عنوان مقاله:

On the Effect of Semantic-Structural Elaboration on Qur'anic Reading Efficiency of Intermediate Learners

نویسندگان:

افشین رضایی - Assistant Professor, Department of Teaching English and Linguistics, Ayatollah Burojerdi University, Burojerd, Iran

محمدرضا محمودی - Assistant Professor, Department of Theology, Shhahid Mohallati Higher Education Complex, Qom, Iran

ایوب امرایی - Assistant Professor, Department of Quranic and Hadith Sciences, Ayatollah Burojerdi University, Burojerd, Iran

زینب عزیزی - Department of Teaching English and Linguistics, Ayatollah Burojerdi University, Burojerd, Iran

خلاصه مقاله:

Arabic, as the only medium of performing religious rituals, is a widely used language in Islamic communities. Amongst uses of Arabic, reading and recitation of the Holy Qur'an enjoy a critical position. Accordingly, many religious schools have invested in teaching Qur'an and its required skills. Research findings have shown that Qur'anic teaching follows a traditional procedure in theory and practice. Considering the importance of conducting applied linguistics studies on teaching Qur'anic reading, the current research was an attempt to investigate the effect of semantic-structural elaboration of Qur'anic reading efficiency, encompassing reading reaction time, fluency, and comprehension. To this aim, an intact group of intermediate Qur'anic learners was selected through non-random convenience sampling and an experimental (pretest/intervention/posttest) design was employed in which the group underwent three different experiments. After raising awareness on five frequent Qur'anic roots and their derivations that occurred in different Qur'anic verses, tests were administered and parametric data were collected and analyzed through SPSS. Research findings revealed that intervention adversely affected reaction time by a significant increase (t (۲۴) = -۱۲.۰۶۷, p < ۰.۰۰۰.) while promoting reading fluency and reading comprehension (t (۲۴) = -۹.۶۴۳, p < ۰.۰۰۰, and t (۲۴) = -۶.۹۱۴, p < ۰.۰۰۰, respectively). It was suggested that, though semantic-structural elaboration significantly increases learners' knowledge of semantic, syntax, and morphology and promotes language skills, form-focused instruction is cognitively demanding and must be done with due caution. These findings could have implications for Qur'anic teachers, learners, and applied linguists in general.

کلمات کلیدی:

Qur'anic Roots, Qur'anic Semantics, Qur'anic Reading, Fluency, Comprehension