank: Effective answers to comprehension questions should be clear, concise, and supported by _____ from the text.



Tip	Explanation	Example
Read the Question Carefully (اقرأ السؤال بعناية)	Understand exactly what is being asked before looking at the passage.	If asked “Why did the boy leave?”, focus on cause not description.
Skim the Passage First (تصفح) (النص أولاً)	Get a general idea of the text before focusing on details.	Identify main theme: education, health, or cooperation.
Highlight Keywords (حدد) (الكلمات المفتاحية)	Spot important words in both the question and passage.	Keywords: “سبب”، “نتيجة”، “الفكرة الرئيسية”.
Refer Back to the Text (ارجع) (إلى النص)	Support answers with evidence from the passage.	Quote a sentence showing the boy was tired.
Summarize in Your Own Words (لخص بكلماتك الخاصة)	Avoid copying; show understanding by rephrasing.	Instead of repeating, write: “التعليم يفتح فرصاً للشباب”.
Check for Main Idea vs. Details (فرق بين الفكرة الرئيسية) (والتفاصيل)	Distinguish between overall message and supporting points.	Main idea: “الصبر يقود إلى النجاح.” Details: “يُعلم التحمل”.
Answer Clearly and Concisely (أجب بوضوح وإيجاز)	Keep responses focused and avoid unnecessary repetition.	Write one or two precise sentences.
Review Your Answer (راجع) (إجابتك)	Ensure accuracy, relevance, and completeness before finalizing.	Double-check spelling and that the answer matches the question.

Box 4.2 Tips for answering comprehension questions

Pilot questions 4.2

1. What does text structure refer to in comprehension practice?
2. Give one example of how meaning is conveyed in a longer passage.
3. What is the difference between summarising and paraphrasing?
4. Restating a passage in your own words without changing its meaning is called what?
5. What are the three qualities of effective answers to comprehension questions?



4.3 Application of Study Skills in Tasks

This Part focuses on applying the study skills you have learned in practical tasks. By integrating note taking, dictionary use, and library resources, you will strengthen your comprehension and demonstrate how these tools support academic work. Finally, you will learn how to evaluate your performance using clear criteria.

4.3.1 Integrating note taking and dictionary use in comprehension

Note taking is the process of recording key points from a text or lecture in a concise form.

Dictionary use involves consulting reference works to clarify meanings, confirm spellings, or explore word families. When combined, these skills help you to capture essential information while ensuring accuracy.

For example, when reading an Arabic passage, you might note the main idea and supporting details, then consult a dictionary to confirm the meaning of unfamiliar words. This ensures that your notes are both clear and reliable.

Fill in the blank: Recording key points from a text or lecture in a concise form is called _____.



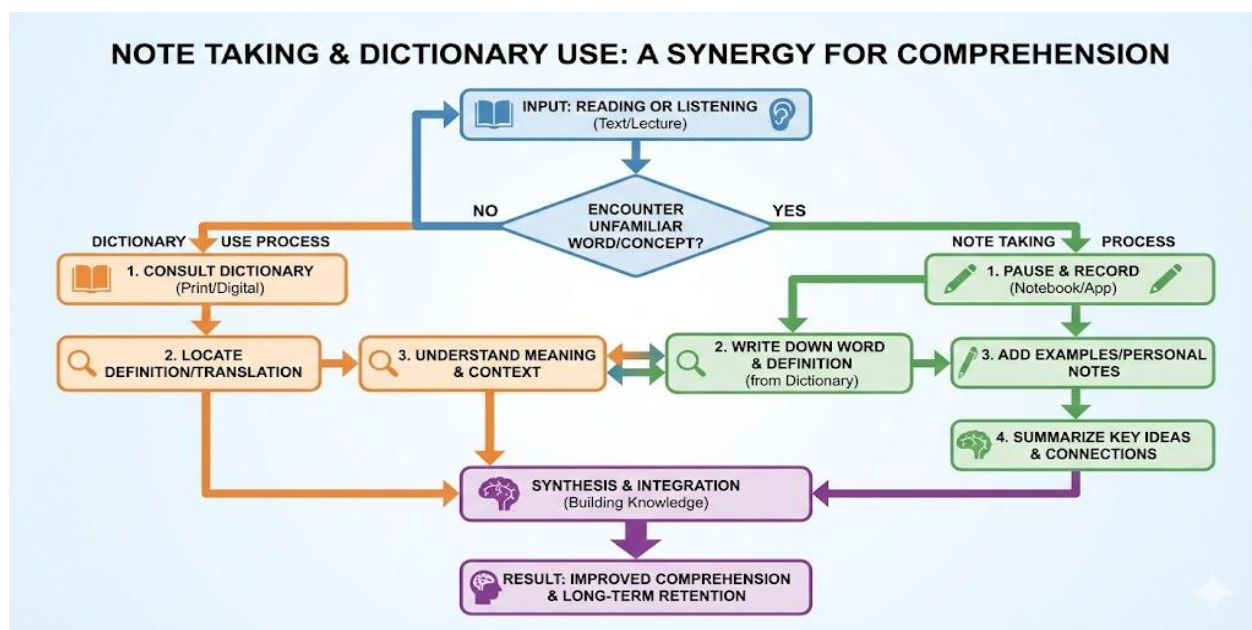


Figure 4.3 Integrating note taking and dictionary use

4.3.2 Applying library resources to support understanding

Library resources include books, journals, reference works, and digital databases. Applying these resources means using them to deepen your understanding of a topic or to support your answers in comprehension tasks.

For instance, if you are studying Arabic phonology, you might consult a journal article for detailed explanations, a dictionary for word meanings, and a reference book for background information. Together, these resources provide a fuller picture of the subject.

Fill in the blank: Journals, books, and digital databases are examples of library _____.

