

**BATA 2<sup>nd</sup> Annual  
International  
Conference**

**30<sup>th</sup> June – 1<sup>st</sup> July 2022**

**British Association of Teachers of Arabic (BATA)**

## Conference Organiser



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## Conference Organising Committee

- Prof. El Mustapha Lahlali (**Conference Chair**), University of Leeds
- Prof. Daniel Newman, University of Durham
- Dr. Sara Al-Tubuly, Al-Maktoum College
- Mr. Mahammed Bouabdallah, University of Westminster
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- Dr. Mohamed Dayoub, University of Warwick
- Dr. Salwa El-Awa, Swansea University
- Amani Albuwardi, University of Leeds
- Sarah Almutairi, University of Leeds

# Acknowledgements

The Organising Committee would like to thank the University of Westminster for hosting and supporting the conference. A big thank you goes to the conference sponsors, facilitators, and chairs.

# Welcome

On behalf of the BATA Council and the Conference Organising Committee, I am very delighted to welcome you to BATA's 2<sup>nd</sup> Annual International Conference, hosted by the University of Westminster, 30<sup>th</sup> June – 1<sup>st</sup> July, 2022.

We are very grateful to colleagues at the School of Humanities at the University of Westminster for hosting this year's conference, and would particularly like to thank Professor Alexandra Warwick, the Head of School, the Arabic team in the School, and Sharon Sinclair for making this happen. Their support, assistance and commitment to the conference are greatly appreciated.

Last year, BATA organised its inaugural conference online due to Covid-19 restrictions, but this year's delegates will have the opportunity to follow the proceedings in-person or remotely (online). Indeed, we're truly delighted that some of us will be able to meet and greet each other in person, connect with old friends, hold real conversations in conference rooms, corridors or during refreshment breaks and lunches.

The conference promises to be an informative and interactive event, featuring highly respected internationally renowned speakers who will present and discuss cutting-edge research and practices in Arabic pedagogy, linguistics, literature, translation, and cultural studies. Apart from the two eminent keynote speakers Professor Yasir Suleiman (University of Cambridge) and Professor Brahim Chakrani (Middlebury College and Michigan State University) the programme boasts over **75** presentations by **80** presenters (online and in-person) from **60** institutions in **23** countries. We are all looking forward to your thought-provoking discussions, diverse perspectives and intellectually stimulating debate covering over 30 very exciting themes, to be delivered in two packed conference days.

This Conference would not have happened were it not for the dedication and hard work of the Organising Committee and BATA Council members and officers, and I would like to take this opportunity to express my gratitude to all colleagues who have worked extremely hard on organising the Conference and putting together this exciting programme. A special thanks go to our Postgraduate Research Students, Amani Albuwardi and Sarah Al-Mutairi from the University of Leeds, for their support and assistance throughout the preparation stages of the conference.

We look forward to welcoming you all to the BATA Conference and the University of Westminster.

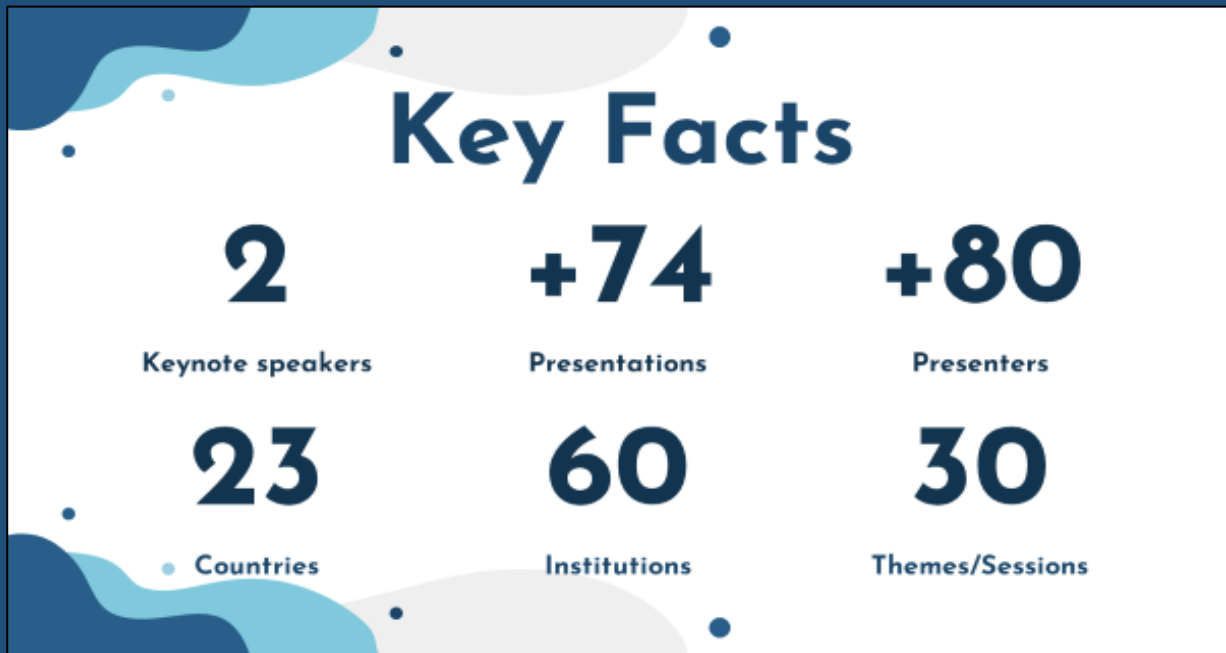
Yours sincerely,

Professor El Mustapha Lahlali

Conference Chair and President of BATA

On behalf of the BATA Council

## Key Facts



## Registration

### Registration

Registration for the BATA 2<sup>nd</sup> Annual International Conference 2022 is now **OPEN!**

For in-person/onsite attendance, please register here: [bit.ly/3PBA6H](https://bit.ly/3PBA6H)

- For online attendance, please register here: [bit.ly/3LxxdO8](https://bit.ly/3LxxdO8)



# Conference Themes & Sessions

## Day 1

- Session 1: Arabic Teaching, Assessments and Frameworks
- Session 2: Arabic Phonology, Structure and Grammar
- Session 3: Interdisciplinarity in Arabic Teaching
- Session 4: Language Education, Policy and Global Context
- Session 5: Arabic for Specific Purposes
- Session 6: Translation Ideology and Practice
- Session 7: Heritage Language Learning
- Session 8: The Arabic Learner: Autonomy, Needs and Challenges
- Session 9: Discourse, Rhetoric, Text and Context
- Session 10: Proficiency, Assessment and Classroom Engagement
- Session 11: Studies in Contemporary Arabic Prose
- Session 12: Curriculum Needs, Design and Development
- Session 13: Language Acquisition, Cognitive Processes and Repertoires
- Session 14: The Arabic Learner: Inclusion, Practice and Reflection
- Session 15: New Approaches to Teaching Vocabulary Skills

## Day 2

- Session 16: Enhancing Language Skills through Grammar & Errors Analysis
- Session 17: L1 & Diglossia
- Session 18: Teaching Arabic in Global Context: Needs and Analysis
- Session 19: Designing Interactive Materials
- Session 20: Arabic Language Development: Pedagogy, History, and Context
- Session 21: Arabic teachers' training and professional development
- Session 22: Teaching Arabic Vocabulary: Strategies and Techniques
- Session 23: Contemporary Analysis of Arabic Literature
- Session 24: Arabic Thematic Lexicon and Expressions in Context
- Session 25: Discourse, Interaction and Attitudes in Public and Online Social Sites
- Session 26: Approaches to Teaching Arabic Grammar
- Session 27: Developing Intercultural Competence in/outside Arabic Classrooms
- Session 28: Digital Pedagogies in Arabic Learning and Teaching
- Session 29: Arabic Diglossia: Study and Analysis
- Session 30: Hands-On Workshops

**Conference Programme**

**Day 1**

**Thursday 30<sup>th</sup> June**

<b>Day 1</b>			
<b>8:45-9:30</b> <b>9:30-9:45</b>	<b>Arrival &amp; Registration</b> <b>Opening and welcome</b>		
<b>Venue</b>	Fyvie Hall		
<b>9:45 -10:40</b>	<b>Speaking of Arabic: Arab Linguistics and Arabic Linguistics Revisited; Prof. Yasir Suleiman, University of Cambridge</b>		
<b>Venue</b>	Fyvie Hall		
<b>10:40- 11:00</b>	<b>Refreshments</b>		
<b>Parallel Sessions</b>			
	<b>1</b>	<b>2</b>	<b>3</b>
<b>11:00 - 12:10</b>	<b>Arabic Teaching, Assessments and Frameworks</b>	<b>Arabic Phonology, Structure and Grammar</b>	<b>Interdisciplinarity in Arabic Teaching</b>
<b>Chairs</b>	Amira Mills, King's College London	Atef Alshaer, University of Westminster	Hany Rashwan, University of Birmingham
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
<b>11:00 - 11:20</b>	<b>From Advanced to Superior within ACTFL Proficiency Benchmarks</b> <i>(online)</i>	مراجعات في الدرس الصرفي: مَثَلٌ من أفعال الزيادات	النص الأدبي ومبادئ المقاربة التواصلية في تعليم العربية <i>(online)</i>
	Mona Kamel Hassan	محمد حمدان مرزوق الرقب	Dr. Alaa Abdelmonem Ibrahim
	The American University in Cairo	Doha Institute for Graduate Studies	Qatar university
<b>11:20 - 11:40</b>	<b>The application of the CEFR in assessing Arabic L1 learners' writing competence: Implications for Arabic L2 teaching and assessment</b>	<b>The increase of the( š) (shin) in the structures of Arabic verbs, a comparative point of view</b>	<b>Teaching Arabic Translation: What do students think?</b> <i>(online)</i>
	Dr. Salwa Mohamed	Mahmoud M. Aldeeky	Sara Solá Portillo
	Manchester Metropolitan University	Al al-Bayt University	University of Málaga

