**UNIVERSITY OF EXETER | INSTITUTE OF ARAB AND ISLAMIC STUDIES**
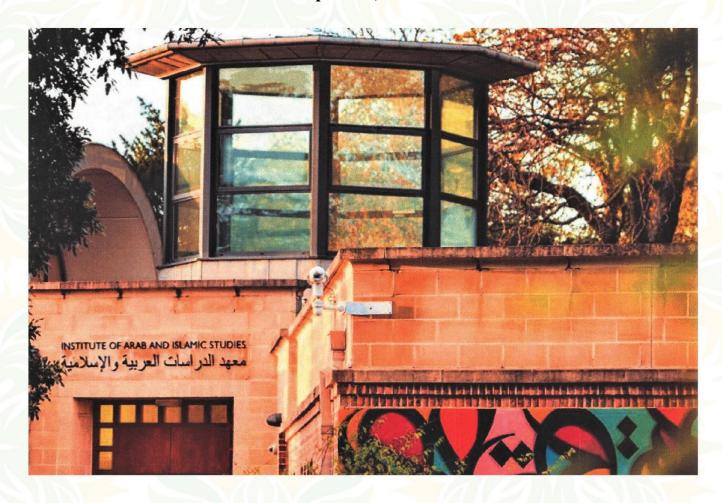
# 3rd Biennial Arabic Language Teaching & Learning in the UK Higher Education Conference

## *Arabic in a Globalized World*

## April 8-9, 2021



The 3rd Biennial Arabic Language Teaching & Learning in the UK Higher Education conference was hosted by the Institute of Arab and Islamic Studies, University of Exeter, under the theme '***Arabic in a Globalized World'.*** This event, held online via Zoom, took place on 8-9 April 2021(9:00-18:30 BST).

The event had over 300 registrations!

Please contact us via this email if you have any enquiries: arabic.iais@exeter.ac.uk

# CONFERENCE TIMETABLE

## Thursday, 8th April 2021 (9:00 – 18:30 BST)

|  | Time | Hours/minutes | No. of Speakers & Theme |
|---|---|---|---|
| **Conference guidelines** | 9:00 – 9:10 | 10 minutes | |
| **Welcome** | 9:10 – 9:25 | 15 minutes | |
| Keynote | 09:25 – 10:25 | 1 hour (50 minutes talk, 10 minutes Q&A) | 1 |
| **Break** | **10:25 – 10:40** | **15 minutes** | |
| Session 1 | 10:40 – 12:20 | 1 hour 40 minutes | 4 - Language Variation in TAFL |
| **Lunch** | **12:20 – 13:00** | **40 minutes** | |
| Keynote | 13:00 – 14:00 | 1 hour (50 minutes talk, 10 minutes Q&A) | 1 |
| Session 2 | 14:00 – 16:45 | 2 hours 45 minutes (with 15 minutes break) | 6 - Pedagogical and Feedback Approaches in TAF |
| **Break** | **16:45 – 17:00** | **15 min** | |
| Parallel Workshops & Social | 17:00 – 18:00 | 1 hour (50 minutes talk, 10 minutes Q&A) | 4 |
| **Quiz Part 1 & Closing Remarks** | **18:00 – 18:30** | **30 minutes** | |

## Friday, 9th April 2021 (9:00 – 18:30 BST)

|  | Time | Hours/minutes | No. of Speakers & Theme |
|---|---|---|---|
| **Welcome & guidelines** | 9:00 – 9:10 | 10 minutes | |
| Keynote | 09:10 - 10:10 | 1 hour (50 minutes talk, 10 minutes Q&A) | 1 |
| **Break** | **10:10 – 10:45** | **35 minutes** | |
| Session 3 | 10:45 – 13:00 | 2 hours 15 minutes (with 10 minutes break) | 5 - Literature, Translation and Trans-cultural Studies in TAFL |
| **Lunch** | **13:00 – 14:00** | **1 hour** | |
| Session 4 | 14:00 – 16:45 | 2 hours 45 minutes (with 15 minutes break) | 6 - Materials, Curriculum and Technology |
| **Break** | **16:45 – 17:00** | **15 minutes** | |
| Parallel Workshops & Social | 17:00 – 18:00 | 1 hour (50 minutes talk, 10 minutes Q&A) | 4 |
| **Quiz Part 2 & Closing Remarks** | **18:00 – 18:30** | **30 minutes** | |

# CONFERENCE PROGRAM

## THURSDAY, 8TH APRIL 2021

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|---|---|
| **09:00 – 09:10** | **Welcome and Conference Guidelines** |
| **09:10 – 09:25** | **WELCOME SPEECH**<br>*Abla Oudeh Mahmoud*<br>Institute of Arab and Islamic Studies, University of Exeter |
| **09:25 – 10:25** | **Keynote Speech**<br><br>*Victoria Aguilar* (University of Murcia, Spain)<br><br>*Sounds and shapes: Teaching the Arabic code phonetically and graphically*<br><br>**Chair**: **Mark Critchley** (Durham University, UK) |
| **10:25 – 10:40** | **BREAK** |
| **10:40 – 12:20** | **Session 1**<br><br>**Language Variation in TAFL**<br><br>**Chair**: **Abla Oudeh Mahmoud** (IAIS, University of Exeter, UK) |
| 10:40 – 11:05 | 1. *Sara Al Tubuly* (Al-Maktoum College of Higher Education, UK)<br> - What is the ideal approach to incorporate Arabic dialects into the curriculum? |
| 11:05 – 11:30 | 2. *Khaled Abu Amsha* (Qasid Arabic Institute, Jordan)<br> - توظيف عامية وارثي اللغة في تنمية فُصْحاهم: رؤى عمليّة وإستراتيجيات تطبيقية |
| 11:30 – 11:55 | 3. *Najwa Kadhim* (King's College, University of London, UK)<br> - What is Integrated Approach? and why it is important when teaching Arabic? |
| 11:55 – 12:20 | 4. *Saleem Abu Jaber & Uri Horesh (*Achva Academic College, Israel)<br> - A model for training teachers of Arabic in a diglossic and bilingual community |
| **12:20 – 13:00** | **LUNCH** |
| **13:00 – 14:00** | **Keynote Speech**<br><br>*Rasha Soliman* (University of Leeds, UK)<br><br>*The Arabic Teacher in a Globalised World: How to go with and against the current*<br><br>**Chair**: **Amira Mills** (Modern Language Centre, King's College, University of London, UK) |

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| **14:00 – 16:45** | **Session 2** <br><br> **Pedagogical and Feedback Approaches in TAFL** <br><br> **Chair**: **Hanem El-Farahaty** (University of Leeds, UK) |
| 14:00 – 14:25 | 1. *Orieb Masadeh-Tate (*University of Manchester, UK) <br> - Reflective Thinking (RT), a mean for assessment of engagement in Blended-Online teaching within the Community of Inquiry Framework (COI) |
| 14:25 – 14:50 | 2. *Saadia Morse; Marwa Mahmoud El-Khodairy & Awasha Atiega* (University of Central Lancashire, UK) <br> - Frequent grammatical errors in the light of Negative Language Transfer and Error Analysis |
| 14:50 – 15:15 | 3. *Eman Sudik Ismael* (King's College, University of London, UK) <br> - The students' perception on teachers' oral feedback and how it reflects on their learning progress |
| **15:15 – 15:30** | **BREAK** |
| 15:30 – 15:55 | 1. *Batoul Dassan & Iman AlRamadan* (Qasid Arabic Institute, Jordan) <br> - Global Education in Less Commonly Taught Languages: Global Classroom Initiative case study: Indiana University & Qasid Institute |
| 15:55 – 16:20 | 2. *Saussan Khalil* (University of Cambridge, UK) <br> - Teaching Early Arabic Literacy Skills using the Phonics Method: a diglossic approach |
| 16:20 – 16:45 | 3. *Ruba Khamam* (University of Leeds, UK) <br> - Effective Systematic Feedback and its Role in Enhancing Advanced Arabic Language Learners' Writing Skills |
| **16:45 – 17:00** | **BREAK** |

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| **17:00 – 18:00** | **WORKSHOPS**<br>All workshops will be held as parallel sessions. |
| 17:00 – 18:00 | **ROOM 1**<br><br>*Jonathan Featherstone* (University of Edinburgh, UK)<br><br>The Blended Model and the Integrated Approach – Challenges and Solutions<br><br>**Chair:  Farida El Keiy** (University of Cambridge, UK) |
| 17:00 – 18:00 | **ROOM 2**<br><br>*Safaa Radoan* (IAIS, University of Exeter, UK)<br><br>The very first listening lesson for beginners: approach and strategy<br><br>**Chair: Rasha Soliman** (University of Leeds, UK) |
| 17:00 – 18:00 | **ROOM 3**<br><br>*Hezi Brosh* (United States Naval Academy, USA)<br><br>The Arabic alphabet: Challenges facing students and instructors<br><br>**Chair: Mark Critchley** (Durham University, UK) |
| 17:00 – 18:00 | **ROOM 4**<br><br>*Juwaeriah Siddiqui* (Carleton University, Canada)<br><br>Expanding Arabic Language pedagogy to support online engagement<br><br>**Chair:  Georgia Ferrari** (IAIS, University of Exeter, UK) |
| **17:00 – 18:00** | **SOCIAL**<br><br>**Chair:  Amira Mills** (Modern Language Centre, King's College, University of London, UK) |
| **18:00 – 18:30** | **Quiz Part 1 & Closing Remarks** |

# FRIDAY 9TH APRIL 2021

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|---|---|
| **09:00 – 9:10** | **WELCOME** |
| **09:10 – 10:10** | **Keynote Speech**<br><br>*Laila Familiar (*New York University, Abu Dhabi, UAE)<br><br>*Re-Imagining Teacher Education and the Arabic Classroom: What Happens When Teachers Believe in their own Freedom of Choice and Vulnerability?*<br><br>**Chair: Saussan Khalil** (University of Cambridge, UK) |
| **10:10 – 10:45** | **BREAK** |
| **10:45 – 13:00** | **Session 3**<br><br>**Literature, Translation and Trans-cultural Studies in TAFL**<br><br>**Chair: Rasha Soliman** (University of Leeds, UK) |
| 10:45 – 11:10 | **1.** *Maher Bahloul (*American University of Sharjah, Sharjah, UAE*)*<br>- Learning Arabic Through Performance: An Edutainment Pedagogy |
| 11:10 – 11:35 | **2.** *Umar Farouq Haruna* (Al-Hikmah University, Ilorin, Nigeria)<br>- أبعاد التناص في فهم النص الأدبي: مقالة "الرحمة" للمنفلوطي نموذجًا<br>Dimensions of intertextuality in understanding the literary text: the chapter titled "mercy" by al-manfalouti as an example |
| **11:35 – 11:45** | **BREAK** |
| 11:45 – 12:10 | **3.** *Giorgia Ferrari (*IAIS, University of Exeter, UK*)*<br>- Using Comic Strips and Graphic Novels to teach Arabic in the Intermediate Classroom |
| 12:10 – 12:35 | **4.** *Khalil Estaytieh* (University of Bath, UK)<br>- Building cultural bridges through virtual exchange programmes |
| 12:35 – 13:00 | **5.** *Alessandro Columbu (*The University of Westminster, UK*)*<br>- Decolonising Arabic language teaching in the higher education sector |

