



Kalima wa Nagham

A Textbook for Teaching Arabic, vols. 1-3

Vol. 1 by Ghazi M. Abuhakema, Nasser M. Isleem & Ra'ed F. Qasem
Vols. 2&3 by Ghazi M. Abuhakema & Nasser M. Isleem

Presenting a new Teaching Arabic as a Foreign Language (TAFL) curriculum that can be used in secondary and postsecondary educational settings, *Kalima wa Nagham* are textbooks that uniquely and simultaneously introduces Modern Standard Arabic (MSA) and salient aspects of Educated Spoken Arabic (ESA) to level two language students. Students who fully utilize this book should be able to develop important language skills: listening, speaking, reading, writing, and expressing deep cultural knowledge.

Written by Arabic language teaching practitioners and experienced educators who are certified language testers, *Kalima wa Nagham* employs a threaded story that introduces language concepts along with music to enhance vocabulary retention and recall. At the core of the textbook are dialogues that present students and teachers with examples of Arabic grammatical concepts and important cultural aspects, as well as related vocabulary. These are supplemented by drills and activities that can be used in a classroom setting or pursued individually. Dialogues and pronunciation and listening drills to accompany the lessons are available on the University of Texas Press website. Volume 2 incorporates media language to help students understand news reports and other media texts as well as original cartoons that demonstrate the meaning and significance of idiomatic expressions in a refreshing way. The volumes student-centered in content and methodology, which will enable learners to meet and exceed linguistic and cultural proficiency expectations.

Each individual volume builds on the previous book; Volume 1 is for beginner students in their first semester/year, Volume 2 continues for second semester/year - depending on the speed of the programme - and Volume 3 is for students at an intermediate high level (according to the guidelines of the American Council of Teaching Foreign Languages). This means they can easily talk about familiar topics related to daily life and uncomplicated topics they're knowledgeable about, mainly in the present tense.

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Reviews

For Volume 3:

"*Kalima wa Nagham* volume 3 is a masterpiece. The authenticity of the selected materials, the richness of the drills and exercises, the presentation of the vocabulary, expressions, grammar, and cultural targets provide learners with excellent opportunities to reach the advanced level of proficiency according to ACTFL guidelines. This is a breakthrough in the field of learning Arabic as foreign language."

Mohammad Almasri, ConocoPhillips Associate Professor of Arabic Language, University of Oklahoma

"Ghazi Abuhakema and Nasser Isleem's third volume of *Kalima wa Nagham* makes a valuable contribution to the teaching of Arabic as a foreign language. Following the communicative approach, the volume offers wide-ranging instructional practices and applicable authentic materials that can considerably enhance learners' cultural and sociolinguistic competence and help them reach the advanced level."

Abed el Rahman Tayyara, associate professor of Arabic and Middle Eastern Studies, Cleveland State University

"*Kalima wa Nagham* volume 3 builds on the solid foundation established by the first two volumes in the series. This impressive new text moves the intermediate learner to advanced high proficiency with an innovative communicative approach, weaving music and song into the grammatical and linguistic content of each lesson and offering the student a new perspective on the cultural and linguistic role of music in the study of Arabic."

Hussein Elkhafafi, associate professor of Arabic, University of Washington

فَصَّالْ خَادِ أَلْعَافَاً يَمِيْلَعَتْ أَثْدَحَ رَضَحْتَسِي هِنَأَبْ مَغْنُو قَمَلِكْ نَمْ ثَلَاثَلَا عَزَجَلَا بُولَسَا مَسْتِي
لَسَالَسْ تَلَخْ، يِّيْ فَصَّ لَسَالَسْتْ قَفُو قَدِيْ أَفُو عَعْتَمُو قَلُو هَسْ لَكْبْ سَرْدِي قَسْفَن سَرْدَمَلَا دَجِيْف
ءَاشْ، فَّ صَّالْ خَادِ لِيْ رَخَا دَعْبْ أَبِيْرِدْتُو صَن دَعْبَاً صَن هَعْبَاتِي نَم لُقْنِي بُولَسَا وَه. هِنَمَة يَمِيْلَعَتْ
صَوْصَن فَاْلَمْع "صَوْصَن نَلَاة يِلْصَا" نَابْتَا كَلَا ف رَّعَا مَك. هَمَامَا هِنَا كَيِّفْ صَّالْ شَدْحَلَا شِيْعِي، يَبَا مَأ
لَا لَطُو عَا لَبُو يِنِيْد شُوْرُوْم لِيْ قَرُو ضَّالَاب دَنْتَسِيَّة وَقَلَاب أَدُو جَوْمَا يُوْغَلَا عَقَاوْم دَّقْتْ صَوْصَن بَاتِكَلَا
م دَّقْتَمَلَا لِيْ بَلَّا طَلَاب لَصِي يُوْتَسْم يِفَا هِنُوْد مَوْقِي الْو، قَفَلْتْ خَمَلَا اِمْرِدَا صَم نَم لَاتْمَا وَة يِفَا قَتْ
لِيْ عَا لِيْ."

Najeh Abu Orabi, academic director, CIEE, Jordan