11:40 - 12:00	<b>Using a reverse design in teaching and its effects on classroom engagement: Arabic Language classroom assessments</b>	<b>The Different Nature of the Case Endings in Arabic and Turkish and its Relevance to Learning Arabic as a Second language (online)</b>	من تدريس اللغة العربية إلى تدريس الترجمة من وإلى العربية: دراسة للوضع في الجامعات الإيطالية (online)
	Dr. May George	Dr. Ahmet Topal	Dr. Muhammad Abdellatif Abdelkader Kenawi
	Smith College	Hitit University	UNINT University
12:00 - 12:10	<b>Q &amp; A</b>		
12:10 - 13:10	<b>Lunch Break</b>		
13:10 - 14:20	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Language Education, Policy and Global Context</b>	<b>Arabic for Specific Purposes</b>	<b>Translation Ideology and Practice</b>
<b>Chairs</b>	Yomna Helmy, Cambridge University	Sara Al Tubuly, Al-Maktoum College	Abedal-Mutaleb Alzuweiri, University of Durham
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
13:10 - 13:30	<b>Arabic as a Living Tradition</b>	<b>The political language of Arabic corpora. A view from the classroom (online)</b>	<b>Conceptualisation of Hand idioms in the Egyptian Dialect: An Interdisciplinary Study between Linguistics, Culture and Translation</b>
	Murtaza Shakir	Dr. Marco Aurelio Golfetto	Dr. Muhammad A. Taghian
	Aljamea-tus-Saifiyah	Università degli Studi di Milano	Helwan University & Taibah University
13:30 - 13:50	<b>علاقة الشباب باللغة العربية؟ (لبنان انموذجا) (online)</b>	<b>Enhancing Learning Strategies in Media Arabic Classes</b>	<b>Author's Interference and Ideological Issues in Translating Girls of Riyadh</b>
	Dr. Sana Salim Helwee	Hamid El Mountassir	Amjad Alliheibi
	Ministry of Education and Higher Education Lebanon	Arabic Language Institute in Fez	University of Leicester



13:50 -14:10	<b>The Impact of New Education Policies on Arabic Education in Kerala</b>	اقتصاديات اللغة العربية <i>(online)</i>	<b>Translate or Transliterate? When Metonymic Names are More than Proper Names</b>
	Sayyaf Ameen	Dr. Ibrahim Suliman Ahmed	Dr. Raja Lahiani
	MES Mampad College	University of Bahrain	UAE University
14:10 - 14:20	<b>Q &amp; A</b>		
14:20 - 14:30	<b>Break</b>		
14:30 - 15:40	<b>7</b>	<b>8</b>	<b>9</b>
	<b>Heritage Language Learning</b>	<b>The Arabic Learner: Autonomy, Needs and Challenges</b>	<b>Discourse, Rhetoric, Text and Context</b>
<b>Chairs</b>	Ahmad Alkhashem, SOAS	Ilham Suliman, SOAS	Sawsan Askoul, Regent's University London
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
14:30 - 14:50	<b>The Motivation and Attitude of Arab Heritage Children and their Parents' Perspectives Toward Learning Arabic</b>	<b>Bridging the gap between student expectations and the role of the university: choosing to learn about Arabic</b>	الملامح التداولية في الخطاب وتوظيف الخبر والإنشاء في البلاغة العربية التراثية دراسة تداولية لأركان الخطاب والأسلوب <i>(online)</i>
	Nada Naji	Dr. Melissa Towler	د. فتيحة مولاي
	The American University in Cairo	University of Leeds	المدرسة العليا للأساتذة بورقلة
14:50- 15:10	<b>Revitalising heritage language learning through creative interactions with art works</b>	<b>Educational loss during the Corona pandemic among students of the first cycle in the schools of the central region</b> <i>(online)</i>	<b>Universal Strategies of Persuasion in Contemporary Arabic Political Rhetoric</b> <i>(online)</i>
	Dr. Jim Anderson and Fatima Khaled	Salha Humaid Al Ali	Dr. Kurstin Gatt
	University of London	Universiti Sains Islam Malaysia	University of Malta

15:10 - 15:30	<b>Arabic Writing and the Heritage Language Learner (online)</b>	<b>Promoting Learner Autonomy in TAFL Through Task-Based Syllabus Design</b>	البلاغة العربية؛ من الجدل إلى التداول-مقاربة إبستمولوجية في البلاغة العربية
	Dr. Rasha ElHawari	Mohamed Ddich	Khalifa Boudjadi
	Concordia University	Arabic Language Institute in Fez	AWU. Dubai
15:30 - 15:40	<b>Q &amp; A</b>		
15:40 - 16:00	<b>Refreshments</b>		
16:00 - 17:10	<b>10</b>	<b>11</b>	<b>12</b>
	<b>Proficiency, Assessment and Classroom Engagement</b>	<b>Studies in Contemporary Arabic Prose</b>	<b>Curriculum Needs, design and development</b>
<b>Chairs</b>	Ruba Khamam, University of Leeds	Ahmed El-gindy, University of Leeds	Luma Hameed, Goldsmiths , University of London
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
16:00 - 16:20	<b>Empirical Measures of Syntactic Complexity in Advanced Arabic L2 Speech and Their Relation to ACTFL Oral Proficiency Ratings (online)</b>	<b>The Bustle of Whisper Between Stream of Consciousness and Espionage Literature</b>	<b>Curricular Needs of Arabic Heritage Learners and Current Best Practice in the Field  (Workshop)</b>
	Seth McCombie	Prof. Yasser K. R. Aman	
	University of Arizona	Imam Abdulrahman Bin Faisal University	
16:20- 16:40	<b>Diversifying Formative Assessment: A Case Study of Intermediate Students (online)</b>	<b>التَّجْرِبِ فِي القِصَّةِ القَصِيرَةِ حيوانات أيامنا مثالاً لمحمد المخزنجي (online)</b>	<b>Dr. Yehia A Mohamed</b>  <b>Georgetown University in Qatar</b>
	Aziza Zaher	لبابة أمين الهواري	
	Durham University	Qatar University	

<b>16:40 -17:00</b>	<b>The Rhetorical Element Identifier project</b> <i>(online)</i>	<b>Trauma and the Significance of the Arts in Ahlem Mosteghanemi's Trilogy of Novels</b>	تدريس التعابير اللغوية وتطوير مناهج عالية الجودة لتدريس العربية لغير الناطقين بها
	Prof. Ali Ahmad Hussein & Prof. Tsvi Kuflik	Ikram Berkani	Dr. Lamia Jamal-Aldin and Abdullah Hammadi
	University of Haifa	Coventry University	Independent researchers
<b>17:00 - 17:10</b>	<b>Q &amp; A</b>		
<b>17:10 - 17:20</b>	<b>Break</b>		
<b>17:20 - 18:10</b>	<b>13</b>	<b>14</b>	<b>15</b>
	<b>Language Acquisition, Cognitive Processes and Repertoires</b>	<b>The Arabic Learner: Inclusion, Practice and Reflection</b>	<b>New Approaches to Teaching Vocabulary Skills</b>
<b>Chairs</b>	Montasir Al Hamad, Qatar University	Salwa El-Awa, Swansea University	Salwa Mohamed, Manchester Metropolitan University
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
<b>17:20 - 17:40</b>	<b>Sociolinguistic Awareness in L2 Arabic: A Study of Learners' Code Use Repertoires</b>	<b>Is It Possible to Attain Native-Like Competence when Learning Arabic as a Foreign Language?</b>	<b>Innovative approaches for boosting Students of Arabic vocabulary acquisition skills and enhancing their writing proficiency</b>  <b>(workshop)</b>
	Dr Lama Nassif & Dr. Shawna Shapiro	Sawsan Askoul	
	Williams College	Regent's University	
<b>17:40 - 18:00</b>	<b>Arabic reading and cognitive processes in language acquisition</b> <i>(online)</i>	<b>Acquisition of Morpho-Syntactic Complexity in Grammar of Heritage Arabic Speakers</b>	<b>(workshop)</b>
	Prof. Oleg Redkin	Ahmad Alqassas	
	St Petersburg State University	Georgetown University	
<b>18:00 -18:10</b>	<b>Q &amp; A</b>		

**Conference Programme**

**Day 2**

**Friday 1<sup>st</sup> July**

<b>Day 2</b>			
<b>9:00-9:10</b>	<b>Opening and welcome (Keynote in the afternoon)</b>		
<b>Venue</b>	Fyvie Hall		
<b>Parallel Sessions</b>			
	<b>16</b>	<b>17</b>	<b>18</b>
<b>9:10 - 10:20</b>	<b>Enhancing Language Skills Through Grammar &amp; Errors Analysis</b>	<b>L1 &amp; Diglossia</b>	<b>Teaching Arabic in Global Context: Needs and Analysis</b>
<b>Chairs</b>	Mohamed Dayoub, University of Warwick	Abdelghani Mimouni, University of Manchester	Abedal-Mutaleb Alzuweiri, University of Durham
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
<b>9:10 - 9:30</b>	<b>Grammar-based Approach in Arabic Teaching (online)</b>	<b>MSA vs Colloquial: Prospects and Impediments</b>	<b>The reality of learning the Arabic language and its culture in foreign universities in the Arab world- Virginia Commonwealth University of Qatar Model (online)</b>
	Dr. Olga Bernikova	Dr. Radia Kesseiri	Khoulood Sakbani
	Saint Petersburg State University	CIOL	Virginia Commonwealth University in Qatar
<b>9:30-9:50</b>	الأخطاء اللغوية الكتابية المتكررة لدى طلاب المستوى المتقدم بمعهد العربية بجامعة أم القرى	<b>Colloquial or Standard Arabic? Study One, and Get One Free</b>	دور الخلاوي القرآنية في تعليم ونشر اللغة العربية في مجتمع زنجبار
	Prof. Mansour Saad Elsohaimy	Dr.Ahmed El Heggach	Dr. Omar Salim Shamte
	Umm Al-Qura University	Arabic language Institute in Fez	Muslim University of Morogoro
<b>9:50 - 10:10</b>	أهمية التحليل التقابلي وتحليل الأخطاء بالنسبة الى طلاب اللغة العربية في الجامعات البريطانية (online)	<b>Connecting Language Learning and Language Communities: An Engaged Approach to Learning Arabic Dialects</b>	<b>Teaching Arabic Language and Literature: Kerala Model</b>
	Eman Sudik	Christian Sinclair	Dr. Sabique MK and Mr. Junaid C
	King's College London	Arabic Language Institute in Fez	MES Mampad College
<b>10:10 - 10:20</b>	<b>Q &amp; A</b>		