Resource	Application for Comprehension	Example Use
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Books (الكتب)	Provide extended explanations, narratives, and detailed coverage of topics; useful for building background knowledge and understanding context.	Reading a history textbook to grasp the causes and effects of a major event.
Journals (المجلات العلمية)	Offer current research, case studies, and specialized discussions; help learners comprehend advanced or updated perspectives.	Using a linguistics journal article to understand modern theories of Arabic syntax.
Digital Databases (قواعد البيانات الرقمية)	Allow quick access to a wide range of sources, keyword searches, and multimedia; support comprehension by offering diverse viewpoints and supplementary materials.	Searching JSTOR or ProQuest for multiple articles on education policy to compare arguments.

Table 4.3 Examples of library resources applied in comprehension tasks

4.3.3 Evaluating comprehension and application skills through practice tasks

Evaluation is the process of judging the quality of your work against set criteria. In comprehension and application tasks, evaluation focuses on accuracy, clarity, and relevance.

- **Accuracy:** Information must be correct and supported by evidence.
- **Clarity:** Notes and answers should be well organised and easy to follow.
- **Relevance:** Responses should directly address the question or task.

For example, if you summarise a passage but omit the main idea, your work lacks accuracy. If your notes are scattered and unclear, they lack clarity. If your answer does not relate to the passage, it lacks relevance.

Fill in the blank: Judging the quality of your work against set criteria is called _____.

Criterion	Explanation	Example
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Accuracy (الدقة)	Responses must correctly reflect the meaning of the text and avoid misinterpretation.	Identifying that “الصبر يؤدي إلى النجاح” means patience leads to success, not effort.
Clarity (الوضوح)	Answers should be expressed in simple, understandable language without confusion.	Writing: “التعليم أساس التقدم” instead of a vague or overly complex statement.
Relevance (الملاءمة)	Responses must directly address the question or task, focusing on the required idea.	If asked about the benefit of reading, answer with “تزيد المعرفة” rather than unrelated details.

Box 4.3 Criteria for evaluating comprehension and application skills

Pilot questions 4.3

1. What is note taking, and how does it support comprehension?
2. Give one example of how dictionary use improves the quality of notes.
3. Name two types of library resources that can support comprehension tasks.
4. What are the three criteria used to evaluate comprehension and application skills?
5. Why is relevance important when answering comprehension questions?

Series Summary

This Series has focused on strengthening your comprehension and application skills, which are essential for effective study and academic success. By working through guided and applied exercises, you have learned how to approach texts with confidence, identify key ideas, and use study tools to support understanding. The Series has shown you how comprehension is not just about reading but about actively engaging with texts and applying strategies that make learning more meaningful.



We began with guided practice, where you worked with short Arabic passages to identify main ideas, supporting details, and context clues. Then we moved on to applied exercises, analysing longer texts, summarising and paraphrasing, and answering comprehension questions effectively. Finally, we applied study skills in tasks, integrating note taking, dictionary use, and library resources, while also evaluating performance using clear criteria. By completing this Series, you should now be able to identify and analyse ideas in texts, demonstrate summarising and paraphrasing, construct clear responses, integrate study tools, and evaluate your comprehension and application skills, in line with the Series Learning Outcomes.

Glossary of Terms

- **Application:** The process of putting study skills such as note taking, dictionary use, and library resources into practice during comprehension tasks.
- **Clarity:** The quality of notes or answers being well organised, easy to follow, and understandable.
- **Comprehension:** The ability to read or listen to a passage and grasp its meaning, including identifying main ideas and supporting details.
- **Context clues:** Hints within a passage that help you work out the meaning of unfamiliar words, often found in surrounding words or sentences.
- **Evaluation:** Judging the quality of your work against set criteria such as accuracy, clarity, and relevance.
- **Main idea:** The central thought or message of a passage, which summarises what the text is mainly about.
- **Paraphrasing:** Restating a passage in your own words without changing its meaning.
- **Passage:** A short section of text taken from a larger work, used for practice in comprehension.
- **Relevance:** The extent to which notes or answers directly address the question or task at hand.
- **Structure:** The way ideas are organised within a passage, such as through sequence, headings, or logical order.
- **Summarising:** Condensing a passage into its main points using fewer words.
- **Supporting details:** Pieces of information that explain, expand, or give evidence for the main idea in a passage.



Concept Check Questions [Series 4]

Objective Questions

1. Define comprehension. (Linked to SLO 4.1)
2. Identify the central thought of a passage. What is this called? (Linked to SLO 4.1)
3. State what context clues are used for. (Linked to SLO 4.2)
4. Distinguish between summarising and paraphrasing. (Linked to SLO 4.4)
5. List the three criteria used to evaluate comprehension and application skills. (Linked to SLO 4.8)

Short-Answer Questions

6. Explain how supporting details contribute to understanding a passage. (Linked to SLO 4.1)
7. Demonstrate how context clues can help interpret the meaning of an unfamiliar Arabic word. (Linked to SLO 4.2)
8. Analyse the structure of a longer text and explain how it conveys meaning. (Linked to SLO 4.3)
9. Provide one example of a paraphrased sentence from Arabic into English. (Linked to SLO 4.4)
10. Describe how note taking and dictionary use can be integrated to support comprehension. (Linked to SLO 4.6)

Long-Answer Questions

11. Analyse the importance of identifying main ideas and supporting details in comprehension practice. (Linked to SLO 4.1, SLO 4.3)
12. Evaluate the role of summarising and paraphrasing in demonstrating comprehension of texts. (Linked to SLO 4.4, SLO 4.5)
13. Apply study skills such as note taking, dictionary use, and library resources to a comprehension task, and assess their effectiveness. (Linked to SLO 4.6, SLO 4.7, SLO 4.8)

Answers to Concept Check Questions [Series 4]

Objective Questions

1. Comprehension is the ability to read or listen to a passage and grasp its meaning.



2. The central thought of a passage is called the main idea.
3. Context clues are used to interpret the meaning of unfamiliar words.
4. Summarising condenses a passage into main points, while paraphrasing restates it in your own words without changing meaning.
5. Accuracy, clarity, and relevance.

