

THE QURANIC LINGUISTICS INSTITUTE

The Teacher's Guide to Quranic Linguistics Levels 1A & 1B

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

ثمَّ الحمد لله الذي صرّف الآياتِ صرْفًا وعلمَ البيانَ علمًا ونزلَ القرآنَ
مُعْرَبًا على أفصحِ العربِ بلاغةً محمّدَ القُرَشِيِّ نبيًّا عليه أفضلُ الصلاةِ
وأتمَّ التسليمِ وعلى آله وصحبه أجمعين

العَرَبِيَّةُ بِالْقُرْآنِ وَالْقُرْآنُ بِالْعَرَبِيَّةِ

QuranicLinguistics.com

Arabic with Quran, Quran with Arabic

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طباعة شركة لولو الأميركية

جميع حقوق الطبع محفوظة للمؤلف

يمنع طبع هذا الكتاب أو جزء منه بكل طرق الطبع والتصوير والنقل والترجمة والتسجيل المرئي والمسموع

والحاسوبي وغيرها من الحقوق إلا بإذن خطّي من المؤلّف فهيم الدين القاضي

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Part One

Unit by Unit Pedagogical Guide

This is an excellent source for the student of Arabic grammar. The order of the exercises prepares students well for approaching the Qur'an, and I've never seen such an expansive list of Qur'anic excerpts for each specific grammatical concept.

Tammam Alwan, Quranic Linguistics & Arabic teacher,
Michigan, USA

Unit 1 of QL1-A

Tri-literal Verb Conjugation & Patterns

Quranic Linguistics is in a league of its own. Level 1 comprises the most comprehensive study of sarf [morphology] I have ever seen in one book. This brings the seemingly impossible task of vocabulary acquisition well within reach and makes the student excited about studying the Quran. The study of nahw [grammar] is undertaken in great detail in level 2, whose indexes alone are priceless collections of information a student would be hard-pressed to find anywhere else.

Before Quranic Linguistics, I thought I hated Arabic grammar; now, I love it. The organization of the language is made clear and beautiful. The author has used his experience learning and teaching Arabic to design a curriculum that takes a student step by step in a logical progression, with extensive practice applying the concepts to Quranic verses. The books are thorough in content, yet designed to be adaptable for different teaching styles. For the time he has spent extensively researching the concepts handed to us in a digestible format in these books, all students and teachers of Arabic are indebted to the author, his family, and his teachers.

Autumn Allen, Quranic Linguistics teacher (Boston, USA),
BA Literature, Yale University; M.Ed. Harvard University

Why Teach Morphology Before Grammar?

Arabic scholars consider morphology to be one of the primary disciplines of the Arabic language. It teaches us word types, patterns, conjugation, derivation and other things. Arabic morphology is unique in the sense that it enables the speaker to derive words based on specific roots and patterns. This unique and powerful feature is something that only Semitic languages share. As far as a beginner is concerned, it should be the first thing taught because it helps understand and identify the various forms and types of nouns and verbs which are necessary to put together a sentence (i.e. syntax). Therefore, this level's primary focus is morphology.

Ibn Jinni, the well-known 4th century Arabic linguist, advocates putting morphology before grammar. He writes in his authoritative commentary on al-Mazini's *Kitab al-Tasreef*:

.. الواجب على من أراد معرفة النحو أن يبدأ بمعرفة التصريف¹ ..

..it is necessary for the one who desires (to acquire the) knowledge of grammar that he/she begin with (acquiring the) knowledge of morphology..

Dr. Abduhu ar-Rajih, expresses his agreement by quoting the above statement in his book *التطبيق الصرفي*. Arabic scholar, Mustafa al-Ghalayini, the author of the advanced authoritative grammar text, *جامع الدروس العربية*, puts morphology as the first science on his list of Arabic disciplines. Al-Halabi, the author of the eleven-volume encyclopedic linguistic exegesis of the Quran, lists morphology as one of the fundamental disciplines of the Arabic language².

In the late 1990s, I had the privilege of taking Arabic/Islamic classes at the Zaytuna Institute taught by Shaykh Hamza Yusuf Hanson who is also the founder of the institute as well as the Zaytuna College in California. He put morphology before grammar by teaching it first. The Shaykh used to say that non-Arabs should begin with morphology.

Therefore, I think it's a mistake to teach students, especially beginners, grammar without developing proper foundations in the basics of Arabic morphology. Since grammar requires strong foundations in morphology, Arabic students should undertake the study of Arabic grammar only after they have successfully completed **Level 1-A** of the Quranic Linguistics series.

In short, learning Quranic linguistics is a three-step process. The first step is Arabic morphology, which is like planting seeds into the ground. The second step, Arabic grammar, is like watering the tree until its branches are fully developed. The third step, Arabic rhetoric, is the sweet fruit.

¹ التطبيق الصرفي، p8

² الدر المصون، p4، Volume 1,

A Bird's Eye View of Level One

As discussed earlier, morphology is one of the most important disciplines of the Arabic language and is also the first step in learning Arabic. Thus, six out of the seven units of Level 1 have been dedicated to building foundational skills in Arabic morphology. One unit has been dedicated towards understanding introductory syntax and inflection to put the morphology in context.

The units have been arranged in such an order that each contains a series of topics that must be mastered before proceeding onto the next. Thus, it is highly recommended that the teacher not alter the tried and tested sequence of the chapters.

Overview of QL1-A: Basic Arabic Morphology

Unit 1 Basic Tri-literal verb patterns & conjugation	Introduces simple verbal sentence via verb conjugation with emphasis on three main concepts: أنواع الفعل، الفاعل، المفعول به
Unit 2 Masdar & Kana	Introduces the masdar and kana. It also shows how a masdar be used as absolute object and object of reason.
Unit 3 The 7 Derivatives	Introduces the seven derivatives of the basic tri-literal forms.

Overview of QL1-B: Syntax, Inflection, Morphology & Semantics

Unit 1 Intro Syntax & Inflection	Introduces the Arabic sentence, basic rules of syntax, inflection and its signs.
Unit 2 Advanced Tri-literal patterns & conjugation	Returns to morphology by revisiting morphological objects learned in previous units and applying them to the advanced forms commonly known as "the ten forms".
Unit 3 Morphological Semantics	Provides a brief tour of the semantics of the morphology studied in the previous unit.
Unit 4 Miscellaneous Arabic Morphology Topics	Topics covered in this unit are optional for the beginners, but required for students wishing to pursue higher studies in Arabic or Islam. أوزان الرباعي ، التقاء الساكنين ، الإبدال ، الإعلال ، الإدغام

The Primary Objectives of Level One

1. Establish strong foundations in Arabic morphology, syntax, and inflection theory.
2. Develop Quranic vocabulary.
3. Learn how to read basic Arabic texts without *tashkeel*.
4. Prepare for Level 2: Essentials of Arabic Grammar.

Pre-requisites

The recommended pre-requisite book for QL1 is the *Easy Introduction to Arabic*.

It is highly recommended that students supplement their study of Level 1 with the following:

1. Daily Tajwid lessons
2. Reading comprehension and conversational Arabic classes. See “*Components of a Successful Quranic Arabic Program*” on page 57.

Vocabulary & Exercises

Vocabulary is developed systematically through the roots and patterns for verbs, masdar, and derivatives for basic as well as advanced tri-literals.

The carefully selected vocabulary used throughout the series is directly or indirectly related to the words that appear in the Quranic and Hadeeth. In the first level, the student acquires well over 500 Quranic words. Throughout the 3-level series, approximately 1,500 Quranic verses, quoted via examples and exercises, have been carefully selected from about 100 different *suras*. This amounts to nearly a quarter of the Quran!

Visual Learning

To facilitate quick grasp of concepts, tables, diagrams, and color coded charts have been used extensively. The reader may find that the textbook doesn’t “talk” much. Explanations are kept short and succinct. These visual tools of learning have the following benefits:

1. Eliminate long verbose explanations that often bog down students or waste time.
2. Help quick grasp of key concepts by eyeing information in an organized manner.
3. Help the student focus on the important parts.
4. Simplify the teacher’s job by enabling him/her to “talk around” the visual objects.
5. Make it easier to find, review, and reinforce key concepts.
6. Help commit to memory and recall important information.
7. Keep the lesson short, precise, and to the point.
8. Help prevent cognitive or visual overload.
9. Serve as high level summaries.
10. Serve as a quick reference guide after the completion of the course.

Lesson Preparation, Delivery, & Evaluation Guidelines

Three-Step Lesson Preparation

1. Read the entire Unit Guide (included in this guide) for the target lesson.
2. Download and listen to the lecture audio for the target lesson. All lecture audios can be downloaded from www.QuranicLinguistics.com/DOWNLOAD
3. Solve all of the exercises for the target lesson. Check your answers using the online answer keys available from the above link.

Note: If you have any questions or comments that have not been addressed in the lecture audios, answer keys, this guide, or the QL textbook, then please send email to QL@QuranicLinguistics.com. Alternatively, feel free to post your questions/comments to the Google QL Teachers' Group (<http://groups.google.com/group/quranic-linguistics-teachers>)

Basic Guidelines for Delivering Lessons

The following guidelines have been found to be helpful when delivering lessons:

1. As you enter the class, say *salam*, the *basmalla*, the *hamdallah* out loud, the prayer on the Prophet, a supplication for learning sacred knowledge, and then ask the students to open their textbooks to the current lesson.
2. It is highly recommended that the teacher and students alike come to class in the state of ablution (الوضوء).
3. Pace the lesson according to the learning curves of the majority. Gauge student learning curves. Do not go as fast as the fastest student. Do not go as slow as the slowest student. Offer extra help out of the classroom to the slower students.
4. Answer only those questions that pertain directly to the lesson. Avoid answering questions that are not related to the text. Stick to the text as much as possible. Questions that require significant deviation from the class should be taken "offline" after the class or in the office hours.

5. Repeat all key concepts **three times** or more if necessary.

كَانَ إِذَا تَكَلَّمَ بِكَلِمَةٍ أَعَادَهَا ثَلَاثًا حَتَّى تُفْهَمَ عَنْهُ .. (البخاري) صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ

6. After explaining a key concept, ask them to explain it in their own words.
7. Solve a small portion of the exercises in class so the students know how to solve them. Leave the rest for homework.
8. For difficult topics, extra help may be needed outside of the class. Be sure to announce your office hours including contact information.
9. Explain Arabic technical terms and definitions in simple language. Stick to the Arabic terminology as mentioned in the text as much as possible.

10. The English terminology mentioned in the texts is **not** meant to be a replacement of Arabic terminology. Use English terminology only to “bring home the point”. Since it’s best to learn a language in its own terms, its best to use Arabic technical terms, not English terms. Discourage students from using English grammar terms to describe Arabic grammar concepts.
11. The most efficient way to learn a language is to use terminology of that language. Repeated use of Arabic technical terms/terminology with multiple examples removes misunderstandings. Ask students to explain terms in their own words.
12. Watch for body language or signs that indicate that the students are not getting it, are confused, or need more time to absorb the material.

Student-Teacher Interaction Guidelines

- ✓ Make the students feel comfortable, and encourage them to ask questions.
- ✓ Make things easy; and do not make them difficult. Prophet Muhammad (صلى الله عليه وسلم) said:

Make (it) easy, do not make (it) difficult. (البخاري) **يَسِّرُوا وَلَا تُعَسِّرُوا**

- ✓ Arabic is a unique language. It can be quite challenging to learn. The rules can be dry and need to be explained repeatedly from different angles using many examples.
- ✓ All questions are important. There’s no such thing as a stupid question.
- ✓ Avoid answering off topic questions. These can cause the class to lose valuable time. If a question cannot be answered right away, offer to take it after the class or during office hours.
- ✓ Praise the students when they answer correctly and do not discourage them if they answer incorrectly or make mistakes. Tell them that it is perfectly natural to make mistakes while learning a language. We all learn from our mistakes. The greatest teacher, Prophet Muhammad (صلى الله عليه وسلم) was gentle, soft, kind, easy going, and merciful. He was never hard hearted, coarse, or harsh with people. He said:

(البیهقي: شعب الإيمان) **الْمُؤْمِنُ هَيِّنٌ لَيِّنٌ**

The Quran says about him:

(آل عمران 159) **وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَأَنْفَضُوا مِنْ حَوْلِكَ**

- ✓ The successful teacher loves her students like a father, always wanting them to succeed and improve.