10:20 - 10:40	Refreshments		
	19	20	21
10:40 - 11:50	Designing Interactive Materials	Arabic Language Development: Pedagogy, History, and Context	Arabic teachers' training and professional development
<b>Chairs</b>	Orieb Masadeh, University of Manchester	Mourad Diouri, Edinburgh University	Sawsan Haffar, University of Westminster
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
10:40 - 11:00	Harnessing student engagement to increase presence: An innovative Blended-Flipped Teaching and Learning model <i>(online)</i>	اللغة العربية في الهند تاريخ بدوها ونموها عبر التاريخ : دراسة تاريخية في منطقة مليبار – جنوب الهند <i>(online)</i>	Arabic as a global language: re-imagining Arabic teacher training
	Dr. Saadia Gamir	Dr. Ali Akbar Hudawi	Dr. Carine Allaf & Tony Calderbank
	Leeds Beckett University	Eisa Derbasti	QFI
11:00 - 11:20	Engaging with Open Educational Practice and Open Education Resources	بيداغوجيا تعليم العربية للأعاجم بين أبجدية التواصل والتناول النحوي مخطوطة البلاطي (٩٥٥) أنموذجاً	Professional Development for teachers <i>(online)</i>
	Ahmed Al-Shareif	Dr Muntasir Al-Hamad	Khuloud Mohamed Alzaabi
	CITY University of London	Qatar University	Islamic Science University of Malaysia
11:20 - 11:40	Raising AFL students' intercultural competence: Deardorff's Model and a project-based approach <i>(online)</i>	Fictionalizing History: An Analytical Study on Dr. Monther Al Kabbani's Novels <i>(online)</i>	The Teaching of Arabic Speaking and Oral skills in UK Higher Education and Supplementary Schools: current practices and future directions
	Dr. Dalal Abo El Seoud	Noora Thayattuchira	Hebatalla Elhelbawi & Rafah Kayali
	The American University in Cairo	DGMMES Mampad under university of Calicut	Brunel University / Bristol University
11:40 - 11:50	Q & A		

11:50 - 12:00	<b>Break</b>		
	<b>22</b>	<b>23</b>	<b>24</b>
12:00 - 12:50	<b>Teaching Arabic Vocabulary: Strategies and Techniques</b>	<b>Contemporary Analysis of Arabic Literature</b>	<b>Arabic Thematic Lexicon and Expressions in Context</b>
<b>Chairs</b>	Daniel Newman, University of Durham	Nabila Semouh, University of Warwick	Salwa El-Awa, Swansea University
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
12:00 - 12:20	<b>Teaching MSA vocabulary to foreign language students on beginners' level</b>	<b>The Euro-American monopoly of literary theory and criticism: The tongue of early Arabic Poetics</b>	معجم الحروف والظروف في اللسان العربي <b>(online)</b>
	Suhair Hindiyeh & Salima Jaljule	Dr. Hany Rashwan	Dr. Nadia Aamiri & Prof. Abdelkader Fassi
	University of Durham	UAE University/ University of Birmingham	Mohammed V University
12:20 - 12:40	<b>The Arabic vocabulary: its richness, accuracy and logic</b>	التركيب المنهجي في قراءة الخطاب الشعري الجاهلي عند عبد الملك مرتاض وكمال أبوديب <b>(online)</b>	مفردات الإدراك والإحساس في "المعجم العربي البنائي التنوعي"
	Suhair Hindiyeh	بن ضحوى خيرة	Dr. Huda Salem Al Taha & Prof. Abdelkader Fassi Fehri
	University of Durham	جامعة امحمد بوقرة كلية الآداب واللغات	UAE University
12:40 - 12:50	<b>Q &amp; A</b>		
12:50 - 13:50	<b>Lunch Break</b>		
13:50 - 13:55	<b>Keynote Introduction</b>		
13:55 - 14:50	<b>Challenges and Prospects to Teaching Arabic as a Heritage Language, Prof. Brahim Chakrani, Middlebury College and Michigan State University.</b>		
<b>Venue</b>	<b>Fyvie Hall</b>		
14:50 - 15:00	<b>Break</b>		

	25	26	27
15:00 - 16:10	<b>Discourse, Interaction and Attitudes in Public and Online Social Sites</b>	<b>Approaches to Teaching Arabic Grammar</b>	<b>Developing Intercultural Competence in/outside Arabic Classrooms</b>
<b>Chairs</b>	Rafah Kayali, University of Bristol	Ahmed Al-Shareif, CITY University London	Ahmed Meliebarry, University of Nottingham
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
15:00 - 15:20	<b>Evaluating TEDx talks reflecting Saudi Vision 2030: A political discourse analysis approach</b>	التحليل النحوي لسلاسل تعليم العربية: الشرق الأوسط, تركيا, أوروبا <i>(online)</i>	<b>The Impact of Homestay on AFL students in Morocco</b> <i>(online)</i>
	Aljawhara Alnasser	Dr. Zeynep Ertürk	Fatima Zahrae Choqairi
	University of Leeds	Independent researcher	Mohamed V University
15:20- 15:40	<b>Is it Offensive or Abusive? An Empirical Study of Language Detection of Arabic Social Media Texts</b>	<b>Teaching Grammar Through Our Students' Errors</b> <i>(online)</i>	التحديات التي تواجه معلمي ومعلمات اللغة العربية كلغة أجنبية في الجامعات السعودية من وجهة نظرهم
	Salim Mohammed Al Mandhari	Ghada Badawi	Norah Fahad Alotaibi
	Etco Company	New York University	Princess Nourah Bint Abdul Rahman University
15:40 -16:00	<b>Performing Graffiti During 2011 Protests</b>	<b>Why the Indian Subcontinent students have a barrier in fluently vocalising the Arabic Language?</b>	<b>Outside of the outsider paradigm: Rethinking learner relationships to the target culture</b> <i>(online)</i>
	Salima Benouargla	Mahfuj Ahmed	Dr. Rachel Friedman, Meghan Munro & Yasser Katib
	University of Leeds	Madani College & Madrasa	University of Calgary
16:00 -16:10	<b>Q &amp; A</b>		
16:10 -16:30	<b>Refreshments</b>		



	28	29	30
16:30 - 17:40	<b>Digital Pedagogies in Arabic Learning and Teaching</b>	<b>Arabic Diglossia: Study and Analysis</b>	<b>Hands-on Workshops</b>
<b>Chairs</b>	Sara Al Tubuly, Al-Maktoum College	Abdelghani Mimouni, University of Manchester	Mohamed Dayoub, University of Warwick
<b>Venue</b>	<b>Fyvie Hall</b>	<b>Cayley Room</b>	<b>UG05</b>
16:30 - 16:50	<b>Modern technologies and means of communication and their effect on achieving quality Arabic language teaching and learning Teaching Online: Opportunities and Challenges</b>	<b>Revisiting Levels of Contemporary Arabic in Egypt</b>	<b>Transcreation in Arabic/English commercial texts (Workshop: 35 mins)</b>
	Prof. Ramadan Ahmed Abdel Nabi Amer	Prof. Zeinab Ahmed Taha	
	Beni-Suef University	The American University in Cairo	Dr. Orieb Masadeh-Tate
16:50 - 17:10	<b>Teaching Online: Opportunities and Challenges (online)</b>	<b>An Alternative Semantic Analysis of the Particle jikil in Jordanian Arabic</b>	University of Manchester
	Dr Alia Kawalit	Mohammed Ali Al-Malahmeh	<b>The Creative Teacher: Teaching Arabic with Visual Aids &amp; Visually-Rich Technologies (Workshop: 35 mins)</b>
	Concordia University	Mu'tah University	
17:10 - 17:30	<b>Student-Produced Podcast in an Arabic as Foreign Language Classroom</b>	<b>The Development of the Future Marker (b-prefix) in Najdi Arabic in Comparison to Will in English</b>	
	Carla El Khoury	Majedah Alaiyed	
	University of Oslo	Qassim University	Mourad Diouri
17:30 - 17:40	<b>Q &amp; A</b>		Edinburgh University
17:40 - 17:50	<b>Concluding Remarks</b>		
<b>Venue</b>	<b>Fyvie Hall</b>		

**Day 1**

**Abstracts & Speakers'  
Biography**

**Thursday 30<sup>th</sup> June**

# Keynote Talk 1

## Speaking of Arabic: Arab Linguistics and Arabic Linguistics Revisited

**Prof. Yasir Suleiman**

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In a perceptive paper, published in 1987, on the state of play in the study of the Arabic Language, Mike Carter wrote that “the field appears to have become polarized into two essentially unrelated kinds of scholarly activity, which can be called ‘Arab linguistics’ and ‘Arabic linguistics’” (1987: 205) Carter tells us that “all those whose concern is with the indigenous grammatical theory, whether in the Muslim world or in the long-established tradition of Arabic Studies in the West, are counted as ‘Arab linguists’.” (Ibid.) Carter adds that Arab linguistics seeks to provide a “deeper knowledge of the Arabs themselves, their religion, thought, ideology, aesthetics, anything, in fact, of which Arabic is the vehicle.” (Ibid: 206) By contrast, the primary concern of Arabic linguistics is “to deduce or apply a theory or test a model from some system or other with no intrinsic value to the Arabs or their culture.” (ibid.) For scholars in this category, be they Arab or not, the “choice of Arabic as the object of study is, in principle, a matter of indifference.” (ibid.)