Short-Answer Questions

6. Supporting details explain, expand, or give evidence for the main idea, making the passage clearer.
7. For example, the word مكتبة (*maktaba*) can be interpreted as “library” when the surrounding words include “student” and “book.”
8. A longer text may use chronological order to convey daily routines, showing how structure supports meaning.
9. Arabic: الطالب يقرأ الكتاب فى المكتبة → Paraphrase: “The learner is reading a book at the library.”
10. Note taking captures key points, while dictionary use ensures accuracy of meanings, together producing reliable notes.

Long-Answer Questions

11. **Basic response:** Identifying main ideas and supporting details helps learners focus on the essential meaning of a passage and avoid confusion.
Value-added response: Outstanding learners may explain how this skill also supports summarising, critical reading, and efficient study, making comprehension more effective across different subjects.
12. **Basic response:** Summarising and paraphrasing show that a learner has understood a text and can express it clearly.
Value-added response: Advanced learners may highlight how these techniques also support academic writing, translation, and critical thinking by encouraging active engagement with texts.
13. **Basic response:** Applying note taking, dictionary use, and library resources ensures comprehension tasks are accurate, clear, and relevant.
Value-added response: Outstanding learners may assess how these skills interact, for example by showing how library resources provide depth, dictionaries ensure precision, and note taking organises information, thereby enhancing overall study effectiveness.



Answers to Pilot Questions [Series 4]

Part 4.1 Guided Comprehension Practice

- المكتبة (*al-maktaba* – “library”).
- Main.
- Context.
- Context clues.
- A surrounding word such as “book” or “student” that points to the meaning of مكتبة.

Part 4.2 Applied Exercises in Comprehension

- Structure.
- By showing discipline and study habits in a chronological routine.
- Summarising condenses into main points; paraphrasing restates in new words without changing meaning.
- Paraphrasing.
- Evidence.

Part 4.3 Application of Study Skills in Tasks

- Note taking.
- It ensures accuracy of meanings and supports clearer notes.
- Books and journals.
- Accuracy, clarity, relevance.
- Because it ensures the answer directly addresses the question or task.

References and Attributions [Series 4]

General References

- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.



- Wehr, H. (1994). *A Dictionary of Modern Written Arabic* (J. M. Cowan, Ed.). Spoken Language Services.
- Hartmann, R. R. K., & James, G. (2002). *Dictionary of Lexicography*. Routledge.
- Aitchison, J., & Lewis, D. (2013). *Libraries and Information Services*. Routledge.

Illustrations

- *Figure 4.1 Guided comprehension of a short Arabic passage*
 - AI-generated prompt: “Create a diagram showing how a short Arabic passage is broken into subject, action, and detail.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “guided comprehension short Arabic passage diagram OER”.
- *Table 4.1 Examples of main ideas and supporting details*
 - AI-generated prompt: “Create a table showing short Arabic sentences with main ideas and supporting details identified.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “main ideas supporting details Arabic examples table OER”.
- *Box 4.1 Types of context clues*
 - AI-generated prompt: “Generate a text box listing definition clues, synonym clues, and situational clues as types of context clues.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “types of context clues examples OER”.
- *Figure 4.2 Analysing text structure and meaning*
 - AI-generated prompt: “Create a diagram showing how a longer Arabic passage is broken down into structure and meaning.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “analysing text structure and meaning diagram OER”.
- *Table 4.2 Examples of summarising and paraphrasing*
 - AI-generated prompt: “Create a table showing Arabic sentences with their summaries and paraphrases.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “summarising and paraphrasing Arabic text examples table OER”.



- *Box 4.2 Tips for answering comprehension questions*
 - AI-generated prompt: “Generate a text box listing tips for answering comprehension questions effectively.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “tips for answering comprehension questions OER”.
- *Figure 4.3 Integrating note taking and dictionary use*
 - AI-generated prompt: “Create a diagram showing how note taking and dictionary use work together to support comprehension.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “note taking and dictionary use integration diagram OER”.
- *Table 4.3 Examples of library resources applied in comprehension tasks*
 - AI-generated prompt: “Create a table showing how books, journals, and digital databases can be applied to support comprehension tasks.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “examples of library resources applied comprehension table OER”.
- *Box 4.3 Criteria for evaluating comprehension and application skills*
 - AI-generated prompt: “Generate a text box listing accuracy, clarity, and relevance as criteria for evaluating comprehension and application skills.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “criteria for evaluating comprehension and application skills OER”.



Series 5: Writing Difficult Arabic Words and Orthographic Rules

Part 5.1 Understanding orthographic rules in Arabic

- 5.1.1 Definition of orthography and its importance
- 5.1.2 Key orthographic principles in Arabic script
- 5.1.3 Common orthographic challenges for learners

Part 5.2 Writing difficult Arabic words

- 5.2.1 Words with hamza (ء) in different positions
- 5.2.2 Words with alif maqṣūra (ﺀ) and alif mamdūda (ا)
- 5.2.3 Words with doubled consonants (shadda)

Part 5.3 Practical exercises in orthography and word writing

- 5.3.1 Guided practice with selected difficult words
- 5.3.2 Independent practice and peer correction
- 5.3.3 Evaluating accuracy in orthographic tasks

Introduction

Writing in Arabic can sometimes feel challenging, especially when faced with words that contain special letters or orthographic variations. Learners often struggle with features such as the hamza, the alif maqṣūra, or doubled consonants, which can make spelling and writing less straightforward. Mastering these rules is essential, as accurate writing not only improves comprehension but also ensures clarity in communication. This Series is designed to help you approach these difficulties with confidence by breaking them down into manageable steps.



The aim of this Series is to equip you with the knowledge of Arabic orthographic rules and to provide practical strategies for writing difficult words correctly. By the end of the Series, you should be able to recognise common orthographic challenges, apply rules consistently, and practise writing with greater accuracy.

