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Procedure with graphics using Quranic verses in English

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Abstract

Visual aids are often the backbone for think aloud activities, presentations, evaluative and analytical exhibits and a researcher’s data buddy after tabulating the results of any study. Graphic organizers are visual frameworks to help the learner make connections between concepts, usually showing particular processes or steps, and arrows indicating paths. The full name of this technique, Procedure with Graphics Using Quranic Verses in English, informs the literary text chosen for the Critical Reading Classroom. A lesson plan exhibits this particular technique using selected Quranic verses in English to augment the teaching and learning process at the undergraduate level.

Keywords: Critical Reading Classroom; Literary Text; Quranic Verses in English; Visual Aids; Graphic Organizers

1. Introduction

Visual aids can take in many different forms to support learning. Scaffolding activities are those support services extended to an ELL to help develop and improve the language ability. However, it should not stop at this point. The services extended must be coupled with monitoring and observation and services must include changing the type of scaffolding support activity to suit the changes or improvement made by the ELL. Gradually, the type of scaffolding activity extended to the ELL is of a more independent type of activity. Ultimately, the services are terminated according to the student’s ability at tackling work independently and the student will only seek help when and if necessary. The ultimate goal of scaffolding is the student reaching or achieving the desired status of being an independent and capable learner.

Scaffolding includes the use of visual aids which aims at clarifying and understanding. Depending on the level of language proficiency, visual aids can be used to elicit different levels of cognitive responses. For example, a picture or a painting can be shown to students to elicit an interpretive response of what the artist was trying to say through his art.

Students can also be asked to produce visual aids and use it as the tool for an oral presentation. Visual aids are often the backbone for think aloud activities, presentations, evaluative and analytical exhibits and a researcher’s data buddy when and after tabulating results of any study. Graphic organizers are visual frameworks to help the learner make connections between concepts. Flow charts are graphical depictions of processes or relationships. Typically, flow charts include icons showing particular processes or steps, and arrows indicating paths. Graphics are also

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referred to as metacognitive tools in visual forms such as Concept Web, Mind Map, Venn Diagram, Ranking Ladder, Fishbone Diagram, Sequence Chart, Cross-Classification Chart, Right Angle, Pie Chart, etc. Structured Note-Taking is done when students are given a graphic organizer in which to record notes, all in an attempt to make content more comprehensible.

The full name of this technique, Procedure with Graphics Using Quranic Verses in English, is an explicit statement informing the literary text chosen for the Critical Reading Classroom. The Quran contains an abundance of imagery. The authors of the English language translations of the meaning of the Quran try to capture this special feature of the Quran— the exact expressions and meaning in the Arabic language. Although not entirely possible, as mentioned by all translators, with extra reading and guidance, a reader will be able to understand most, if not all, of what is being said in the Quran. This paper is aimed at weaving through the umbrella theme of Learning Images when it pedagogically assists in the performance of learning, reading and interpreting Quranic imagery. A lesson plan exhibits this particular technique using selected Quranic verses in English to augment the teaching and learning process at the undergraduate level.

The Thematic Weaver

With these attempts and a revisit to the thematic umbrellas provided for the necessity of relevance to the thematic expressions, this writer would like to call this academic task performance, thematic weaving. In essence, as a thematic weaver, this writer is able to thus make specific direct linkages of connective relevance:

Under the Thematic Umbrella, of The Form of the Image, this paper weaves through the thematic expression of the image as text whereby the use of Quranic verses in English as the literary text or reading material carries the projections of images in its text. The thematic expression of the image as art is also woven through by this paper. The Quranic verses in English are used in the classroom bringing focus to or looking from the literary and aesthetic angle apart from the religious angle. The use of Quranic verses in English and imagining the images projected in the text would make possible the weaving through of the thematic expression of visualization.

Under the Thematic Umbrella of The Image in Context, this paper weaves through the thematic expressions of the past, present and future of the image. Since the images are those projected from the Quranic verses in English, the images brought to focus are everlasting images because the source text that the images originate from is the sacred Quran. The whole Quran is a book from the past for the people of the present and the future. The thematic expression of the image as information is also woven through by this paper. The knowledge of the content in the Quranic verses in English (or in any other language) is information for people to use as guidelines towards a correct and successful way of life.