My aim in this paper is to revisit the above distinction which, I believe, merits new scholarly attention after a quarter of a century from its inception. I will argue that Arab and Arabic linguistics can be brought into closer alignment if, in fact, we expand the purview of the former to include a society’s ideological beliefs about language, as anthropological linguistics would urge us to do, rather than just restricting it to the “indigenous grammatical theory” (emphasis added). In fact, Arab linguistic thinking in its classical incarnation, rather than ‘grammatical theory’ as a core part of this thinking, allows this expansion unproblematically. The desired realignment may, in my view, be further calibrated if Arabic linguistics can take a more critical stance towards some of the excessive claims about the universality of modern linguistic theory and the conformity this universality demands of the practitioners of this theory. Again, language ideology provides the key that can unlock this sanctified position. Achieving this realignment would enable us to speak of an Arabic that demands distinguishing between mother tongue and native language, mother-tongue speaker and native-language user, speech community and language community, oneness of language as an ideological construct and mother-tongue variation or difference. This, I believe, can generate insightful perspectives for the teaching of Arabic as a foreign language, including the treatment of its scriptal traditions with respect, a stance that has not always been observed in the Western academy.

### Reference:

Carter, Mike G. (1987) Arab Linguistics and Arabic Linguistics. *Zeitschrift für Geschichte de Arabisch-Islamischen Wissenschaften*, Vol. 4, pp 205-218.

### Biography

Professor Suleiman is Chair of the Panel of Judges, British-Kuwaiti Friendship Society Book Prize in Middle Eastern Studies. He serves as Trustee on the Boards of the following organisations: Arab-British Chamber Charitable Foundation, International Prize for Arab Fiction (in association with the Man-Booker Prize), Banipal Trust for Arab Literature and is trustee of the Gulf Research Centre-Cambridge. He is also Chair of the Advisory Board of the Centre for the Advanced Study of the Arab World, Chair of the Centre for the Study of the International Relations of the Middle East and North Africa (CIRMENA), Board Member of the Islamic Manuscript Association, Member of the Advisory Board of the Centre for Evaluation and Research in Muslim Education, Institute of Education, Member of the Advisory Board of The Doha Institute, Qatar and Member of

the Advisory Board of Our Shared Future, a joint project of the British Council, USA and Carnegie Foundation. He is a member of the editorial boards of a number of journals and book series.

# **Session 1**

## **Arabic Teaching, Assessments and Frameworks**

## Session 1- Abstract 1

### From Advanced to Superior within ACTFL Proficiency Benchmarks

**Mona Kamel Hassan**

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Language teachers are always concerned about how to help students to reach higher language proficiency levels. An effective employment of the ACTFL proficiency guidelines provide language teachers with a description of students' language abilities and "a washback effect on curriculum and instruction for language learning", Swender (2012:5).

This presentation shares my experience in teaching an advanced Arabic content course using various authentic Arabic texts describing the historical, economic, social, and cultural aspects of different places in Cairo. Focus is on helping students to reach the superior level within ACTFL communication modes.

Regarding the intercultural communication mode, students engage in classroom debates to express their own views, re-assess others' views, comment, and criticize the different perspectives addressed in the tackled texts. For the communication mode, students are asked to give oral presentations on selected texts from among the assigned texts where they express their own views. To employ the interpretative communication mode, students deduce meanings and ideas embedded in the assigned texts written in a complex Arabic language. Linguistic competence is stressed through the interpersonal communication mode, where students engage in oral debates and write reflection papers about the assigned texts. Students are encouraged to simulate the sophisticated spoken and written discourses of Arab speakers coherently regarding interpretation and production of abundant vocabulary, idiomatic expressions, complex syntax and morphology and appropriate stylistic devices.

Samples of the activities developed are provided for illustration. I believe that sharing this teaching experience is a good exemplary for foreign and second language teachers.

#### **Biography**

Mona Hassen is a senior Arabic Language Instructor at the Department of Arabic Language Instruction, The American University in Cairo, Egypt.

## Session 1 - Abstract 2

### **The application of the CEFR in assessing Arabic L1 learners' writing competence: Implications for Arabic L2 teaching and assessment**

**Dr. Salwa Mohamed**

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The Common European Framework of Reference for Languages (CEFR) (CoE 2001a) has been widely used for assessing L2 proficiency (Diez-Bedmar 2012; Jones et al. 2010). Although the CEFR refers mainly to L2 education, it does not exclude other contexts or forms of language learning and assessment. On their website, the Council of Europe Language Policy Portal declares "all languages are covered: foreign languages, major languages of schooling (used for learning/teaching at school), languages spoken in the family and minority or regional languages" (CoE 2001b). One area that has been neglected is the application of the CEFR is the study of L1 proficiency. The current study examined the writing performance of a group of Arabic native speaking students at Zayed University and applied the CEFR scale to assess their Arabic L1 competence. The rationale was that understanding language proficiency and language profile differences among native speakers can lead to better understanding of L2 proficiency in general, and better applications of the CEFR (Hulstijn 2010). The findings revealed that Learners' L1 proficiency, as displayed in their MSA writing performance, varied significantly ranging from A2 to C1. This indicated that the CEFR scale descriptors were as applicable to assessing L1 writing as they were to assess L2. This seemed to be attributed to two factors: a) the general and universal nature of the CEFR descriptors and b) the nature of Arabic as a diglossic language. The implications of these results for the teaching and assessment of Arabic L2 will be discussed.

#### **Biography**

Salwa Mohamed is an Arabic lecturer and IWLP co-coordinator, Department of Languages, Information & Communications, Manchester Metropolitan University, UK.

She is the co-coordinator of the Institution Wide Language Programme (IWLP) at the Manchester Metropolitan University. 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 and, previously, in mainstream education. She has worked extensively on aligning the teaching and assessment of Arabic onto the CEFR at school and university levels. Her research interests include curriculum development, plurilingualism and pluriculturalism in foreign language education, and the role of assessment in language teaching.

## Session 1- Abstract 3

### **Using a reverse design in teaching and its effects on classroom engagement: Arabic Language classroom assessments**

**Dr. May George**

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Virtual teaching during the pandemic has led many of us to rethinking the classroom pedagogical process and making class engagement more effective. The assessment methods have change dduring teaching class online. The teacher in the past used to follow the assessment that focused on quizzes and exams. But this approach did not work during the pandemic because of changing the class environment from face to face to online teaching. A revise design indicates identifying goals, and this includes how much the students will remember by the end of the day, and what is worth knowing.This is based on a holistic approach of assessment where teacher assess the students using for examples projects, presentations, and writing assignments to arrive at the desired outcomes. Backward design starts with a desired result by using appropriate teaching activities that are derived from the results (Wiggine & McTight, 2006).The main objectives are identifying the results that the teacher wants to achieve in class, identifying assessments methods, and planning the activities accordingly. This study will present strategies of teaching and activities used in teaching Arabic Language classes.

#### **Biography**

May George holds a doctoral degree in education from the University of Arizona with a focus on bilingual education. After receiving her doctorate, she held two prestigious postdoctoral fellowships, an Andrew Mellon Fellowship and a Fredrick Douglas Fellow, to support her continued research on bilingual education. George has more than 20 years of teaching experience in higher education nationally and internationally. She has also worked with the United Nation Missions in Kurdistan, Iraq, to educate women. In addition to being a lecturer, she is also currently the Arabic summer program coordinator and an instructor for the Summer Language Institute at the University of Chicago



# **Session 2**

## **Arabic Phonology, Structure and Grammar**

## Session 2 - Abstract 1

### مراجعات في الدرس الصرفي: مَثَلٌ من أفعال الزيادات

**Mohammad Hamdan Alregeb**

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يرصدُ هذا البحث الأبنية الصرفية في الأفعال المزيدة، ومعانيها المتعددة. ويقدم بعد إعادة قراءة للتراث الصرفي في الموضوع المذكور رؤية يحسبها جديدة، مستعينا ببعض الملحوظات التي تكوّنت في هذه القراءة، مثل التوقّف قليلاً عند مفهوم الترادف في اللغة، وفي الصرف تحديداً، مبتدئاً بالإبانة عن بعض سمات اللغة العربية، ودور الاقتصاد اللغوي في توليد المعاني غير المتناهية من مبانٍ صرفية محدودة. ويتوقّف البحث عند مصطلح التعدية في الصرف، ويحاول أن يحلّله، ويقدم بديلاً ملائماً له، بالاستئناس بأقوال بعض أفعال علماء الصرف في التراث العربيّ الأصيل. ويتأمل البحث بشيء من العمق قاعدة ابن جنيّ في المبنى والمعنى، ويرى أنّها قاعدة، وإن كانت صحيحة، غير مطّردة. ويلحظ البحث أنّ ثمة معاني صرفية لم يضبطها الصرفيون، ونصّوا على ذلك، في بعض أفعال الزيادات، مثل: (أفعل)، و(افتعل)، و(استفعل). وقد استعمل البحث المنهج الوصفيّ التحليلي عن طريق قراءة درس الأفعال المزيدة قراءة متأنية وتحليلها. وقد خرج البحث بنتائج، منها: لا يوجد ترادف في اللغة، والأمر ينطبق على الدرس الصرفي في باب الأفعال المزيدة. ولاحظ البحث أنّ المشترك الصرفي ماثلاً في مبحث الأفعال المزيدة، ولا يضير الوزن الصرفي أن يتنازعه كذا معنى ما دام السياق فيصلاً في تحديد المعنى المراد. وكذلك ينفي البحث اطراد قاعدة كلّ زيادة في المبنى يودّي إلى زيادة في المعنى .

### Review in the morphological lesson: augmented verbs

This research will focus in morphological structures of the augmented verbs and its multiple meaning. After taking a look in the morphological heritage, the research has new perspective in the concept of synonymous by defining some features of the Arabic language and its linguistic features role in generating the multiple meanings of morphology structures. The research will shed the light at the terminology of (التعدية) Alta'deyah in morphology and analyze it. In addition, presents new a replacement of terminology with the assistance of the perspectives of the morphological scholars in Arabic Heritage. For instance, the rule of Ibn Jinni (ابن جنيّ) in structure and meaning and in despite of the fact that his rule is correct, but it is not steady. The research notes that there are some Morphological structures the grammarians did not included under certain morphological meaning, augmented verbs as in (أفعل), (افتعل), (استفعل). The research used the descriptive analytical method by carefully reading and analyzing the augmented verbs. The research finds that there is no synonymy in the language. The research also noted that Polysemy is common in augmented verbs. the Morphological Structure does not get affected with many meanings as long as the context is Governor to give the intended meaning. The research also taken away continuity of the rule that augmented verbs lead to an different meaning.