We shall commence this Series by exploring the concept of orthography, defining its importance, and examining key principles in Arabic script. Next, we will move on to writing difficult Arabic words, focusing on those with hamza, alif maqṣūra and alif mamdūda, as well as words with doubled consonants. Finally, we will wrap up with practical exercises, where you will engage in guided and independent practice, apply peer correction, and evaluate your accuracy in orthographic tasks.

Series Learning Outcomes

Series 5: Writing Difficult Arabic Words and Orthographic Rules

Upon completing this Series, you should be able to:

- **SLO 5.1** define orthography and explain its importance in Arabic writing.
- **SLO 5.2** describe key orthographic principles in Arabic script.
- **SLO 5.3** analyse common orthographic challenges faced by learners of Arabic.
- **SLO 5.4** demonstrate how to write words containing hamza (ء) in different positions.
- **SLO 5.5** apply rules for writing words with alif maqṣūra (أ) and alif mamdūda (إ).
- **SLO 5.6** construct words correctly using doubled consonants (shadda).
- **SLO 5.7** practise guided exercises with selected difficult Arabic words.
- **SLO 5.8** perform independent writing tasks and apply peer correction strategies.
- **SLO 5.9** evaluate accuracy in orthographic tasks using clear criteria.

5.1 Understanding Orthographic Rules in Arabic

Orthography refers to the set of conventions governing the correct writing of a language. In Arabic, orthographic rules determine how letters, diacritics, and special symbols are used to



represent words accurately. This Part introduces you to the foundations of Arabic orthography, highlights its importance, and explains common challenges learners face.

5.1.1 Definition of orthography and its importance

Orthography is the system of rules that dictates how words are written, including spelling, punctuation, and the use of diacritics. In Arabic, orthography ensures that words are represented consistently, which is crucial for clarity and comprehension. Without these rules, communication may become ambiguous or misleading.

For example, the difference between **كُتِبَ** (*kataba* – “he wrote”) and **كُتُب** (*kutub* – “books”) lies in the placement of diacritics, which are part of orthographic conventions.

Fill in the blank: The system of rules that dictates how words are written is called _____.

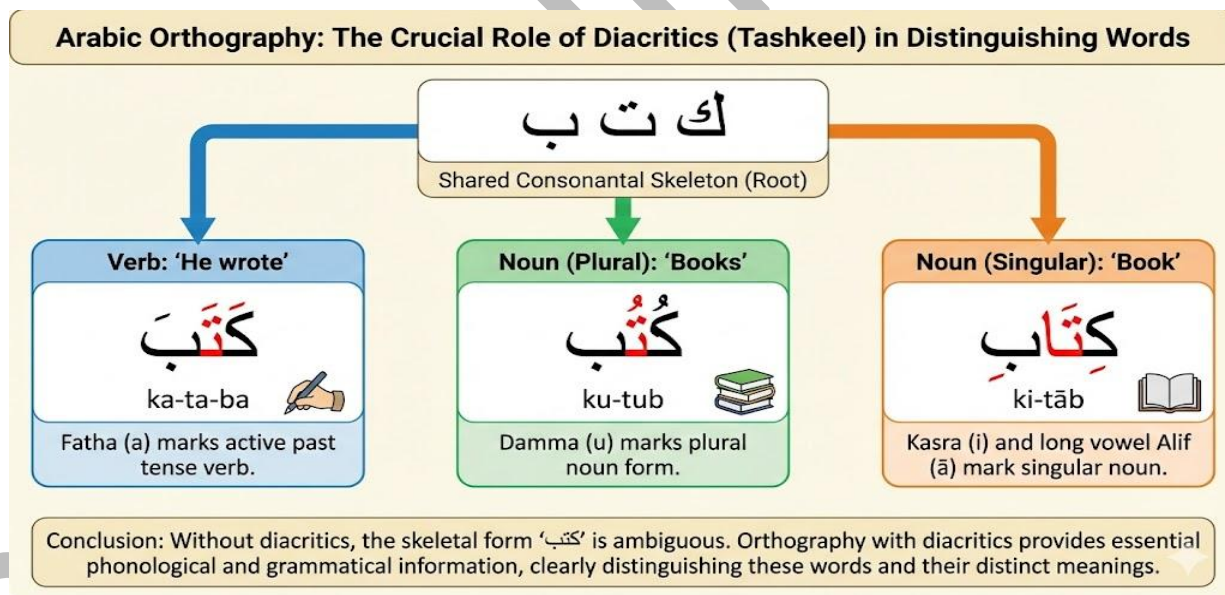


Figure 5.1 Role of orthography in Arabic writing



5.1.2 Key orthographic principles in Arabic script

Arabic orthography is guided by several principles:

- **Direction of writing:** Arabic is written from right to left.
- **Letter forms:** Letters change shape depending on their position in a word (initial, medial, final, or isolated).
- **Diacritics:** Marks placed above or below letters to indicate vowels, doubling of consonants, or absence of a vowel.
- **Hamza (ء):** A glottal stop that can appear in different positions and requires careful placement.

These principles ensure that words are written consistently and can be read accurately by others.

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

<i>Orthographic Principle</i> (المبدأ الإملائي)	<i>Explanation</i>	<i>Example</i>
Right-to-Left Writing (الكتابة من اليمين إلى اليسار)	Arabic script is written and read from right to left.	تُكتب وتُقرأ من "العلم" بكلمة اليمين.
Connected Letters (اتصال الحروف)	Most letters connect to each other within words, except a few that do not connect after them.	ك + ت + ب → "كتب"
Letter Forms (أشكال الحروف)	Letters change shape depending on their position (initial, medial, final, isolated).	ع (initial), ع (medial), ع (final), ع (isolated).
Diacritics (الحركات)	Marks above or below letters indicate short vowels, pronunciation, and grammatical case.	"ك" (kasra under ك) "كتاب"
Dots (النقاط)	Distinguish letters that otherwise look identical.	ب (one dot), ت (two dots), ث (three dots).