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| **13:00 – 14:00** | **LUNCH** |
| **14:00 – 16:45** | **Session 4**<br><br>**Materials, Curriculum and Technology**<br><br>**Chair: Giorgia Ferrari** (IAIS, University of Exeter, UK) |
| 14:00 – 14:25 | 1. *Soha Altayar (*University of Edinburgh, UK)<br>- An Exploration of the Effectiveness of the Arabic for Academic Purposes Programme in a Language-teaching Institute at a Saudi Arabian University in Riyadh |
| 14:25 – 14:50 | 2. *Shaimaa Nabil Hassanein* (The American University in Cairo, Egypt)<br>- Storytelling and Digitalization in Language Curriculum |
| 14:50 – 15:15 | 3. *Mimi Melkonian* (Brunswick School, Greenwich, CT, U.S.A)<br>- Content-Based Instruction in TAFL with New Technologies |
| **15:15 – 15:30** | **BREAK** |
| 15:30 – 15:55 | 4. *Rachel Friedman* (University of Calgary, Canada)<br>- Teaching Classical Arabic to Intermediate Learners: Designing a Course around Materials and Skills |
| 15:55 – 16:20 | 5. *Alaa Alshaikh Sulaiman* (Edinburgh University, UK)<br>- Online teaching, synchronous or asynchronous? |
| 16:20 – 16:45 | 6. *Salwa Mohamed* (Manchester Metropolitan University, UK)<br>- Designing an Arabic curriculum framework based on a compilation of CEFR levels' salient features |
| **16:45 – 17:00** | **BREAK** |

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|---|---|
| **17:00 – 18:00** | **WORKSHOPS**<br>All workshops will be held as parallel sessions. |
| 17:00 – 18:00 | **ROOM 1**<br><br>*Jonathan Featherstone* (University of Edinburgh, UK)<br><br>The Blended Model and the Integrated Approach – Challenges and Solutions<br><br>**Chair:  Farida El Keiy** (University of Cambridge, UK) |
| 17:00 – 18:00 | **ROOM 2**<br><br>*Safaa Radoan* (IAIS, University of Exeter, UK)<br><br>The very first listening lesson for beginners: approach and strategy<br><br>**Chair:  Amira Mills** (Modern Language Centre, King's College, University of London, UK) |
| 17:00 – 18:00 | **ROOM 3**<br><br>*Hezi Brosh* (United States Naval Academy, USA)<br><br>The Arabic alphabet: Challenges facing students and instructors<br><br>**Chair: Mark Critchley** (Durham University, UK) |
| 17:00 – 18:00 | **ROOM 4**<br><br>*Juwaeriah Siddiqui* (Carleton University, Canada)<br><br>Expanding Arabic Language pedagogy to support online engagement<br><br>**Chair:   Abla Oudeh Mahmoud** (IAIS, University of Exeter, UK) |
| **17:00 – 18:00** | **SOCIAL**<br><br>**Chair:  Rasha Soliman** (University of Leeds, UK) |
| **18:00 – 18:30** | **Quiz Part 1 & Closing Remarks** |

# ORGANISING COMMITTEE, CHAIRS and ADMIN

## Abla Oudeh Mahmoud,

Institute of Arab and Islamic Studies, University of Exeter, UK.

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Abla Oudeh Mahmoud is a lecturer in Arabic studies, program director of MA Advanced Arabic and Head of Languages at the Institute of Arab and Islamic Studies, university of Exeter. Abla has obtained her MA in linguistics and translation from the university of Bath, England and her BA in English language from Yarmouk university, Jordan. She has previously worked at the Islamic and Middle Eastern Studies, university of Edinburgh, teaching Arabic language and translation within the post graduate program. Abla is also a professional translator with several published translations from English into Arabic including the translation of:

- Taste of Thyme, Culinary Cultures of the Middle East, Richard Tapper and Sami Zubaida.
- Leila Khaled: Icon of Palestinian Liberation, Sarah Irving.
- Stranger Magic, Charmed States & the Arabian Nights, Marina Warner.

## Giorgia Ferrari

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Giorgia Ferrari is Lecturer in Arabic at the University of Exeter. She holds a PhD in Arabic Applied Linguistics and her work focuses on vocabulary development and the application of cognitive strategies to enhance the integration of Colloquial and Modern Standard Arabic. Before starting her position as Arabic Lecture, Giorgia worked as Arabic editor at Oxford University Press, developing Arabic phonics books to teach reading.

## Mark Critchley

Durham University, UK.

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Mark Critchley is Director of the Centre for Foreign Language Study at Durham University, and current Chair of the Association of University Language Communities in the UK & Ireland (AULC). Mark has been involved in the organising committee for the first two Arabic Language Learning & Teaching conferences in Leeds and King's College, London.

## Rasha Soliman

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Rasha Soliman is a Lecturer in Arabic Language and Linguistics and the Director of the Centre for Excellence in Language Teaching at the University of Leeds.  She started her career in Teaching Arabic as a Second Language (TASL) in 1995. She has an MA in Applied Linguistics from the University of Southern Queensland in Australia and a PhD in Arabic Applied Linguistics from the University of Leeds. Her current research and scholarship interests include language variation in the Arabic classroom, teacher training, approaches to grammar teaching and the application of the CEFR to TASL. Rasha is one of the winners of the Women of Achievements Awards 2021 at the University of Leeds for her contributions to the field of Arabic language teaching and for her role as a lead for Equality and Inclusion in the School of Languages, Cultures and Society at the University of Leeds.

## Amira Mills

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Amira Mills is the deputy team leader of Arabic and Middle Eastern languages,  lecturer of Arabic, as well as the senior tutor of the Modern language Centre at King's College London. Amira is a graduate from University of Ain Shams in Cairo, Egypt, in French Literature and Linguistics and Masters in Linguistics and Phonetics. Her main areas of interest are curriculum design, comparative grammar, training and development, as well as diversity and inclusion. Amira has won several awards for teaching excellence and students diversity and inclusion.

## Awet Teklehimanot Araya

Awet is a PhD candidate at the Centre for Islamic Archaeology, Institute of Arab and Islamic Studies, University of Exeter.

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## Hannah Parsons-Morgan

Hannah is an Al-Qasimi doctoral researcher at the Centre for Islamic Archaeology, Institute of Arab and Islamic Studies (IAIS) at the University of Exeter.

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# ADDITIONAL CHAIRS

## Farida El Keiy
University of Cambridge, UK.

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Farida El Keiy is a Language Teaching Officer in Arabic and Year Abroad Coordinator for Arabic at the University of Cambridge.

Farida El Keiy holds a B.A. degree in Psychology from the University of Alexandria, Egypt. She is a certified Teacher of Arabic as a Foreign Language (TAFL) and is also accredited as an Advanced Certified International Trainer by the Management Institute of Canada in Montreal.

Prior to joining the University of Cambridge in 2014, Farida was a Teaching Fellow in Arabic at the University of Edinburgh, as well as an Arabic Instructor at the American University in Cairo. Farida taught Arabic at the British Council in Cairo from 1991 and headed the Arabic department between 2001 and 2003. She then co-founded '*Kalimat Language and Cultural Centre*' in Cairo, Egypt in 2003.

Farida designed and delivered Teacher Training courses in Teaching Arabic as a Foreign Language at '*Kalimat*' and the British Council in Cairo. She delivered multiple Arabic Literacy workshops at the Universities of Cairo, Ein Shams and Arabic Teaching workshops at the Universities of SOAS, Exeter and Edinburgh. Farida is also active in Arabic language conferences, taking roles in various steering and scientific committees in the UK.

Farida has demonstrated a passion for Arabic Language teaching and training ever since she started her career in 1989.

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## Saussan Khalil
University of Cambridge, UK.

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Dr Khalil is Senior Arabic Language Teacher at the Faculty of Asian and Middle Eastern Studies, Cambridge University. Saussan is also the founder of Kalamna CIC providing Arabic language classes for children, teacher training and resources.

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# Hanem El-Farahaty

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Dr. El-Farahaty is a Lecturer in English/Arabic Translation and Interpreting & Arabic as a Foreign Language (AFL) at the Centre for Translation Studies (CTS) and the Department of Arabic, Islamic and Middle Eastern Studies (AIMES), University of Leeds, UK where she also received her PhD. She is AIMES Research Leader and PGR Director. El-Farahaty is a Senior Fellow of the Higher Education Academy and a Fellow of the Chartered Institute of Linguists. El-Farahaty has a long experience teaching AFL, Arabic media, culture, Arabic translation & interpreting, and linguistics at The University of Leeds, Leeds Beckett University, Colorado State University Global, and the University of Mansoura. She is an external examiner for Hamad Bin Khalifa University (Qatar), University of South Wales (Australia), The Open University (UK), among other UK-based universities.

Dr El-Farahaty is the author of ***Arabic-English-Arabic Legal Translation (Routledge, 2015)***, a ground-breaking investigation of the issues found in legal translation between Arabic and English and she is the co-editor of the ***Routledge Handbook of Arabic Translation (2019)***. Her book on legal translation was translated into Arabic. She is a reviewer for international publishers: Routledge, Cambridge University Press and Edinburgh University Press. El-Farahaty published a large number of journal articles and book chapters in Arabic/English legal translation, media translation/multimodality, comparative Arabic/English linguistics, Arabic language pedagogy and Arabic political satire.

# ABSTRACTS

## KEYNOTE SPEAKERS

### Laila Familiar

New York University, Abu Dhabi, UAE.

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Laila Familiar is Senior Lecturer of Arabic at New York University in Abu Dhabi and academic consultant at American Councils for International Education. She has an M.A. in Teaching Arabic as a Foreign Language and a Ph.D. in Corpus Linguistics for the design of reading materials. She is project manager of Khallina, the editor of two abridged novels for students of Arabic (Sayyidi wa Habibi سيّدي وحبيبي and Saaq al-Bambuu ساق البامبو ) and the author of a Frequency Dictionary of Contemporary Arabic Fiction: Core Vocabulary for Learners and Material Developers.