### Biography

Mohammad Alregeb is an Arabic language teacher at school and graduate student at Doha Institute for Graduate Studies. department: Linguistics and Arabic Lexicography.

## Session 2 - Abstract 2

### The increase of the( š) (shin) in the structures of Arabic verbs, a comparative point of view

Dr. Mahmoud M. Aldeeky

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تبحث هذه الورقة في زيادة صوت الشين في أبنية عدد من الأفعال العربية ومواطن زيادتها، (شفعل، وفعشل وفعشعل وفعلش) وعلاقتها بصيغ أخرى من مثل (أفعل وهفعل وسفعل) وفق منهجية مقارنة تبحث في ورود هذه الصيغ في اللغات السامية. وفي سبيل ذلك تقف على أنظار النحاة العرب القدماء فيما يزداد على صيغ الأفعال، وموقفهم من (حروف) الزيادة ومواطنها، ثم تنظر في ورود أمثلة الظاهرة ومدى تحققها في نماذج وشواهد حقيقية من الشعر الجاهلي ومرحلة ما دعي بعصر جمع اللغة والاحتجاج، لتقف على تاريخية تلك الأمثلة وأصالتها، وتفحص مقولات الصرفيين العرب القدماء في عد تلك الأمثلة من الرباعي المجرد أو الملحق به. ولا تغفل النظر في ما يشيع من تلك الأمثلة في عربية اليوم فصيحها وعاميتها .

This paper examines the increase in the sound of (š) in the structures of a number of Arabic verbs and the places of its increase, (šaffala, fašfala, falfaša) and its relationship to other forms such as (haffala ,saffala, ʔaffala ) according to a comparative methodology that examines the presence of these forms in Semitic languages. For this, the study examines the attention of the ancient Arab grammarians in what is added to the forms of verbs, and their position on the (letters) of the addition and its places. Then it looks at the occurrence of the examples of the phenomenon and the extent to which they were achieved in real examples and provides evidence from Pre-Islamic poetry and the stage of what was called the era of Linguistic material collection and linguistics inferences, examining the history and authenticity of those examples in addition to examining the sayings of the ancient Arab morphologists to judge those examples from the abstract quatrain or appended to it. Do not neglect to look at what is common among these examples in today's Arabic, both fluent and blind.

#### Biography

Mahmoud M. Aldeeky works at the Department of Arabic Language and Literature, Al al-Bayt University, Jordan.

## Session 2 - Abstract 3

### **The Different Nature of the Case Endings in Arabic and Turkish and its Relevance to Learning Arabic as a Second language**

**Dr. Ahmet Topal**

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The nature of grammatical case indicators in Arabic and Turkish are different. The former comes in as diacritics and the latter in the form of letters. This causes almost a shock for Turkish students who are learners of the Arabic language, unaware of this difference. This shock then leads them to believe that case endings in Arabic are beyond their comprehension as they are too different from anything they know of and can liken them to. This paper argues that Arabic language students would understand the grammar of the language better if they were made aware that the difference in case endings between the two languages is more superficial than real, and if the particularities of this difference were later explained to those students. First, this work analyses the difference between the two languages when it comes to *i'rāb*. Next, it provides a comparative analysis of the case endings in Arabic and their counterparts in Turkish, to bridge the gap between the two different forms of indicators of cases in these two languages.

#### **Biography**

Ahmet Topal is a Lecturer in Arabic Language and Rhetoric at Hitit University, Turkey.

## **Session 3**

# **Interdisciplinarity in Arabic Teaching**

## Session 3 - Abstract 1

### النص الأدبي ومبادئ المقاربة التواصلية في تعليم العربية

Dr. Alaa Abdelmonem Ibrahim Amer

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هل ثمة علاقة بين تدريس النص الأدبي ورفع مستوى الكفاءة التواصلية لمُتعلّمي العربية من غير الناطقين بها؟ هل يمثل النصُّ الأدبي بخصوصياته اللغوية وحمولاته الثقافية والتاريخية حافزًا أم عائقًا أمام تلبية احتياجات مُتعلّم العربية؟ هل يخدم تدريس النص الأدبي أهدافَ المقاربة التواصلية في تعلّم اللغات؟ هل تعرّضت كتبُ الأدلة المرجعية -كالإطار المرجعي الأوروبي المُشترك للغات (CEFR)- للنص الأدبي وعلاقته بتحقيق كفاية المتعلم اللغوية وغير اللغوية؟ هذه عينٌ من أسئلة كثيرة يمكن طرحها على المتخصّصين في مجال تدريس العربية لغير الناطقين بها، أسئلةٌ لن تكشف الإجابة عنها التباينَ ودرجاته المتفاوتة بين الحماس الشديد والرفض الجازم مرورًا بالقبول الحذر والتخوف المتصاعد والتحفّظ السلبي. إن إعادة قراءة هذه المواقف -ومُنطلقاتها التصورية- ستفضي إلى ردّ هذا التباين إلى التشويش المفهومي المُرافق للمدخل التواصلية في تدريس اللغة (The Communicative approach) أو (Communicative language teaching) المعروف اختصارًا بـ (CLT) وما يرتبط به من مفاهيم كالكفاءة التواصلية (Communicative Competence)، فبالعودة إلى المبررات التي يسوقها معظمُ معارضي توظيف النصوص الأدبية داخل صفوف اللغة سيتبين أن معظمها ينبجس من تصور أن النص الأدبي بمرجعياته غير اللغوية وعدولاته التركيبية وصيغته الاستعارية وقيمه الرمزية ومستوياته الدلالية الشفيفة لا ينسجم مع مبادئ المقاربة التواصلية في التدريس بل يتعارض معها.

لقد ظهرت العديدُ من الدراسات النظرية والتطبيقية التي جعلت غايتها نقد هذا الموقف المُعارض- لتوظيف الأدب في صفوف غير الناطقين بالعربية -وعلى الرغم مما تضمنته هذه الدراسات من آراء جادة، فاللافت أن جُلّها لم يتعرض إلى الأساس التصوري لهذا الموقف، كما أن العديد من هذه الدراسات لم تختبر فرضيتها في سياق موضوعي محايد، وإنما سخّرت طاقاتها لترهين موقف أيديولوجي ثابت، بحشد البراهين -التاريخية في الأحيان معظمها- للتأكيد على دور الأدب في زيادة الحصيلة المعجمية للطلاب، والتنبيه إلى أن خصوصية العربية تجعل النص الأدبي بنية تمثيلية مثالية ينبغي تمثيلها عند تصميم المقررات والمواد التعليمية.

من وجهة نظر الدراسة فإن هذه الأجواء المشحونة بالمواقف الاستباقية، قد زادت الموقف التباين، ودفعت القضية نحو مزيد من التعقيد الذي ازدادت حدته بنقل الخلاف إلى ساحة التطبيق، فظهرت حالة سيولة في الدراسات التطبيقية التي تبرهن على صحة المواقف أو خطأها باعتبار أن التطبيق يملك حجة أنجع من التنظير، وبمرور الوقت واستمرار هذه المساجلات التطبيقية وتتابعها توارى الأساس النظري للقضية التي تسورت بدائرة المقدّس، وغدا الأمر أشبه بحزبين متصارعين ينبغي أن يثبت الباحث ولاءه لأحدهما. وهو ما ترفض الدراسة، استنادًا إلى مبدئين، أولهما أن الانغماس في التطبيق دون الوعي بالأساس النظري قد يجعل الدراسة العلمية محفوفة بمخاطر جمّة، أبرزها الجمود والاستنساخ الناتجان عن التردد بين التقدم والتراجع وإعادة طرح الأسئلة نفسها والإجابات عينها بصيغ مختلفة بما يجعل المنتج البحثي حبيس هذه الدائرة اللامتناهية.

أما المبدأ الثاني فهو ضرورة عدم التذرع بخصوصية العربية لإنهاء النقاش حول القضايا المتعلقة بتدريس العربية، فالدراسة تقر بخصوصية العربية قدر إقرارها بخصوصيات غيرها من اللغات، غير أن هذه الخصوصيات لا تنفي المشتركات خاصة على مستوى الأهداف وطرائق تحقيقها، والالتفات إلى الخصوصيات على أهميته قد لا يشكل أولوية في خضم هذا التشوش النظري. تسعى الدراسة عبر إجراءاتها التحليلية إلى اختبار علاقة النص الأدبي بمبادئ المقاربة التواصلية وحدود هذه العلاقة ونطاقها وهو أمر لن يتهياً استيعابُه دون استيعاب ميكانيك عمل المقاربة التواصلية وبنيتها التي تتشكل من الكفاءة التواصلية والمنهجية التواصلية والمحتوى التواصلية، بحيث تتبادل هذه البنى الفرعية مظاهر التأثير دون أن تستطيع أن تعمل بمعزل عن بعضها وتحدد فرضيتها الدراسة في:

أ. إن حقل تدريس العربية بوصفها لغة ثانية في حاجة إلى إعادة ضبط الأساس النظري للعلاقة بين النص الأدبي والمقاربة التواصلية ومبادئه التي تتحقق عبر أشكال مختلفة ومظاهر متعددة.

ب. إن تحديد علاقة النص الأدبي بالمقاربة التواصلية في تدريس العربية للناطقين بغيرها ينبغي أن يتم من خلال استكشاف هذه العلاقة بشكل مباشر، وليس من خلال استكشاف علاقات أوسع، بصيغة أخرى إذا كان جوهر الخلاف هو علاقة النص الأدبي بالمقاربة التواصلية لتدريس العربية فينبغي أن يتركز الجهدُ البحثي في هذا الجانب.