Under the Thematic Umbrella of Technology and Media in the Service of the Image, this paper weaves through the thematic expression of discovering the image: databases, social media, tagging, folksonomy, taxonomy. The use of Quranic verses in English in the language and literature classroom has never been easier and more accessible through the net. Teachers can find concordances or index categorizations of a listing of topics discussed in the Quran in alphabetical order. Teachers will thus be able to scroll down and make a suitable selection of topics in the Quranic verses in English for use in the classroom. There is also a variety of websites which this writer has provided, that host the Quranic verses in English by various translators and their works. Thus, teachers can make the right selection for the target classroom in terms of age, ability and proficiency level. There is a wealth of background knowledge information for teachers to be more acquainted with Quranic verses in English. A detailed explanation of each verse in the Quran is available in all languages. There are forums through the net whereby teachers can join to ask and discuss with others about any verse in question and obtain a deeper understanding. An added advantage through media which can assist tremendously in the understanding the meaning of some vocabulary words in the Quran Verses in English is the online visual dictionary, visual thesaurus, etc. Students would be encouraged to see the beautifully and artistically presented visuals of vocabulary words which need to be seen for clear understanding. There are other useful media sources which are provided in this paper under “APPENDIX 2.” All these facilities through the net provide teachers easier and more access to understanding Quranic verses in English for better teaching performance.
Under the Thematic Umbrella of Learning Images, this paper can weave through tightly in relevance with the thematic expressions of learning to represent in images, reading and interpreting images, and images in the service of learning. In the study of literature, a very important literary technique to master is imagery. Through this literary technique, students learn to read and interpret images and with this skill, students will be guided towards producing and representing their intended thoughts and ideas expressed artistically in words through images.

Current Research on Using Visual Aids and Graphic Organizers as Lesson Planning Tools

Lovitt (1994) attests to the use of graphic organizers to organize and highlight essential content information and/or vocabulary. Both teacher-directed and student-directed approaches are considered to be best practices when working with graphic organizers in the classroom. Teachers select the appropriate approach based upon the purpose of the lessons and individual needs of the students.

Meyen, Vergason, and Whelan (1996) share that graphic organizers depict a visual, organized display that makes “information easier to understand and learn”. Difficult concepts can be simplified and arranged so that the representation of content is organized and meaningful.

Marzano, Pickering, and Pollock (2001) state that graphic organizers combine the use of both the linguistic and non-linguistic modes of learning. As a result, educators can employ graphic organizers to demonstrate to students the relationships between different content and between new and prior knowledge.

Jitendra (2002) indicates that organizers assist this same group of students in how to represent problem situations, such as searching for solutions to word problems. Frequently, learning disabled students have difficulties recalling key information, making connections between broad concepts and details, and solving mathematical word problems.

Fountas and Pinnell (2001) cite that when content is illustrated with diagrams, the information can be maintained by students over a period of time. Organizers portray knowledge in a meaningful way which helps bring clarity to ideas as connections are made.

Having a way to organize ideas, facts, and concepts graphically facilitates effective student learning. Many students are visual learners, thus, a visual approach to brainstorming or organizing information is essential. Graphic organizers appear to be a valued approach to utilize in teaching and learning. Students are required to think in multiple directions when using graphic organizers which makes learning an active and meaningful process. Organizers help students generate mental images to go along with information and create graphic representations for information. Graphic organizers are called a variety of names, including knowledge maps, story maps, concept maps, mind maps, cognitive organizers, advance organizers, or concept diagrams.

Ausubel (1963) believed that the manner in which knowledge is represented can influence learning. The appropriate organizer can help students form relationships between previously acquired knowledge and new concepts. Learning takes place when the cognitive structure expands with the new knowledge. Ellis (2001) noted that information is more easily learned and understood with visual organizers. Once students acquire the basic, yet solid foundation of a concept, then future content can be addressed at higher cognitive levels leading students to become more strategic learners.

Research shows that graphic organizers are keys to assisting students to improve academic performance. In creating an organizer, pertinent aspects of a concept or topic are arranged into a pattern using labels. This process is one that research suggests aids comprehension for several reasons:

- Graphic organizers match the mind. As researcher David P. Ausubel has shown, the mind arranges and stores information in an orderly fashion. New information about a concept is filed into an existing framework of categories called a schema. A schema already contains preexisting knowledge about that
concept. Graphic organizers arrange information in a visual pattern that complements this framework, making information easier to understand and learn.

- Organizers demonstrate how concepts are linked to prior knowledge to aid in comprehension.
- Organizers aid the memory as opposed to recalling key points from an extended text.
- Organizers help retain information readily when higher thought processes are involved.
- Organizers engage the learner with a combination of the spoken word with printed text and diagrams.
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(Ausubel, 1963)

The US Department of Education (1987) states that using a graphic organizer to link newly learned information to an existing knowledge base is a viable strategy for teachers and students. This linkage process seems to be precisely what students need for learning to result. This process helps them store and retrieve the knowledge in their long-term memory. Teachers use graphic organizers to reinforce learning, assess learning at multiple checkpoints, and identify misunderstandings of concepts. Teachers constantly revise their teaching strategies to promote effective learning. Graphic organizers can be used before, during, and after instruction. Learning environment settings for using organizers vary from individual use, to partners, to small groups, to centers, and to whole class environment. Teachers can use organizers to brainstorm ideas, to activate prior knowledge, to develop a story map while reading a book, to remain focused on content material, to present findings from an investigation, to confirm existing knowledge, and to review at the end of the period or week of study. Graphic organizers are valuable in any activity which requires the use of critical thinking. The use of these tools can generate excitement and enthusiasm toward learning. Therefore, graphic organizers appear to be a beneficial instructional strategy to support students to retain learned information longer and to learn more effectively.