Post-lesson Self-Evaluation Questionnaire

1. Have the students comprehended all key concepts and terms? If yes, can they pass a pop quiz tomorrow?
2. Did the students understand the details?
3. Did they get the big picture? If you were to ask the students to draw a chart/tree for the big picture, would they be able to do so without any assistance?
4. Can they explain the concepts in their own words?
5. Will the students be able to recall the material the next day? If so, how much?
6. Are they clear as to what to do for tonight's homework?
7. Will they need extra help tonight for homework? If yes, did you announce your office hours? Are you available?
8. Are the students too shy to ask you for extra help? Are they pretending to understand when in fact they don't because they're not comfortable in approaching you? If so, what can you do to make it easier for them to approach you?
9. Did you meet all of the unit objectives applicable to today's lesson? See Unit by unit guides in Part One of this guide.
10. What can you do to do it better next time?

كُلُّ بَنِي آدَمَ خَطَّاءٌ وَخَيْرُ الْخَطَّائِينَ التَّوَّابُونَ (الترمذي)

Materials Required for the Course

1. Textbook: Intro to Quranic Linguistics, Level 1-A
2. Dictionary: Root-based dictionary (such as Hans Weir)
3. Student Journals (for notes, class work, homework, exercises, dictation, quizzes, etc.)
4. Teacher's Guide to Quranic Linguistics
5. In-Class Resource Checklist (see the next section).

In-class Resource Checklist

1. A copy of the Quran printed in the Arab world in the Hafs tradition should be used by students and teachers alike because the *tashkeel* generally conforms to the rules of grammar and morphology. The one's printed in India or Pakistan are primarily intended for non-Arab readers who do not know Arabic and as such do not strictly adhere to the rules of Arabic grammar and morphology.
2. Arabic-Arabic & Arabic-English dictionary such as Hans Wehr.
3. Translation of the Quran.
4. Tafseer (such as Jalalayn or Zuhayli)
5. Class room supplies: Whiteboard, four color whiteboard markers (red, blue, green, & black), whiteboard eraser, stapler, red pen, pencils, color printer
6. Overhead projector for PowerPoint presentations (if needed)
7. PC connector cable for the overhead projector (if needed)



Primary Objectives of Unit One

Basic Tri-literal verb patterns & conjugation

- ✓ Understand and identify the three types of verbs
- ✓ Understand and identify the three types of doers.
- ✓ Understand and practice verb conjugation using the color guide.
- ✓ Gain fluency in basic verb conjugation.
- ✓ Understand the differences between قياسي and سماعي .
- ✓ Understand roots and how to identify the extra letters.
- ✓ Understand and identify the "six doors".
- ✓ Understand and identify the different types of pronouns.
- ✓ Identify همزة الوصل and همزة القطع in the color coded table.
- ✓ Learn when to write the همزة and when NOT to write it.
- ✓ Understand and identify the object and its types.
- ✓ Understand double-pronoun verb conjugation.
- ✓ Apply knowledge to select Quranic verses and Hadeeth.
- ✓ Understand and identify the parts of a verbal sentences and the correct syntax.



A Word of Caution on Using Technical Terms Prematurely

Other than what has already been mentioned in the textbook, please avoid the use of all technical terms from grammar and morphology. All technical terms will be introduced systematically, gradually, and on a “need to know” basis throughout the series. This tried-and-tested approach has been proven to be successful for over seven years.



Some things to remember before teaching Unit 1 of QL1-A

1. The conjugation for قال and كان require assistance from the teacher because of the weak letters. The weak letters will be covered in full details in QL1-B.
2. For certain exercises, the فاعل is مضاف. For example, the فاعل in the verse (النازعات 15) هل أتاك حديثُ موسى is حديثُ. However, if a student says that the فاعل is موسى حديث, then its best to overlook this until the chapter on الإضافة is covered.
3. Some students may confuse اسم مجرور with مفعول به. The solution is simple. If they have memorized the list of حروف الجر then they should be able to recognize that the noun following a حرف الجرّ is NOT مفعول به.
4. Arabic Morphology is a discipline that discusses nouns and verbs only, not particles. In this unit, the focus is on verbs. Nouns will be covered in detail in Units 2 and 3. The particles were introduced in Easy Intro to Arabic, and will be covered in more details in Level 2 of the Quranic Linguistics series.
5. The term majzoom مجزوم has been used in Ajerumiyyah to describe the past tense. This is inconsistent with most of the classical grammar books. The dominant understanding is that the past verb is uninflected مبني. Thus, it's best to stick to the commonly used terminology. In other words, the term مجزوم should only been used for the present verb.
6. Generally speaking, the difference between سوف and س is that س is for near future, whereas سوف is for distant future. However, this is a norm, and not a rule.
7. There is a “virtual” فتحة and ضمة at the end of مشى يمشي and so the pattern is still considered basic tri-literal فَعَلْ يَفْعَلُ. It is impossible to pronounce any harakah on an alif. Thus, no harakah is ever written on any alif. Lastly, always remind the students that the harakah before alif must always going to be فتحة.
8. Technically, there's no future tense in Arabic. There are only three types of verbs: past, present, and imperative. The future is implied in the imperative. It can also be derived by suffixing a present verb with سوف or س.

9. To learn how to explain the ‘Six Doors’, please download and listen to ‘the Six Doors’ MP3 audio lecture available for free from <http://www.QuranicLinguistics.com/Download/>

10. Sentence level analysis (إعراب الجمل) are covered in Level 2. Thus, if a certain sentence appears as object (جملة المفعول به), then students are not responsible for it, and it’s best not to even bring it up. If a student does however ask about it, then it’s best to discuss it out of class to avoid confusing others.

11. See “How to Explain the Color Coded Tables in Class” on page 16. The color coded tables in Unit 2 are “loaded” with information that should be disseminated slowly and systematically.

12. What is the correct way to write the dual-present for the verb **يَقْرَأَانِ**? Is it **يَقْرَأَانِ** or **يَقْرَأَانِ**? The rule for it is as follows:

إذا اجتمع في الاسم همزة فوق الألف مع ألف ساكنة حُذفت الألف الساكنة
وعُوِّضَ عنها بمدّة فوق ألف الهمزة إلا إذا كانت الألف الساكنة ضمير اثنين في الفعل فلا
تُحذف³

Thus, I’ve written **ألف الاثنين** in red (**يَقْرَأَانِ**) so that it becomes clear as to what the **فاعل** is. For more, please refer to:

لآلئ الإمامة (محمد مامو)

الواضح في الإمامة العربيّ (محمد زرقان الفرخ، دار هبة وهدى، 1993/1413)

³ لآلئ الإمامة (محمد مامو، دار اليمامة، 2008/1429)

Explaining the Color Coded Tables in Class

The color coded tables in Unit 2 are “loaded” with information that should be disseminated slowly and systematically. Before continuing, please make sure that you’ve read all of the Unit objectives (in the teacher’s guide). Go through the following steps (in order) keeping in mind the unit objectives:

1. First, review the “green pronouns” column. Read down (vertically) the pronoun column (الضمير المنفصل) as you translate out loud in class. These pronouns were covered in Unit 1 so this should be a quick review for the students.
2. Once the green pronouns الضمائر المنفصلة have been reviewed, read down the **past verb** column translating each one. Avoid technical details at this point. The goal is to have the students understand how the meaning changes as the conjugation changes. The students need to understand the meaning before going into any grammar terms. The technical stuff is in the next step.
3. Repeat step 2, but this time use the grammar terms represented by the colors as follows:
 1. Black is for the verbs.
 2. **Red** is for the **doer pronouns**. Explain that every verb needs a doer (except for *Kana* which will be covered in the next unit). The doer is written in **red**. If the “**red doer**” is missing, then it is hidden (مستتر).
 3. The **blue Ta** is a particle, not a pronoun. Its purpose is simply to indicate that the gender of the فاعل is feminine. The **blue Ta** is NOT the فاعل.
 4. The “**green Alif**” or الألف الفارقة is simply there to tell us that the word has ended. It comes after واو الجماعة and doesn’t have any meaning. It is NOT the فاعل

4. Now, repeat step 3, but this time interact with the class. In turn, ask each student to translate each verb, explain the colors, identify the **فاعل**. What is the red for? What color is the **doer**? What happens if the “red doer is “missing” ? What do the **blue Ta** and the **green alif** signify? This step will help reinforce and review the material. Do not proceed to the **المضارع** column unless the students have mastered the **الماضي**.
5. Now ask the students to copy the past verb column in their journals. This step is optional. You may skip this step if you feel that the students are doing well and do not need it.
6. Repeat steps 2 thru 5 for the present verb and the command. Identify the **blue alif**. Explain that it represents the **همزة الوصل** and it should NOT be written as a **همزة**. On the other hand, the **همزة** for **أشرب** should be written because it is **همزة القطع**
7. Review the remaining color codes listed at the bottom of the page. Ask students to point out the colors in the table as you go through them.
8. Randomly ask students for translations of all of the verbs.
9. Randomly ask students for reverse translations for all of the verbs.
10. Read and explain the NOTES written just under the table.
11. Talk about the three different types of pronouns and their differences.
12. Last but not least, the **red doer** has been used in a general sense. Technically speaking, the doer of **شربتم** is **تاء** while the letter **م** simply indicates the plural. However, at this point, it is best to avoid this level of detail. Similarly, it is best to avoid technical details for **شربتِنّ** and **شربتما**.

Command الأَمْر	Present الْمُضَارِع	Past الْمَاضِي		
	أَشْرَبُ	شَرِبْتُ	أَنَا	الْمُتَكَلِّمُ
	نَشْرَبُ	شَرِبْنَا	نَحْنُ	
إِشْرَبْ	تَشْرَبُ	شَرِبْتَ	أَنْتَ	الْمُخَاطَبُ
إِشْرَبِي	تَشْرَبِينَ	شَرِبْتِ	أَنْتِ	
إِشْرَبَا	تَشْرَبَانِ	شَرِبْتُمَا	أَنْتُمَا	
إِشْرَبُوا	تَشْرَبُونَ	شَرِبْتُمْ	أَنْتُمْ	
إِشْرَبْنَ	تَشْرَبْنَ	شَرِبْتُنَّ	أَنْتُنَّ	
	يَشْرَبُ	شَرِبَ	هُوَ	الْفَاعِلُ
	تَشْرَبُ	شَرِبَتْ	هِيَ	
	يَشْرَبَانِ / تَشْرَبَانِ	شَرِبَا / شَرِبَتَا	هُمَا	
	يَشْرَبُونَ	شَرِبُوا	هُمْ	
	يَشْرَبْنَ	شَرِبْنَ	هُنَّ	

There are **three** types of pronouns: attached (مُتَّصِلٌ), detached (مُنْفَصِلٌ), and hidden (مُسْتَتِرٌ)

The **doer** (فَاعِلٌ) always comes *after* the verb.

The **doer** (فَاعِلٌ) is either a noun, an **attached pronoun**, or a hidden pronoun.