Is there a relationship between teaching a literary text and raising the level of communicative competence for learners of non-Arabic speaking Arabic? Is the literary text, with its linguistic peculiarities and its cultural and historical implications, an incentive, or an obstacle to meeting the needs of the Arabic learner? Does teaching literary text serve the goals of the communicative approach in learning languages? Are reference evidence books - such as the Common European Framework of Reference for Languages (CEFR) - exposed to literary text and its relationship to the verification of linguistic and non-linguistic adequacy? The study seeks, through its analytical procedures, to test the relationship of the literary text with the principles of the communicative approach and the limits and scope of this relationship, something that will not be understood without understanding the working mechanism of the communicative approach and its structure that consists of communicative competence, communicative methodology and communicative content

The two hypotheses of the study are:

- a. The field of teaching Arabic as a second language needs to reset the theoretical basis of the relationship between the literary text and the communicative approach and its principles that are realized through different forms
- B. Determining the relationship of the literary text to the communicative approach in teaching Arabic to non-native speakers should be done by exploring this relationship directly, and not by exploring broader relationships.

## **Biography**

Dr Alaa Amer is an Associate Professor at Arabic for Non-Native Speakers Center, Qatar University. Visiting Professor Georgetown University in Qatar. Associate Professor at the Department of Arabic Language, Faculty of Al-Asun (languages) Ain Shams University, Cairo, Egypt (on-leave).

## Session 3 - Abstract 2

### Teaching Arabic Translation: What do students think?

**Sara Solá Portillo**

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Surveys are one of many tools teachers can use to learn more about their students and, after analysing their responses, enhance their learning experience accordingly. Some efforts have been made in this direction in the field of Arabic as a foreign language, but not around Arabic translation. To anticipate our prospective students' needs in the years to come and adjust our curriculum to their actual problems and concerns, we have designed a survey for the Arabic-language alumni of the Degree in Translation and Interpreting at the University of Málaga (Spain). During our presentation, we will explain the characteristics of our group of respondents first. Then we will describe how we designed our survey, which is divided into six sections: (1) sociocultural background, (2) general academic background, (3) academic background related to Arabic studies, (4) professional background, (5) other activities and (6) evaluation of the training received at the University of Málaga. Finally, we will discuss the intended outcomes, how we will analyse them and how they will assist us in drawing conclusions and taking action. With our contribution to this conference, we hope to set the tone for a necessary dialogue and serve as a motivation for other teachers of Arabic as a foreign language or Arabic translation who wish to better understand the needs and expectations of their students from a similar approach.

#### **Biography**

Sara Solá Portillo is currently a predoctoral researcher at the University of Málaga (Spain), where she teaches Arabic Language and Culture, General Translation and Specialized Translation to undergraduate students. In addition, as part of *Interpretes Medicinae*, a research group of the Toledo School of Translators, she focuses on the role of Arabic translations in the transmission of medical knowledge from Antiquity to the Middle Ages. Sara is interested in teaching Arabic translation and Arabic as a second language. She has also been a freelance translator since 2018 and specialises in medical texts and subtitling translation.



## Session 2 - Abstract 3

### من تدريس اللغة العربية إلى تدريس الترجمة من وإلى العربية: دراسة للوضع في الجامعات الإيطالية

**Muhammad AbdelKader Kenawi**

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ترمو هذه الورقة البحثية، بعد تفصيل مُجمل لوضع اللغة العربية في الجامعات الإيطالية بين الكثير من دورات اللغة والقليل من دورات الترجمة التحريرية والشفوية، إلى محاولة الإجابة عن بعض الأسئلة التي تستحق التوقف عندها؛ مثل التوقيت المناسب للبدء في الانتقال من دورات اللغة إلى الدورات المتخصصة في الترجمة، والمقررات المناسبة التي يمكن الاستفادة منها، وهل يمكن لمقررات الترجمة أن تطور من مهارات وكفاءات الطلاب عامةً، أم أنها ربما من الأجدر أن تكون مخصصة لعدد محدود من الطلاب الذين وصلوا إلى مستويات متقدمة تسمح لهم بالمشاركة الإيجابية في دورات الترجمة، وأين يمكن أن تتموضع مقررات الترجمة المرئية والسطرية في هذا الصدد؟ انطلاقاً من دراسة د. بشير محجوب راجع ود. مراد زروق (2017) وغيرها من الدراسات ذات الصلة، مثل دراسات أوزيمو (2004)، وكذلك التجربة المعمول بها في كلية الترجمة بجامعة أونينت بروما. تحاول الورقة البحثية الوصول إلى تبين لهذه المسألة، مع تقديم بعض المقترحات التي يمكن أن تسهم في فتح باب النقاش من أجل فض الاشتباك بين تدريس اللغة وتدريس الترجمة.

#### **From teaching Arabic to teaching translation from and into Arabic: a study of the situation in Italian universities**

What this research paper aims at, after a general breakdown of the situation of the Arabic language in Italian universities among many language courses and a few written and oral translation courses, is to try to answer some questions that are worth stopping at, such as the appropriate time to start moving from language courses to specialized courses in translation and the content of the appropriate courses that can be benefited from? Can translation courses develop the skills and competencies of students in general, or is it perhaps better to be dedicated to a limited number of students who have reached advanced levels that allow them to positively participate in translation courses? Where can the audiovisual translation and subtitling courses be in this regard? Based on the study of Prof. "Bachir Mahyub Rayaa" and Prof. "Mourad Zarrouk" (2017) and other related studies such as Osimo studies (2004) as well as the applicable experience at the Faculty of Translation at UNINT University in Rome, this research paper attempts to provide an in-depth study of this issue with some suggestions that could contribute to a better future for language teaching and translation courses.

#### **Biography**

Muhammad Kenawi is a professional interpreter, Italianist and Arabist with two doctorates from Tor Vergata (2013) and La Sapienza (2020). He is an adjunct professor at UNINT University, where he teaches the courses "Arabic Language and Translation III", "Arabic Language Oral and Written Expression", "It-Ar-It I Interpretation" and "It-Ar-It Interpretation II ". He has already had courses in various universities in Egypt and Italy including Helwan, Tor Vergata, Pescara, Parma, IULM and Tuscia. He recently published two monographs in Italian extracted from his doctoral theses: "Italian in Egypt and Italians in Egypt" and "For a history of Arab autobiography" (Ledizioni 2022).

# **Session 4**

## **Language Education, Policy and Global Context**

## Session 4 - Abstract 1

### Arabic as a Living Tradition

Murtaza Shakir

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This paper attempts to problematize the currency of the Arabic language and emphasize the need to re-examine the misconception of categorizing it as a non-living tradition. Observing the subject from a quasi-chronological perspective, this paper - while discussing the family of Arabic and its various languages and dialects, will question the notion of considering it subservient to other ancient Semitic languages rather than the root source of all Arabic languages and dialects. The ensuing arguments will further elaborate on the role of Islam in the development of Arabic as an international language and as a vehicle of the overall cultural and scientific revival, which survived centuries of imperial and colonial domination. Furthermore, contrary to the claim that the Arabic language cannot express abstract meanings because it is more materialistic in its development, this paper will highlight the flaw in this Orientalist view of the Arabic language. It will explain the ability of the Arabic language to elevate a tangible thing to an abstract meaning through *majāz* (metaphorical expression) and *ta'wīl* (esoteric interpretation). Citing excerpts from the works of Ernest Renan and H.A.R. Gibbs, this paper will discuss the attribution of the linguistic permeation of the Arabic language to Islam and the Quran, which guide millions of individuals in different aspects of their lives in their local, national and international frameworks. Besides the decisive religious factors, the nature of linguistic groups and human societies has also aided in spreading and conserving Arabic; people who adopted the Arabic language found it clearer, briefer, and more straightforward than their regional languages.

#### Biography

Murtaza Shakir is a Lecturer in Islamic and Arabic Studies, Aljamea-tus-Saifiyah, Mumbai, India.

## Session 4 - Abstract 2

### علاقة الشباب باللغة العربية؟ (لبنان انموذجا)

Dr. Sana Salim Helwee

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لم يعد استعمال اللغة العربية شائعا بين الشباب المتعلم في المجتمع اللبناني، أصبحت الإنكليزية اللغة السائدة غالباً، خاصة وأنها من أبرز العوامل التي تشير إلى المكانة الاجتماعية للمتكم، كما أنها شرط من شروط العمل في لبنان أو خارجه. المجتمع اللبناني مشتت ثقافياً بين الشرق والغرب (عربي الهوية والانتماء، غربي النزعة)، والعامل الثقافي اللبناني الذي يتشكل من كل المشتركات: الأدب، الشعر، الموسيقى، اللغة... لم تعد أغلب عناصره متحدة لتكوين الهوية اللبنانية، سيما وأن اللغة العربية لا تلقى الدعم الضروري من الدولة؛ فميزانية وزارة الثقافة في لبنان، مثلاً، أقل من واحد في المئة من ميزانية الحكومة. سنناقش في ورقتنا هذه انعكاس السياسة الاجتماعية التربوية على اللغة العربية في لبنان، كما سنتطرق الى مدى تأثير اللغة الانكليزية كلغة علم وتكنولوجيا على قوة انتشارها لدى الشباب من خلال التعددية الثقافية والصراع الثقافي. ان دراسة هذا الموضوع يمكن أن تساعد في فهم حالة التشتت وضعف الهوية الثقافية وضعف الانتماء لدى الشباب اللبناني، خاصة في ظل واقع اقتصادي واجتماعي متردٍ، وهجرة نخب ترتفع بشكل استثنائي في لبنان.

The practice of Arabic is diminishing among the youth of Lebanese society, with English becoming the dominant language due to the high social status it imparts on its practitioner. It has become an essential prerequisite for working within Lebanon and abroad.

The Lebanese society is culturally divided between its geocultural surroundings and the West. As a result, the Lebanese cultural components such as literature, poetry, and language are no longer in harmony to manifest a Lebanese Arab identity.

In our research, we will discuss the ramification of the Lebanese social policy on the Lebanese society and the Arabic language. Furthermore, we will explore the impact of how English's position as the Lingua Franca of modern sciences helped it gain widespread acceptance with the Lebanese youth.

The study of this topic may help understand the state of disarray that plagues the Lebanese social identity, especially under ever worsening economic and social circumstances.

### Biography

Sanaa Halwee works as a Social Coordinator for Guidance and Counselling at the Lebanese Ministry of Education and Higher Education/Lebanon.

