

Handbook For Arabic Language Teaching Professionals In The 21st Century

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Synopsis. This landmark volume offers an introduction to the field of teaching Arabic as a foreign or second language. The handbook is intended as a resource to be used in building Arabic language and teacher education programs and in guiding future academic research. Thirty-four chapters authored by leaders in the field are organized around nine themes: Background of Arabic Language Teaching; Contexts of Arabic Language Teaching; Communicative Competence in Arabic; The Learners; Assessment;

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Drawing on the collective expertise of language scholars and educators in a variety of subdisciplines, the Handbook for Arabic Language Teaching Professionals in the 21st Century, Volume II, provides a comprehensive treatment of teaching and research in Arabic as a second and foreign language worldwide. Keeping a balance among theory, research and practice, the content is organized around

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The Handbook for Arabic Language Teaching Professionals in the 21st Century will benefit and be welcomed by Arabic language teacher educators and trainers, administrators, graduate students, and scholars around the world. It is intended to create dialogue among scholars and professionals in the field and in related fields -- dialogue that will contribute to creating new models for curriculum and course design, materials and assessment tools, and ultimately, better instructional effectiveness ...

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This Handbook reflects the full breadth of research on Arabic Linguistics in the West, covering topics such as pidgins and creoles, Arabic second language acquisition, loanwords, Arabic dialects, codeswitching, psycholinguistics, sociolinguistics, and Arabic lexicography. The Handbook brings together different approaches and scholarly traditions, an invitation to the reader to explore the many faceted world of Arabic Linguistics.

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Closely connected to the writing problem is reading. Firstly, Arabic is a phonetic language unlike English with its weird and wonderful spelling and seemingly arbitrary pronunciation. Secondly, the Arabic language does not write in the vowel sounds but through usage and context the reader know what the sound is.

Teaching Students from the Arab countries | The Teacher's ...

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