الضَّمِيرُ الْأَخْضَرُ: ضَمِيرٌ مُنْفَصِلٌ	الأَحْمَرُ: ضَمِيرُ الْفَاعِلِ	الْأَسْوَدُ: الْفِعْلُ
الْأَلِفُ الرَّزَقَاءُ: هَمْزَةُ الْوَصْلِ	التَّاءُ الرَّزَقَاءُ: تَاءُ التَّائِيثِ	الْأَلِفُ الْخَضْرَاءُ: الْأَلِفُ الْفَارِقَةُ

الجذرُ (the root) ← ك ت ب

Command الأمر	Present المَضارع	Past المَاضِي		
	أَكْتُبُ	كَتَبْتُ	أَنَا	المُتَكَلِّم
	نَكْتُبُ	كَتَبْنَا	نَحْنُ	
أَكْتُبْ	تَكْتُبُ	كَتَبْتَ	أَنْتَ	المُخَاطَب
أَكْتُبِي	تَكْتُبِينَ	كَتَبْتِ	أَنْتِ	
أَكْتُبَا	تَكْتُبَانِ	كَتَبْتُمَا	أَنْتُمَا	
أَكْتُبُوا	تَكْتُبُونَ	كَتَبْتُمْ	أَنْتُمْ	
أَكْتُبْنَ	تَكْتُبْنَ	كَتَبْتُنَّ	أَنْتُنَّ	
	يَكْتُبُ	كَتَبَ	هُوَ	
	تَكْتُبُ	كَتَبَتْ	هِيَ	
	يَكْتُبَانِ / تَكْتُبَانِ	كَتَبَا / كَتَبَتَا	هُمَا	
	يَكْتُبُونَ	كَتَبُوا	هُمْ	
	يَكْتُبْنَ	كَتَبْنَ	هُنَّ	

ملاحظة: يَأْتِي الفَاعِلُ بَعْدَ الفِعْلِ وَيَكُونُ اسْمًا ظَاهِرًا أَوْ ضَمِيرًا مُتَّصِلًا أَوْ مُسْتَتِرًا

الضَّمِيرُ ثَلَاثَةٌ أَنْوَاعٍ مُتَّصِلٌ وَمُنْفَصِلٌ وَمُسْتَتِرٌ

Black: فِعْلٌ

Red: ضَمِيرُ الفَاعِلِ

Green Pronouns: ضَمِيرٌ مُنْفَصِلٌ

Green Alif: الأَلِفُ الفَارِقَةُ

Blue Ta: تَاءُ التَّأْيِثِ

Blue Alif: هَمْزَةُ الوَصْلِ

الجذر (the root) ← ق ر أ

Command الأمر	Present المضارع	Past الماضي		
	أَقْرَأُ	قَرَأْتُ	أَنَا	المُتَكَلِّم
	نَقْرَأُ	قَرَأْنَا	نَحْنُ	
اقْرَأْ	تَقْرَأُ	قَرَأْتَ	أَنْتَ	المُخَاطَب
اقْرَئِي	تَقْرَأِينَ	قَرَأْتِ	أَنْتِ	
اقْرَأْا	تَقْرَأَانِ	قَرَأْتَمَا	أَنْتُمَا	
اقْرؤُوا	تَقْرُؤُونَ	قَرَأْتُمْ	أَنْتُمْ	
اقْرَأْنَ	تَقْرَأْنَ	قَرَأْتُنَّ	أَنْتُنَّ	
	يَقْرَأُ	قَرَأَ	هُوَ	
	تَقْرَأُ	قَرَأَتْ	هِيَ	
	يَقْرَأَانِ / تَقْرَأَانِ	قَرَأَا / قَرَأَتَا	هُمَا	
	يَقْرُؤُونَ	قَرُؤُوا	هُمْ	
	يَقْرَأْنَ	قَرَأْنَ	هُنَّ	

Explaining 'The Six Doors'

To learn how to explain the 'Six Doors', please listen to the 'Six Doors' MP3 audio available for free from the following link:

<http://www.QuranicLinguistics.com/Download/Audio>

Unit 2 of QL1-A

Masdar & Kana

As a student of QL, it made the very complex concepts of the Arabic language very accessible to me. And now as a teacher of QL, it makes passing that gift on to others very easy. It's definitely one of the best Arabic curricula we have in the country. There's no doubt in my mind about that. Walhamdu lillaah!" - Ashir Kirk, Arabic/Islamic studies Teacher, Toledo, Ohio, USA

An 11-Step Approach to Teaching Arabic Morphology to Beginners

The table provided below summarizes the order in which morphology will be taught in this book. The teacher is highly recommended to take advantage of this tried and tested method by sticking to the order of units and lessons as presented in the book. Changing this order may result in confusion or increase in difficulty in learning. The first four steps have been covered in the prerequisite textbook, *Easy Intro to Arabic*.

Step	What to teach	Reasons & Benefits
1	الضمائر وأسماء الإشارة	Pronouns and pointing nouns play an important role in the Arabic language. They affect understanding of the word, the sentence, and over all meaning. All of the three word types (verbs, nouns, and particles) mingle with pronouns and pointing nouns. Just about every page of the Quran has them. The good news is that they are relatively simple and don't require a lot of technical background. The not-so-good news is that, because Arabic has many different types and usages for them, pronouns and pointing nouns may confuse the beginner. It is absolutely necessary that they be mastered early on because understanding of most, if not all, subsequent material will depend on them. The textbook <i>Easy Intro to Arabic</i> has already covered the major types of pronouns.
2	المفرد والثنى والجمع	Arabic employs three different forms for the number: singular, dual and plural. These too can cause a lot of confusion for beginners. Like pronouns, these need to be mastered early on because most of the morphology and grammar concepts that will be introduced in subsequent units require this knowledge as a necessary prerequisite. These were introduced in the textbook <i>Easy Intro to Arabic</i> .
3	تصريف الاسم مع الضمائر	Once the student is comfortable with Arabic pronouns and the pointing nouns, she may begin to practice conjugating them in the context of singular, dual, and plural nouns. This not only shows how meaning is affected, but also introduces the simple nominal sentence structure consisting of the subject and the predicate. In the textbook <i>Easy Intro to Arabic</i> , there was heavy emphasis placed on conjugation verbs and nouns with pronouns.

4	أنواع الجمع	<p>The three major types of plurals in Arabic are used frequently and therefore require special attention. The good news is that they are relatively easier to learn and master.</p> <p>Note: For steps 1 through 4, it is highly recommended that the teacher NOT use any technical terms except for those already used. At this stage, it's best to focus on conjugation, meaning, and vocabulary instead of grammar jargon. Introducing technical grammar concepts at this stage can overwhelm the student. All technical terms are introduced gradually throughout level one on a need to know basis. This too has already been covered in <i>Easy Intro to Arabic</i>.</p>
5	أنواع الكلمة	<p>After grasping the basics of noun conjugation with pronouns, the student is ready to learn to differentiate and identify the three word types (aka parts of speech): nouns, verbs, and particles. This is introduced in Unit 1 of QL1-A.</p>
6	تصريف الفعل مع الضمائر	<p>If a beginner is asked about the most confusing topic, she would most probably say it is verb conjugation.</p> <p>Verb conjugation is one of the key concepts in Arabic. To facilitate it's learning, I have developed a simple and efficient color coded scheme as explained in <i>How To Explain The Color Coded Tables in Class</i> on page 16.</p> <p>Using the color scheme in the way suggested above, basic verb conjugation can be learned and mastered quickly. Once the basic tri-literals have been mastered, advanced verb conjugation becomes relatively easier to learn and master.</p>
7	المصدر وكان	<p>Before going into the advanced forms (aka the “ten forms”), it is worthwhile to study the <i>masdar</i> and <i>kana</i> from the perspective of حدث and زمن. If taught correctly, these two simple but powerful concepts solve a lot of “mysteries” in the mind of the student. The <i>masdar</i> indicates حدث, but not زمن, while <i>kana</i> only indicates زمن but not حدث. So, in this sense, the <i>masdar</i> and the <i>kana</i> are “opposites”. If the students can fully grasp this key difference, then the rest becomes a little easier to comprehend, God willing.</p>

8	المشتقات	<p>Once the foundational concepts of the <i>masdar</i> and kana in terms of حدث and زمن have been mastered, the student becomes ready to take it one step further: derivation. This simple yet powerful feature of the Arabic language empowers the student to:</p> <ol style="list-style-type: none"> 1. Learn to systematically acquire and expand vocabulary which this solves one of the major challenges in language acquisition. 2. Guess the meanings of unfamiliar words. 3. Understand the deeper meanings by extending the concept of حدث to derivatives.
9	تركيب الجملة والإعراب	<p>Having gone through the basics of Arabic morphology in QL1-A, the student is now ready to understand and formally study Arabic syntax and inflection.</p>
10	تصريف مزيد الثلاثي وأوزانه	<p>After successfully completing the basics of morphology, syntax, and inflection, the student becomes ready to get into the advanced forms (aka “the 10-forms”) and the associated morphological semantics. If all previous material has been properly understood and practiced, then she should not have much difficulty grasping these patterns <i>in sha Allah</i>. The challenge here is to memorize the patterns and apply them.</p>
11	الأسماء والأفعال المعتلة	<p>Weak lettered nouns and verbs often cause confusion especially when identifying the word types, patterns, and conjugation. These should be covered last because understanding them depends on understanding the strong lettered nouns and verbs patterns first.</p>



Primary Objectives of Unit 2 Masdar & Kana

1. Memorize masdar vocabulary
2. Understand مصدر and حدث
3. Understand كان and why it's called ناقص (deficient).
4. Compare kana and Masdar, and understand why they are opposites from the perspective of حدث and زمن .
5. Understand that the masdar of basic tri-literal is سماعي
6. Learn how to use the masdar as object of reason and absolute object.
7. Apply knowledge to select Quranic verses and Hadeeth.



Some Things To Remember Before Teaching Unit 2 Of QL1-A

1. Before going into the advanced forms (aka the “ten forms”), it is important to study the *masdar* and kana from the perspective of حدث and زمن . If taught correctly, these two simple but powerful concepts solve a lot of “mysteries” in the mind of the student. The *masdar* indicates حدث , but not زمن, while *kana* only indicates زمن but not حدث . So, in this sense, the *masdar* and the *kana* are “opposites”. If the students can fully grasp this key difference, then the rest becomes a little easier to comprehend, God willing.
2. كان is a verb, not a noun or particle. However, it doesn't have a فاعل because it does not indicate حدث . And for this reason, كان is referred to as ناقص (deficient verb).
3. كان has sister verbs that behave like her. One of the sister verbs is ليس which was covered in Part 2 of *Easy Intro to Arabic*. All of her sisters will be discussed in **Level 2** in detail.
4. In this unit, it is not necessary to explain different types of خبر of كان . Details of this will be covered in QL1-B. It's best not to discuss that in this level.

5. It's best to avoid using the terms مرفوع and منصوب because it's too early. However, if a student does ask about this, offer to take it after class or during office hours to avoid deviating from the main text. It is best to stick to the main text as much as possible to avoid confusing other students who may not have learned these technical terms.
6. The *masdar* vocabulary provided is critical and must be memorized. Many derivatives are derived from them. The derivatives empower the speaker to describe just about everything. The majority of Arabic noun vocabulary consists of these seven key derivatives. Derivatives are essentially describing words.
7. It is absolutely essential that the students understand the basic tri-literal masdars are سماعي, and not قياسي
8. The masdar can be used as an absolute object, and it can also be used as object of reason. There are many other usages and types of masdars, all of which will be covered throughout the QL series.

Unit 3 of QL1-A

Derivatives

I had taken Arabic before and felt that Arabic was not a language that I can ever learn. After taking Arabic again, and using the Quranic Linguistics book, I feel that I am capable of learning Arabic. I am excited to be able to understand and recognize vocabulary and ayahs from the Quran!

Zahra Majidi, Quranic Linguistics student, Boston, USA

Why Study Derivatives

In this Unit, we will learn the seven most common types of derivatives in the Arabic language. The derivatives are “describing” nouns which can be used to describe a doer, object, subject, predicate, and a lot of other things! They equip us with a large amount of vocabulary that can be learned easily by following the simple rules of pattern matching. The meanings and types of the derivatives can be identified by their roots and patterns.

Once the foundational concepts of the *masdar* and *kana* in terms of *حدث* and *زمن* have been mastered, the student becomes ready to take it one step further: derivation.