## Session 4 - Abstract 3

### The Impact of New Education Policies on Arabic Education in Kerala

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In India, Kerala is one of the most literate and educated state where educational advancements are made that can be matched with those of developed countries. Educational policies and curriculum reforms that have been implemented for the last fifteen years have played a major role in this development. The critical pedagogy, issue-based curriculum, and social constructivism were the major pillars of new curriculum framework. The educational system and curriculum followed by Govt. schools, and private schools give due respect and adequate consideration to Arabic language from K.G to research level. It is believed that the new approaches and experiments have positively influenced to the growth of Arabic learning environment. The present study explores the skills and learning outcomes achieved by Kerala students in Arabic language by implementing these policies. A survey method is adopted to collect the data from the stakeholders of these policies.

#### **Biography**

Sayyaf Ameen has a master's degree in Arabic, Education and Human Resource Management. Currently, Sayyaf is doing a Phd in Arabic Language, focusing on is cognitive semantics, at M.E.S. Mampad College undrr the University of Calicut, and is working as a Higher secondary teacher under General Education Dept. ,Govt.of Kerala.

# **Session 5**

## **Arabic for Specific Purposes**

## Session 5 – Abstract 1

### The political language of Arabic corpora: A view from the classroom

Dr. Marco Aurelio Golfetto

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The latest decades of the past century have witnessed an increasing availability of corpora for many European languages. Corpus linguistics has exerted a deep impact on the production of teaching materials and brought about a new teaching methodology, i.e., the corpus-based teaching. Such progress has been followed by growing enthusiasm also in the building of Arabic corpora. These were mainly devised to suit general linguistic purposes. Teaching tools have subsequently been developed. However, the actual employment of Arabic corpora in teaching practices has occurred more rarely, and the use of Arabic corpora for specific purposes seems even more occasional, despite its recognized utility.

This paper presents the preliminary results of an ongoing research on the use of corpora for teaching a specific variety of Arabic, the language of politics. It illustrates sample class activities based on a selected Arabic corpus. The aim of the activities, which avoid drills and mechanical repetition, is double: to teach core vocabulary and structures related to the language area of politics and diplomacy, and to help students get increasingly autonomous in retrieving language information through an aware use of corpora.

Despite the limited availability of Arabic corpora for the specific linguistic area of interest, a wise use of the existing - properly organized - general corpora turn out to be valuable also for the intended objectives of the present paper. One will therefore conclude by arguing in favor of the advantages of corpus-based teaching also for Arabic politics.

### Biography

Marco Golfetto is a post-doc researcher; Department of Languages, Literatures, Cultures, and Mediations, Università degli Studi di Milano, Italy. Marco Aurelio Golfetto holds a PhD from Ca' Foscari University of Venice. He is currently a postdoctoral fellow at the University of Milan. His research interests include the teaching of Arabic as a foreign and heritage language, Arabic for specific purposes, and, more recently, Arabic as a language of politics. He has published on Arabic language teaching and culture and taught as an adjunct professor at various universities in Italy.

## Session 5 – Abstract 2

### Enhancing Learning Strategies in Media Arabic Classes

**Prof. Hamid El Mountassir**

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No one can deny the importance of vocabulary expansion in the process of learning a foreign language. The acquisition of the right vocabulary can enhance the student's speaking and writing skills. Interestingly, the teaching of vocabulary in AFL curricula has received less attention in comparison with the research conducted in other areas. This paper is mainly concerned with some issues instructors encounter while teaching vocabulary in media Arabic classes, especially for intermediate and advanced levels. Although some media Arabic textbooks can be sometimes helpful, they do not provide concrete guidelines or strategies to teach vocabulary in context and their methodology is not based on the principle of integrating skills to enhance the learner's language proficiency.

My experience of teaching Media Arabic at the Arabic Language Institute in Fez (ALIF) has made me reflect on and spot some of the weaknesses in the process of vocabulary learning. Therefore, I would like to talk about some ways instructors can deploy to boost autonomous learning and enable students to gain enough confidence in the process of learning Arabic as a foreign language. Using print newspapers, YouTube videos, podcasts, social media content, and news websites and working on theme-related topics is a more efficient way for vocabulary building activities. By encouraging students to exploit the vocabulary in speaking either through pair work or group work, you can prepare them autonomously for the next stage which is writing.

#### **Biography**

Hamid El Mountassir works in the School of Arts and Human Sciences at the University of Fez where he has been a faculty member since 1994. He completed his post-graduate studies at Mohamed V University/ Rabat. His areas of research include postcolonial Maghribi literature, north African colonial history, decolonial thought, Moroccan historical fiction, and cultural studies. He has also been teaching media Arabic and content courses on Moroccan culture and society at the Arabic Language institute in Fez.



## Session 5 – Abstract 3

### اقتصاديات اللغة العربية

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من المعلوم أنّ اللغة هي وسيلة من وسائل التّواصل بين الشعوب وبين الحضارات. وتختلف اللغات في غناها بالمفردات من لغة لأخرى؛ والعربية غنية بكثرة مفرداتها فلها حوالي 12 مليون كلمة؛ والعربية لأهميتها أصبحت اللغة السادسة في هيئة الأمم المتحدة. ومشكلة البحث تتمثل في عدم نشر اللغة العربية على مستوى مرضي؛ (بكل وسائل النشر) ومن أهداف هذه الورقة الحديث عن اقتصاديات اللغة العربية؛ فلا جدال في أثر الاقتصاد في اللغة؛ غير أنه هل للغة أثر في اقتصاديات الدول العربية؟؛ ومن ثمّ أثر في زيادة دخل تلك الدول؛ وبالطبع هل من زيادة في دخل الفرد العربيّ نتيجة للاهتمام باقتصاديات اللغة العربية؟ ستطرح الورقة أسئلة عدة منها ما أثر التنوع اللغويّ على اقتصاد الدول؟ وما أثر السياسات اللغوية على اللغة نفسها وعلى دخل الدولة؟ وما فائدة معرفة لغات متعددة للفرد ولدولته؟

تستخدم الورقة المعلومات المبنوثة في ثنايا المراجع؛ ومن ثمّ تتناول الورقة بالشرح والتّحليل مفهوم اقتصاد اللغة ومفهوم استثمار اللغة ومفهوم استهلاك اللغة. ستناقش الورقة أيضًا كيفية الاستثمار في الصناعات الثقافيّة؛ ومنها كمثال فتح معاهد تعليم اللغة العربية للناطقين بغيرها؛ وجعل اللغة العربية إلزامية لمن يود العمل في الدول العربية أسوة بالدول الأخرى التي تضع شروطًا لاجتياز مستوى معين من لغتها حسب غرض السفر لها؛ إن كان للتعليم أم الهجرة أم غيره من أغراض؛ وكيف أنّ بعض الدول فاق دخل صناعاتها الثقافيّة الصناعات الأخرى مثل الصناعات الغذائيّة والبناء وتصنيع عتاد الحاسوب. تعرج الورقة كذلك إلى الاستثمار في اللغة العربية كلغة ثانية من خلال الترجمة من وإلى العربية

تقترح الورقة بعض التوصيات التي ستساعد في الاستثمار في اللغة العربية بدلًا عن الاستهلاك اللغويّ؛ والذي بدوره (الاستثمار) يساعد في نشر اللغة وتنميتها وتطويرها.

### Language Economics

It is well known that language is a means of communication between peoples and civilizations. Languages vary in vocabulary from language to language; Arabic is rich in vocabulary and has about twelve million words; and Arabic for its importance has become the sixth language in the United Nations.

However, has our Arabic language been disseminated (via all publishing media) as it should be? This article will address the economics of Arabic; there is no question about the impact of the economy on the language; however, does the language have an impact on the economies of the Arab States; and therefore, has an impact on the increase in their income? And, of course, is there an increase in the income of the Arab individual as a result of interest in the economics of the Arabic language?

The paper will ask several questions, including: What impact does linguistic diversity have on the economy of states? What impact does language policies have on the language itself and on state income? What is the use of knowledge of multiple languages for an individual and his or her state?

The paper explains and analyses the concept of language economy, the concept of language investment and the concept of language consumption. The paper will also discuss how to invest in cultural industries, such as opening Arabic language schools to speakers; and making Arabic compulsory for those who want to work in Arab countries. Like other countries that set conditions for passing a certain level of their language according to the purpose of their travel; whether education, migration, or other purposes; and how some countries have exceeded the income of their other cultural industries industries such as food, construction and computer hardware manufacturing. The article also aims to explain the investment in Arabic as a second language through translation to and from Arabic.

The article proposes some recommendations that will help invest in Arabic rather than language consumption, which in turn helps in the spread, growth, and development of the language

## نبذة عن الباحث

حصل الدكتور إبراهيم سليمان أحمد على زمالة التّعليم العالي البريطانية في 16 أغسطس 2020م حصل الدكتور إبراهيم على درجة الدكتوراه من جامعة النيلين-السودان في "التربية- مناهج وطرق تدريس اللغة العربية" وحصل على الماجستير في تدريس اللغة العربية للناطقين بغيرها من معهد الخرطوم الدولي لتعليم اللغة العربية بتقدير جيد جدًا (الخرطوم -السودان)؛ كما حصل على ماجستير التربية- الجزء الأول-تخصص مناهج وطرق التدريس من كلية التربية بجامعة الخرطوم (الخرطوم-السودان). وحاصل على بكابوس اللغة العربية وآدابها بتقدير جيد جدًا من كلية الآداب بجامعة أم درمان الإسلامية بالسودان. للدكتور إبراهيم أكثر من عشرين ورقة علمية منشورة في مجلات علمية محكمة مثل المجلة الإلكترونية الشاملة والمجلة الأمريكية للدراسات الاجتماعية؛ ولقد قوّم أكثر من 100 ورقة علمية لمؤتمرات ومجلات عالمية علمية محكمة مثل مجلة الحاسوب والتربية؛ كما شارك في مؤتمرات وورش علمية عالمية في السودان وماليزيا وبريطانيا، والبحري. كتب الدكتور إبراهيم أحد عشر كتابًا عن استخدام الحاسوب في تعليم اللغة العربية والمناهج وطبعها مركز البحوث بالجامعة الإسلامية العالمية بماليزيا ومطبعة لاميرت الأكاديمية ومطبعة نور بألمانيا.