(US Department of Education, 1987)

LANGUAGE ACQUISITION BRANCH Proficiency Plus, Offices Of English Learner and Standard English Learner Programs (2009) state the following on how teachers and students will benefit when using Advanced Graphics Organizers:

**Advanced Graphic Organizers**: visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking processes. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.

**Teachers**...
- Plan the strategic use of visual tools and graphic organizers to facilitate learning
- Promote students use of visual tools and graphic organizers to enhance and clarify their thinking
- Model thinking about new information and academic concepts using visual tools and graphic organizers to build concepts, show relationships, and organize ideas
- Provide students opportunities to demonstrate their understanding of academic content through the use of visual tools and graphic organizers

**Students**...
- Use visual tools and graphic organizers to enhance and clarify their thinking
- Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas
- Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing tasks and oral presentations
- Select and utilize appropriate graphic organizers based on cognitive understanding of tasks

(LANGUAGE ACQUISITION BRANCH Proficiency Plus, 2009)

Saunders revealed four strategies which work and these four strategies are tied with the literary text or reading material used in class. These four points can also be used as a basis or objectives or intended learning outcomes that a teacher would want to achieve at the end of a critical reading session, including the four language skills. Thus, at the end of a critical reading session, a teacher would want students to have exercised and practiced in these areas:
1. Build students' background knowledge.
2. Draw on students' personal experiences.
3. Promote extended discourse through writing and discussion.
4. Assist students in rereading the pivotal portions the text.

5. Use of four language skills
   - Reading
   - Writing
   - Listening
   - Speaking

Vogt and Echevarria came up with a technique used to enhance language skills through critical reading. The technique is called “Procedures with Graphics”. The highlights of this technique are:

Written procedures with graphics help make content more comprehensible. When explaining an activity or a new concept, the teacher states the directions, shows students directions that are displayed on the board, shows students the images that align with the directions and finally models the directions. By using all of these aspects to communicate the directions, the teacher gives students many opportunities to comprehend the directions before they carry out the activity. After delivering the directions, the teacher can instruct the students to think-pair-share the directions and then call on a few students or paraphrase for the class.

(Vogt and Echevarria, 2008)

The Use of Selected Quranic Verses in English as Literary Text or Reading Material

The Quran is a book that appeals to the understanding through our imagination. It appeals also to our emotions, reasons and intellect through imagery. The writers of the English language translations of the meaning of the Quran strive to produce as close an approximation of the Quran as possible. The English translated versions of the Quran have been found to contain a rich variety of linguistic and literary features. Extensive research has been done in the area of using extracted Quranic verses in English as literary texts or reading material in the Language and Literature classroom by this writer. Two distinct areas have been done in depth with the use of the English translated versions of the Quran as literary texts or reading material in the Language and Literature classroom at the undergraduate University level: the teaching of imagery using Quranic imagery and the teaching of literature through the stylistics approach of analyzing the literary and linguistic features in Quranic verses in English. Some research has also been done inevitably in the field of Quranic material development and production. A demonstration of classroom application of Quranic verses in English can be found in APPENDIX 3.

Quranic Literature Log of a Researcher

This particular paper marks the fifteenth paper of a well-thought out plan of this writer for a life-long pursuit of a Quranic Literature Log of her own but perhaps not in the same meaning to that used for a student’s Literature Log. This writer will start having a folder of her own called Quranic Literature Log where a list of selected Quranic verses in English by various translators to be used as literary texts or reading material are merged with the technique through various sources for teaching in the Language and Literature classroom. Through this log, a series of new research papers will be written and published.

For this study specifically, the entry which relevantly and tentatively informs is as follows:

| Quranic Verses: | V1-3 of Surah (103) Al-‘Asr (The Afternoon) and Quranic Verses: V1-5 of Surah (105) Al-Feel (The Elephant)(APPENDIX 1) |
|----------------|--------------------------------------------------------------------------------------------------------------------------|
| Topic of verses: | Surah (103) Al-‘Asr: The Path to Success                                                                                  |
The Lesson Plan of a Literary Quranic Critical Reading Session

**Text**: Verses 1-3 of Surah (103) (APPENDIX 1)

**Level**: Intermediate (undergraduate)

**Duration**: Two Hours

The following are the main objectives of a Critical Reading session:

**Objectives**: Develop in students the ability to:

1. Build students’ background knowledge: Done in creating graphic organizers for presentation of Meaning of each verse in the surah, Message of the whole surah, Connecting message of surah to personal experience, and Connecting meaning of surah to partner’s surah.
2. Draw on students' personal experience: Done in pairs when students are asked to create graphic organizers for presentation in connecting the message of surah to their own experience.
3. Promote extended discourse through writing and discussion: Done in discussing with a partner in explanation of each other’s surah in an attempt to create a graphic organizer to connect the meaning of verses of both surah. Writing Assignment is a recording in the creation of the graphic organizers.
4. Assist students in rereading the pivotal portions the text: Done in discussions of one verse at a time while creating a graphic organizer for the meaning of each verse in the surah.
5. Use the four skills:
   i) Listening: Done in listening to partner’s explanation of meaning of each verse in the surah in an attempt to connect meaning of both surah in a graphic organizer.
   ii) Speaking: Done in explaining to each other the meaning of each verse in the surah in an attempt to connect meaning of both surah in a graphic organizer. Done in presentation of using graphic organizers.
   iii) Reading: Done in reading Quranic verses individually while creating a graphic organizer for presentation of:
      1. Meaning of each verse in the surah
      2. Message of the whole surah
      3. Connecting message of surah to personal experience
      4. Connecting meaning of surah to partner’s surah.
   iv) Writing: Done in writing and recording in graphic organizers.

The teacher can begin by distributing copies of the English translated version of the Quran by Dr Edip Yuksel and informing the students where the texts are from and also the person who translated the text.

The teacher breaks the class up into pairs. Each having either Surah (103) Al-‘Asr or Surah (105) (Al-Feel) (APPENDIX 1). The teacher explains that each student will create at least 2 graphic organizers for presentation. These graphic organizers will be the only visual tools for the presentation.

The Graphic Organizers must assist in the clarification and understanding of:

1. Meaning of each verse in the surah given. Students use their own words in the explanation.
2. Message of the surah given.
3. Application by connecting the message of the surah to the student’s own experience.
4. Pair Think Share with a partner by seeing the ways to connect both surah together through their meaning.
The teacher is now prepared to model the above steps. The teacher’s graphic organizers should not be complex ones for fear that the students would be demotivated. They should be simple and clear. Reiterate the use of graphic organizers- to help you first to understand and then you will be able to help your audience understand. The teacher reminds students to take notes as they listen because they would then try to explain the verses themselves in their own created graphic organizers.

Graphic Organizer 1

**Surah (103) Al-’Asr (The Afternoon)**

**Meaning**

**Verse 1**
By time,  

**Verse 2**
All mankind are at a loss  

**Verse 3**
Except for those who believe, do good deeds and support each other with the Truth and support each other with patience and perseverance.

**Message: The Path to Success**

Graphic Organizer 2

**Message: The Path to Success**

My difficulties striving for all my degrees while having my own children: Bachelors Degree, Masters, Doctorate and then from a Lecturer, wanting to be an Associate Professor and then a Full Professor. I also want to write research papers and books.

Graphic Organizer 3

**Surah (103) Al-’Asr**

**Verse 1**: By time,  

**Verse 2**: All mankind are at a loss  

**Verse 3**: Except for those who believe, do good deeds and support each other with the Truth and support each other with patience and perseverance.

**Message: The Path to Success**
Surah (105) Al-Feel

Verse 1: We are reminded how God dealt to the army of elephants.
Verse 2: We are reminded that God caused all their planning and scheming to utterly fail.
Verse 3: God let loose swarms of flying birds upon the army of elephants.
Verse 4: Hitting them with stone-hard fiery blows.
Verse 5: When the blows hit, the bodies automatically disintegrate.

Message: God’s Plan will Prevail

Surah (103) Al-‘Asr

Similarities:
Reminders
To believe
Obey God
Greatness of God

Differences:
Telling us about the future.
Using Human

Differences:
Telling us about history.
Using animals
Conclusion

Teachers are aware that having a classroom with mixed or differing abilities is a challenging task on the teacher’s shoulders. A good teacher rarely follows a textbook step by step as many aspects of teaching and learning need to be taken into consideration. With mixed abilities or all with the same level of ability, a teacher must create opportunities for students to demonstrate each one’s level of knowledge and to create opportunities to for students to express the way each one thinks. Differentiation practice in classroom strategy and in assessment strategy is always a useful tool for teachers to equip themselves with for more effective teaching and learning.

Where assessment is concerned, evaluation is then called for but still heeding the differentiation approach. The assessments should reflect both social and academic performance. Therefore evaluation of assessment should involve all of the following:

1. Completion of task
2. Ability to understand through listening to teacher and peers
3. Ability to participate in brainstorming
4. Ability to explain or make connections or predict in material and content
5. Ability to demonstrate their new knowledge
6. Ability to express prior knowledge
7. Ability to demonstrate individuality and creativity
8. Availability and ability to make choices in tasks which consider flexibility for different strengths and needs.

This technique, Procedure with Graphics, texts of Quranic verses in English and the suitable activities carried out in the classroom, each plays its own role in a teacher’s successful critical reading session. They are an integral part of the whole teaching session. The same set of intended learning outcomes or objectives was achieved at the end of the Quranic Critical Reading session.

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Appendix 1

The Discussion of the One Hundredth and Third Surah, Al-‘Asr, and the One Hundredth and Fifth Surah, Al-Feel, By Dr Edip Yuksel

In the name of God, the Gracious, the Compassionate

The teacher can explain that the reverence and respect to the Almighty precedes every surah or chapter of the Quran. These words emphasize that the verses that follow are indeed from the Almighty. These words underscore the authenticity of the Quran. The words Gracious and Compassionate are some of attributes of Allah and these words are also two of His ninety-nine names.