This simple yet powerful feature of the Arabic language empowers the student to:

1. Learn to systematically acquire and expand vocabulary which this solves one of the major challenges in language acquisition.
2. Guess the meanings of unfamiliar words.
3. Understand the deeper meanings by extending the concept of *حدث* to derivatives.



Primary Objectives of Unit Three The Seven Derivatives

1. Understand and identify the meanings of the seven derivatives.
2. Understand and identify the patterns of the seven derivatives.
3. Differentiate between *masdar* and derivatives
4. Learn how to derive the derivatives from roots.
5. Differentiate between doer and active participle
6. Differentiate between object and passive participle
7. Differentiate between the two major types of *فعل*
8. Understand that the *مصدر* is the "mother" of all words and the derivatives are the "children".
9. Review key concepts: *سماعي* / *قياسي* and determine which part of the pattern is rule-based and which is not.
10. Learn how to use the Hans Weir Dictionary to lookup *مصادر* and *مشتقات*.
11. Apply knowledge of derivatives to select Quranic verses and Hadeeth.



Some things to remember before teaching Unit 3 of QL1-A

1. The derivatives empower the speaker to describe just about anything.
2. The majority of Arabic noun vocabulary consists of the seven key derivatives.
3. Because derivatives are derived from the masdar, it's important to review the concept of حدث and زمن before covering derivatives.
4. The derivative patterns are قياسي for most part, whereas the basic tri-literal masdar is not.
5. To avoid confusion, the term صِفَة (describer or attribute) should be used in morphology, whereas the term نَعْت (adjective) should be used in grammar only.
6. In rare cases, the pattern فعيل can represent a مصدر or اسم المفعول . However, it's best not to discuss that at this point. Details of this will covered in Level 3
7. For simplicity, the derivative الصفة المشبهة باسم الفاعل is referred to as الصفة الثابتة in the QL textbooks. All of the classical books use the former term.
8. The مصدر is the "mother" while the derivatives are "children". This understanding is based on the Basri school which is the dominant one. However, it is not recommended to go into differences of opinions among schools at this point. Remember that the students are still beginners in linguistics.
9. In this unit, the students should begin to learn how to look up words in a root-based dictionary such as Hans Weir. Since the advanced verb and noun forms will be covered in Unit 5, it is sufficient for now that they learn how to look up basic tri-literal words, *masdars*, and derivatives.

Unit 1 of QL1-B

Syntax & Inflection

The Quranic Linguistics curriculum provides students with simple yet highly effective instruction in Arabic grammar and morphology. Its innovative methods make complicated concepts easy to understand and make vocabulary acquisition easier for beginners by teaching morphology at an early stage. Students walk away with a deeper understanding and greater appreciation for the language of the Quran.

Meryum Kazmi, Quranic Linguistics student,
Boston, USA.

Second Language Acquisition: Total-Immersion or Grammar-Translation?

Of the many methods developed by the linguists, the most common approaches (methods) for second language acquisition are the grammar-translation method and the total-immersion method.

The grammar-translation method calls for the learner to “reconstruct” the language by learning and applying technical concepts as well as memorizing vocabulary.

On the other hand, the total-immersion approach advocates that the learner be “thrown into the water”, i.e. immersed in the language’s environment without any translation or grammar. The learner is then expected to “swim”, i.e. learn to speak, while the teacher serves as the “lifeguard” and “trainer”. The goal is to taste the language even at the cost of making severe grammatical errors. Grammatical errors are overlooked by the teacher until a later, more developed stage.

Pros and Cons of the Two Methods

Proponents of the immersion method argue that grammar takes too long and is not very helpful unless the learner is able to converse in the target language. Proponents of the grammar-translation argue that linguistics is the heart of the language and because of the active control of Arabic morphology and grammar, one cannot really converse intelligibly in Arabic without a basic knowledge of the two.

Arabic grammar actively controls meaning of words. For example, the word Muhammad will be Muhammadun if it appears as a subject (doer), Muhammadan if it appears as an object, and Muhammadin if it is an object of a preposition. The speaker must change the endings of such words depending on their position in the sentence. Ignoring these changes often leads to syntactic errors which can cause the listener to misinterpret what is being said.

In English, however, the word order (syntax) primarily determines the meaning (and grammatical function). For instance, Khalid hit Zaid is not the same as Zaid hit Khalid. Khalid is the doer because he was mentioned first. The subject is usually put first in English. The object, Khalid, is mentioned after the verb. That’s how the listener can differentiate between the hitter (Zaid) and the one hit (Khalid). However, in Arabic, the speaker has the option to play with the word order while keeping the same meaning. In other words, the above two sentences may have the same meaning if the word endings (markers) are kept the same. Thus, it is the word endings (inflection), not word order, that primarily determine the meaning, as illustrated in the following three sentences:

ضَرَبَ زَيْدٌ خَالِدًا ضَرَبَ خَالِدًا زَيْدٌ خَالِدًا ضَرَبَ زَيْدٌ

In all three of the sentences above, Zaid is the one who hit Khalid even though the word order has not been kept the same. So, how do we know who the hitter is? The ending of the word Zaid (‘un’) is a sign that indicates that he’s the doer. Similarly, the ending of the word Khalid (‘an’) is an indicator that he’s the object. Because of the inflected nature of the Arabic language, morphology and grammar simply cannot be ignored. From day one, a learner notices that certain words are changing (inflected).

What works for acquiring an Indo-European language may not be so effective when it comes to learning Arabic. Arabic belongs to the Semitic family of languages. The Arabic script, the 3-letter root based noun and verb structure, syntax, and phonetics differ significantly from other languages.

The Building Blocks of the Arabic Language

Certain elementary technical concepts in the Arabic language such as noun and verb conjugation, roots, patterns, basic inflection theory and syntax are necessary ingredients for putting together grammatically sound sentences. These concepts are what I refer to as the basic linguistic building blocks of the Arabic language.

If mastered early on, not only do these building blocks make the language acquisition (in an immersion environment) easier, but also provide solid foundations for comprehension, expression, and conversational fluency. To build these foundational skills, the following two textbooks are recommended: *Easy introduction to Arabic* (QL Basic), and **Level 1** of the Quranic Linguistics series. Combined, the two texts develop mastery of linguistic building blocks of the Arabic language through large amounts of examples and exercises.

In order to put the technical concepts to work, an immersion environment is absolutely essential. A language is best learned when used to communicate and heard in meaningful contexts. A student can memorize countless rules and technical concepts, but at the end of the day if the theory is not put to practice, the language will remain ‘dead’ and the student will not be able to communicate or express one’s feelings in the target language. Thus, technical concepts taught should be practiced in an immersion environment that provides meaningful context to the learner. For a Muslim, I can’t imagine a more meaningful context than Quran and Hadeeth.

Immersed in the target language’s environment, the student will be able to learn at a faster pace. Without an immersion environment, the grammar approach may become too cumbersome, ineffective, and even boring.

While the total-immersion method has its benefits, it neither truly empowers the learner to have a deeper understanding of the language, nor does it provide explanations for syntactical and morphological errors that the learner often makes.

Furthermore, if the goal is to understand Quran and Hadeeth, then a total-immersion environment is helpful, but not sufficient. In other words, the Quran and Hadeeth simply cannot be understood at a deeper level without morphology, grammar, and rhetoric which are the three main disciplines of the Arabic language. See *The Three Primary Disciplines of the Arabic Language* on page 55.

It is important to highlight that the *Introduction to Quranic Linguistics* series is designed specifically for mastery of the three primary disciplines of the Arabic language. These disciplines serve as ‘tools of learning’ for unlocking and comprehending the Quran, Hadeeth, Arabic literature, Fiqh and other Islamic disciplines. For a total-immersion experience, books such as *Qasas al Nabiyyin* and *al-Arabiyyah li-Nashiyeen* may be used.

While each of the two dominant theories has its pros and cons, I think that the most effective and efficient method is to employ both of the methods in parallel. In

other words, a multi-level course on Arabic linguistics should be taught side by side a separate multi-level course that builds conversational skills. A beginner, for example, will take first level of a linguistics course in parallel with first level of a conversational course.

Summary of the Benefits of the Grammar-Translation Approach

- Enables the learner to compare his native tongue with Arabic to see how the two agree and differ.
- See the norms of the language: Correct usage and incorrect usage
- Serves as a self-checking tool to comprehend meanings and validate one's knowledge.
- Empowers the learner to appreciate the deeper meanings and eloquence the Quran and Hadeeth.

Summary of the Benefits of Total-Immersion Approach

- Forces the learner to consciously or sub-consciously put the theory into practice
- Helps build confidence and fluency
- Teaches how to express one's thoughts, which are often articulated in one's native tongue, using Arabic.
- Serves as a measures of success and speeds up the learning process
 - For a brief discussion on instruction on language of instruction in the classroom, please see *Recommended Medium of Instruction* on page 52.



Primary Objectives of Unit One Syntax & Inflection

Understand and apply the following key concepts/technical terms:

1. المعرب / المبني and word types.
2. The four states of inflected words.
3. العمدة and الفضلة .
4. Syntax and sentence types: اسمية and فعلية .
5. General rules and signs of inflection.
6. الإضافة
7. الأسماء الخمسة
8. الأفعال الخمسة
9. إعراب المضارع
10. Inflection of dual and plurals.
11. Meanings of basic particles and time/place containers.
12. Uninflected nouns.
13. Partially declined nouns.
14. Apply knowledge to select Quranic verses and Hadeeth.



Some things to remember before teaching Unit 1 of QL1-B

1. The word majzoom مجزوم has been used in Ajerumiyyah to describe the past tense. This is inconsistent with most, if not all, of the grammar books. It is therefore highly recommended to avoid it. The common understanding is that the past verb is uninflected مبني. It's best to stick to the commonly used terminology. It is best to reserve the term majzoom for the present verb only.
2. While nouns are generally inflected, there are exceptions. At this point, the students are probably NOT familiar with ALL of the twelve categories (see **Level 2**) of the uninflected nouns. Since they're only familiar with اسم الإشارة and الضمائر from unit 1, it's probably best to use these as examples of nouns that are **uninflected**. Inform them that these are only two of the many types of **inflected** nouns. A total of FOUR types of uninflected nouns will be covered in this unit, and the rest in **Level 2**.
3. While the present verb is generally inflected, there are two exceptions. The first exception occurs when نون الإناث is connected with the present verb. Some books refer to it as نون النسوة. It is debatable which one is better. The second exception is a bit more technical and has been deferred to level two. Thus, it is not recommended to get into it at this point.
4. There are nine different types of لا in Arabic all of which will be discussed with details in Level 2. For Level 1, it is recommended to limit the study to the five common types mentioned in this unit.
5. Of the four followers (التوابع), only two (النعته، المعطوف) are introduced in this unit. The other two followers, التوكيد and البدل, will be introduced in **Level 2**.
6. It's important that the students are reminded that the الخبر and النعته are not the same. A given word cannot be both الخبر and النعته at the same time. Students must learn to differentiate between the two. The الخبر is a pillar, whereas النعته is not. The الخبر is always مرفوع whereas the state of النعته is the same state as the المنعوت.

7. It's also important to highlight that a شبه الجملة can never be الخبر or فاعل or اسم إنَّ or اسم كان.
8. Ajerumiyyah lists رُبَّ as one of the genitive particles. However, this is inconsistent with most classical grammar books. The particle رُبَّ is actually what is called شبیه بحرف الجر الزائد. See the chapter on رب in **QL 2** for details.

Unit 2 of QL1-B

Advanced Tri-literal Patterns & Conjugation

The [Quranic Arabic] series combines abundant material with clear and easy presentation; it combines excellent ordering [of the chapters] with accuracy in expression; it combines plentiful quotations [from the Quran & Hadeeth] with excellent choice so that the beginners benefit from it, [while] the advanced students cannot do without it”

Dr. Ayman al-Shawwa, Professor of Arabic,
College of Letters, College of Sharia, University of Damascus,
Syria.



