Teaching Arabic as a Second Language (TASL): Simulation of the Canadian/ American exemplary TESL Models. A Feasibility Study in Promoting a Saudi-Owned TASL Programme

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Abstract
Given that teaching Arabic, as a second language has become increasingly significant in the present context, it follows that there is an urgent and pressing need to develop efficient learning tools as well as adequate measuring tools for testing the learner's development. There are numerous problems associated with measuring a learner's proficiency in Arabic in the context of Western cultures. These problems are related to the non-adaptability of measuring tools from one setting into another without taking cultural factors into account. The difficulties faced by scholars in adapting Teaching English to Speakers of Other Languages (TESOL) tools to the Saudi context is an example. However, the problems associated with such an adaptation indicate the need for context-specific language acquisition measuring tools. Either currently existing tools such as TESOL need to be radically altered to fit Saudi contexts and requirements, or entirely new tools must be created in order to test the efficacy of language learning in Saudi Arabia. This study aims at a close examination of ways in which existing tests such as TESOL may be adapted or modified to suit the requirements of teachers and learners in the Saudi context. A survey and evaluation of existing tools was followed by developing new tools specifically for Arabic language. It concludes by giving recommendations for proposed modification of existing strategies for Arabic learners that associates the language more directly with functional workplace contexts.
Keywords: Arabic language learning, second language learning, standardised testing, teaching Arabic as a second language (TASL)