Surah (103) Al-‘Asr (The Afternoon)

1. By time,

2. The human is indeed in loss.

3. Except those who acknowledge, carry out the reforms, exhort one another with the truth and exhort one another with perseverance.

Surah (105) Al-Feel (The Elephant)

1. Have you not noticed what your Lord did to the people of the elephant? We are reminded how God dealt to the army of elephants.

2. Did He not cause their schemes to go astray? We are reminded that God caused all their planning and scheming to utterly fail.

3. He sent upon them swarms of flying creatures. God let loose swarms of flying birds upon the army of elephants.

4. Striking them with fiery projectiles. Hitting them with stone-hard fiery blows.

5. Until He turned them like devoured hay. When the blows hit, the bodies automatically disintegrate.
Appendix 2

Using Information Technology

USEFUL WEBSITES:

1. English Index Categorization Alphabetical List of Topics in the Quran:
   http://www.usc.edu/schools/college/crcr/engagement/resources/texts/muslim/quran/quranindex.html

2. Another resource text that can be downloaded is: A Concordance of the Quran by Hanna Kassis.
   http://www.studyquran.org/resources/Quran-Concordance.pdf

3. The English Translation of The Holy Quran Online:
   http://www.jannah.org/qurantrans/

4. Islamicity.com-The Holy Quran. The translations are available in multiple languages.
   http://www.islamicity.com/mosque/quran/

5. Recitations and Heart breaking Quranic Verses with English Translation:
   http://www.youtube.com/watch?v=2EzGnD8nNHY

6. A website providing access to the largest and greatest online collection of Qur’anic Commentary (tafsir or tafsir), translation, recitation and essential resources in the world.
   http://www.altafsir.com/

7. I Search Quran.com is the Official Online Quran Reference.
   http://www.isearchquran.com/

8. Listen to the Quran Recitation and Translation online in Arabic, English, and Urdu.
   http://www.quranexplorer.com/

9. English Translations Of The Holy Qur'an
   http://www.muslimaccess.com/quran/translations/index.asp

10. The Arabic Quran with the Authorized English Translation of the Quran, by Dr. Rashad Khalifa, Ph.D.
    http://www.submission.org/efarsi/arabic/quran_table.html

11. Holy Quran Verses explanation, both in English as well as Urdu languages with beautiful graphics/pictures in PDF e-Book or presentation.
    http://www.ezsoftech.com/ramadan/ramadan_ebooks.asp

12. A Survey of English Translations of the Quran.
    http://www.soundvision.com/Info/quran/english.asp

13. Each verse is presented in Arabic along with a pronunciation guide, and The Yusuf Ali English text.
    http://sacred-texts.com/isl/quran/index.htm

14. English Translation of the Meanings of Some Holy Qur'anic Verses
    http://www.islamset.com/islam/quran/q_verses/suratal_imran.html

15. Quran verses in English software
    http://www.freedownloadmanager.org/downloads/quran-verses-in-english-178695.html

16. The English Translation of the Holy Quran by Maulana Muhammad Ali
    http://www.muslim.org/english-quran/search/index.htm

17. English Translations of the Quran Download
    http://www.guidedways.com/mobile/download_mobile.php

18. The word(s) "sky" appears 49 time(s) in 47 verse(s) in Quran in M. Khan translation of the Quran.
    http://www.searchtruth.com/search.php