Hamza Rules (قواعد الهمزة)	Hamza (ء) has specific placement rules depending on surrounding vowels.	"سأل" (hamza on alif), "مسؤول" (hamza on wāw).
Shadda (الشدة)	Indicates consonant doubling.	مَدَّ = د + د + د
Tanwīn (التنوين)	Marks indefinite nouns with double vowel signs.	"كتاب" (nominative indefinite).
Alif Maqsura & Ya (الألف المقصورة والياء)	Distinction between final alif maqsura (ى) and ya (ي).	"فتى" vs. "في".

Table 5.1 Key orthographic principles in Arabic script

5.1.3 Common orthographic challenges for learners

Learners often face difficulties with certain aspects of Arabic orthography:

- **Hamza placement:** Deciding whether hamza appears on alif, waw, or ya.
- **Alif maqṣūra (ى) vs. alif mamdūda (إ):** Distinguishing between the short alif and the long alif.
- **Shadda (ّ):** Correctly writing doubled consonants.
- **Silent letters:** Recognising when alif is written but not pronounced.

These challenges can lead to spelling errors if not addressed through practice and clear rules.

Fill in the blank: The mark used to indicate doubled consonants in Arabic is called _____.

Orthographic Challenge	Explanation	Example
Hamza Placement (موضع الهمزة)	The hamza (ء) changes position depending on surrounding vowels and letters, which can confuse learners.	"سأل" (hamza on alif), "مسؤول" (hamza on wāw).
Alif Variations (تنوع الألف)	Distinguishing between long alif (إ), alif maqsura (ى), and hamzat al-wasl (أ).	"فتى" (alif maqsura), "ابن" (hamzat al-wasl).



Shadda (الشدة)	Indicates consonant doubling; often overlooked or misused.	"مَدَّ" = د + د + د.
Silent Letters (الحروف الصامتة)	Certain letters are written but not pronounced, especially in definite articles or borrowed words.	"الكتاب" → the alif in "ال" is not pronounced before sun letters (e.g., "الشمس").

Box 5.1 Common orthographic challenges in Arabic

Pilot questions 5.1

1. What is orthography, and why is it important in Arabic?
2. Give one example of how diacritics change the meaning of a word.
3. In which direction is Arabic script written?
4. What are two key orthographic principles in Arabic script?
5. Name one common orthographic challenge faced by learners.

5.2 Writing Difficult Arabic Words

Writing in Arabic requires careful attention to orthographic rules, especially when dealing with words that contain special letters or symbols. This Part focuses on three major areas where learners often face challenges: words with hamza, words with alif variations, and words with doubled consonants. By practising these systematically, you will gain confidence in writing accurately and consistently.



5.2.1 Words with hamza (ء) in different positions

The **hamza (ء)** is a glottal stop sound in Arabic. It can appear in different positions: at the beginning, middle, or end of a word. Its placement depends on the surrounding vowels and letters.

For example:

- أب ('ab – father) shows hamza at the beginning.
- سأل (sa'ala – he asked) shows hamza in the middle.
- شيء (shay' – thing) shows hamza at the end.

Learners often confuse whether hamza should be written on alif, waw, or ya. The rule depends on the strongest vowel in the word.

Fill in the blank: The letter that represents the glottal stop sound in Arabic is called _____.

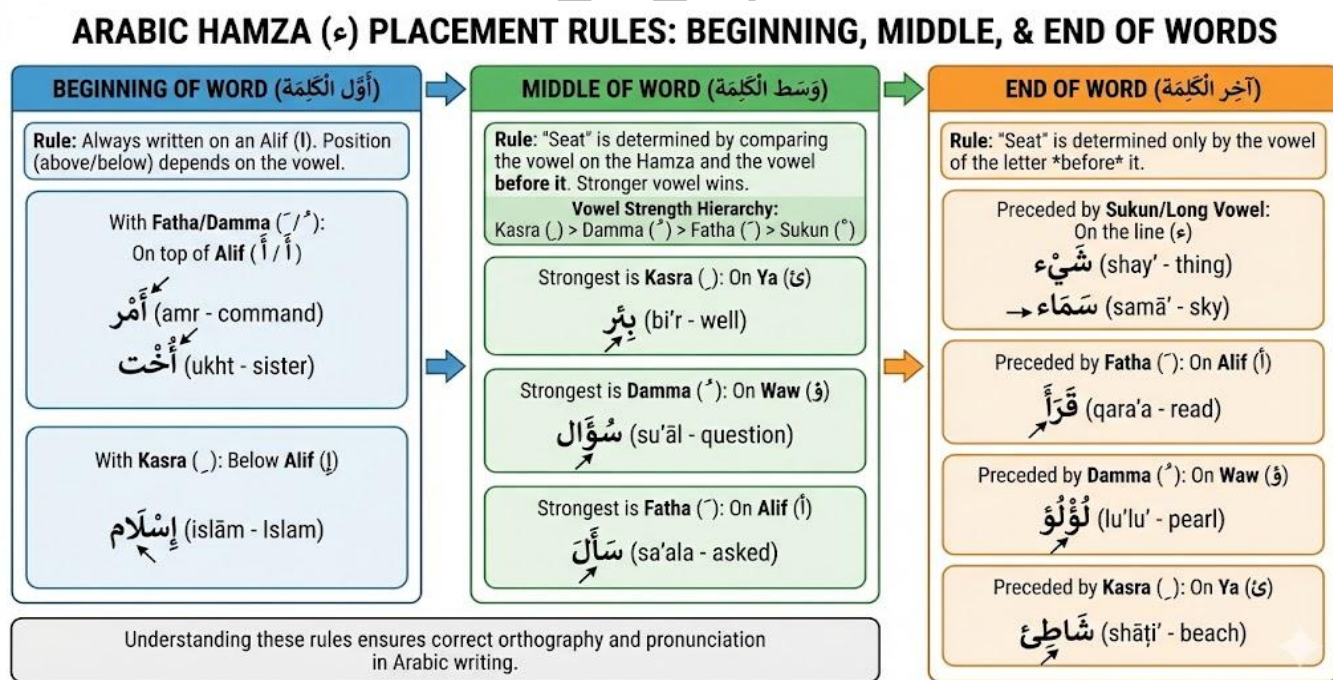


Figure 5.2 Hamza placement in Arabic words



5.2.2 Words with alif maqṣūra (ى) and alif mamdūda (إ)

The **alif maqṣūra** (ى) is a short alif written like ya without dots, usually appearing at the end of words. The **alif mamdūda** (إ) is the regular long alif. Distinguishing between them is important for correct spelling.