Primary Objectives of Unit 2

Advanced Tri-literal patterns & conjugation

1. Memorize all of the patterns for the verbs and nouns for advanced forms (2 to 10)
2. Identify the extra letters in Forms 2 thru 10: **س أ ل ت م و ن ي ه ا**.
3. Identify a pattern for a given word.
4. Understand and identify when a given pattern's ta letter has been deleted.
5. Derive a word using given root on a given pattern.
6. Derive the derivatives and infinitives for the advanced forms.
7. Conjugate advanced forms "vertically", i.e. with pronouns.
8. Conjugate advanced forms "horizontally", i.e. verbs, infinitive, & derivatives.
9. Learn how to use Hans Weir dictionary for advanced forms.
10. Learn how to read basic Arabic text without tashkeel.
11. Apply knowledge to select Quranic verses and Hadeeth.
12. Learn basics of morphological semantics.

Guidelines for Teaching the 10 Forms

QL1-A focuses only on the basic tri-literals which are covered in ‘The Six Doors’. All of the Six Doors are classified as ‘Form 1’. In this unit, the focus is on the advanced tri-literals. Begin by reviewing the Six Doors and reminding the students that the patterns for the masdars are **سَمَاعِيّ**. However, for the advanced tri-literals, the masdar is going to be **قِيَاسِيّ** for most part.

1. Begin by reciting out loud the past, present and command verb forms of Form 2 three times.
2. Next, ask the students to recite after you three times. Correct their pronunciation if necessary.
3. Next, move on to the two passive verb columns (past and present) by doing the same as above.
4. Recite out loud all of Form 2 (verbs only) several times and ask students to do the same. This will help most of the students memorize all verb patterns of the Form 2.
5. Ask them to recite out loud from their memories the verb patterns of Form 2.
6. Now, it’s time to do the nouns. Recite out loud the Form 2 nouns (masdar, active participle, and passive participle) at least three times. Ask the students to recite out loud with you as you recite.
7. Now, review it all by repeating the entire row of Form 2 (verbs and nouns together) asking them to repeat after you out loud. Do this at least three times or more if needed.
8. Select two or three students who have memorized the Form 2 and ask them to recite it out loud in class. This will encourage others who may be having difficulty memorizing.
9. This entire process (steps 1 thru 11) shouldn’t take more than 30 minutes. Students who are not able to memorize will have to do it as part of their homework.
10. Now, go through the basic semantics of Form 2 as presented on page 40 of this guide and Part One of the *Easy Intro to Arabic* textbook. Explain the meanings via the examples presented. Do not go into all the semantics at this point because they will be covered in the next unit.
11. To prepare for this lesson, it is highly recommended that the teacher listen to the appropriate mp3 lecture audios at www.quraniclinguistics.com/download for the 10 forms.
12. Having explained the semantics, return to Form 2 and have them complete part of the exercises for Form 2 in class, and assign the rest for homework.
13. In the next lesson, repeat the above steps for Form 3.
14. After Forms 2, 3, and 4 have been completed, review and give a quiz before moving on to the other forms.

Summary of Morphological Semantics

أمثلة	A Common Meaning	Form
قَتَلَ زَيْدٌ خَالِدًا ، قَتَلَ الظَّالِمُونَ الْقَوْمَ جَرَّحَ زَيْدٌ خَالِدًا ، جَرَّحَ زَيْدٌ خَالِدًا	Intensity	2
ضَرَبَ زَيْدٌ خَالِدًا ← ضَارَبَ زَيْدٌ خَالِدًا	Reciprocal	3
دَخَلَ زَيْدٌ الْبَيْتَ ← أَدْخَلَ زَيْدٌ خَالِدًا الْبَيْتَ خَرَجَ زَيْدٌ مِنَ الْبَيْتِ ← أَخْرَجَ زَيْدٌ خَالِدًا مِنَ الْبَيْتِ	Transitive	4
عَلِمَتْهُ ← تَعَلَّمَتْهُ فَتَحَ زَيْدٌ الْبَابَ ← تَفَتَّحَتِ الْأَزْهَارُ	Doing gradually	5
ضَارَبَ زَيْدٌ خَالِدًا ← تَضَارَبَ زَيْدٌ وَخَالِدٌ	Reciprocal	6
فَتَحْتُ الْبَابَ ← انفتح البابُ كَسَرْتُ الرُّجَاجَ ← انكسر الزجاجُ	Reflexion of 1	7
Select a meaning from Unit 3	Various meanings	8
وَجْهُ زَيْدٍ أَحْمَرٌ ← وَجْهُ زَيْدٍ مُحْمَرٌ	Intensity in Colors	9
اسْتَعْفَرَ زَيْدٌ اللَّهَ فَعَفَرَ لَهُ	To seek/request	10

More meanings will be introduced in Unit 6.



Some things to remember before teaching Unit 2 of QL1-B

1. This unit requires a great deal of memorization. Students experiencing difficulty in memorization are encouraged to take advantage of office hours, and out-of-class review sessions. Additionally, an audio recording of the patterns is available on the website to help students in pronunciation.
2. The teacher must recite the patterns out loud in class and have the students repeat after him/her. Pay close attention to students' pronunciation. Don't be shy to correct their pronunciation. It is absolutely critical that they get every *harakah* right.
3. Ask students to "discover" any common patterns in *harakahs* and letters. There are many patterns to "discover" in the chart. Some of the common patterns of *harakahs* that the students may observe are:
 - a. اسم الفاعل and المضارع Of Forms 2 thru 10 are very close to each other in terms of their *harakahs*. So if one memorizes the المضارع , then with little change one can get its corresponding اسم الفاعل
 - b. اسم المفعول and اسم الفاعل of Forms 2 thru 10 are almost the same. The only difference is the *harakah* of the middle root letter.
 - c. All passive forms begin with ضمة
 - d. The past verb of the last four patterns has همزة الوصل which is never written.
 - e. With the exception of Forms 2 and 3, all مضارع of the معلوم begin with فتحة
 - f. The imperatives listed end with سكون. The imperatives listed are for the 2nd person masculine while the past and present are for the 3rd person masculine. This is the standard practice as far as horizontal verb conjugation is concerned. All other forms for the genders and numbers may be derived.
 - g. Ask the students how many extra letters they find in each pattern and what they are.
 - h. اسم المفعول/الزمان of Forms 2 thru 10 are exactly the same as اسم المفعول/المكان. The only way to differentiate between the two is to look at the context of the sentence that uses them.

5. For students facing difficulty, the following may help in memorization of the patterns:

- a. Practice writing out the patterns on blank forms. Repeat ten times or more if necessary.
- b. Listen to the audio recording of the patterns ten times.
- c. Substitute the patterns with an actual word. For instance, one may memorize by conjugating أسلم instead of أفعال, جاهد instead of فاعل, and تعلم instead of تفعّل, etc.
- d. Recite the patterns ten times after each of the 5 daily prayers.
- e. Early morning hours have been known to be helpful in memorization.
- f. Avoid eating junk food.
- g. Eating 21 red raisins daily has been known to be helpful.
- h. Best of all, take the advice of Wakee, Imam Shafii's teacher رحمهما الله, as reported by the imam himself in the following poetry:

شكوت إلى وكيعٍ سوءَ حفْظي فأرشدني إلى تركِ المعاصي
وأخبرني بأنَّ العلمَ نورٌ ونور الله لا يُهدى لعاصي

6. Grammar and morphology work together to give complete meaning. In this unit, the students are expected to get used to simultaneously seeing through the 'eyes' of grammar and morphology.

7. The common meanings of the advanced patterns are discussed in details in Unit 3 with plenty of examples from the Quranic and Hadeeth. However, at this point, as the students learn to conjugate and memorize the 10 forms, it is recommended that the teacher explain just one basic meaning that is associated with each of the advanced patterns. Use the *Summary of Morphological Semantics* on page 40.

Unit 3 of QL1-B

**Morphological
Semantics**



Primary Objectives of Unit 3

Morphological Semantics

1. Understand the common meanings of patterns 2 through 10.
2. Apply knowledge to select Quranic verses and Hadeeth.
3. Understand that not every pattern will have all possible meanings.
4. There are other uncommon meanings that are not mentioned in this Unit

Unit 4 of QL1-B

Miscellaneous Topics



Primary Objectives of Unit Four

Miscellaneous Topics in Arabic Morphology

1. Understand how certain weak letters cause changes in the form.
2. Figure out the patterns of words with weak letters.
3. Learn basic and advanced quad-literal patterns.
4. Understand rules of إبدال
5. Understand rules of إعلال
6. Understand rules of التقاء الساكنين
7. Understand rules of الإدغام
8. Apply knowledge to select Quranic verses and Hadeeth.



Some things to remember before teaching Unit 4 of QL1-B

1. This unit consists of miscellaneous topics in morphology may be optional for beginners, but necessary for students wishing to continue to higher levels.
2. As far the Quad-literal patterns are concerned, to the best of my knowledge, only pattern 12 and 15 have been used in the Quran. Thus, I've listed examples for these two patterns from the Quran. The remaining patterns (11, 13, & 14) are mentioned for reference.
3. After completion of QL1-B, for further study of Arabic morphology, the following books are recommended in order:
 - التطبيق الصرفي (عبدہ الراجحي)، التحليل الصرفي (ياسين المحافظ)
 - شذا العرف في فنّ الصرف (أحمد الحملاوي)

Part Two

Approach & Methodology Of the QL Curriculum

The [Quranic Arabic] series combines abundant material with clear and easy presentation; it combines excellent ordering [of the chapters] with accuracy in expression; it combines plentiful quotations [from the Quran & Hadeeth] with excellent choice so that the beginners benefit from it, [while] the advanced students cannot do without it”

Dr. Ayman al-Shawwa, Professor of Arabic,
College of Letters, College of Sharia,
University of Damascus, Syria.

PEAK: The Four Primary Characteristics of a Successful Arabic Linguistics Curriculum

The ideal Arabic linguistics curriculum should be **p**edagogically sound, **e**asy to study and teach, **a**cademically authentic & balanced, and **K**oranic.

1. Pedagogically Sound

- Provides an accurate “big picture” while focusing on important details.
- Organizes knowledge into logically connected units.
- Minimizes circular dependencies.
- Builds skills gradually and systematically without overwhelming the student.
- Empowers the teacher with key resources such as teacher guides, teacher support/training, teaching aides, etc., to accommodate various learning styles.
- Has been tried and tested several times via pilot programs with different and diverse groups of students.

2. Easy

- Easy, but not boring.
- Challenging, but not impossible.
- Easy for the student to study, comprehend, review, practice, and reference after the completion of the course.
- Easy for the teacher to teach, explain, review, test, and reference after the completion of the course.

3. Academically Authentic & Balanced

- Strongly rooted in the classical understanding of Arabic.
- Neither waters down technical concepts, nor goes to extreme hair splitting details.
- All technical terms are in Arabic.
- Reviewed and endorsed by an authority of the Arabic language from the Arab world.

4. Koranic

- Last but not least, all rules, concepts, and exercises, should be demonstrated with abundant quotations from the Quran, which is the primary source of Arabic, as well as the Prophetic Traditions (Hadith).
- It should make Quranic Arabic accessible for the student.

Who is Qualified to Teach Quranic Linguistics

*
In addition to a working knowledge of basic *tajwid*, two years teaching experience, and a love for Quranic Arabic, the teacher of *Intro to Quranic Linguistics* series is expected to have background in the following three areas:

1. Strong understanding of Arabic Morphology. This may be validated by the successful completion of any **one** of the following:
 1. Level one of the Quranic Linguistics series.
 2. العزّي
 3. المقصود
 4. شذا العرف في فنّ الصرف
 5. التطبيق الصرفي
 6. التحليل الصرفي
 7. A comparable book on morphology
2. Strong understanding of Arabic Grammar. This may be validated by the successful completion of any **one** of the following texts:
 1. Level 2 of the Quranic Linguistics series.
 2. Any commentary on ألفية ابن مالك
 3. جامع الدروس العربية
 4. معاني النحو
 5. A commentary on متممة الأجرومية such as الكواكب الدرية
 6. A comparable book on grammar.
3. Basic familiarity with an introductory text on Arabic rhetoric. This may be validated by successful completion of any **one** of the following:
 1. Level 3 of the Quranic Linguistics series.
 2. البلاغة الواضحة
 3. البلاغة العربية
 4. A comparable book on rhetoric.