19. Beautiful Quranic Verses (in English)
    http://www.youtube.com/watch?v=VColkc4zcPA

20. Complete Holy Quran in Arabic, English and Urdu Translation.
    http://www.pakquran.com/

21. Islamic E-Books and Quran in multiple language translations
    http://www.hilalplaza.com/Quran_Koran.htm
22. Complete Quran Recitation of Sa'd Al-Ghamdi; Display of Arabic text and 3 different English translation of the recited verse (Picktal, Yusuf Ali and Shakir).
http://www.shaplus.com/free-quran-software/quran-mp3-software/QuranReciter/quranreciter-features.htm
23. English Translations by 4 translators.
http://www.parsquran.com/eng/index.html
24. The Holy Quran Text with The English Translation Text
http://www.alislam.org/quran/
25. Audio: English Narration of the Meaning of the Glorious Quran-English Narration by Charles Gai Eaton (Hasan Abdul Hakim).
http://www.cyberistan.org/audioqurantopical.htm
26. The English translations by Abdullah Yusuf Ali and Muhammad Pickthall are two popular translations.
http://www.islam101.com/quran/index.htm
27. Holy Quran - English translation of the Quran, with and without Arabic.
http://www.dmoz.org/Society/Religion_and_Spirituality/Islam/Quran/
28. Read the Quran with Translation:
   ▪ This website has shaheeh international translation which I consider to be the best one available. It also lets you search the Quran as well as play the audio by select the verse.
http://qurannonline.net
   ▪ These websites have good look and feel and simulate a real reading experience such as the ability to “flip” the pages and zoom. The last one has color coded tajweed as well as madina mushaf.
http://flashquran.com
http://quranflash.com
   ▪ This one claims to have verified the actual verses and has the right harakahs(diacritics) and symbols. It also lets you search by root words and play the audio.
http://www.tanzil.info/
   ▪ This one has translation in many languages.
http://quran.nu
29. Quran with English Translation
http://www.quranpda.com/Quran_Arabic_Eng_PDF.zip
   ▪ You can read the Quran in many languages all at once side by side. This website also has shaheeh international translation. The website is very simple and easy to use.
http://quran.com/
   ▪ Quran translation from the printing press in Medina. You can read the translation in English, Urdu and in other languages.
http://www.qurancomplex.com/Quran/Targama/Targama.asp?
   ▪ On the website, www.DeenResearchCenter.com, there are packages of translations by many different translators for the Quranviewer Program software available for download:
     o Quranviewer Translations 1 has 3 translators’ work: Asad, Bewley and Daryabadi.
     http://deenresearchusa-com.web26.winsvr.net/LinkClick.aspx?fileticket=HIzXyfIfig0s%3d&tabid=58&mid=436&language=nl-NL
     o Quranviewer Translations 2 has 3 translators’ work: Hilali Khan, Pickthall and Sarwar.
     http://deenresearchusa-com.web26.winsvr.net/LinkClick.aspx?fileticket=crxtNCslf%2b8%3d&tabid=58&mid=436&language=nl-NL
     o Quranviewer Translations 3 has 2 translators’ work: Munthaqab and Qaribullah.
     http://deenresearchusa-com.web26.winsvr.net/LinkClick.aspx?fileticket=YXMQGPs6Yv%3d&tabid=58&mid=436&language=nl-NL

The authors of the English language translations of the meaning of the Quran try to capture this special feature of the Quran- the exact expressions and meaning in the Arabic language. Although not entirely possible, as mentioned by all translators, with extra reading and guidance, a reader will be able to understand most, if not all, of what is being said in the Quran.
30. For the meaning of verses in the Quran, the websites below provide a clear translation in presentation, interpretation and explanation of the message of the Quran for easier understanding.

- http://deenresearchusa-com.web26.winsvr.net/LinkClick.aspx?link=http%3a%2f%2fourbeacon.com%2fwp-content%2fuploads%2fadmin2%2f2007%2f08%2fqxp-iv.pdf&tabid=58&mid=693&language=nl-NL
- http://deenresearchusa-com.web26.winsvr.net/LinkClick.aspx?fileticket=JichdZQGEuE%3d&tabid=58&mid=590&language=nl-NL
- http://ourbeacon.com/wp-content/uploads/admin2/2007/08/qxp-iv.pdf

31. For the purpose of comparative studies by different translators, the website below is the best I have come across so far. Not only in the way each verse is dealt with by each translator or group of translators but also after the translation of each verse, a thorough endnote presentation capturing the essence of the surah by each translator is laid out. This website is especially useful for researchers and students in the field of translations and comparative literary studies.

http://www.quranix.net/#?RTQ=1&TMG=1&MA=1&RK=1&SH=1&TE=1&A=1&L=en&NA=10&S=1

32. For language and linguistic studies, the websites below are amazing. A linguistic resource showing the theoretical aspects of linguistics: Arabic grammar, semantics, pragmatics, lexicology, phonology, morphology and syntax of each word in the Quran, the descriptive aspects of linguistics: comparative linguistics, etymology, phonetics and sociolinguistics of words and phrases in the Quran, and the applied linguistics aspects: language and vocabulary development, psycholinguistics and stylistics of the words and phrases in the Quran. At the end of each surah, there is an audio Quran recitation of the surah by the recitor, Saad AlGhamadi.

- http://corpus.quran.com/wordbyword.jsp
- http://deenresearchusa-com.web26.winsvr.net/LinkClick.aspx?link=http%3a%2f%2ftextinmotion.org%2fchapters.php&tabid=58&mid=436&language=nl-NL
- http://www.ghazali.org/arabic/WrightArabicGrammarVol1.pdf
- http://www.ghazali.org/arabic/WrightArabicGrammarVol2.pdf
- http://www.ghazali.org/books/haywood-65.pdf

33. Teachers can also download Islamic songs on CDs for classroom use. For websites with songs with Quranic topics or titles:

Note: You will need the Real Audio Player to listen to most of the songs at these sites. You can download it from Real Networks.