For example:

- فتى (*fatā* – boy) ends with alif maqṣūra.
- سماء (*samā* – sky) contains alif mamdūda.

Learners often confuse these two forms because they sound similar but are written differently.

Fill in the blank: The short alif written like ya without dots is called alif _____.

Type	Arabic Word	Meaning (English)	Note
Alif Maqṣūra (ى)	فتى	Boy / youth	Ends with ى (looks like ya without dots).
	هدى	Guidance	Rooted in ه د ي, final alif maqṣūra.
	مصطفى	Chosen one	Common masculine name.
	على	On / upon	Preposition ending with alif maqṣūra.
Alif Mamdūda (إ)	سماء	Sky	Ends with long alif (إ).
	بناء	Building / construction	Derived from ب ن ي.
	دعاء	Supplication / prayer	Religious term.
	صفاء	Purity / clarity	Abstract noun ending with alif mamdūda.



Table 5.2 Examples of alif maqṣūra and alif mamdūda

5.2.3 Words with doubled consonants (shadda)

The **shadda** (ّ) is a diacritic mark used to indicate that a consonant is doubled. It is placed above the letter and changes the pronunciation and meaning of the word.

For example:

- مَدَّ (madda – he extended) has a doubled consonant.
- كَتَبَ (kataba – he wrote) without shadda is different from كَتَّبَ (kattaba – he caused to write).

Correct use of shadda is essential because it distinguishes between words with different meanings.

Fill in the blank: The diacritic mark used to indicate doubled consonants in Arabic is called _____.

Word without Shadda	Word with Shadda	Meaning Change
كَتَبَ (kataba) – he wrote	كَتَّبَ (kattaba) – he made someone write / dictated	Shadda intensifies or changes the verb's action.
مَدَّ (mad) – stretch	مَدَّدَ (madd) – extended strongly / prolonged	Shadda emphasizes the lengthening.
عَلِمَ ('alima) – he knew	عَلَّمَ ('allama) – he taught	Shadda changes from knowing to teaching.
سَلِمَ (salima) – he was safe	سَلَّمَ (sallama) – he greeted / handed over	Shadda shifts meaning to greeting or delivering.
قَطَعَ (qaṭa'a) – he cut	قَطَّعَ (qaṭṭa'a) – he cut into pieces	Shadda intensifies the cutting action.

Box 5.2 Examples of words with shadda



Pilot questions 5.2

1. What is hamza, and where can it appear in a word?
2. Give one example of a word with alif maqṣūra.
3. What is the difference between alif maqṣūra and alif mamdūda?
4. Which diacritic mark indicates a doubled consonant in Arabic?
5. Why is correct use of shadda important in writing Arabic words?

5.3 Practical Exercises in Orthography and Word Writing

This Part focuses on applying the orthographic rules you have studied by engaging in guided and independent practice. You will work with selected difficult words, apply peer correction strategies, and evaluate your accuracy using clear criteria. These exercises are designed to help you consolidate your knowledge and build confidence in writing Arabic words correctly.

5.3.1 Guided practice with selected difficult words

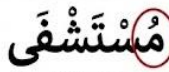
Guided practice refers to exercises carried out under the supervision of a teacher or with structured support. In this stage, you will practise writing words that contain hamza, alif maqṣūra, alif mamdūda, and shadda. The purpose is to reinforce the rules by applying them directly to examples.

For instance, you may be asked to write words such as سأل (*sa'ala* – he asked), فتى (*fatā* – boy), and مَدَّ (*madda* – he extended). Each word highlights a specific orthographic challenge.

Fill in the blank: Exercises carried out under the supervision of a teacher or with structured support are called _____ practice.



ARABIC ORTHOGRAPHY: CHALLENGING WORDS WITH HAMZA, ALIF MAQṢŪRA, & SHADDA

1. HAMZA (ء - الهمزة)	2. ALIF MAQṢŪRA (أ - الألف المقصورة)	3. SHADDA (ّ - الشدة)
 bi'sa - 'How evil!'	 sa'ā - 'He strove'	 darrasa - 'He taught'
 shay'un - 'A thing'	 mustashfā - 'Hospital'	 umm - 'Mother'
 mas'ūliyyah - 'Responsibility'	 ilā - 'To'	 ash-shams - 'The sun'

SUMMARY & TIPS

Mastering these features is crucial for correct pronunciation and spelling. Hamza's seat depends on vowels. Alif Maqṣūra sounds like a long 'ā' at the end. Shadda indicates a doubled consonant and must be pronounced with emphasis.

Figure 5.3 Guided practice with selected difficult words

5.3.2 Independent practice and peer correction

Independent practice is when learners apply rules on their own, without immediate guidance. This stage helps you to test your ability to recall and apply orthographic rules. Alongside this, **peer correction** involves reviewing each other's work to identify errors and suggest improvements. Peer correction encourages collaboration and helps learners to see mistakes from different perspectives.

For example, you may be asked to write a short list of words with hamza in different positions, then exchange your work with a peer for correction.

Fill in the blank: Reviewing each other's work to identify errors and suggest improvements is called peer _____.