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## ABSTRACT

### *Re-Imagining Teacher Education and the Arabic Classroom: What Happens When Teachers Believe in their own Freedom of Choice and Vulnerability?*

Student agency in the classroom is considered a key element in promoting students' engagement, in unleashing their creativity, and in helping them take control of their own learning. We celebrate agency when it's enacted by students, and we promote it; but how can teachers enact their own agency to help students learn? What are some constraints? And how does teacher agency relate to curricular innovation and their own vulnerability in the classroom? In this talk, we will look at some of the challenges faced by Arabic teachers and how these challenges impact curricular choices, professional growth, student-teacher dynamics, and the building of classroom communities. We will then re-imagine a TAFL/TASL landscape that is based on cultures of learning, vulnerability, and professional well-being.

## Rasha Soliman

University of Leeds, UK.

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Rasha Soliman is a Lecturer in Arabic Language and Linguistics and the Director of the Centre for Excellence in Language Teaching at the University of Leeds. She started her career in Teaching Arabic as a Second Language (TASL) in 1995. She has an MA in Applied Linguistics from the University of Southern Queensland in Australia and a PhD in Arabic Applied Linguistics from the University of Leeds. Her current research and scholarship interests include language variation in the Arabic classroom, teacher training, approaches to grammar teaching and the application of the CEFR to TASL. Rasha is one of the winners of the Women of Achievements Awards 2021 at the University of Leeds for her contributions to the field of Arabic language teaching and for her role as a lead for Equality and Inclusion in the School of Languages, Cultures and Society at the University of Leeds.

## ABSTRACT

### *The Arabic teacher in a globalised world: How to go with and against the current*

In this talk, I will reflect on the career journey of the Arabic teacher from the starting point of being trained as a teacher to the level of reaching a well-established position in the field of Teaching Arabic as a Second Language. I will discuss the obstacles that an Arabic teacher can face and the opportunities they can take in order to successfully progress in an ever-developing globalised world.

# Victoria Aguilar

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Victoria Aguilar studied Arabic at the University Complutense of Madrid, where she got her doctorate in Arabic Philology in 1991. Since 1992 she moved to Murcia to teach Arabic at the University. In 1997 she got the status of a Full Professor. In her professional career, she began working on topics related to the history of the Islamic West, tribalism, biographical literature, and onomastics. Finally, she focused on TAFL (Teaching Arabic as a Foreign Language). Within this field, she has participated and directed several projects and research groups. She also has elaborated manuals for teaching Arabic, such as *Alatul* (with MA Manzano and J. Zanón: https://www.herdereditorial.com/alatul ), adapted into English language in *Letters and Meanings* (https://publicaciones.um.es/publicaciones/public/obras/ficha.seam?numero=2761&edicion=1 ), *M abruk* (with A. Rubio and L. Domingo: https://www.diegomarin.com/9788416165735-mabruk-a2-1.html ) and *Nishan. Iniciación al árabe marroquí* (https://www.diegomarin.com/9788418009747-nishan-iniciacion-al-arabe-marroqui-a1-1.html ). She has been the promoter of the international conferences *Arabele2009* and *Arabele2012*, about Teaching and Learning The Arabic Language. She coordinates the online Arabic dictionary *al-Qatra* (https://www.um.es/alqatra/ ) and has made several surveys on the teaching of Arabic in Spain. She is the author of more than 50 scientific publications (including monographs, articles, and collective volumes), and has participated in almost the same number of national and international congresses and seminars.

## ABSTRACT

### *Sounds and shapes: Teaching the Arabic code phonetically and graphically*

When we start learning Arabic there are two big challenges: the new alphabet and the new phonetic code, with more than 16 different consonants.

Sometimes teachers do not realize that the beginning of learning is crucial for students, similarly to children's attachment: their first months are the most important ones for the rest of their lives, even if they cannot remember anything about them. Thus, we can help our students to relate with Arabic through new sounds and shapes and meet the challenge or fail to do it.

When we do not take care about Arabic pronunciation and ignore phonological errors, they become fossilized very easily, impeding the student from being understood. Is it possible to do anything about it, or a non-Arabic speaker will always make phonetic mistakes? Is a foreigner unable to pronounce the emphatics? Can there be three key sounds, *ayn, ha* and *qaf*, which prove if one is a native speaker or not, as a shibboleth?

Dealing with the skills of reading and writing is almost the same process. We will see how we can manage to teach shapes in order to increase the student's confidence in the new graphic code.

# Session 1 - Language Variation in TAFL

## Sara Al-Tubuly

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Sara Al-Tubuly holds a PhD in Linguistics (2016) from the University of Essex. She read the acquisition of Arabic by English-speaking learners particularly looking at the aspects of speech production and perception. She completed her MA at the University of Essex (2009). She wrote her dissertation about phonological development of Arabic-speaking children. She also successfully completed Postgraduate Certificate in Academic Practice in Higher Education at University of Dundee (2020). Sara is currently the secretary of the British Association of Teachers of Arabic. Before joining Al–Maktoum College and while studying for her PhD, she worked at Language and Linguistics Department and Languages for All Programme at the University of Essex. She taught Foundation of Linguistics and Arabic language. Before moving to the UK, she was a lecturer at Al-Zaytuna University and a visiting teaching fellow at several institutions in Libya. She was involved in reviewing, designing, and developing materials and assessment at different levels and her research and publication focused on Arabic language and linguistics.

## ABSTRACT

### *What is the ideal approach to incorporate Arabic dialects into the curriculum?*

The issue of teaching Modern Standard Arabic with dialects in an integrated approach received considerable attention in the last two decade (Palmer 2007, Younes 2015, Soliman 2012). Academic institutions adopt various approaches to teach Arabic. Some programmes teach Modern Standard Arabic only while others value the importance of teaching students at least one dialect at different stages. In fact, there is no fixed way that can be adopted to incorporate Arabic dialects into the curriculum but deciding on the approach used should be based on the programme objectives and structure (Al-Batal 2018). The questions, of (1) how to integrate the dialects within the curriculum considering the different phases of integration at beginner, intermediate and advanced levels as well as recognising the learning skills and the question of (2) how to prepare students to communicate with people who speak different dialects from the one learned, have remained debatable in the field of teaching Arabic as a foreign language. In this respect, I will investigate a curricular approach that introduces students to a range of dialects in the similar way they are exposed to MSA. This approach

is composed of different activities and tasks completed by the students to facilitate the learning of Arabic dialects along with MSA in the class and remotely using the language adopted in Twitter, Facebook, TV programs, films, and dramas. The views of the 11 students at intermediate level who introduced to the above approach during 2019-2020 are collected before and after taking the course. The results indicate that the students welcome the incorporation of the dialects but express concerns towards the approach of integrating more than one dialect; however, at the end of the course, the students report that exposure to different dialects improved their Arabic overall and expand their communicative range.

Key words: Dialects, Modern standard Arabic, Integrations, Curricular Approach

**References**

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Palmer, Jeremy. 2007. "Arabic Diglossia: Teaching Only the Standard Variety is a Disservice to Students." Arizona Working Papers in SLA and Teaching 14: 111-22.

Soliman, Rasha 2012. Arabic cross-dialectal conversations: A missing element in the Teaching of Arabic as a Second Language. Conference: Arabele2012: Teaching and Learning the Arabic Language, Accessed on Research Gate.

Younes, Munther. 2015. The Integrated Approach to Arabic Instruction. London and New York: Routledge.

## Khaled Abu Amsha

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Dr. Khaled Abu Amsha is Academic Director at the Qasid Arabic Institute and serves as the main point of contact for Qasid in their role as AMIDEAST's Arabic Studies Consultant. Since 1997, Dr. Abu Amsha has been teaching and giving lectures training workshops at various academic institutions, including the International Islamic University in Malaysia, the University of Jordan, Europe and Brigham Young University in Provo, Utah, where he was a visiting professor at the Department of Asian and Near Eastern Languages in 2012. Dr. Abu Amsha holds a PhD in curriculum development and methods of teaching Arabic as a second language and his second PhD in Applies linguistics. His research interests include proficiency measurement, methods of foreign language teaching, teacher training, foreign language program evaluation and curriculum design. He has written more than 100 books and papers individually and coauthor with others and participated in several international conferences pertaining to Arabic teaching and linguistics.

## ABSTRACT

### توظيف عامية وارثي اللغة في تنمية فُصْحاهم: رؤى عمليّة وإستراتيجيات تطبيقية

شهد مضمار تعليم العربية للناطقين بغيرها نمواً واضحاً وإقبالاً متزايداً بُعيد أحداث الحادي عشر من سبتمر إلى الوقت الراهن، تزامن معه تطورات في المناهج وطرائق التدريس لكي تلبي الحاجات الملحة للمتعلمين، وقد تمثلت هذه التطورات في عقد عدد كبير من الندوات والمؤتمرات التي خصصت لهذا الميدان، فضلاً عن نشر العديد من الكتب والسلاسل التي تُعنى بتعليم العربية للناطقين بغيرها عبر المستويات اللغوية، وفتح الأقسام التي تؤهل لتعليم العربية للناطقين بغيرها على مستوى الدبلوم والبكالوريس والماجستير والدكتوراه، ويرى المراقب لهذا المجال ندرة بل خلو المجال بأسره من الكتب والدراسات التي تهتم بفئة وارثي اللغة على كثرتهم، وخصوصية حالتهم، علماً بأنه يلتحق بالمعهد ما يربو على ألف طالب سنوياً يتوزعون على مستويات الكفاءة المختلفة من المستوى المبتدئ الأدنى إلى المستوى المتميز. وتبلغ نسبة وارثي اللغة من هؤلاء حوالي عشرة بالمئة، وهي نسبة ليست قليلة، علّمتنا أن لهذه الفئة حاجاتها وأغراضها وخصوصيتها في التعامل والتدريس. وهو مناط هذه الدراسة.