The Primary Objective & the Means to Achieve It

The primary objective of the series is to establish strong foundations for understanding the Quran, Hadeeth, Fiqh, and other Islamic disciplines by focusing on the three primary tools of learning: Arabic morphology, grammar, and rhetoric. This objective is realized as follows:

- Facilitate the teaching process by ordering and structuring the units and the lessons in a way that allows building key language skills gradually and systematically.
- Facilitate the learning process by presenting the concepts in an easy to read format that not only supports in-class learning, but also out-of-class review and practice.
- Facilitate quick grasp of concepts by using visual aids such as diagrams, color coded tables, charts, and summaries.
- Facilitate mastery of the three primary Arabic disciplines via examples and exercises based on hundreds of carefully selected verses and hadeeths.

Overview of the *Intro to Quranic Linguistics Series*

The 3-level *Introduction to Quranic Linguistics* series attempts to explain Quranic Arabic through the theoretical linguistic models whose foundations were developed in the 7th century, decades after the Quran was revealed. The series introduces morphology, semantics, syntax, inflection, grammar, rhetoric, and style of the Quranic Arabic. It is designed to help establish strong foundations for understanding Quran, Hadeeth, Fiqh, and other Islamic disciplines. The prerequisite is successful completion of the textbook *Easy Introduction to Arabic*. Ample exercises throughout the series help review, reinforce, and apply the concepts learned by systematically and gradually analyzing hundreds of carefully selected verses of the Quran.

Level 1, *Morphology, Semantics, Syntax, & Inflection*, designed for beginner/intermediate students, orients the student in noun and verb conjugation, roots, word types, common noun and verb patterns (الأوزان), vocabulary derivation, syntax, inflection and its signs. Translation has been provided for most of the concepts. Included also in this level is morphological semantics—a branch of Arabic that examines how internal changes caused by the addition of certain letters to basic roots affect change in meaning. The level is concluded with a brief study of weak lettered nouns and verbs.

Level 2, *Essentials of Arabic Grammar*, looks at the details of the theory of Arabic grammar (theoretical linguistics) by analyzing major types of nominatives, accusatives, genitives, jussives, sentences, and quasi-sentences. Challenging topics such as conditionals, numbers, and inflection of weak lettered nouns and verbs are also explained in detail. Moreover, frequently appearing particles in the Quran and Arabic language along with their various types have been listed in the Quick

Reference Guide. The book has been designed to be a “one-stop shopping” place for Arabic grammar. It contains useful charts and tables necessary for syntactic analysis. In this level, the student is expected to make the transition into an Arabic-only environment. Thus, translation has been kept to a minimum.

Level 3, *Linking Morphology and Grammar, Introduction to Rhetoric*, does what its title suggests. It begins by reexamining the *masdar* and the derivatives (i.e. the verbal nouns) introduced in Level One in terms of their various functions, inflecting action (العَمَل), and noun-verb conversions (التأويل). Thus, it integrates the study of grammar and morphology to prepare the student for the next part—rhetoric (البلاغة). Rhetoric, the highest discipline in Arabic, combines just about all of the fields of Arabic into a language that is effective and eloquent. In this level, we travel 1400 years into history to get glimpses of the powerful rhetorical effects of the Quranic Arabic on the people of the Arabian Peninsula as it was being revealed at the tongue of the last prophet of God, Muhammad صلى الله عليه وسلم

In short, learning Quranic linguistics is a three-step process. The first step is Arabic morphology, which is like planting seeds into the ground. The second step, Arabic grammar, is like watering the tree until its branches are fully developed. The third step, Arabic rhetoric, is the sweet fruit.

Recommended Medium of Instruction

One of the major aims of the translations provided in **QL Basic** and **Level 1** is to help develop strong foundations in the linguistic building blocks of the Arabic language as well as to make a smooth transition into the Arabic environment of the next two levels.

And since it is extremely difficult, if not impossible, for the non-Arabic speaker to understand these concepts in Arabic, it is highly recommended that, as long as the learner is in her early stages, that these technical concepts be explained in one's native tongue.

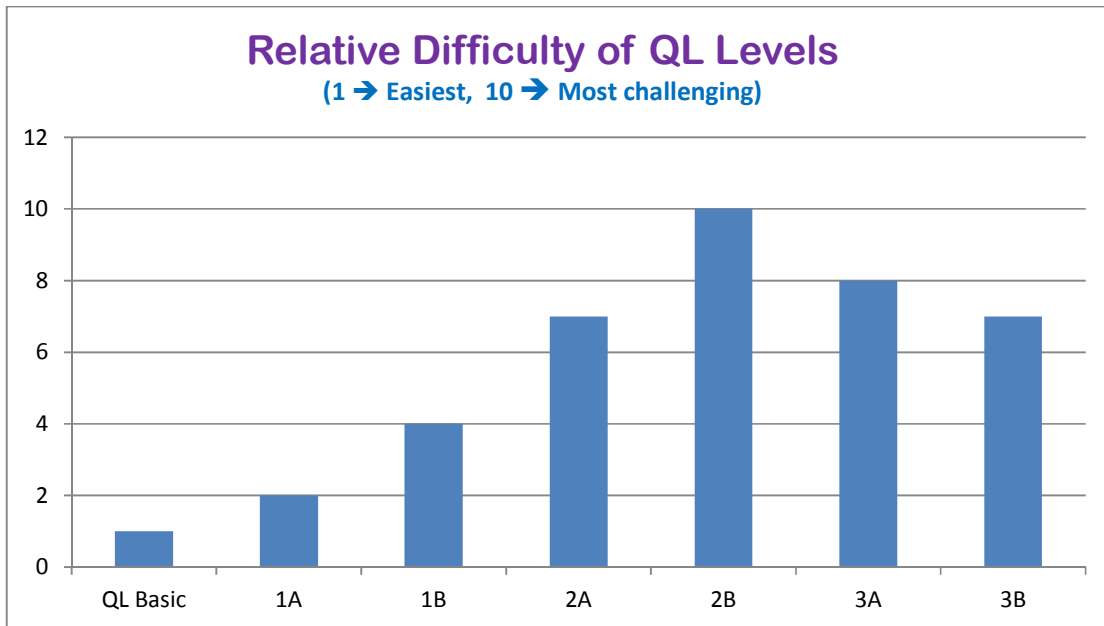
Assuming **QL Basic** and **Level 1** of the QL series are properly taught and mastered through the medium of one's native tongue, then transitioning into the Arabic environments of the next two levels (QL2 and QL3) should not be very difficult, God willing.

In addition building solid advanced grammar skills, **Level 2** also acts as a bridge that takes the student from his/her native-tongue environment into an Arabic environment. It is recommended that **Level 2** be partially taught in Arabic and partially in the student's native tongue. It may even be taught entirely in Arabic depending on student learning abilities and how well **Level 1** was taught, understood, and applied. **Level 3** on the other hand, should be taught in Arabic.

Summary of Recommended Medium of Instruction

Level	Discipline	Primary Medium of Instruction	Translation
QL Basic	Introduces all major Arabic disciplines	Native Tongue Only	Maximum
Level 1	Intro Morphology; Intro Syntax/Inflection	Native Tongue Only	Maximum
Level 2	Grammar	Native tongue and/or Arabic	50 / 50
Level 3	Rhetoric	Arabic Only	Minimum

The Relative Level Of Difficulty Of Quranic Linguistics Textbooks



Quranic Linguistics for College Arabic

The QL textbooks may be spread over multiple levels as summarized below. The following table is intended to be used for planning purposes. The actual number of contact-hours of instruction may vary significantly.

Suggested Course Title	Units	Contact Hours Estimates	Texts
Introductory Quranic Arabic	All	35 to 45	Easy Intro to Arabic (Part One & Two)
Quranic Linguistics 1A	All	30 to 35	QL 1
Quranic Linguistics 1B	All	55 to 65	
Quranic Linguistics 2A	1 thru 6	50 to 60	QL 2
Quranic Linguistics 2B	7 thru 10 Unit 7 of QL1	50 to 60	
Quranic Linguistics 3	All	50 to 60	QL 3
		Total 270 to 325	

A course based on *Easy Intro to Arabic* (QL Basic) should ideally be completed in the summer before starting college. This requirement may be waived for students who've completed at least two years of Arabic study prior to entering college. Thereafter, starting with QL1-A, the Quranic Linguistics textbooks can be taught over six college semesters at the rate of three periods per week of instruction as detailed in the below table. Completion of QL2 may require up to three college semesters. In parallel, at least two periods per week should be dedicated to developing conversational skills and studying Arabic literature.

College Year	QL Text	Frequency (periods/week)	Days of the Week**
Freshman (Fall)	QL1A	3	Mon, Wed, Fri
Freshman (Spring)	QL1B	3	Mon, Wed, Fri
Sophomore (Fall)	QL2	3	Mon, Wed, Fri
Sophomore (Spring)		3	Mon, Wed, Fri
Junior (Fall)		3	Mon, Wed, Fri
Junior (Spring)	QL3	3	Mon, Wed, Fri

** Tuesdays and Wednesdays should be utilized for developing conversational skills and studying Arabic literature.

Quranic Linguistics for High School Arabic

Depending on prior experience and exposure to the Arabic language, there are three possible suggested plans for High School Arabic programs as outlined below. For reading comprehension and conversational skills, add two more periods of instruction per week utilizing a curriculum such as العربية للناشئين.

High School Arabic - Plan A

This plan is recommended for students who've successfully completed **Easy Introduction to Arabic** (QL Basic) or have had at least 2 years of Arabic study prior to entering High School.

Grade	QL Level	Duration	Frequency (periods/week)
9 th	QL1A	Fall	2
	QL1B	Spring	2
10 th	QL2	Year-long	2
11 th	QL2	Year-long	2
12 th	QL3	Year-long	2

High School Arabic - Plan B

This plan is recommended for students who've had little or no study of Arabic prior to entering High School, but know how to read Quran (without understanding).

Grade	QL Level	Duration	Frequency (periods/week)
9 th	QLBasic (Part One & Two)	Year-long	2
10 th	QL1-A	Year-long	1.5
11 th	QL1-B	Year-long	1.5
12 th	QL2 (Units 1 thru 3)	Year-long	1.5

High School Arabic - Plan C

This plan assumes that **Easy Introduction to Arabic** (QL Basic) will be taught in 11th grade. It can also be used for students who began learning the Arabic alphabet in 9th and/or 10th grade.

Grade	QL Level	Duration	Frequency (periods/week)
11 th	QLBasic (Part One & Two)	Year-long	2
12 th	QL1-A & most of QL1-B	Year-long	2

Quranic Linguistics for Elementary/Middle School Arabic

As the name suggests, **Easy Introduction to Arabic** (QL Basic) is the easiest level. It is so easy that it even children as young as eight years of age can master it. The recommended frequency is a minimum of two periods per week. For reading comprehension and conversational skills, add two more periods of instruction per week utilizing a curriculum such as العربية للناشئين.

While the following table lists only one possible curriculum layout, it is entirely up to the teacher to decide when to start and determine the pace and frequency.

