



Ad-Duha Institute

Qur'aan & Arabic Curriculum Guide

“The one who was devoted to the Qur'an will be told on the Day of Resurrection: 'Recite and ascend (in ranks) as you used to recite when you were in the world. Your rank will be at the last ayah you recite.'”

(Abu Dawud and At-Tirmidhi)



“How perfect You are Oh Allah, and I praise You. I bear witness that none has the right to be worshipped except You. I seek Your forgiveness and turn to You in repentance.”

We ask Allah to bless this curriculum, and the families that use it, and to make it of benefit to the Muslim Ummah. Any mistakes in it are our own, and anything good in it is from Allah.

Introduction

All Ad-Duha Arabic course materials and lessons are geared towards teaching children to read and understand the Qur'aan. The goal of this program is not to teach spoken Arabic, conversational Arabic, or modern standard Arabic (used in newspaper, magazines, etc.) Therefore, all vocabulary and examples come directly from the Qur'aan and focus on greater understanding of the Qur'aan.

Progression of Arabic Skills

Stage 1 (Level ALP to Level B):

Students will learn the Arabic alphabet, how to join letters, vowel markings, and how to read and write short ayaat from the Qur'aan. All suwaar (chapters of the Qur'aan) from Juz 'Amma (30th part) will be memorized while studying the tafseer and building vocabulary.

Stage 2 (Level C to Level E):

Students will continue to build their vocabulary through the study of Juz Tabarak (29th part of the Qur'aan). The student will be encouraged to translate short verses from the Qur'aan, learn the rules of Tajweed (how to recite properly), memorize the order of all suwaar (chapters), and increase overall understanding. Students will also be given a

schedule for reading the entire Qur'aan in one academic year (Level IV) and encouraged to start hifz (memorization of the entire Qur'aan).

Stage 3 (Level F to Level H):

Students will continue to build vocabulary by learning the most common words used in the Qur'aan. They will begin to learn the rules of grammar (i.e., masculine and feminine, tenses, dual, plural forms, etc.), practice more in-depth translation of verses, as well as practice various Arabic calligraphy styles.

Stage 4 (Level I to Level M):

Students will apply the rules of grammar and vocabulary learned to translate and demonstrate an understanding of the Qur'aan and ahadith.

**Levels ALP, A, B, C, F, and G are currently available. All other levels of the program are under revision or development.*

Ad-Duha Contextual Acquisition Methodology:

The method used to teach Arabic in the Ad-Duha course materials is known as Contextual Acquisition. This methodology has been developed by Ad-Duha to meet the needs of non-Arabic speakers who do not have access to classes, school, resources, teachers, etc. who can teach Qur'aanic Arabic in their area. This methodology is based upon the way in which speakers of any language learn to understand their native tongue. The principals of this method are as follows:

- **It is not necessary to know all the rules of grammar to understand the language.** If you look at all native speakers of a language, they understand the vocabulary and context of words well before they ever study the rules of grammar for the language (i.e. children speak and understand what is being said to them years before starting formal schooling). Therefore, the focus in the early levels of the Ad-Duha program is solely to build vocabulary and understanding. Grammar is taught in the higher levels for the purpose of refining that understanding.
- **Vocabulary is remembered better when it is associated with a story or situation that has caught our attention.** The Arabic Workbooks are linked to our Tafseer workbook series so that students will understand how each word they are learning has been used in the Qur'aan.
- **Non-Arabic speakers find it very difficult to identify words in Arabic after they have been conjugated into different forms depending on the placement in the sentence.** Therefore, we have used vocabulary directly from the Qur'aan in the exact form (vowel markings/tashkeel, etc.) as it appears in the specific surah being studied to make identification easier. This may be confusing for Arabic speakers, or those who have studied Arabic in traditional programs in the US or abroad. They will be more familiar with learning three letter roots and the rules of conjugation. However, this program is specifically designed for non-Arabic speakers who may not have had formal schooling in the Arabic language, but who want to teach their children the language of the Qur'aan (while learning themselves). In this case, it is best to take

small steps that are not intimidating and do not overwhelm the student. The Ad-Duha method makes learning easier and more intuitive, insha-Allah.

- **You will also note that on the Qur’aan and Arabic Teacher CD the vocabulary is pronounced exactly as it is read in the Qur’aan.** For example, if the word is at the end of a verse it will be read with a sukoon regardless of the tashkeel (vowel marking such as Futha, Dummah or Kusra) that appears on the word, whereas a word that appears in the middle of a sentence will have all of its tashkeel recited. The reason we have chosen this method is to make audio/visual identification easier for non-Arabic speakers. By listening to the word in the way that it is recited in the surah, it is more likely that a non-Arabic speaker will be able memorize its meaning and to recognize that word when they hear it again, and Allah knows best.

Arabic Transliterations:

In most of the course materials, transliterations have been included. These transliterations are phonetic spellings of Arabic sounds using the English alphabet. They are included to assist parents who are not native Arabic speakers in conducting the lesson. We have used the following rules of pronunciation when making transliterations. This may be slightly different than transliterations that you are familiar with.

1. U is sounded as the short U in “up” (i.e. Fut-ha, not Fat-ha)
2. E is sounded as the long E and in “eat” (i.e. e-dhaa, not i-dhaa)
3. A is sounded like the a in “spa” (i.e. Fut-ha)
4. If a letter is repeated twice it means the sound should be elongated, for example “ma-laa-e-ka” where the “laa” sound is longer than the “ma” sound.
5. Dashes have been used to separate syllables to make pronunciation more accurate. So in the example above, “ma-laa-e-ka” has four syllables.
6. **Exceptions:** There are some words that are more commonly transliterated in a way that does not fit the rules above, so the more common spelling has been used. These exceptions have been made, because using the phonetic rules above might prove confusing, and Allah knows best. We have included a list of these exceptions below with their phonetic spellings for reference.

Exceptions to the Rules:

Rasulullah (instead of Rasooloollaah)
Musa (instead of Moosa)
Madinah (instead of Madeenah)
Surah (instead of Soorah)
Suratul (instead of Sooratool)
Allah (instead of Allaah)
Isa (instead of Eesa)

Adam (instead of Aadum)
Ibraheem (instead of Ibraaheem)
Wudoo' (instead of Woodoo')
Ummah (instead of Oom-mah)

The Format of Vocabulary Words:

The vocabulary used in the curriculum materials (i.e., Arabic Exercise Books, Mini Tafseer Books, Qur'aan & Arabic Teacher CD's and in the Qur'an Vocabulary Lists) comes directly from the Qur'aan. We have chosen to use the words exactly as they appear in the Qur'an (as opposed to the three letter roots). To understand more about this methodology, please read the summary above.

Conclusion:

We hope that by using this methodology to teach Qur'aanic Arabic we will assist a new generation of Muslims to go back to the Qur'aan, seeking its guidance and finding its answers, and Allah knows best.