ويمكن القول بأن فئة وارثي اللغة كانت الأقل حظاً واهتماماً خلال العقدين الأخيرين، حيث لم تقدم لهم رؤى خاصة في تعليم العربية كونهم يتمتعون بخصائص تختلف عن خصائص الطلبة العاديين، ولا مواد تعليمية تلبي حاجاتهم ومتطلباتهم، فكانوا يُدمجون مع الطلبة العاديين الذي يقلّون عنهم في المستويات اللغوية مما أفقدهم الرغبة والدافعية في التعلم كونهم وضعوا في مستويات لا تناسبهم. وقد أبانت اللسانيات التطبيقية مؤخراً ضرورة أن يتم معاملة هؤلاء معاملة خاصة حيث يندرج تعليمهم فيما يسمى بتعليم العربية لأغراض خاصة. وإن كانوا في فصول جماعية مع آخرين

من غير هذه الفئة لا بد من تبني مجموعة إستراتيجيات تقوم على مراعاة خلفياتهم الثقافية واللغوية عبر تطبيق آليات تستوعبهم وتستفيد منهم وتفيدهم لغوياً وثقافياً.

ونظراً لهذه الخلفية فإن التحاق هؤلاء المتعلمون ببرامج دراسة اللغة في بلدانهم الأصلية أو في البلاد العربية التي توفر برامج لتعليم العربية للناطقين بغيرها، فإن هؤلاء يواجهون صعوبات جمة، وتحديات مختلفة بسبب تنوع خلفياتهم الثقافية واللغوية وبالتالي افتراق مهاراتهم وكفاءتهم في الاستماع والمحادثة عن القراءة والكتابة ناهيك عن طبيعتهم الشخصية وسلوكاتهم الإنسانية. وعليه تروم هذه الدراسة تسليط الضوء على هذه الفئة الكبيرة من المتعلمين التي لم تحظ بالاهتمام المنشود بها، وتوجيه الجهود العاملة في الميدان نحو خدمتها وتعليمها وفقاً لأحدث الطرائق والمناهج الحديثة بما يلبي حاجاتهم ويحقق رغباتهم. ناهيك عن إماطة اللثام عن الإستراتيجيات المتبعة في تصنيفهم وتدريسهم وتقييمهم في أثناء تعلمهم في معهد قاصد. وسوف تناقش هذه الدراسة المحاور الآتية:

- تعريف وارثي اللغة وتبيين خصائصهم.
- أهداف وارثي اللغة وحاجاتهم.
- أيهما أنجع في تدريس وارثي اللغة الفصل أم الدمج؟
- كيف يمكن استغلال عاميتهم التي اكتسبوها في بيوتهم في تنمية مهارتهم اللغوية الأخرى (الكفاءة اللغوية العربية) على مستويات متعددة كالمفردات والتراكيب والثقافة والمهارات الحياتية والأكاديمية السابقة في تنمية الفصحى.
- ما الإستراتيجيات التي يمكن تطبيقها في إكساب وارثي اللغة الكفاءة المتوازنة في اللغة.
- ما هي بعض الحلول العملية والتطبيقات الواقعية في تدريس وارثي اللغة في قاصد.

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Najwa Kadhim is a lecturer and an active member of a vibrant Arabic language team at the Modern Language Centre, King's College London. She has extensive experience not only in the field of teaching Arabic as a foreign language at different levels, but also in curriculum and assessment design. Her main area of research is the use of integrated approach in language teaching and gamification. She has also a keen interest in teaching for specific purposes as well as teachers' training programmes.

Najwa holds a PGCE, Westminster University London (2012), and has successfully completed M.A. in Education Management from Kin's College London (2020).

In 2018 Najwa has obtained a teaching excellence award in recognition of her contribution to providing an excellent students' experience at the Modern Language Centre, King's College London. She is currently acting as the external examiner for the Arabic programme at the Metropolitan University, London.

## ABSTRACT

***What is Integrated Approach? And why it is important when teaching Arabic?***

The Problem

Focusing on MSA and ignoring the local spoken dialects when teaching Arabic as a foreign language.

What is missing here? What is being done that is wrong? Do we need to introduce dialects into the course? If so, how and when? Should it be taught separately or simultaneously? Have students been asked what they need, and have their needs been met? Are teachers fully equipped for integrating a dialect? These are the questions that need answers if competence in communication is to be addressed.

Purpose

I am a strong supporter of the integrated approach when teaching Arabic. My past and current teaching experience has made me a firm believer in its strengths when implemented affectively. It can be argued that my teaching approach is quite organic in that I learn my students' needs and abilities early on and try to cater to their needs.

This suggests that a pure focus on MSA and grammar rather than real communication, frustrates and demotivates students. Parkinson (1985) is correct when he admits that students are not prepared to deal with real life events. The focus on competency in MSA does not prepare them sufficiently for future job opportunities in an Arabic-speaking country, let alone everyday conversations. There is no point in teaching MSA only when learners will not use it to communicate or survive in everyday scenarios.

Methods

I will be summarising few of available literature surrounding the topic of current TAFL programs as well as the efficiency and problems with the IA programmes specific to dialects. In addition, I will be sharing my research methodology including a focus on my field research conducted to support what was gleaned from current research and perspectives on the subject matter.

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**Saleem Abu Jaber** received his PhD degree from Tel-Aviv University In 2002. He received another PhD degree from Saint Petersburg University, specializing in Islam and Middle East studies. Saleem is Senior Lecturer in the Department of Arabic Language and Literature Instruction at Achva Academic College. Currently he is the Academic Advisor and a Head of the Arabic Speakers Track School of Education at Achva Academic College.

Saleem has participated and led the formulation of curricula for teacher training in Arab society. As such, he has been working as a lecturer and pedagogical guide at the Achva Academic College and other Colleges**.**

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**Uri Horesh** (PhD Essex 2014, Sociolinguistics) is Senior Lecturer in the Department of Arabic Language and Literature Instruction at Achva Academic College, having previously taught at academic institutions in the US and the UK. Their research in variationist sociolinguistics has appeared, inter alia, in *Journal of Sociolinguistics*, *Zeitschrift für arabische Linguistik*, *Language in Society*, and *Encyclopedia of Arabic Language and Linguistics*. They are co-editor, with Enam Al-Wer, of *The Routledge Handbook of Arabic Sociolinguistics* (2019), and their textbook, *Arabic Sociolinguistics* (co-authored with Enam Al-Wer, Rudolf de Jong, and Bruno Herin) is expected to be published in 2021 by Cambridge University Press.

# ABSTRACT

***A model for training teachers of Arabic in a diglossic and bilingual community***

We introduce a model for training Arabic teachers based on experience in a budding academic program, where student-teachers are predominantly native speakers of Bedouin Palestinian Arabic. The linguistic challenge faced in this program is twofold, as it involves both diglossia, widespread in the Arab World, as well as Arabic–Hebrew bilingualism. Thedominant language in the college is Hebrew, yet the Arabic Department is a 'bubble' of Arabic-dominant activity. All departmental courses are taught in Arabic, while students andfaculty function in a Hebrew-speaking environment. The program is in its third year and by2021-2022 it will become a full-fledged 4-year program, providing students with a B.Ed. degree and teaching certificate.

- Students' proficiency levels in MSA are enhanced, while maintaining the cultural andcommunicative significance of their native dialects. They train to effectively teach MSA and raise the level of literacy in their communities.
- Teaching is carried out by bilingual Arabic-Hebrew instructors, presenting rolemodels who have perfected their linguistic competence in both languages.
- Instructors utilize both traditional methods of teaching Arabic and innovative methodsand linguistic/pedagogical theories common in the West. The need to innovate was enhanced during the COVID-19 pandemic, when all teaching has been done remotely.
- Bilingual language skills are also practiced in extracurricular activities, such asworkshops, debates and dialogues.

First-year students participate in the Desert Stars program, aimed at the acquisition oflinguistic skills in Arabic and Hebrew as well as English for Academic Purposes.

Students in years 2-4 implement their acquired skills through weekly teaching in communityschools and during a week-long practicum each semester. Instructors and dedicated pedagogical advisors follow students throughout their teaching experiences, assessing their linguistic skills and pedagogical development.

Through ongoing assessment and research, this program aims to become an exemplar ofeffective teaching and training in bilingual Arab societies.

# Session 2 - Pedagogical and Feedback Approaches in TAFL

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I began my career in 1993 as a translator and correspondent for the Jordan News Agency (Petra), where I was assigned to cover the Royal Court, the Prime Ministry, Foreign Ministry and Embassies. I subsequently worked on the translation of the Jordan-Israeli peace negotiations which culminated in the signing of the Wadi Araba Peace Treaty in October 1994. In 1996 I pursued my higher education and travelled to the UK to obtain a Masters degree in Translation at the University of London (SOAS). In addition to working as a translator and correspondent for the Jordan News Agency, in 1997 I was appointed as a lecturer in translation studies at the Applied Sciences University (ASU) in Jordan before returning to the UK to pursue a PhD in legal translation at Durham University. Whilst undertaking my research at Durham I was also employed by the university as a lecturer in sociolinguistics and as an Arabic tutor in the Centre for Middle Eastern and Islamic studies. I completed my PhD in 2003 and returned to Jordan where I established a translation agency and between 2004-2010 worked extensively with several United Nations agencies, including the United Nations Assistance Mission in Iraq (UNAMI) and the United Nations-Iraq Reconstruction and Development Project (UNOPS). Much of this work included the translation of official UN documents and interpretation assignments at UN conferences. During this time, I also worked as a consultant on the Arabic to English translation of the new Constitution of Iraq and as an interpreter for various private and public sector conferences and events, including the World Economic Forum on the Middle East. Additionally, part of my translation/interpretation duties involved courthouse interpreting and the translation of legal documents. I continue to work as a professional translator and interpreter for various private sector clients and volunteer as an interpreter for the British Red Cross on issues of asylum and immigration.

# ABSTRACT

***Reflective Thinking (RT), a mean for assessment of engagement in Blended-Online teaching within the Community of Inquiry Framework (COI)***

In March 2020, the world higher education system was forced to move to online teaching due to the outbreak of Covid-19 pandemic. This without doubt has created a shift in teaching and learning methods and academics were expected to create a virtual learning experience for students within the framework of blended learning.

Universities were faced with new challenges and constrains all related to the nature of online teaching. This presentation focuses on two major areas that were affected by the shift to online teaching; (assessment of engagement) and (online open-book exams).

The presentation investigates the use of The Community of Inquiry (COI) theoretical framework (Garrison, Anderson & Archer, 2001) as an approach to designing learning experiences for the online environment. COI represents a process of creating a constructive, meaningful, and collaborative learning experience through the development of three interdependent elements: social, teaching and cognitive presence. The presentation employs RT as the tool to achieving the cognitive presence through independent learning supporting the discourse by engagement with content. Through the application of RT as a PBL (problem based learning) model for learning Arabic students make the link between theory and practice and apply the knowledge they have gained in decision to improve their performance through monitoring and self-evaluation. Because RT can happen whilst a performance is ongoing (reflection in performance) or after a performance is completed (reflection on performance), the study adopts the Gibbs (1988) model of reflection. The current presentation is applied to students of advanced level in Arabic and in two areas: writing and oral presentations.