- This website is wonderful. It comes with lyrics of each song, a list of artists or sings and songs. Viewers can rate the songs and send in their ratings.
  http://www.islamiclyrics.net/
- A growing site featuring nashids in various languages. Appears to be most or all halal nasheeds.
  www.Anasheed.com
- Large collection of Arabic nasheeds.
  http://www.2mfm.org/html/arabic_madih.html
- This is an amazing resource. Many nashids and full recitations of the Quran for FREE download in mp3 format.
  http://www.aswatalislam.net/
- This website is in Arabic but appears to have many halal nashids.
http://www.Enshad.net
- Shi'i nashids.
http://www.hussaynia.com/
  - This website has a collection of Islamic audio resources including naats (recitations about the Prophet sAas).
http://www.ummah.com/Al_adaab/hamdo_naat.html
  - This is an online radio station broadcasting Quran, hadiths, nasheeds, khutbas, and other Islamic programming.
http://www.ibn.net/

34. An added feature online which can greatly assist in students’ understanding is the visual dictionary:
From the image to the word and its definition, the Visual Dictionary Online is an all-in-one reference. Search the themes to quickly locate words, or find the meaning of a word by viewing the image it represents. What’s more, the Visual Dictionary Online helps you learn English in a visual and accessible way. The Visual Dictionary Online is ideal for teachers, parents, translators and students of all skill levels.
http://visual.merriam-webster.com/

The Visual Dictionary
Visual Dictionary, to learn by way of image with thematic, clear and precise pages, with concise and rigorous texts, multilingual, the InfoVisual will become an academic resource. Different from an encyclopedia or from a traditional online dictionaries, thesauri and glossaries because the images replace the words.
http://www.infovisual.info/

Online Graphical Dictionary
Visuwords™ online graphical dictionary — Look up words to find their meanings and associations with other words and concepts. Produce diagrams reminiscent of a neural net. Learn how words associate.
Visuwords™ uses Princeton University’s WordNet, an opensource database built by University students and language researchers. Combined with a visualization tool and user interface built from a combination of modern web technologies, Visuwords™ is available as a free resource to all patrons of the web.
http://www.visuwords.com/

A Visual Thesaurus
An online thesaurus and dictionary of over 145,000 words that you explore using an ... The Visual Thesaurus is an online thesaurus and dictionary of over 145,000 words.
http://www.visualthesaurus.com/

Hand Speak
Offers subscription-based dictionary of several visual languages including American Sign Language, International Sign Language, and signs for use with babies and pets.
http://www.handspeak.com/

What’s new in Merriam-Webster Online:

Two New Titles for English-Language Learners
Merriam-Webster is pleased to announce the arrival of two new titles in our line of products for English-language learners and teachers. Merriam-Webster's Essential Learner's English Dictionary is a compact and affordable reference for learners of English as a second or foreign language, based on our popular Merriam-Webster's Advanced Learner's English Dictionary. Merriam-Webster's Vocabulary Builder is an expanded and thoroughly revised book designed to add hundreds of useful new words to a student's permanent working vocabulary. For more, visit the Online Store.

Merriam-Webster and the Scripps National Spelling Bee
See what the buzz is all about: visit Merriam-Webster’s Spelling Bee Hive – the online home for spellers of all ages. See past winning words, learn about Noah Webster’s spelling reforms, and take the daily Spelling Quiz to sharpen your skills. Merriam-Webster is proud to play a supporting role in the 83rd annual Scripps National Spelling Bee, and to provide the Bee’s official resource for spelling and pronunciation with our Webster’s Third New International Dictionary, Unabridged.

"Ask the Editor" Videos
Our lexicographers address etymology and usage issues, words in the news, frequently-asked language questions and more. Stay tuned: new videos will be posted periodically. Please visit the archives to view them all.

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You’ll find freshly updated data with hundreds of new words and examples from the latest edition of Cambridge Advanced Learner’s Dictionary. Our dictionary entries include thousands of example sentences chosen specifically by dictionary editors to illustrate the meanings.

New Feature: Topics
We’ve improved our site by adding topic information to most of the dictionary entries, based on our unique SMART Thesaurus from the Cambridge Advanced Learner’s Dictionary. Now, when you look up a word in a selected topic, you’ll see other entries in that topic on the right-hand side – a group of words that are related to the word you looked up. The words in the cloud are bigger or smaller depending on how frequently they are used.

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We've added topic information to most of the dictionary entries, based on our unique SMART Thesaurus. Now, when you look up a word that's part of a topic, you'll see a group of words that are related to the word you looked up in a cloud on the right-hand side. The words in the cloud are bigger or smaller depending on how frequently they are used.

http://dictionary.cambridge.org/

What’s new in Oxford Online?

