Instructional Objectives for Learning to Recognize the Letters of the Arabic Alphabet

Audience
The audience for this instruction will include college level students of Arabic without prior experience in the language or any adult learner desirous to learn the Arabic alphabet.

Behavior, Conditions & Degree
Given a display of Arabic letters highlighted in the context of authentic Arabic words, learners will be able to visually recognize each letter in each of the four positions (initial, medial, final and or stand alone) and correctly choose from a display of the Arabic alphabet with 100% accuracy the correct Arabic letter.

Five Star Instruction
Merrill has proposed that superb instruction (“Five Star Instruction”) must have the following components:
1. Learning is facilitated when learners are engaged in solving real-world problems
2. Learning is facilitated when existing knowledge is activated as a foundation for new knowledge
3. Learning is facilitated when new knowledge is demonstrated to the learner
4. Learning is facilitated when new knowledge is applied by the learner
5. Learning is facilitated when new knowledge is integrated into the learner’s world

We took each of these suggestions into consideration when choosing our instructional approach and crafting our instructional objectives for learning to recognize the letters of the Arabic alphabet. We justify our choice because learning to recognize the letters of an alphabet is the foundation of literacy in any alphabet based language system. We additionally justify our instruction according to Merrill’s “Five Star Instruction” rating system:
1. Does courseware deal with a real world problem?
   a. Yes—foundational literacy in Arabic
2. Does courseware do activate knowledge as a foundation for new knowledge?
   a. Yes—the learning module will begin with a short introduction explaining among other things that Arabic is a phonetic alphabet similar to English.
   b. Yes—an attempt may be made to help the learner think about the connection of the Arabic language to the context of their own life.
3. Does courseware demonstrate the new knowledge?
   a. Yes—visual representations of letters from the Arabic alphabet will be displayed in stand alone fashion and within the context of authentic Arabic words.
4. Do learners have an opportunity to practice or apply their new knowledge or skill?
   a. Yes—the learning module includes practice on each of the letters presented
5. Does courseware provide techniques to encourage learners to integrate or transfer the new knowledge?
   a. Yes—the learning module will use high frequency Arabic words to highlight various Arabic letters.

References:
Merrill, M. D. First Principles of Instruction. Educational Technology Research & Development. (submitted for publication) See also http://www.id2.usu.edu/Papers/5FirstPrinciples.PDF