The presentation also addresses the use of RT as a method for assessment of independent work in open book online exams. The main objective is imposing a certain framework of exam quality assurance control on the students and the ability to assess whether they carried out the task independently.

Employing RT within the COI framework for online teaching is a very important tool for teachers to ensure engagement, assess independent work and to identify areas crucial for monitoring performance progress. Findings of the RT exercises employed in this study will be included in the presentation and they will shed light on how this exercise will enhance the teaching-learning process of languages.

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## Saadia Morse, Marwa Mahmoud El-Khodairy & Awah Atiega

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Saadia Morse is a lecturer of languages, interpreting and translation at the school of Humanities, Language and Global Studies at the University of Central Lancashire in the United Kingdom since September 2013. Through her scholarly writings, she has contributed to teaching across the language, interpreting, and translating programmes in the UK. She has supervised several research projects and dissertations in translation, English, Arabic and French languages. In 2018, she started delivering workshops on dissertation writing in European universities. She published her recent book in 2021 entitled 'A Guide to Dissertation Writing'. Her current research work focuses on the Arabic language and Migration in Higher Education. Saadia is a member of the Chartered Institute of Linguists.

Marwa Elkhodairy has thirteen years of teaching experience in the UK, KSA and Egypt, with various age groups. During her teaching experience, she has been involved in designing curricula, assessing students' progress, and supporting learning in higher education using innovative methods. Additionally, Marwa has submitted her doctoral thesis in Critical Discourse Analysis and Corpus Linguistics. Marwa has also participated in a considerable number of national and international conferences in Manchester, Lancashire, Cardiff, Lancaster, and Aalborg in Denmark.

Awasha Atiega was rewarded a BA, MA and PhD in English Language and Linguistics. She has experienced teaching of both English and Arabic with various age groups in primary, secondary and Higher Education settings. She is currently teaching Study Skills on an MBA programme at the University of Central Lancashire (UCLan). Additionally, she has presented and organised International conferences of English Language and Literature on several occasions at UCLan. She has undertaken other roles such as International Student Adviser at UCLan and Expert Mentor at the University of Manchester.

## ABSTRACT

***Frequent grammatical errors in the light of Negative Language Transfer and Error Analysis***

Despite the linguistic similarities between Arabic and English, there are tremendous phonemic, morphological, syntactic, and semantic differences between the two languages in question. This consequently presents several challenges for non-native learners of Arabic. This paper is therefore a detailed enquiry into the grammatical errors committed by UK elective and undergraduate students in their end-of-year oral Arabic assessments. The present research analyses the most frequent grammatical errors in the light of Negative Language Transfer and Error Analysis. The study has revealed that these errors are in relation to subject-verb agreement, modification and prepositional phrases. These findings will enhance the TAFL teacher's structured-based approaches to exemplify the types of speaking issues those students might encounter when they learn the target language. The study will also help teachers focus on those difficulties and plan their lessons accordingly.

**Keywords**: Non-native speakers, Grammatical errors, interference, spoken Arabic, negative language transfer, error analysis

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Eman Ismael is a teacher with more than 15 years of teaching experience in both the UK and abroad. Eman is currently teaching in the Modern language centre at King's College London as well as the language centre of the Foreign, Commonwealth & Development Office (FCDO). Prior to this she was a lead teacher for two years in the language centre at the FCDO, Arabic assessor at the Chartered Institute of Linguists and an external examiner at London Metropolitan University. Eman has an MA in Teaching Language (Arabic) from London Metropolitan University (2017), Postgraduate Diploma in Teaching Arabic from SOAS University (2011) and BSc (Hons) Business Information Technology from Westminster University (2008). She is an Associate Fellow of the Higher Education Academy (AFHEA), a member of the Chartered Institute of Linguistics (MCIL) and an academic member of the Institute of Translation and Interpreting (AITI). Her research interest lies in the areas of classroom interaction and technology and oral and written feedback. She is also interested in  Arabic linguistics, translation, and comparative literature.

## ABSTRACT

### The students' perception on teachers' oral feedback and how it reflects on their learning progress

Language teachers give oral corrective feedback (CF) in the classroom to help students' progress and improve their language skills, as well as enable them to achieve a higher proficiency. Some researchers illustrate that CF is vital in helping students progress and it increases the students' motivation. Others are concerned that it may interrupt class activities and the flow of communication in the classroom. In my research I investigated whether there is a link between corrective feedback and the students' motivation to learn Arabic as a second language.

Research has shown that teachers consider that giving oral feedback to students plays a significant role in second language acquisition.  Thus, there are many types of oral feedback that teachers use in second language classroom and usually the teacher decides on which type of oral feedback to apply in the classroom. However, there were limited studies on the type of oral feedback the students prefer. Hence, my research endeavoured to identify the preference of students.

This study targeted learners of Arabic language in higher education in the UK. This study investigated the impact of CF on student's motivation and the preference of the students on different types of oral feedback: Recast/Reformulation, Explicit correction, Metalinguistic clues, Clarification request, Elicitation, Repetition.

Results from this study has shown that most of the learners found that CF is very beneficial as it motivates them to further progress in their learning.    Furthermore, the results have shown that, specific oral feedback could make a significant impact on students' learning and progression. From my results the preferred type of oral feedback for students was Explicit correction which warrants further research to identify the reasoning behind this preference.

My intention with this study was to shed light and address different types of oral feedback and share the students' preferences and motivations.

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Ms. Dasan has a master's degree in pedagogy along with a bachelor's degree in Islamic Studies from the University of Jordan. She has over 10 years of experience in teaching standard, classical and colloquial Arabic while working with the United Nations and the Peace Corps. Additionally, Ms. Dasan holds online classes with NGO employees, undergraduates and students enrolled in academic programs such as Fullbright and CASA.

Dr. Iman Alramadan obtained PH. D from Lyon3 University, France, in Arabic linguistics. She is currently a lecturer at Hamilton Lugar School, the Department of Middle Eastern Languages and Cultures at Indiana University.

Dr. Alramadan is the director of the Arabic program at the Language Workshop at IU in 2019-2021. She has over 20 years' experience teaching Arabic before Indiana University; Dr. Alramadan taught Arabic at the University of Florida and Wichita State University. She teaches all language levels; she created a few content classes. She led many workshops about best practices in language teaching at the Center for Language Excellence and participated in conferences about using technology in teaching Arabic. She is currently working on developing an online course for IU.

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## ABSTRACT

### Global Education in Less Commonly Taught Languages

### Global Classroom Initiative case study: Indiana University & Qasid Institute

The current study aimed to investigate The impact of Global classroom learning model in a sample of 10 Arabic students as a second language, distributed into two groups: control and experimental, and the equality of the 2 groups was checked before applying the model using the pre-test of the language prepared by ACTFL, and arbitrator by specialists, after checking its psychometric properties using a number of procedures, and after implementing the global classroom model, the post-test was applied to students from both control and experimental groups, and the results revealed a statistically significant impact of the global classroom model The study recommended employing the global classroom model for Arabic speakers of other languages in all the different programs and stages, and conducting more studies that involve this model on the various educational materials for these students, and on other language levels .

Key words: global classroom class, Arabic language for non-speakers.

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## ABSTRACT

***Teaching Early Arabic Literacy Skills using the Phonics Method: a diglossic approach***

Teaching early literacy skills in English has been dominated by the phonics method in schools in the UK and worldwide since 2007[1]. Due to the complex nature of English sounds and spellings, the mechanics of the phonics method are focused on presenting the sounds of the language, called phonemes, to the learner and linking these with their associated letter shapes, called graphemes.

Due to the popularity of the approach, applying it to Arabic has recently become a topic of interest in the field of teaching Arabic as a foreign language. However, in order to seriously consider how the method can be applied to Arabic, it is imperative to look at the complexities learners encounter when acquiring early literacy skills in Arabic, and approaching these in a graduated and systematic way in order to achieve the same success with Arabic phonics, as with English phonics.

This study considers the phonics approach as a serious contender for modernising approaches to teaching early Arabic literacy, and explores the ways in which the method can be applied to Arabic in order to address the complexities of diglossia and letter formation, as well as the phonetic variation in Arabic letters.

The result of the study is a new method for teaching early Arabic literacy that is built on a research and evidence base, facing the issue of diglossia head on, that has been applied successfully with learners in a UK Arabic supplementary school, and can be applied further to the UKHE context.

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[1] Source: UK Department for Education (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

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Dr Ruba Khamam is a Lecturer of Arabic and Translation in the department of Arabic, Islamic and Middle Eastern Studies at the University of Leeds and a fellow of the Higher Education Academy (Advanced Higher Education HEA in the UK). She has recently got the prestigious fellowship of the Leeds Institute for Teaching Excellence for her outstanding teaching enhancement project for 2020-2022 to embed civic partnership and employability in a language curriculum. Dr Khamam worked on different cutting edge research activities. She worked in the main committee of the Linguistics Association of Great Britain LAGB. Ruba has been teaching Arabic to both native and non-native speakers of Arabic for more than 10 years.

## ABSTRACT

### *Effective Systematic Feedback and its Role in Enhancing AdvancedArabic Language Learners' Writing Skills*

This paper investigates ways for developing the writing skills of final year students of Arabic in higher Education. It aims to answer the following research question: What role does systematic instruction and strategic feedback play in enhancing writing proficiency of Arabic advanced learners?

The current study draws on qualitative analysis of students' writing errors.The data was collected from a corpus of final year students' continuous assessment essays submitted in Advanced Skills in Arabic Language Module offered at university setting in the UK.

The feedback aims at enhancing writing native-like proficiency that is in line with the Common European Framework of Reference specification atadvanced levels. The paper will demonstrate the use of effective systematic collective feedback provided to students by means of digital technology i.e. desktop capture software as to raise students' awarenessof the general patterns of mistakes made, stipulate the underlying rules when applicable so that students can identify what went wrong, and sharewith them anonymous examples of errors on one hand and variety of outstanding uses of language on the other hand.

This is an ongoing research and the effect of teacher's feedback and explicit L1 instruction is being tested in relation to the following three aspects of students' linguistic, socio-linguistic and pragmatic proficiencies. Preliminary findings based on students' feedback and teacher observation suggest that pedagogic intervention help in improvinglearners' writing skills. Finally, this paper aims to build a theoretical model/guidelines for learners to improve their writing skills in Arabic and establishteacher training programme for enhancing Arabic language learners'writing skills.