<i>Activity Type</i>	<i>Example Task</i>	<i>Purpose</i>	<i>Sample Output</i>
Independent Writing Task (مهام (الكتابة المستقلة	Write a short paragraph using words with hamza in different positions.	Practice correct hamza placement.	سأل الطالب عن "مسؤولياته في المدرسة"
	Compose 5 sentences ending with alif maqṣūra (ة) and alif mamdūda (ى) .	Distinguish between maqṣūra and mamdūda.	سماء " / قتي شجاع " صافية
	Write a list of 10 words with shadda and use them in sentences.	Reinforce consonant doubling.	"مدّ النهر الماء"
	Copy a text and mark all silent letters (e.g., hamzat al-wasl in definite article).	Identify unpronounced letters.	"الكتاب على الطاولة" → alif in "ال" silent before sun letters.
Peer Correction Exercise (تمارين (التصحيح الجماعي	Exchange written paragraphs and check for hamza errors .	Encourage collaborative learning and error detection.	Correct "مسؤول" → "مسؤول".
	Review a partner's sentences for correct shadda usage .	Build awareness of orthographic accuracy.	Correct "مد" → "مدّ".
	Peer-check spelling of words ending with ة / ي .	Strengthen recognition of alif variations.	Correct "قتا" → "قتى".
	Group activity: underline silent letters in each other's texts.	Reinforce orthographic rules through teamwork.	Highlight alif in "الشمس".

Table 5.3 Independent practice and peer correction activities



5.3.3 Evaluating accuracy in orthographic tasks

Accuracy in orthography means writing words correctly according to established rules.

Evaluation involves checking whether hamza is placed correctly, alif forms are distinguished properly, and shadda is used appropriately.

To evaluate your work, you should ask:

- Is the spelling correct?
- Are diacritics placed accurately?
- Does the word reflect the intended meaning?

For example, writing سماء (samā' – sky) with alif maqṣūra instead of alif mamdūda would be inaccurate.

Fill in the blank: Writing words correctly according to established rules is referred to as _____ in orthography.

Criterion	Explanation	Example
Spelling Correctness (صحة الإملاء)	Words must be written with accurate letters and forms, avoiding common mistakes.	Correct: "مسؤول" ✦ Incorrect: "مسوول".
Diacritic Placement (وضع الحركات)	Short vowels and other diacritics should be placed properly to ensure correct pronunciation.	"كتاب" (with kasra) vs. "كتاب" (without diacritic, less clear).
Meaning Clarity (وضوح المعنى)	Writing should convey the intended meaning without confusion or ambiguity.	"عَلِمَ" (he knew) vs. "عَلَّمَ" (he taught).

Box 5.3 Criteria for evaluating accuracy in orthographic tasks



Pilot questions 5.3

1. What is guided practice, and why is it important in orthography?
2. Give one example of a word used in guided practice.
3. What is peer correction, and how does it support learning?
4. Which three criteria are used to evaluate accuracy in orthographic tasks?
5. Why is independent practice necessary after guided practice?



Series Summary

This Series has focused on helping you master the orthographic rules of Arabic and apply them to writing difficult words with accuracy. Orthography is central to clear communication, and by understanding its principles you have been guided through the challenges that learners often face, such as hamza placement, alif variations, and the use of shadda. The Series has shown how these rules shape meaning and ensure consistency in writing.

We began by examining the foundations of Arabic orthography, defining its importance and identifying key principles. Then we moved on to writing difficult words, paying close attention to hamza, alif maqṣūra, alif mamdūda, and doubled consonants. Finally, we engaged in practical exercises, combining guided practice, independent tasks, and peer correction, while also evaluating accuracy using clear criteria. By completing this Series, you should now be able to define and describe orthographic rules, demonstrate correct writing of difficult words, practise and apply these skills independently, and evaluate your accuracy in line with the Series Learning Outcomes.

Glossary of Terms

- **Accuracy:** Writing words correctly according to established orthographic rules, including proper spelling and diacritic placement.
- **Alif maqṣūra (ﺀ):** A short alif written like ya without dots, usually appearing at the end of words.
- **Alif mamdūda (ا):** The regular long alif used in Arabic writing, distinct from alif maqṣūra.
- **Diacritics:** Marks placed above or below Arabic letters to indicate vowels, doubling of consonants, or absence of a vowel.
- **Guided practice:** Exercises carried out under the supervision of a teacher or with structured support.
- **Hamza (ء):** A letter representing the glottal stop sound in Arabic, which can appear at the beginning, middle, or end of words.
- **Independent practice:** Exercises completed by learners on their own, without immediate guidance, to test their ability to apply rules.



- **Orthography:** The system of rules that dictates how words are written, including spelling, punctuation, and diacritic use.
- **Peer correction:** Reviewing each other's work to identify errors and suggest improvements.
- **Shadda (ّ): A diacritic mark placed above a letter to indicate that the consonant is doubled.**

Concept Check Questions [Series 5]

Objective Questions

1. Define orthography. (Linked to SLO 5.1)
2. State the direction in which Arabic script is written. (Linked to SLO 5.2)
3. Identify the letter that represents the glottal stop sound in Arabic. (Linked to SLO 5.4)
4. Distinguish between alif maqṣūra and alif mamdūda. (Linked to SLO 5.5)
5. Name the diacritic mark used to indicate doubled consonants. (Linked to SLO 5.6)

Short-Answer Questions

6. Explain why orthography is important in Arabic writing. (Linked to SLO 5.1)
7. Describe two key orthographic principles in Arabic script. (Linked to SLO 5.2)
8. Demonstrate with an example how hamza placement changes the spelling of a word. (Linked to SLO 5.4)
9. Provide one example of a word ending with alif maqṣūra. (Linked to SLO 5.5)
10. Analyse how shadda changes the meaning of a word, using an example. (Linked to SLO 5.6)

Long-Answer Questions

11. Analyse the common challenges learners face in Arabic orthography and suggest ways to overcome them. (Linked to SLO 5.3)
12. Evaluate the importance of guided and independent practice in mastering orthographic rules. (Linked to SLO 5.7, SLO 5.8)
13. Apply the criteria of accuracy, clarity, and meaning to evaluate a sample orthographic task. (Linked to SLO 5.9)

Answers to Concept Check Questions [Series 5]



Objective Questions

1. Orthography is the system of rules that dictates how words are written.
2. Arabic script is written from right to left.
3. Hamza (ء).
4. Alif maqṣūra (ى) is a short alif written like ya without dots, usually at the end of words, while alif mamdūda (ا) is the regular long alif.
5. Shadda (ّ).