Suggested Arabic Curriculum Plan for Elementary/Middle Schools

Grade	QL Level	Duration	Frequency (periods/week)
3 rd	QL Basic – Part One	Year-long	2
4 th	QL Basic – Part Two	Year-long	2
5 th	QL1-A	Year-long	2
6 th	QL1-B	Year-long	2
7 th	QL2 (Unit 1)	Year-long	2
8 th	QL2 (Unit 2)	Year-long	2

The Three Primary Disciplines of the Arabic Language

There are many areas of study within the Arabic language. The three primary disciplines are:

1. Morphology علم الصرف
2. Grammar علم النحو
3. Rhetoric علم البلاغة

Arabic scholars consider morphology to be one of the primary disciplines of the Arabic language. It teaches us word types, patterns, conjugation, derivation and other things. Arabic morphology is unique in the sense that it enables the speaker to derive words based on specific roots and patterns. This unique and powerful feature is something that only Semitic languages share. As far as a beginner is concerned, it should be the first thing taught because it helps understand and identify the various forms and types of nouns and verbs which are necessary to put together a sentence (i.e. syntax). Therefore, this level's primary focus is morphology.

Ibn Jinni, the well-known 4th century Arabic linguist, advocates putting morphology before grammar. He writes in his authoritative commentary on al-Mazini's *Kitab al-Tasreef*:

.. الواجب على من أراد معرفة النحو أن يبدأ بمعرفة التصريف ..⁴

..it is necessary for the one who desires (to acquire the) knowledge of grammar that he/she begin with (acquiring the) knowledge of morphology..

Dr. Abduhu ar-Rajih, expresses his agreement by quoting the above statement in his book *التطبيق الصرفي*. Arabic scholar, Mustafa al-Ghalayini, the author of the advanced authoritative grammar text, *جامع الدروس العربية*, puts morphology as the first science on his list of Arabic disciplines. Al-Halabi, the author of the eleven-volume encyclopedic linguistic exegesis of the Quran, lists morphology as one of the fundamental disciplines of the Arabic language⁵.

In the late 1990s, I had the privilege of taking Arabic/Islamic classes at the Zaytuna Institute (CA) taught by Shaykh Hamza Yusuf Hanson who is also the founder of the institute. He put morphology before grammar by teaching it first. The Shaykh used to say that non-Arabs should begin with morphology.

Therefore, I think it's a mistake to teach students, especially beginners, grammar without giving them proper foundation in the basics of morphology. Since grammar requires strong foundations in morphology, Arabic students should

⁴ التطبيق الصرفي، p8

⁵ الدر المصون، p4، vol. 1,

undertake the study of Arabic grammar (**Level 2**) only after they have successfully completed **Level 1**.

Arabic grammar, which is the second step in learning Arabic, focuses primarily on syntax and inflection. Arabic is an inflected language. Thus, words change depending on their position in the sentence. The study of inflection focuses on word endings. For instance, the word Muhammad will be Muhammadun if it appears as a subject, Muhammadan if it appears as an object, and Muhammadin if it is an object of a preposition.

Students who are grounded in morphology and grammar are qualified to take the third level. **Level 3** integrates the study of morphology and grammar and introduces the highest discipline in Arabic--rhetoric (البلاغة). In rhetoric, we learn how to say the right thing at the right time for the given audience. It teaches us how to effectively use the tools of morphology and grammar. It teaches us how to make our speech eloquent. In this level, students learn how to use the knowledge and skills developed in the previous two levels to help them analyze key forms of expression and styles that make Quran unique and immutable.

To summarize, the most efficient and logical way to mastering Quranic linguistics is to begin with Arabic morphology, which is like planting seeds into the ground. The second step is Arabic grammar, which is like watering the tree until its branches are fully developed. The third step, Arabic rhetoric, is the sweet fruit.

The 3-level series focuses only on the aforementioned primary disciplines. The other areas, which may be thought of as “supporting” disciplines of the Arabic language include:

1. Script الرّسْم
2. Recitation التجويد
3. Composition الإنشاء
4. Poetry الشعر :
 1. Prosody العروض
 2. Metrics البحور
 3. Rhyme القافية
5. Public Speaking الخطابة
6. Lexicography علم المعاجم

Components of a Successful Quranic Arabic Program

My experience has taught me that an Arabic language program should consist of three key components which are taught in parallel: Reading Comprehension with Conversation, Linguistics, and Tajwid.

1. Reading Comprehension & Conversation (RCC)

This class will focus on reading passages from the *seera* and stories of the prophets. In addition to developing comprehension and conversation skills, the RCC component should provide a total-immersion experience where students can practice correct usage. Furthermore, this class will provide additional practice and application of the technical material covered in the linguistics components (see below). There should be three (or more) levels to accommodate various student backgrounds.

2. Arabic Linguistics (morphology, grammar, & rhetoric)

Linguistics is the heart of Arabic language. Within it, the key areas are morphology, grammar, and rhetoric. Because of the active control and role of morphology and grammar, Arabic cannot be learned without the two. Correct language usage is extremely difficult, if not impossible to acquire without a basic understanding of morphology and grammar. Thus, all students should be required to take linguistics. This class may be taught in English or Arabic. For details, refer to *Total-Immersion or Grammar-Translation* on page 31. All linguistics courses should be tightly coordinated with the RCC component (see above).

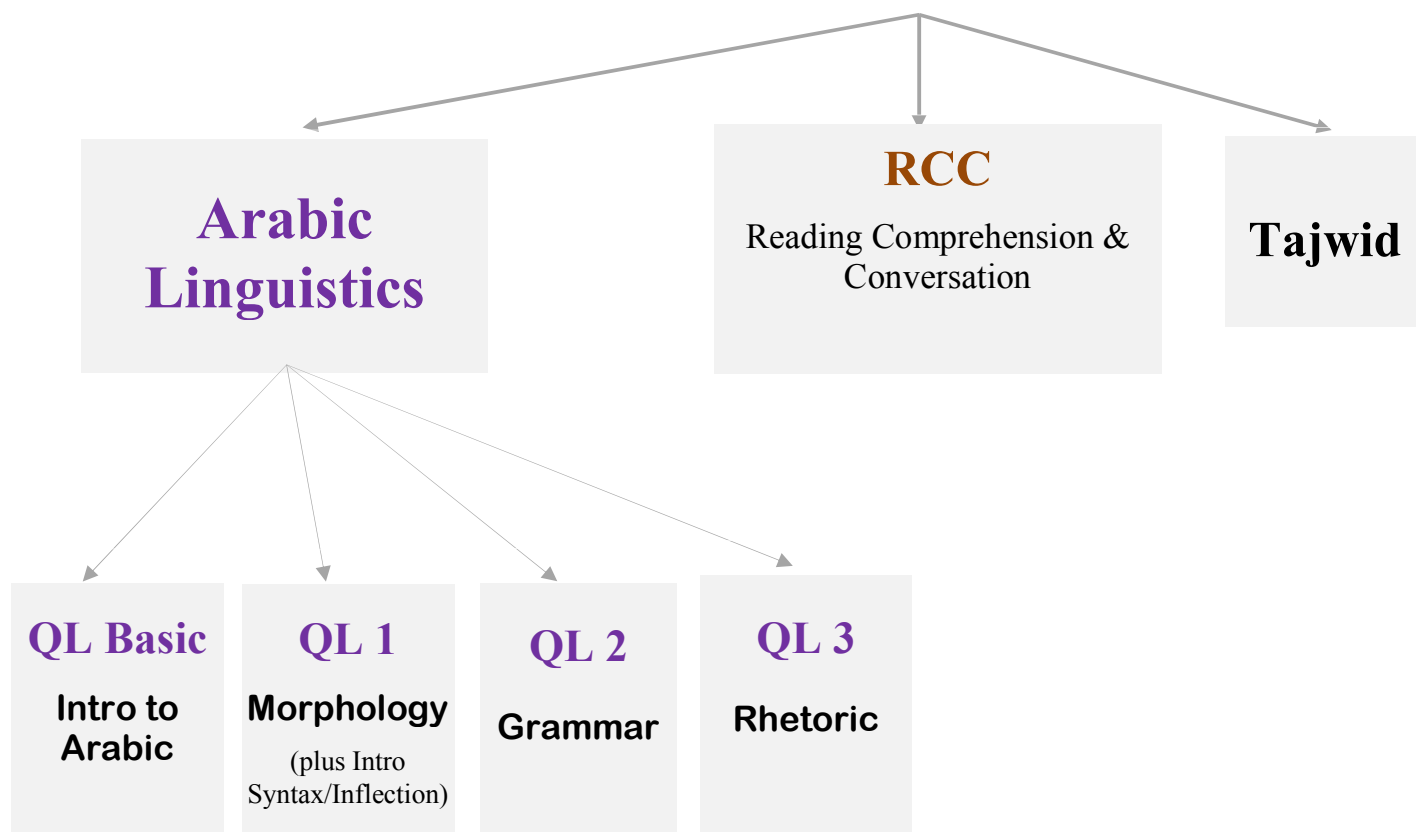
3. Tajwid (Rules of Quranic recitation)

Students should attend a daily class on Quranic rules of recitation. Ideally, they should read one page per day. The ability to read Quran properly is a necessary pre-requisite for learning Arabic. The class will help students increase reading speed as well as correct pronunciation. I've seen a direct correlation between the ability to read Quran properly and learning Arabic.

NOTE:

The linguistics component should be taught separately from Reading Comprehension/Conversational Arabic. One class cannot do it all.

Quranic Arabic Program



The Three Primary Disciplines

1. Morphology (Beginners)
2. Grammar (Intermediate)
3. Rhetoric (Advanced)

Suggested books for the RCC Component:

1. الكتاب الأساسي (first volume only)
2. قصص النبيين للندوي (for intermediate level)
3. العربية للناشئين (appropriate for all levels)

Frequently Asked Questions (FAQ)

QuranicLinguistics.com/FAQ

1. What's the best way to learn Arabic?

We recommend a three-pronged approach: (1) Reading Comprehension & Conversational Skills, (2) Arabic Linguistics, (3) Tajwid. Ideally, the three subjects should be taught in parallel. The details of this approach are provided in *The Three Components of a Successful Quranic Arabic Program*, page 57.

2. What is Quranic Linguistics?

Please refer to *Overview of the Quranic Linguistics Series* on page 50.

3. How long does it take to complete the three components?

That depends on many factors such as the number of contact hours spent per week, prior exposure, linguistic/cultural background, age, learning abilities, teaching methodology, pace of instruction, and the curriculum/books used. The numbers listed below are estimates that are only intended to give a rough idea (actual numbers may vary):

- Tajwid: 200 to 1000 contact hours
- RCC: 600 to 1000 contact hours
- Linguistics: 270 to 325 contact hours

(See also the next question *How long does it take to Complete QL Series ?*)

4. How long does it take to complete all QL courses?

Please see QL Curriculum Layouts on pages 53 and 54.

5. What's the best way to learn Quranic Linguistics?

The most efficient, effective and logical way to mastering Quranic linguistics is to begin with Arabic morphology, which is like planting seeds into the ground. The second step is Arabic grammar, which is like watering the tree until its branches are fully developed. The third step, Arabic rhetoric, is the sweet fruit.

6. I'm in High School. Is QL appropriate for me?

QL curriculum is appropriate for all levels. See the QL Curriculum layout.

7. What do Arabic teachers say about QL ?

Please see "What Arabic Teachers & Students Say" on www.QuranicLinguistics.com/Curriculum

8. My local community Arabic teacher is interested in QL. What Resources are there to help her?

- a. QL teacher's group.
- b. Free QL teacher's guide.
- c. QL Teacher Resources on QuranicLinguistics.com/TEACHER
- d. QL Curriculum info on QuranicLinguistics.com/CURRICULUM

10. My organization wants to get QL certification for our Arabic faculty. What's the process?

The manager or director of the program may complete the free [QL Certification Request Form](#). Individual teachers need to complete the [QL Teacher Registration Survey Form](#) (every teacher must complete it).

11. How can I find a Qualified QL teacher in my community?

The number of qualified QL teachers is growing rapidly in North America, Europe, Middle East, and other regions. Please contact us at QLTC@QuranicLinguistics.com and tell us about your location. We'll do our best to help you find a qualified QL teacher nearby.