# Session 3 - Literature, Translation and Trans-cultural Studies in TAFL

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Dr. Maher Bahloul holds a PhD in Linguistics from Cornell University, New York, and an MA from the Sorbonne University, Paris. He taught courses in language, linguistics, translation, and TESOL in the United States and the Middle East. He participated in more than 60 international conferences and conducted workshops in various applied linguistics fields. Dr. Bahloul published various peer reviewed books and articles in theoretical linguistics, applied linguistics, sociolinguistics, and the field of pedagogy, the last of which titled *Lights! Camera! Action and the Brain: The Use of Film in Education* which he co-edited with Carolyn Graham, the famous creator of Jazz Chants. Dr. Bahloul has also been promoting the field of Learning Through The Arts (LTTA). He has been conducting language learning sessions through performing arts in Europe and the MENA region; he has also been involved in teacher training in relation to LTTA methodologies and pedagogies. This effort is supported by centres he founded in Paris and Tunisia (www.newhorizoncenter.com/nhc/) in addition to an LTTA website (www.lt-ta.org) designed to promote the LTTA field across the Middle East and North Africa region. Dr. Bahloul is currently an Associate Professor at the Department of English of the American University of Sharjah, United Arab Emirates.

ABSTRACT

***Learning Arabic Through Performance: An Edutainment Pedagogy***

The paper demonstrates ways in which short film production is integrated in teaching and learning Arabic, be it Modern Standard Arabic (MSA) or Colloquial Arabic (CA). As such, this innovative pedagogy promotes the growing field of performative-based learning, a teaching method in which learners acquire new knowledge and skills in the course of designing, writing, planning, and producing a performance (Herrero and Vanderschelden, 2019). The paper drafts briefly on current research and evaluation of arts integration that includes short film production (Walker, 2018; Carter, Prendergast, and Belliveau, 2015; Stanley & Ronghua, 2014; Bahloul & Graham, 2012; Bahloul, 2012; Bahloul & Mezghani, 2012; Burnaford & Aprill, 2011; Cheti & Li, 2011; Theodosakis, 2009; Burnaford, 2007; Mason, Steedly and Thormann, 2005; etc.) in order to provide a theoretical and practical context. It will then show and describe sample productions in which film, arts, and culture are used in Arabic language learning. The discussion will include learning spaces, teachers' qualifications, and learning methodologies that are shown to challenge traditional language learning settings as they respond to the current digital media culture. Finally, benefits of filmmaking and video arts are shown to have impact on teaching methodology, learners' motivation, learners' visual and media literacy skills, and effective learning.

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Haruna Umar Farouq is a lecturer of Arabic literature from Al-Hikmah University, Ilorin, Nigeria. He obtained his Bachelors degree in Arabic Studies from the Ahmadu Bello University, Zaria, Nigeria in 2010, Master's degree in Arabic Literature from the International Islamic University Malaysia in 2013, and doctoral degree in Stylistics (Modern Arabic Literature) from the University of Malaya, in 2016. His research interests include Stylistics, Teaching of Literature, Reading, Writing and Literacy, Language for Specific Purposes, Critical Discourse Analysis, Historical Literary Studies and Middle Eastern Studies.

## ABSTRACT

### *Dimensions of intertextuality in understanding the literary text: the chapter titled "mercy" by al-manfalouti as an example*

### *أبعاد التناص في فهم النص الأدبي: مقالة "الرحمة "للمنفلوطي نموذجًا*

تستهدف هذه الورقة إلى دراسة **التناص أو تبعيَّة النص** أو ما يعرف عند بعض الباحثين المُحدَثْين بـ "**التعالق النصي**". وهو معيار دراسة التعبير والأسلوبية في حقل الدراسات النصية الحديثة. وهو مصطلح يعتمد عليه العلماء العرب من أهل الشرح والتحليل والنقد وإعادة البنية أو الصياغة قديمًا وحديثًا في تبليغ رسائلهم اللغوية والأدبية بشكل مقنِع. ولقد اشتهرت جوليا كريستيفا *Kristeva Julia* من بين الذين ابتدعوا هذا المصطلح حديثًا، وأشارت إلى أنه ينبغي أن يتسم ببعض سمات مثل إبراز العلاقات العِرقية بين مختلف النصوص بتفاعل النظام والأسلوبية، والمحاكاة أو التبعية، وتداخل الحوار، والتوافق بين الأفكار والمعاني في الشكل النصي. ومن ثَمَّ؛ فالتناص لا له ولا عليه من شيء من السرقات الأدبية أو الاقتباس، بل فاعليته ترنو إلى توظيف التماثل والتشابه في التعبير والأسلوبية بين نصين مختلفين على حدةٍ أو بين نصٍّ معين وبين نصوص مختلفة. والباحث يرجو في السطور الآتية تفعيل مصطلح التناص من خلال المقالة الموسومة بـ "الرحمة" لمصطفى لطفي المنفلوطي في كتابه النظرات،[i] ويتبنّى في هذه الدراسة التناص التطابقي حيث يتم التفاعل بين النص المَعْنِيّ وبين نصوص أخرى.

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[i] مصطفى لطفي المنفلوطي، **النظرات في الأدب الاجتماعي والدين والسياسة، دراسة وتقديم**: د. رياض قاسم، بيروت: مؤسسة بحسون، للنشر والتوزيع، ط ٢، ١٩٩٣، ص١٩ – ٢٤.

## Giorgia Ferrari

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Giorgia Ferrari is Lecturer in Arabic at the University of Exeter. She holds a PhD in Arabic Applied Linguistics and her work focuses on vocabulary development and the application of cognitive strategies to enhance the integration of Colloquial and Modern Standard Arabic. Before starting her position as Arabic Lecture, Giorgia worked as Arabic editor at Oxford University Press, developing Arabic phonics books to teach reading.

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## ABSTRACT

### *Using Comic Strips and Graphic Novels to teach Arabic in the Intermediate Classroom*

This paper explores the use of comics and graphic novels, which have started to being recognised as a legitimate form of literature only very recently, in the Arabic as a Foreign Language Classroom.

Thanks to the visual aspect of graphic novels and comics, these embody a comprehensible medium for the development of reading and, in turn, writing skills. Arabic learners, especially lower and intermediate levels, can be fearful about approaching prose texts in Arabic. Graphic novels and comic strips help students to overcome this fear by combining language and images together, and this not only motivates students to make the effort to read, but it also increases students' vocabulary retention by combining words and images together.

Graphic novels and comic strips are useful to teach vocabulary and grammar, but they also present a unique integration of standard and colloquial Arabic. This is because they add to the standard, written variety, the spoken language as it really occurs, which translates into an extremely useful reference for language learners and introduces them to vocabulary items such confirmation checks, contrastive stress, and routine and ritual phrases. Moreover, graphic novels and comic strips can serve as a frame of reference in thinking about narrative structure since these texts are generally structured chronologically. Finally, this form of literature can be useful to introduce Arabic learners to culture and humour. They often require a teacher-facilitated discussion, especially for lower-level learners, which in turn can lead to productive and relevant discussions in the classroom.

This paper explores how this form of literature can be used with intermediate Arabic learners, how this can be integrated into blended teaching and online resources, and how it can be used to develop both writing and performative skills.

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I am currently an Arabic teaching fellow in the foreign languages centre at Bath University. I obtained a BA in English Literature from Bethlem University, a postgraduate diploma in Education, and a postgraduate degree in teaching Arabic as a foreign language from SOAS.  I taught Arabic in an international school in Jerusalem for 13 years, mainly to non-native speaker students, but also taught some native speakers through IB [International Bachelorette]. I was also in charge of a programme called MUN [Model United Nations] in which students were taught debating skills on current issues, and we travelled internationally to conferences. Since I moved to England in 2010, I have been teaching Arabic in various institutions including public schools, MOD and the Foreign Office. I am also the co-ordinator of the Virtual Exchange Programme for Arabic at Bath University, and I am currently writing an Arabic textbook in the Palestinian dialect.

## ABSTRACT

### *Building cultural bridges through virtual exchange programmes*

Virtual Exchange (VE) is defined as ' a form of computer-mediated learning whereby students from geographically remote classes work together online (in pairs or small groups) on learning tasks developed by teachers or educational facilitators' (Evolve, 2019). It has been a feature of foreign language classes for a number of years and is also known as telecollaboration or teletandem. In recent years, both in Europe and in the South Mediterranean region with Erasmus+, and in the US with the Stevens Initiative, VE has increased in its scope, has moved outside the language classroom and is now seen as a tool for encouraging intercultural exchanges, with the aim of increasing citizens' intercultural knowledge, awareness and competence (O'Dowd et al., 2019).

This presentation will describe my experience in organising a VE between the University of Bath and Princess Sumaya University of Technology in Amman. I based the exchange on the O'Dowd transnational model of virtual exchange for global citizenship education (O'Dowd, 2019), aiming therefore to develop not only the language skills of my students, but also their intercultural knowledge and the ability to communicate cross-culturally.

During the presentation I will describe how I developed a fruitful partnership with my counterpart, which is crucial to the success of any VE, and how we adapted the O'Dowd and Ware (2009) recommended sequence of tasks in order to ensure meaningful interactions amongst students.

I will also share the students' reflections, which are clear evidence of how the aims of the VE project have been achieved.

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Dr. Alessandro Columbu completed his PhD in modern Arabic literature at University of Edinburgh in 2017 and is currently lecturer in Arabic at the University of Westminster. Originally from Sardinia, he obtained his BA and MA from the University of Bologna. He learnt Arabic in Damascus and Tunis and has studied at University of Barcelona, SOAS and the French Institute of the Near East of Beirut and Amman. Before London, he taught Arabic at Edinburgh, Manchester, Salford and MMU.

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## ABSTRACT

### *Decolonising Arabic language teaching in the higher education sector*

Since the early 2000s Arabic has become a popular language at academic level across Europe and North America, with high numbers of students enrolling on a variety of programmes offering Modern Standard Arabic as the target language. The increasingly high demand for this language has resulted in unprecedented progress in the teaching methods and in the variety of learning materials which have been made available for both teachers and learners. Such developments have largely taken place in the United States where most textbooks such as *Ahlan wa Sahlan*, *al-Kitab fi ta'allum al-lugha al-'arabiyya* and *'Arabiyyat al-Naas* are designed and printed. This paper employs decolonization and post-colonial theory to look at the ideological implications of political agendas implicit in popular and widely adopted textbooks as well as in different aspects of teaching Arabic as a foreign language. Among the aspects this paper explores:

- teaching methodologies: what skills to activate and which skills we should focus the most on.
- the language of instruction: using Arabic as the language of instruction, pros and cons.
- the choice of cultural aspects related to the language: the role of modernity, positionality and Islam in Arabic course books.
- the proposed career pathways for learners: what's Arabic for?
- the fusha vs.'ammiyya paradigm: approaches to diglossia and the politics of teaching "dialects".