Short-Answer Questions

6. Orthography is important because it ensures clarity, consistency, and correct meaning in Arabic writing.
7. Examples include: (a) Arabic is written from right to left, (b) letters change shape depending on their position in a word.
8. Example: سأل (sa'ala – he asked) shows hamza in the middle, while أب ('ab – father) shows hamza at the beginning.
9. Example: فتى (fatā – boy).
10. Example: كتب (kataba – he wrote) versus كَتَب (kattaba – he caused to write). The shadda changes the meaning by doubling the consonant.

Long-Answer Questions

11. **Basic response:** Learners often struggle with hamza placement, distinguishing alif forms, and using shadda correctly. These challenges can be overcome through practice and clear rules.
Value-added response: Outstanding learners may add that using dictionaries, peer correction, and exposure to authentic texts further strengthens orthographic skills and reduces errors.
12. **Basic response:** Guided practice provides structured support, while independent practice allows learners to apply rules on their own. Both are essential for building confidence.
Value-added response: Advanced learners may explain that peer correction enhances collaboration, and combining guided and independent practice ensures long-term retention and mastery.
13. **Basic response:** Accuracy ensures correct spelling, clarity ensures readability, and meaning ensures the word conveys the intended idea.
Value-added response: Outstanding learners may apply these criteria to a sample task, such as



evaluating whether سماء (*samā'* – sky) is written with the correct alif form, showing how each criterion contributes to effective writing.



Answers to Pilot Questions [Series 5]

Part 5.1 Understanding Orthographic Rules in Arabic

- Orthography; it is the system of rules that dictates how words are written.
- Example: كَتَبَ (*kataba* – he wrote) versus كُتُبَ (*kutub* – books).
- Right.
- Direction of writing and letter forms.
- Hamza placement.

Part 5.2 Writing Difficult Arabic Words

- Hamza; it represents the glottal stop sound in Arabic.
- فَتَى (*fatā* – boy).
- Alif maqṣūra is a short alif written like ya without dots, while alif mamdūda is the regular long alif.
- Shadda.
- Because it changes meaning by indicating doubled consonants.

Part 5.3 Practical Exercises in Orthography and Word Writing

- Guided practice; it is important because it provides structured support for learners.
- سَأَلَ (*sa'ala* – he asked).
- Peer correction; it supports learning by encouraging collaboration and identifying errors.
- Spelling correctness, diacritic placement, and meaning clarity.
- Because it allows learners to apply rules independently and build confidence after guided practice.

References and Attributions [Series 5]

General References

- Ryding, K. C. (2005). *A Reference Grammar of Modern Standard Arabic*. Cambridge University Press.



- Wehr, H. (1994). *A Dictionary of Modern Written Arabic* (J. M. Cowan, Ed.). Spoken Language Services.
- Haywood, J. A., & Nahmad, H. M. (1965). *A New Arabic Grammar of the Written Language*. Lund Humphries.
- Hartmann, R. R. K., & James, G. (2002). *Dictionary of Lexicography*. Routledge.

Illustrations

- *Figure 5.1 Role of orthography in Arabic writing*
 - AI-generated prompt: “Create a diagram showing how orthography distinguishes Arabic words with similar letters but different diacritics.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic orthography diacritics diagram OER”.
- *Table 5.1 Key orthographic principles in Arabic script*
 - AI-generated prompt: “Create a table listing key orthographic principles in Arabic script with explanations.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “key orthographic principles Arabic script table OER”.
- *Box 5.1 Common orthographic challenges in Arabic*
 - AI-generated prompt: “Generate a text box listing common orthographic challenges in Arabic such as hamza placement, alif variations, shadda, and silent letters.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “common orthographic challenges Arabic OER”.
- *Figure 5.2 Hamza placement in Arabic words*
 - AI-generated prompt: “Create a diagram showing hamza placement at the beginning, middle, and end of Arabic words.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic hamza placement diagram OER”.
- *Table 5.2 Examples of alif maqṣūra and alif mamdūda*
 - AI-generated prompt: “Create a table showing Arabic words with alif maqṣūra and alif mamdūda, with meanings.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “Arabic alif maqṣūra vs alif mamdūda examples table OER”.
- *Box 5.2 Examples of words with shadda*



- AI-generated prompt: “Generate a text box listing Arabic words with and without shadda, showing how meaning changes.”
- Tool/platform: Microsoft Copilot image generation.
- Suggested OER search string: “Arabic shadda examples OER”.
- *Figure 5.3 Guided practice with selected difficult words*
 - AI-generated prompt: “Create a diagram showing examples of difficult Arabic words with hamza, alif maqṣūra, and shadda.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “guided practice Arabic orthography difficult words diagram OER”.
- *Table 5.3 Independent practice and peer correction activities*
 - AI-generated prompt: “Create a table showing examples of independent writing tasks and peer correction exercises in Arabic orthography.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “independent practice peer correction Arabic orthography table OER”.
- *Box 5.3 Criteria for evaluating accuracy in orthographic tasks*
 - AI-generated prompt: “Generate a text box listing spelling correctness, diacritic placement, and meaning clarity as evaluation criteria in Arabic orthography.”
 - Tool/platform: Microsoft Copilot image generation.
 - Suggested OER search string: “criteria for evaluating accuracy Arabic orthography OER”.