12. What is the Pre-requisite for QL One?

The pre-requisite is the *Easy Intro to Arabic*.

13. I'm an advanced Arabic Student. Do I still need QL?

Masters and PhD candidates for Arabic and Islamic studies regularly enroll in QL courses to strengthen and enhance their linguistic skills. According to Dr. Ayman al-Shawwa (Professor of Arabic, University of Damascus), not only is the series beneficial for beginners, but also necessary for advanced students who, according to him, "cannot do without it". See Dr. Ayman's Arabic foreword at the end of this guide.

14. I have a BA in Arabic. Do I still need QL?

Please see the question above.

15. Which Arabic curriculum is right for me? How can I make an informed decision?

Please read *PEAK – The Four Characteristics of A Successful Arabic Linguistics Curriculum* on page 48.

16. Is QL for intermediate/advanced students only?

QL is appropriate for all levels: beginners, intermediate, and advanced. In fact, even experienced Arabic teachers have benefited tremendously from QL courses.

17. How does QL compare with classical texts such as الأجرومية ?

Ajerumiyya is a great introductory classical grammar text that primarily discusses syntax and inflection. It was supposedly written to introduce grammar to Arab children who already know Arabic. It does NOT discuss Sarf (morphology). QL 1, on the other hand, is primarily a text on introductory morphology with only one unit dedicated to introductory syntax and inflection which covers about 80% to 90% of what Ajerumiyyah provides, some in more details, some in less. QL 1 is primarily for Sarf whereas Ajerumiyyah is primarily concerned with introductory syntax and inflection.

QL2, however, journeys into a whole new sphere of grammar that Ajerumiyyah doesn't and was never intended for. Roughly speaking, QL2 covers over 50 times more grammar than Ajerumiyyah

18. What classical texts may be compared to the QL series?

While it is impossible to make a precise comparison, QL2 and QL3 combined are more or less comparable to classical texts such as *Alfiyyah* (ibn Malik), *Shuzur az Zahab* (ibn Hisham), *al-Kawakib ad-Durriyyah* (Muhammad al-Ahdal). In some cases QL gives more than these respective texts, while in other cases it provides less. QL's primary goal is Quranic Arabic, whereas these classical texts aren't necessarily restricted to Quranic Arabic. Thus, they cover a wider range of topics than QL does.

19. Which texts go beyond QL2 / QL3 ?

There are many. Some of the most detailed and authoritative linguistic works that go well beyond QL2 and QL3 combined (all of which are frequently referenced in the QL series) include:

جامع الدروس العربية (مصطفى الغلاييني)، النحو الوافي (عبّاس حسن)
معاني النحو (فاضل السامرائي)، البلاغة العربيّة (عبد الرحمن حبتّكة)
حاشية الصّبّان على شرح الأشموني على ألفية ابن مالك، التطبيق الصرّفي (عبد الرّاجحي)

20. What level of proficiency is attained after completing QL3?

After successful completion of QL3, the student can perform linguistic analysis of the Quran and understand most modern and classical commentaries (*tafaseer*) of the Quran. Hadeeth and Arabic literature in general also become accessible. It also serves as a necessary pre-requisite for academic study of all Islamic disciplines including fiqh, usul al-fiqh, and aqida.

21. I have questions that weren't answered in this FAQ

Send email to QL@QuranicLINGUISTICS.com and we'll do our best to answer within two business days.

Studying Arabic Abroad: Advice & Preparation

Introductory Note

Studying Arabic in an Arabic speaking country has great benefits, but it requires some basic preparatory work. Without an adequate amount of preparatory work, overseas study can not only be too demanding, but also overwhelming at times. Students who do not undergo sufficient preparatory work often end up wasting valuable time, money, and energy doing things that they could've done back home. This unfortunate pattern has been witnessed by QL teachers in the Middle East over and over again. Thus, it is highly recommended that student's prepare before traveling.

Students are advised to begin their study of the Arabic language by first taking advantage of what is already available in the West via local mosques or community centers. Fortunately, many resources are now available to us in the West that didn't exist a decade ago. These include summer intensive courses such as those offered by Fawakih Institute (Herndon, Virginia), Zaytuna College (Berkeley, California), Suffa Seminary (IANT) (Dallas, Texas), MAS Center for Islamic Studies (New Haven, CT) and many others.

Study Abroad FAQ

1. What preparatory work should I complete before traveling overseas to study Arabic?

Ideally, all levels of QL (or equivalent work) should be studied and mastered before traveling overseas. However, as an absolute minimum, students are advised to gain proficiency in at least QL1 and major parts of QL2 before thinking about traveling overseas.

2. Why study QL (or equivalent work) before traveling Abroad?

Upon successful completion of QL 1, cover to cover, with a qualified teacher, the student not only becomes grounded in foundational syntax, inflection, and morphology of the Arabic language, but also gains first-hand experience and insights into the challenges and rewards of studying Arabic.

3. How do I know if I'm ready to travel abroad to study Arabic?

The rigorous QL curriculum thoroughly prepares students to take advantage of the overseas experience and make the best and most efficient use of their time. Once QL1 has been successfully completed with a qualified teacher, the student of Arabic will know what's best for her/him.

Quranic Linguistics Teacher Resources

www.QuranicLinguistics.com/TEACHER

There are many important and useful resources available to registered teachers of Quranic Linguistics. If you're an Arabic teacher interested in teaching Quranic Linguistics, wish to learn more about the QL curriculum and methodology, or simply would like to network with QL teachers throughout the world, please first register yourself via the [QL Teacher Registration](#) page (Click on the “Teacher Resources” link in the Download tab). Registration is completely FREE and open to all teachers of Arabic including TAs and future teachers.

1. Quranic Linguistics Teacher’s Guide (PDF).
2. PowerPoint : Non-technical Introduction To Arabic.
3. PowerPoint : Technical Introduction To Arabic.
4. PowerPoint : Introduction to Morphology & Grammar (for non-beginners)
5. Answer keys for select exercises.
6. Lecture audios (mp3) for select lessons.
7. Special fonts used for Othmani Style Quranic Arabic Script.
8. Sample tests, quizzes, and final exam.
9. Teacher training (www.QuranicLinguistics.com/TEACHER)
10. Online Teacher Support from QL teachers.
11. Answer/solution keys for select chapters of the series.
12. Membership to Quranic Linguistics Teachers Group via Google Groups (<http://groups.google.com/group/quranic-linguistics-teachers>)

QL Teacher Certification Process

The ever increasing need for standardization and certification of qualified educators of Quranic Arabic has led to the development of the QL teacher certification and training programs. The rigorous QL Teacher Certification (QLTC) process is primarily intended for QL teachers who have successfully completed all three QL levels and have least 100 hours of QL teaching experience. Teachers who are certified will, *in sha Allah*, inspire greater confidence and trust of the students as well as organizations that employ them. More importantly, it is hoped that these programs will help in further development of Arabic language teaching standards in the West.

Upon successful completion of all the process requirements, a certificate of completion will be awarded by the certified QL teacher(s) conducting the examinations to the candidate. The newly certified teachers become qualified to teach QL textbooks without supervision, certify candidates using the QLTC process, and perform teacher training. They can also optionally add their names to the official list of certified QL teachers for teaching and tutoring referrals.

QL Teacher Certification (QLTC) Process Requirements

Submit the completed QL Online Certification Request form at QuranicLinguistics.com/TEACHER. A confirmation email with a QLTC process candidate registration number will be provided. Use this number for all correspondence.

The following tasks must be completed within seven days of submitting the request (Include QLTC process candidate registration number in all correspondence):

1. Complete the [QL Teacher Registration Survey Questionnaire](#)
2. Submit a PDF of your resume to QL@QuranicLinguistics.com.
3. Submit a scanned copy of any valid government issued identification such as driver's license, passport, or ID card (both sides) to the following email address: QL@QuranicLinguistics.com
4. Send request to join the [QL Teachers' Google Group](#) (free).
5. Download and read the [QL Teacher's Guide](#) (free) and agree to strictly adhere to the teaching guidelines provided therein.
6. Prior to submitting the request, candidates must have satisfied the QL Pedagogy Skills Requirement as follows: A combined total of at least 100 teaching hours must be completed in one or more of the following capacities:
 - i. As a TA for any QL based course.
 - ii. As an Arabic teacher teaching any QL based course.
 - iii. As a private tutor teaching any QL texts.

NOTE: Please submit the following via email to QL@QuranicLINGUISTICS.com :

1. A sample video recording (20 minutes or less) of QL teaching experience in one (or more) of the above mentioned capacities. (Exceptions will be made if it's against one's religious beliefs).
2. Specify exact dates, locations, and hours spent for the above experience(s).

NOTE: Institutes/teachers will be contacted for verifications purposes.

7. Provide documentation that shows successful completion of ALL QL courses (QL1, QL2, QL3) or equivalent coursework with qualified teacher(s). The documentation should include the following:
 - i. QL course certificates or *ijazas* on equivalent coursework.
 - ii. Exact dates and locations of the coursework.
 - iii. Name(s) of institutes and their respective contact information (phone number, email/website address).
 - iv. Name(s) of teachers and their respective contact information (city, country, phone number, email/website address).NOTE: Scanned copies of all required documentation must be submitted via email to QL@QuranicLinguistics.com

8. Please provide three references who can speak to teaching ability from the following: A former/current student, a former/current teacher or a certified QL teacher, and a manager/director of the last institute as indicated on your resume.

Within three months of submitting the request, complete all QL Certification Examination Requirements as follows:

1. Pass the QL Series Written Exam on linguistics (morphology, grammar, and rhetoric) with a minimum grade of 80%.
2. Pass the QL Series Oral exam on listening and speaking skills. The QL Oral exam may be conducted in person, by phone, or via Skype or similar venue.
NOTE: There will be an exam fee (TBD) for the written and oral exams.

The 3-Day Onsite QL Teacher Training Course

The 3-Day Onsite QL Teacher training course is preferred by managers and directors of educational organizations wishing to train their Arabic faculty or seek professional expertise in designing a rigorous Arabic curriculum. The training will be conducted onsite by the author, Fahim Qazi, or a certified QL teacher.

At the conclusion of the program, a certificate of completion will be awarded by the trainer to all Arabic teachers who have successfully completed all coursework to the satisfaction of the instructor. There will be a course fee (TBD). For more information, please send email to QL@QuranicLinguistics.com

How To Make Windows Arabic-Enabled

When working with Arabic fonts, it is highly recommended that the Traditional Arabic Fonts be used in Windows. Not only do the Traditional Arabic Fonts appear clearer than the Times New Roman font, but also they enable the user to enter the Arabic vowel markings (تشكيل) clearly.

Instructions for Windows Vista or Windows7

1. Go to Control Panel
2. Select Clock, Language, & Region
3. Change Keyboards & Input methods
4. Change Keyboard
5. Add
6. Choose Arabic (e.g. Saudi Arabic)
7. Choose Keyboard
8. Choose Arabic
9. OK
10. Apply
11. OK
12. Reboot the system

To switch between English & Arabic keyboards, press SHIFT-ALT.

Instructions for Windows XP

1. Go to Control Panel
2. Select Regional & Language Options
3. Select Languages
4. Select "Install files for complex script and right-to-left languages." Windows system CD may be required to complete the file transfer. Follow the directions

وبالله التوفيق

دعاء الختم

تَمَّ بَعُونَ اللّٰهُ الَّذِي هَدَانَا لِهَذَا وَمَا كُنَّا لَهُ مُهْتَدِينَ لَوْلَا ه
فَصَلِّ يَا رَبِّ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ وَمَنْ تَبِعَهُمْ
وَسَلَّمَ وَرَضِيَ اللّٰهُ عَنْ أَبِي بَكْرٍ وَعَمْرٍ وَعَنْ عِثْمَانَ وَعَلِيٍّ وَعَنْ آلِ
الْبَيْتِ الْمُتَّقِينَ آمِينَ

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