

Preface

My Arabic house is a series of books that have been written with the sole aim of teaching Arabic language to children between the ages of 5 to 8 years. Rayanatullugha is the first book of this series. I have drawn upon my own personal experience in teaching Arabic Language to children of this particular age group during the production of these books. For me choosing the correct curriculum for this particular age group proved to be difficult as I found that an Arabic curriculum designed for native speakers of Arabic did not particularly suit children living in a non-Arabic country. I found that this was due to the vast differences in culture and the educational environment.

Therefore it was deemed essential to design a syllabus which took into account all the difficulties and addressed them. This publication aims to:

- Teach the Arabic letters, both short and long vowels. This can be done in either one academic year, during which the number of lessons reflects the number of academic weeks in weekend schools, or in two to three years when the Arabic is taught as a supplementary subject wherein children need time to consolidate vocabulary and enhance their reading and writing.
- Take into account individual differences among children and teach them in a manner so that each child will benefit and learn to the best of their ability. Each child should be able to distinguish between short and long vowels and read simple words correctly.
- Connect the child with his current surroundings through easy and interesting stories so he can express himself in Arabic confidently.
- Subconsciously instil into the child the moral guidance that the stories reflect. This is achieved through focussing on the lessons learnt from the stories.
- Enable the child to use grammatical structures correctly and gradually through the paragraph . " المحادثة "
- Develop the child's vocabulary and enhance their ability to think and reflect. The key words and phrases in texts keep the work at a challenging level and words are repeated in other texts for the child to absorb completely.
- Provide gradual practice in writing skills, where the child starts to fill or color the outlined letter, and then writes on the grey area outlining the letter/word to be learnt following the direction of the arrows until reaching the stage where they can write it independently. A diagram is provided in the book, that the child can work on in their own time with support from home, this will greatly increase skill levels.
- Train the child to spell words from an early stage, as it is proven that spelling helps speed the reading process and enhances writing skills.
- Teach the child in a manner that is educational as well as fun, this method of teaching promotes love for Arabic in a child's young age. This will then self-motivate the child to learn more as he gets older.

'My Arabic House 4' can be either a continuation to the first three books or a head start to older students (8,9 years) who did not learn Arabic letters yet but have some basic vocabulary that they can build on. They will be able to complete this book then join students from their age group. This has been proved effective for groups and individual learners .

Guidance for teachers and guardians

Below is a brief explanation of what the activities in each chapter aim to achieve:

1- التكلّم Speaking :

The student is expected to start expressing himself, talking about his family, friends, interests and his health. The teacher/ parent should model the sentence structure and follow up with activity that shall enable the child to use the language himself and apply it independently, the activities can be more effective in groups as the student can see more than a model and participate with his peers to produce the language. The child will start with simple nominal sentences, then will progress to use negation and verbs. The teacher should be able to use teaching strategies and techniques that are recommended for teaching speaking skill.

2- التهجئة decode (spell) :

The child will be reading familiar words or is introduced to them through pictures, many words will be used later for the reading and comprehension, where the child would read and try to explore the meaning himself. In this volume the child will explore new language points like the 'Shadda', 'Tanween' and 'Hamzatulwasl' To practice them later in " التمييز " paragraph.

3- التمييز distinguish :

After the child has discovered the new language point, revised the shapes of the letters and read words containing them, he is now required to recognize their sounds and shapes with short vowels: (َ , ُ , ِ) long vowels:

(ا - و - ي) .

4 - القراءة والفهم Reading and Comprehension

At this stage, the child will no more read to spell correctly only, he is required to read and explore the meaning, getting help from the keywords introduced, and the sentence structures that he has practiced. Children will work in group and the teachers will only play the role of the helper.

5- المحادثة Conversation:

This section relates back to the story, where the child answers the comprehension questions. It is recommended to encourage the child to give full answers made of complete sentences.

We added add indirect questions to stimulate child's imagination and encourage him problem solving. This activity enhances the child's use of syntax and enables him to apply the grammatical rules correctly.

Writing Activities:

The first few exercises are designed for class activities, as the teacher needs to use certain skills and steps so that each exercise meets its target. Through this the teacher will be able to assess the child's comprehension and progress.

An example of this is demonstrated through the exercise that requires the child to join the letter with the correct picture there are certain steps that need to be followed in order to achieve the target set for it, this is a very important exercise that examines child's ability to distinguish between long and short vowels with each new letter. This is the very reason that led to the way the book has been set out with a picture index in the back of the book, the child should not see the word next to the picture; otherwise he would join it automatically to the syllable.

Thereafter follows the exercises that are set out for homework, like spelling, handwriting, and colouring. These exercises do not need any particular teaching method but require time and practice. Spelling is one of the exercises in the book that is very important and fruitful if practised correctly, as it enhances children reading skills and consolidates letter shapes and perception.