Drawing from Edward Said's *Orientalism, Culture and Imperialism* and *Covering Islam* this paper will analyse relevant example of materials and methodologies to determine the role of Arabic language teaching in perpetuating patterns of European and North American cultural hegemony making the case for a revolution in Arabic language teaching at academic level.

# Session 4 - Materials, Curriculum and Technology

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Soha Altayar has a BA in Arabic language from Princess Nourah University (PNU) Riyadh, Saudi Arabia, and an MA in Education and Sociolinguistics from the University of East Anglia (UEA) Norwich, UK. She is currently completing her Ph.D. at Moray House School of Education and Sport, University of Edinburgh (UE), UK. Her research interests include language attitudes research in Sociolinguistics, Teaching Arabic for Speakers of Other Language (TASOL), Needs Analysis and Language Course Design.

## ABSTRACT

***An Exploration of the Effectiveness of Arabic for Academic Purposes (AAP) programme in a language teaching institute at a Saudi Arabian University***

There is a growing number of Non-Native Arabic Speakers (NNAS) who wish to study at Saudi Arabian universities. Before doing so, they must complete two years of learning Arabic for Academic Purposes (AAP) within one of the universities' Arabic language institutes to prepare them linguistically and academically in achieving their study goals. However, after enrolling, many of them face several academic difficulties (Alosaili, 2010). Some studies argue that despite the time and money spent on designing AAP programmes, they seem insufficient at meeting learners needs, (Alsulami, 2018; Alosaili, 2010) thus, based on a case study methodology the present study aimed to explore the effectiveness of AAP in satisfying academic needs of NNAS learners studying at a female university in Riyadh, Saudi Arabia.

To this end, a triangulation method of data collection was used, including semi-structured interviews with students and administrators, focus group interviews with AAP teachers, direct observation, and documentation, which were collected to gain further insight. The results show that the current AAP programme has focused on developing academic writing skills of the students on account of the other academic skills, including listening, reading, speaking, and basic digital literacy skills as well as learning academic vocabulary, which they are need it in order to achieve academic tasks at the target learning context. Moreover, it found that the programme's failure in satisfying learners' needs attributes to different problematic factors, including: no attention given to the students' actual needs, use of non-specialised teachers, use of traditional teaching methods, use of inappropriate teaching material, lack of sufficient time and location for AAP classes. In conclusion, based on these data a theoretical principle that needs to be taken into consideration for developing the AAP programme was suggested.

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Shaimaa Nabil Hassanein is a native of Cairo, Egypt, and holds a Master of Arts in Teaching Arabic as a Foreign Language from the American University in Cairo, Egypt and is pursuing her Ph.D. in Educational Leadership. During her master's study, she has developed her teaching skills, acquired new teaching methodologies, and utilized new approaches of integrating technology and culture in language classrooms. Working at the American University in Cairo has enabled Shaimaa to communicate and interact with students on a daily basis. She has taught several Arabic and culture classes for both heritage and foreign learners in both the US and Egypt, and has also conducted numerous one-on-one, online and group tutorials. Shaimaa's research interests include digital transformation & integrating technology in language teaching, second language acquisition, second language pedagogy, teaching methodologies & assessment, and the effect of language on students' intercultural competence.

## ABSTRACT

### *Storytelling and Digitalization in Language Curriculum*

For universities to innovate, they need to have the potential via empowering learners through digital education and through building a robust information technology infrastructure. COVID created a sense of urgency and left us "educators" with no choice but to become nimbler and more agile to address, in a timely manner, what it has compelled us to tackle. Teachers have been required to move much more quickly than they had planned to enact effective literacy learning strategies within technical environments. COVID-19 pandemic ultimately put global literacy efforts to the test, meanwhile, it has put a spotlight on the power and potential of analytics, artificial intelligence and virtual reality. So how could we take advantage to exploit this crisis?

- leveraging faculty's awareness of adaptation means to reach our optimum goal which is students' satisfaction and preparing students to function successfully in their societies in search for jobs, continued education, and citizenship.
- Redefining the classrooms' setup and enhancing faculty's data and digital skills to better serve our overarching goal which is accommodating educational & developmental plans and students'needs, especially those who are differently abled

It is important to integrate technology in classrooms, however, not for its own sake. We encourage active integration in "Pedagogically sound" ways, as it improves the educational and the learning experience for our students, and it is also a learning opportunity for our faculty. Moreover, it fulfills the new era's needs.Believing that learning language is the key to the world, this presentation aims to offer insights on the language teaching curriculum using various digital tools and approaches to align with the new era's educational needs. A demo of a language classroom using visualizations and storytelling will be presented and the audience will interact using their mobile devices.

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Mimi Melkonian teaches Arabic, French, and "Attack and Aftermath of 9/11" at Brunswick School in Greenwich, Connecticut. She is a frequent presenter at linguistic conferences and seminars in the U.S., Europe, and the Middle East. In November 2018, Mimi published her first book, "Nightingales, True Stories of Escape, Hope, and Resilience - True uplifting stories of Syrian migrants, forced migrants, and refugees", shedding light on their important contributions to the countries they now reside.

Mimi has been honored with several awards, including the Goodwill Ambassador Award from the Secretary of State and Governor of Arkansas. She is a Licentiate of The Institute of Mathematics and its Applications, IMA, in London. In 2017, she was awarded the Educational Technology Award from the American Council on the Teaching of Foreign Languages (ACTFL), an organization that promotes the teaching and learning of Arabic language and culture in the United States. Most recently, in 2021, Mimi was re-elected secretary for the Arabic Special Group (SIG) at ACTFL.

## ABSTRACT

***Pedagogical Approaches to TAFL: Content-Based Instruction in TAFL with New Technologies***

There has been significant global interest in Content-Based Instruction (CBI) with new technologies in teaching Arabic as a foreign language (TAFL) in the Independent High School education in the U.S.A. However, there are numerous challenges to implementing CBI successfully with new technologies. Based on the author's observation of (CBI) classes in (TAFL) contexts in the U.S., this paper includes all factors that create an effective CBI with new technologies: (1) creating a meaningful curriculum, (b) teachers' preparedness to teach and support digital learning, (c) students' readiness to learn, (d) availability of resources, (e) integration of new technologies. The paper concludes with various suggestions for successfully implementing CBI in TAFL contexts with new technologies.

## Rachel Friedman

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Rachel Friedman teaches in the Arabic Language & Muslim Cultures program at the University of Calgary in Alberta, Canada. Previously, she received her PhD from the University of California, Berkeley. In addition to teaching Arabic language and literature courses at the University of Calgary, she has written on classical Arabic literary discourses, classical Islamic thought, and Arabic language pedagogy. Her research has been published in journals including The Journal of Arabic Literature, The Muslim World, and The Journal of Arabic and Islamic Studies.

## ABSTRACT

***Teaching Classical Arabic to Intermediate Learners: Designing a Course around Materials and Skills***

Many students' motivations for studying Arabic include a desire to read Classical Arabic texts and understand them, sometimes for religiously-based reasons. Indeed, in a recent study we conducted by surveying elementary Arabic students at our institution, the most common reason that participants reported for studying Arabic was due to its religious significance for them. When invited to expand on this motivation, many students stated that they would like to be able to understand the Qurʾān and other significant Islamic texts in Arabic. Indeed, many are eager to begin doing so sooner rather than later, raising the question of the extent to which, and the manner in which, students of Arabic can meaningfully engage with Classical Arabic texts at various levels of proficiency.

This presentation addresses resources for, and approaches to, teaching Classical Arabic to intermediate- level Anglophone learners of Arabic in an academic, higher educational setting. It begins by surveying available instructional resources that have been used in teaching Classical Arabic and highlights some features of these resources. It then suggests an approach to teaching Classical Arabic that employs and builds on students' skills in, and knowledge of, other varieties of Arabic (e.g. MSA) in strategic ways to allow them to read carefully selected passages of authentic texts in Classical Arabic. It outlines a plan for teaching such a course and suggests specific texts that may be included as well as approaches to teaching these texts. It suggests a course plan that develops a variety of skills—such as working with root-based dictionaries, recognizing grammatical structures, and reading aloud smoothly—through close reading of these textual excerpts. These ideas and insights are based on a survey of available pedagogical materials as well as an on-the-ground experience of teaching a course entitled Reading Classical Arabic to university students from diverse Arabic-learning backgrounds.

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Alaa is a teaching fellow of Arabic language and course organizer of Introductory Arabic language courses 1 &2 at Edinburgh university. Over the last 16 years, Alaa taught classical, modern standard and colloquial Arabic as a second language at different institutions across the United Kingdom, and has been teaching at The University of Edinburgh since 2013.

Drawing on the latest and contemporary learning and teaching theories and frameworks, she has designed teaching materials in both modern standard Arabic and colloquial for the undergraduate and postgraduate teaching programmes at the University of Edinburgh. In addition to her passion for teaching Arabic, her interests include the teaching language pedagogies, policies, frameworks and professionalism in higher education, in which she has obtained her master degree on.

Alaa was a member of the 'Hybrid Teaching Working Group' and have worked with a team of colleagues from different departments across LLC. The 'Hybrid Learning Working Group' was established to recommend how to adopt LLC's learning teaching and assessment (LTA) activity in response to the COVID19 crisis. The group prepared a report called 'Hybrid Teaching in LLC: A Digital First Approach' to advice the Senior Management Team in the first instance, and to act as a potential guide for academic staff 2020. Alaa is a fellow of the United Kingdom Higher Education Academy (HEA).

## ABSTRACT

### *Online teaching, synchronous or asynchronous?*

In the midst of the current corona-virus pandemic, government of different countries imposed measures such as lockdown of cities, a partial or complete shutdown of educational institutions, as well as applying social distancing measures.

This has impacted many universities and led them to take swift moves to adopt with the current pandemic through online teaching. As a result, teaching programmes were moved partly or completely to online teaching. The online classes were offered to the students in two methods synchronous, where the teacher and students are present at the same time through different live online platforms, and asynchronous where the students engage with online materials and videos intheir own pace and time, or in the form of online discussions through discussion board and forums.