Grove Art Online

- The most authoritative resource for all aspects of world art
- More than 45,000 signed articles on painting, sculpture, architecture, decorative arts, textiles, jewelry, design, and more

- More than 5,000 art images, maps, and line drawings from major collections such as The Metropolitan Museum of Art, The Museum of Modern Art, and The British Museum
- Over 40,000 image links to images on museum and gallery websites
- Educational resources include world art timelines, MoMA lesson plans, and thematic guides
- Links to ARTstores and ArtResource, and the Bridgeman Art Library

Also included:

- The Encyclopedia of Aesthetics, edited by Michael Kelly
- The Oxford Companion to Western Art, edited by Hugh Brigstocke
- The Concise Oxford Dictionary of Art Terms, by Michael Clarke and Deborah Clarke

http://www.oxfordartonline.com/public/?jsessionid=861365ED7FE6CA6245E7E42FCEB66237

Appendix 3

Classroom Application of Quranic Verses in English
Quranic Verses in English: Teaching Imagery

In the case of Descriptive imagery, an illustrated example is from Abdullah Yusuf Ali’s English Translations of the Quran, Verse 29 of Surah(18) Al-Kahf:

**Surah (18) Al-Kahf**

*Verse 29, line 9:* That will scald their faces

**What type of imagery?** Descriptive imagery.

The image gives a vivid description of what the "water like melted brass" can do.

**Senses:** visual, tactile.

Not only can one imagine feeling the pain of being scalded but one can also picture the disfigurement that the scalding will cause to the faces of the sinners.
In the case of Figurative imagery using the literary device, simile, an illustrated example is from Abdullah Yusuf Ali’s English Translations of the Quran, Verse 65 of Surah(37) Al-Saffat:

**Surah(37) Al-Saffat**

*Verse 65, lines 1-3:* The shoots of its fruit-stalks
Are like the heads
Of devils

**What type of imagery?** Figurative Imagery using the literary device: simile.

The word "like" tells one that a simile is being used to compare the shoots to devils' heads.

**Senses:** visual.

*This image gives a vivid picture in our minds of how evil-looking fruits of this tree in Hell are.*

In the case of Figurative imagery, using the literary device, metaphor, an illustrated example is from Abdullah Yusuf Ali’s English Translations of the Quran, Verse 50 of Surah(38) Al-Sad:

**Surah (38) Sad**

*Verse 50, lines 2 and 3:* Whose doors will (ever)
Be open for them

**What type of imagery?** Figurative imagery using a literary device: metaphor.

*These doors to the beautiful gardens are forever open to the righteous. Normally, when one thinks of doors, they can either be open or closed. But these doors in Heaven will forever be open. The image metaphorically compares the entrance or passage into Heaven, which we cannot truly visualize, to "doors" in which case Heaven is compared to a gracious house or one's eternal home. The image of open doors depicts Heaven as an abode that feels familiar, hospitable, welcoming.*

**Senses:** visual.

*The image suggests a mental picture.*

In the case of Figurative imagery using the literary device, symbol, an illustrated example is from Abdullah Yusuf Ali’s English Translations of the Quran, Verse 15 of Surah(15) Al-Muhammad:

**Surah (47) Muhammad**

*Verse 15, lines 6-8:* Rivers of milk
Of which the taste
Never changes

**What type of imagery?** Figurative imagery using a literary device: symbol.

*Again, unlike the earthly milk which can turn sour without refrigeration, this "milk" in Heaven tastes forever fresh. This "milk" can be found in the form of rivers-- in abundance.*

**Sense:** visual, gustatory, tactile, olfactory.

*This image makes one imagine whether this "milk" looks like that consumed on earth; how delicious it must taste, and cool it must feel, and fresh it must smell.*

Qur’anic Verses in English: Stylistics Application

An illustrated example of a stylistics analysis of Quranic verses in English by translated by Muhammad Asad is Verses 16-18 of Surah(77) Al-Mursalat:

(16) Did We not destroy [so many of] those [sinners] of olden days? (17) And We shall let them be followed by those of later times: (18) [for] thus do We deal with such as are lost in sin.
**Analysis:** Verses sixteen to eighteen are put together to form one paragraph. These verses explain the punishment that awaits sinners in the Day of Judgement-destruction. Verse sixteen questions and verses seventeen and eighteen answers verse sixteen. Verse seventeen begins with the conjunction “And” and is in the future tense and verse eighteen begins with the conjunction [for] followed by “thus” and is in the present tense. Verse seventeen implies that suffering in the hereafter is bound to befall the sinners of later times even if God wills to spare them in this world. “We” is used to refer to God in these verses. These verses show the timelessness, universality and unchanging laws of God - for the past, present and future - sinners are destroyed.

An illustrated example of a stylistics analysis of Quranic verses in English by Abdullah Yusuf Ali is Verse 27 of Surah (77) Al-Mursalat:

27. And made therein
    Mountains standing firm
    Lofty (in stature);
    And provided for you
    Water sweet (and wholesome)!

**Analysis:** Verse twenty-seven tells one of Allah’s creative activity and hence, His existence when it is evident that mountains-hard and solid, high in altitude - are able to distribute or provide man with pure delicious, sweet water in the form of rivers and springs. The conjunction “and” is used twice in lines one and four. The metaphor is describing the mountains as “standing firm, lofty (in stature)” suggests that these mountains are hard, solid and tall or high in altitude. The word, “wholesome”, suggests pure and untouched by man. If the wisdom and power of Allah can do so much before our eyes, we therefore, cannot reject His teaching of a still more wonderful future life after death. Verses twenty-five to twenty-seven are in the past tense.