Parent / Carers are advised to spend time with their children reading each word slowly and monitor children writing them letter by letter, and guiding them through joining letters correctly.

It is not appropriate to ask the child to copy the words many times and memorize them; this practice is stressful for little children and will not help them in distinguishing between letters and neither in joining them correctly.

Lastly, we advise carers to stay in touch with the school, make sure that adequate time is spent on homework but care is taken not to overwhelm the child. It is imperative to make sure that the child does not miss school unnecessarily.

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مقدّمة

رعاية اللغة هو نتاج سنين عديدة في تدريس اللغة العربيّة للأطفال، من عمر 5 إلى 8 سنوات. وكوننا في بلاد المهجر، فلقد عانينا من صعوبة كبيرة في تطبيق مناهج البلدان العربيّة على هذه المرحلة العمريّة لأسباب عديدة، ولذلك وجدنا ضرورة ملحة لإخراج منهاج يراعي الاختلافات البيئية والتربويّة والثقافيّة، ويتناسب مع القدرات المتنوّعة للأطفال. فأتى هذا الكتاب الذي حاولنا من خلاله تحقيق الأهداف التالية:

- تعليم الحروف العربيّة مع المدود والحركات إمّا في سنة دراسيّة واحدة- ولذلك أتى عدد الدروس في الأجزاء الثلاثة متناسبا مع الحدّ الأدنى لعدد الأسابيع الدراسيّة في مدارس السبت أو الأحد- ويمكن تقسيمه في سنتين أو ثلاث حين يراد تطبيق منهاج اللغة العربيّة في المدارس التي تدرس اللغة العربيّة كمادة إضافية فيحتاج الأطفال إلى مدة أطول لبناء قاموس لغوي إضافة إلى القراءة والكتابة.
- مراعاة الفروق الفرديّة بين الأطفال والتدرج بهم حتّى يستطيع كلّ طفل التمييز بين الحروف مجردة ومتحرّكة وممدودة من خلال فقرة 'التمييز'، وكذلك ليتمكّن من تهجئة الكلمات من خلال فقرة 'التهجئة'، حتّى يصل في نهاية العام إلى قراءة الجمل البسيطة بطلاقة.
- ربط الطفل بمحيطه الحاليّ من خلال قصص سهلة ومحبيّة يستطيع التعبير عنها باللغة العربيّة.
- غرس مكارم الأخلاق في نفس الطفل بالتركيز على العبر المستفادة من دروس الحادثة.
- تمكين الطفل من استعمال التراكيب اللغوية السليمة، و بشكل متدرج من خلال فقرة " التكلم ".
- اختيار التدريبات الكتابيّة التي تنمّي قدرة الطفل على التمييز بين أصوات الحروف، وتثري معجمه بمفردات جديدة، وتحتّه على البحث والتفكير وتبعده عن الجمود والتقليد.
- التدرّج في استخدام المهارة اليدويّة في الكتابة. ففي الصّف يبدأ الطفل بملء الحرف المقرّغ، ثمّ بالكتابة فوق الحرف الفاتح، وبعدها يحاول الكتابة بنفسه. وفي البيت، حيث يحظى الطفل باهتمام فردي، يبدأ الطفل بالكتابة في مساحات محدّدة مستعيناً بالشبكة.
- تدريب الطفل على الإملاء من مرحلة مبكّرة، حيث يحاول الطفل كتابة الكلمة حرفا حرفا محاولا استحضار أشكال الحروف التي تعلمها، متجنباً أسلوب النسخ المكرّر.
- والكتاب مؤلّف من ثلاثة أجزاء، يحصل الطّفّل في بداية كلّ فصل (أو سنة) على جزء جديد، يجدد فرحته ويحفّزه على الكتابة بخط جميل. ولقد قمنا بإضافة جزء جديد يختلف بناؤه قليلا عن الأجزاء الثلاثة الأولى حيث يبدأ الطفل بالتعبير عن نفسه ومحيطه وأسرته، كما أن هذا الجزء بمثابة جسر ينقل الطفل من مستوى التلقّي والتهجئة إلى مستوى الإنتاج و القراءة المعبرة. ويمكن أن يكون هذا الجزء كتابا مختصرا للمرحلة الأولى حيث يمكن اعتماده مباشرة للأطفال الذين بدأوا تعلم اللغة العربيّة في عمر متقدم قليلا (9-8) سنوات وبذلك يمكن أن يلتحقوا بأنابهم بفترة زمنية قليلة - سنة على الأكثر- وهذا أثبت نجاعته على الصعيدين الفردي والجماعي.