This paper aims to explore the main factors which encouraged adopting synchronous and asynchronous online teaching during COVID-19 pandemic; and discuss the factors that affect the teachers' decision of teaching classes synchronously or asynchronously.

I will explain and define the synchronous and asynchronous online teaching methods, and briefly outline the main elements taken into consideration at Edinburgh University regarding synchronousand asynchronous online teaching; I will then argue based on my experience the main factors that contribute to the teachers' decision on choosing to conduct their classes synchronously or asynchronously going through institution policies, the nature of teaching activities, the taught language skills components, students' different time zones and students' proficiency level; and lastly, I will discuss the advantages and disadvantages of each online teaching method.

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Salwa Mohamed is a lector and team leader at the Manchester Metropolitan University (MMU), Institution Wide Language Programme (IWLP). She has MA and PhD in Applied Linguistics, PGCLTHE and is a fellow of the Higher Education Academy. Salwa has extensive experience teaching Arabic in the HE sector for majoring, minor route and elective students and, previously, in mainstream education. She had an earlier experience aligning teaching and assessment of Arabic to the CEFR in 2008-2011 through the use of the OCR Asset Languages in Further Education; she created teaching materials and assessments to prepare students to achieve Grade Awards (A1-B1). For the past three years, she has been mapping the teaching of Arabic within MMU-IWLP onto the CEFR; she has designed a syllabus for their six levels (Beginners – Mastery) to reflect the CEFR six levels (A1 – C2). Her research interests also include culture learning and teaching in foreign language education, vocabulary learning strategies and the role of assessment in language teaching.

## ABSTRACT

### *Designing an Arabic curriculum framework based on a compilation of CEFRlevels' salient features*

The teacher's role in a language course is more than just communicating what curriculum and materials and course-book designers impose on them (Cagatay & Gurocak 2016). It is the teacher's responsibility to bring coherence among all components of the teaching course: curriculum design, teaching materials, teaching activities and assessment methods. Thus, teachers should have a voice in shaping the curriculum and syllabus (Fisne et al. 2018).This presentation will report on a study that sought to design an Arabic curriculum framework based on the principles of comprehensiveness, transparency, coherence and flexibility as per the Common European Framework of Reference for Languages (CEFR) (CoE 2001). This means that the curriculum framework identifies a wide range of language knowledge and skills described in an explicit and accessible manner with the broad aim to align the different components of the language programme so that they complement and agree with each other.

The study, specifically, aimed to a) develop a list of curriculum salient features based on theCEFR; and b) design a framework of an Arabic curriculum based on that list. The study used an inductive approach, employing thick description and triangulation (Onwuegbuzie and Leech 2005). The presentation will describe the methodology used in designing both of the list of salient features and the Arabic curriculum framework. This will be followed by a contextualization of the data and findings in an attempt to provide a 'transparent' basis for comparability and transferability among different teaching contexts (Lincoln and Guba 1985). The presentation will also share lessons learnt from piloting the curriculum framework and highlight the dynamic and flexible features of the developed curriculum framework, which allow for meeting diverse learning needs and changing contexts.

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# Workshops 1 - 4

Jonathan Featherstone

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Jonathan Featherstone is Senior Teaching Fellow in Arabic at the University of Edinburgh and also a Teacher Trainer in the Integrated and Communicative Approach. He is also the author of a number of Arabic Coursebooks such as BBC Talk Arabic and Arabiyyat an-Naas fi Masr. He is currently working on two new Arabic coursebooks, Intensive Arabic and Arabiyyat al-Naas Book 2 (Second Edition).

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## ABSTRACT

***The Blended Model and the Integrated Approach – Challenges and Solutions***

This paper (or workshop) will examine the challenges Arabic teachers have faced in terms of teaching Arabic using the Integrated Approach online, both synchronously and asynchronously sincethe outbreak of the Pandemic. It will also demonstrate suggested online activities to help manage two aspects of Arabic teaching to intermediate and advanced students using the Integrated Approach. The first is for the teaching of English to Arabic translation for Intermediate students synchronously, the second is the teaching of communicative reading for Advanced Level.

Covid 19 has forced institutions to rethink how they deliver all aspects of language teaching. Many teachers have never taught languages online before. Transforming courses has required a very high level of creativity to ensure course that outcomes can be met. This is particularly difficult in terms ofthe Integrated Approach whereby students are trained to read Modern Standard Arabic but speak ina Spoken Arabic dialect at the same time.

**Challenges**

Despite the current emergency, it is likely that certain aspects of the Hybrid model of language teaching will remain with us for the foreseeable future. Does this mean the death of the IntegratedApproach? Or does it mean that the approach requires significant modification? If so, how can this be achieved?

**Solutions**

The paper/workshop will provide examples of newly produced material, for online teaching usingthe Integrated Approach, and will invite participants to evaluate these materials in terms of their efficacy in allowing students to meet their goals in terms of both functioning in Modern StandardArabic and simultaneously in Spoken Arabic.

**Further Discussion**

A further aim is not only to offer solutions to the dilemma of switching traditional in-class face-to-face teaching to remote teaching but also to promote discussion as to what extent the IntegratedApproach remains practical in terms of the Hybrid model in general.

## Safaa Radoan

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Ms Safaa Radoan is an ambitious Arabic lecturer from Syria. She chose to follow her dreams, finally landing in the UK in 2015 to teach Arabic. She received a BA degree in Arabic language and literature from the University of Damascus and has over thirteen years of experience in teaching Arabic as a foreign language. She has attended many training and workshops in the field of teaching Arabic as a foreign language and has extensive experience in planning, designing and delivering materials to all levels from beginners to advanced. This includes the development of syllabuses, course structure and assessment. Safaa also has a strong profile in teaching colloquial Arabic Language (Levantine). She joined IAS, Exeter in 2019, and she is currently finalising her first monograph textbook for Arabic language students.

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## ABSTRACT

### *The very first listening lesson for beginners: approach and strategy*

The first listening lesson for total beginners. Most beginners' lessons are usually characterised by the teachers and the students resorting to a great deal of body language and a variety of means of communication, due to the limited vocabulary the students have incorporated. This is even truer if teachers stick – as we believe they should – to using only the language they are teaching.

Motivating us then is the desire to deliver a two-part workshop, the first part of which aims to illustrate a series of teaching strategies to employ in the very first Arabic listening lesson for beginners. The strategies we propose rely exclusively on Arabic and aim at enabling teachers to introduce new vocabulary to their new students, providing practical examples to illustrate a series of theoretical and practical points for the delivery of the very first Arabic listening tutorial to a group of total beginners. This exemplifies a teaching style that aims to teach the students how to listen and understand a new text in Arabic avoiding translation, relying solely on the vocabulary they already possess. This teaching style aims at building the students' confidence in their learning capacities and at developing their self-reliance when approaching a new listening text. In the last part of our workshop we will also give a quick overview of how to activate vocabulary, as well as other key skills, moving away from traditional listening exercises.

## Hezi Brosh

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Hezi Brosh, Ph.D. (Arabic Program Coordinator, United States Naval Academy) specializes in second language acquisition, focusing on the teaching and learning of Arabic as a foreign language. He has expertise in sociolinguistics, curriculum planning, and design and development of teaching materials. He is the author of numerous conference papers, articles, and textbooks.

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## ABSTRACT

### *The Arabic alphabet: Challenges facing students and instructors*

My presentation will have two parts. In the first part, I will briefly present findings from my study that elicited instructors' and students' perceptions to understand better the challenges they face in teaching and learning the Arabic alphabet. The participants constituted of 44 undergraduate students and 33 instructors teaching in colleges and high schools. Data was collected through a questionnaire and interviews. The findings uncover a paradox. Most instructors believe that ten or twenty contact hours are satisfactory for teaching the alphabet. They feel that once the alphabet is introduced, the "real" language can begin. Those same instructors detect numerous learning challenges related to an insufficient command of the alphabet later on. Learning an unfamiliar alphabet represents a critical first encounter with Arabic, which could significantly affect students' attitudes, motivation, and success in acquiring literacy. Students prefer learning the writing system in a systematic step-by-step approach that treats the alphabet as part of the language rather than a prerequisite for learning it. The second part is even more critical. This part will present an innovative technique to teach the Arabic alphabet different from what current textbooks use. The aim is to make students pay less in time and effort and get more.

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Juwaeriah Siddiqui is a PhD candidate in Applied Linguistics at Carleton University, Ottawa, Canada. Her research focus is understanding the motivation and challenges in Arabic Language acquisition among non-native speakers of Arabic. Having completed her master's in systems science engineering from the University of Ottawa, Canada, she is currently working on combining concepts from dynamics systems theory and second language learning to understand complexities in language development. Her focus is tracing the motivational trajectory of non-native speakers of Arabic by exploring their learning experience and learning how this impacts their Arabic learning motivation. In the future, she intends to draw parallels between the current acquisition techniques employed to teach English to non-native speakers in Canada and apply them to improve Arabic language acquisition. Her research domain includes second language acquisition, complexity theory and learning experience.

## ABSTRACT

***Exploring Attractor States that Impact Motivation among L2 Learners of Arabic in UAE.***

The objective of this research is to understand the motivation of non-native Arabic learners and investigate how it is constructed by their learning experience (LE) in the United Arab Emirates (UAE). Non-native Arabic learners are taught Arabic as a mandatory second language in K-12 schools in addition to being surrounded by a large Arabic speaking community in the United Arab Emirates (UAE), yet have low engagement with the Arabic language (Al-Issa & Dahan, 2011; Raddawi & Meslem, 2015). Such low language proficiency in the face of academic compulsion and external influences (culture, policy, and parental expectations) then needs to be further investigated. The present study takes in a cross-disciplinary approach, drawing in concepts from Dörnyei's Second Language Motivational Self System (Dörnyei, 2005) to understand L2 learner's motivation analyzed from a complex dynamic system theory lens (Larsen-Freeman & Cameron, 2008). The study employs surveys and semi-structured interviews with L2 Arabic learners and educators with the goal of identifying and constructing the casual mechanisms that underly each typical learner archetype (Hiver, 2015). To prove LE is dynamic, phase 1 applies concept mapping (Kane & Trochim, 2007), a complexity theory-based research technique to generate two concept maps comparing students' attitudes of motivation towards Arabic and how the educators perceive this attitude. In phase 2, 50-60 secondary school students are surveyed to assign membership to each recognized archetype and a few typical archetypes are interviewed. The results will provide insight into the motivational dynamics of the L2 learner, thereby providing suitable intervention points and may contribute significantly towards L2 motivation research of Languages other than English (LOTE).