## **Session 6**

# **Translation Ideology and Practice**

## Session 6 – Abstract 1

### Conceptualisation of Hand idioms in the Egyptian Dialect: An Interdisciplinary Study between Linguistics, Culture and Translation

Dr. Muhammad A. Taghian

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The study tackles the cognitive mechanisms found in hand idioms in the Egyptian dialect and some issues in rendering them into English. Hand idioms in Arabic, in general, and particularly in the Egyptian dialect refer to different conventional meanings in the conceptual domains. The study adopts Lakoff's Conceptual Theory of Metaphor (Lakoff and Johnson 2008). It examines 10 figurative expressions of hand idioms in the Egyptian Spoken Dialect (ESD). Most of the samples selected have similar equivalents or near-equivalents in the English language, which supports the universality of basic metaphors of hand idioms. Traditionally, it has been argued that metaphorical idiomatic expressions have arbitrary senses. However, in cognitive linguistics, according to Lakoff, they are motivated rather than arbitrary and pronounced automatically in the conceptual system. The selected hand idioms are proposed to be derived from a set of conceptual mappings that is realised from a source and a target domain based on the Cognitive Theory of Metaphor developed by (Lakoff and Johnson 1980). Additionally, literal translation of hand idioms would not be a good option due to the culture-specific references embedded.

#### Biography

Muhammad Taghian is an assistant professor of applied linguistics/ translation at Helwan University, Egypt and Taibah University, Saudi Arabia. He is an applied linguist working on semantics, pragmatics, discourse analysis, EFL, translation, Qur'anic studies and hermeneutics. He is an international translator and simultaneous interpreter. He got his PhD in 2013, jointly from SOAS, University of London and Helwan University, Cairo, Egypt in applied linguistics and translation studies. He lives with his family in Manchester, UK. He has many articles and books published in highly ranked journals and publication houses. Among his publications: "Translating Euphemisms of Sexual Taboos in the Qur'an", "Translating Qur'anic Mutashābihāt: A Linguistic Approach", "The Concept of Women-Beating (Q 4:34): A Textual and Contextual Analysis", "Trump's Ideology towards Arabs as Exemplified in Some Selected Speeches (2011-2017): An Appraisal Study", and "Assessing the Subtitling of Emotive Reactions of Homeless to Harvard: A Social Semiotic Approach".

## Session 6 – Abstract 2

### **Author's Interference and Ideological Issues in Translating *Girls of Riyadh***

**Amjad Alliheibi**

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*Girls of Riyadh* is a bestselling Arabic chick lit novel written by Rajaa al-Sanea and translated into English by Marilyn Booth. The novel sparked controversy as it revealed the hidden world of Saudi women and gave an insight into one of the most secretive cultures. As translation is a form of rewriting an original text, translations can also reflect the ideology of those involved in the process. As seen in other translated Arabic literary texts, Western translators often show a tendency to incorporate Orientalist views to fit the ideology of the West. In addition, the high costs of translating a bestseller put pressure on the translator, often meaning that corners are cut in order to adhere to Western expectations despite the duty of rendering an equivalent translated text. Authors are not usually involved in the translation process; however, in this case, Al-Sanea held authority over the final translated version without consulting the translator. This paper will investigate the role of the author in the translation process and how the author's involvement has affected the equivalence of the translation as well as the ideological factors influencing translation decisions. Extracts from the published translation and Booth's own unpublished version have been selected for analysis and Baker's (2018) theory of equivalence and Lefevere's (2004) ideology theory have been employed as a framework to determine whether or not the involvement of the author has enhanced the text-level equivalence. Surprisingly the author's editing showed manipulation of source text meanings to meet target readers' expectations.

#### **Biography**

Amjad Alliheibi is a PhD Candidate at the Department of Modern Languages, University of Leicester, United Kingdom.

## Session 6 – Abstract 3

### **Translate or Transliterate? When Metonymic Names are More than Proper Names**

**Dr. Raja Lahiani**

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This paper investigates problems surrounding translating and/or transliterating Arabic proper names. It examines a case study and discusses how a poet/lover uses different appellations to purposefully address his beloved. These include the beloved's actual name and three different heteronyms that are examples of metonymy. The repetitions of the actual name and metonymic processing are functionally effective in expressing the poet's feelings. As proper names, metonymic appellations possess the power of clarification, which not only establishes meaning-making but also the speaker's appeal and perspective, thus contributing nuance and salience. By conducting a comparative critical assessment of a corpus consisting of thirteen French and English translations, this study demonstrates how cultural and pragmatic losses are incurred within the process of correlating the verbal metonymic signs of the original culture to a different culture. The outcome is a misinterpretation of the source text's literariness and its pragmatic forces. As this study confirms, proper names are more than deictic symbols, and they also bear functional communicative clues that determine specific translation techniques through which they can travel. The comparative work undertaken in this research also shows how the translations communicate with one another, and how recent translations are more efficient as they go beyond the ineffective choices of the much earlier translations.

#### **Biography**

Raja Lahiani has a PhD from the School of Oriental and African Studies (SOAS), The University of London and an MA in comparative literature from the University of La Manouba, Tunisia. She is the author of *Eastern Luminaries Disclosed to Western Eyes: a Critical Evaluation of the Translations of the Mu'allaqāt into English and French (1782-2000)*, published by Peter Lang in 2008. Dr Lahiani has articles in the fields of comparative literature and translation studies published in high-indexed journals. She is also peer reviewer in high-indexed journals that publish in the fields of translation studies and literary translation. Raja Lahiani has been teaching at different universities across Tunisia, the Kingdom of Saudi Arabia and the United Arab Emirates. She is currently a full-time faculty member at UAE University.

# **Session 7**

# **Heritage Language Learning**

## Session 7 – Abstract 1

### The Motivation and Attitude of Arab Heritage Children and their Parents' Perspectives Toward Learning Arabic

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Due to the unstable circumstances in the Middle East in the last decade, many immigrants from Arab origins immigrated to non-Arab countries. This immigration created a new generation of Arab heritage learners who want to learn the Arabic language as a heritage language for different reasons. This study investigates the motivation and attitude of Arab heritage children between 10 and 16 years of age and their parents' perspectives toward learning Arabic as a heritage language in host countries. 143 participants (92 parents, 51 children) living in 17 different non-Arab countries have participated in this study. The method used in this study is a mixed method by using an electronic questionnaire in six different languages for parents and children. The findings of this study indicate that the children have integrative and extrinsic motivation to learn Arabic as a heritage language, which meet their parents' perspectives and reasons behind enrolling their children in Arabic classes. Moreover, they have a positive attitude toward the Arabic language and its culture and speakers. However, children were less motivated and had fewer positive attitudes than their parents. This study highlighted the influence of negative stereotyping and how it could affect the motivation of learning a heritage language. At the end of this study, the researcher provides several strategies and techniques as pedagogical implications that could be of benefit to all heritage students, especially those living in non-Arab host countries.

#### نبذة عن الباحث

الأستاذة ندى ناجي مدرسة لغة عربية للأجانب، حاصلة على ليسانس في الأدب العربي ودبلوم تأهيل تربوي من جامعة دمشق، كما حصلت على درجة الماجستير في تدريس اللغة العربية لغير الناطقين بها من الجامعة الأمريكية في القاهرة، ومجازة من مؤسسة أكتفيل لإجراء اختبارات الكفاءة الشفوية في اللغة العربية. عملت في عدة مؤسسات تعليمية كمدرسة الشويفات الدولية في دمشق، الجامعة الأمريكية في القاهرة، جامعة كولجيت وأريزونا في الولايات المتحدة الأمريكية، تدرس وتعد مناهج لتدريس اللغة العربية الفصحى بالإضافة إلى اللهجتين الشامية والمصري، تعمل حالياً كمدرسة في قسم اللغة العربية، برنامج الدبلوماسيين في الجامعة الأمريكية في القاهرة.



## Session 7 – Abstract 2

### Revitalising heritage language learning through creative interactions with art works

**Dr. Jim Anderson & Fatima Khaled**

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Taking a postmodern perspective on language, culture and visual art, our paper considers what a creative, visual art focus can bring to the experience of Arabic language-and-culture learning. Based on a detailed case study at a London complementary school over two years we throw a spotlight on the work of three intermediate level Arabic Community/Heritage language learners. Building from engagement with ‘textart’ works by renowned artist, Ali Omar Ermes, the students progressed to composing their own art works integrating poetry and painting. Taking account of the transformative, project-based language learning (PBL) approach adopted for this work, we examine the process in detail. This includes the way students made sense of the art works in terms of their own lived experience, values and beliefs as well as the way they understood and creatively applied the intertextual design approach (poetry and visual art). The emphasis on personal, aesthetic and spiritual dimensions to language learning led to deep engagement, a positive affirmation of a bilingual–bicultural identity and a renewed confidence in the ‘right to speak’. For language learners generally, but particularly for those with connections of heritage, this represents a liberation from rationalist, instrumental approaches which rob language of its meaning-making potential.

#### Biography

Jim Anderson A visiting Research Fellow in the Department of Educational Studies at Goldsmiths, University of London. His work focuses on: theories and methods of second language learning and bilingualism, including Content and Language Integrated Learning (CLIL); multilingualism and new literacies; and language policy. Underlying this is a commitment to an integrated and inclusive approach to language and literacy education incorporating the areas of foreign and community/heritage language learning as well as English as an Additional Language and English mother tongue. Jim is co-director with Dr Vicky Macleroy of the Critical Connections: Multilingual Digital Storytelling Project launched in 2012.

Fatima Khaled is the Head Teacher of the Peace School in North London, a complementary school that provides Arabic language and culture learning for more than one hundred bilingual students. She has participated in the ground-breaking Critical Connections: Multilingual Digital Storytelling Project (2012-2017) led by Goldsmiths, University of London. This has included the creation and implementation of a cross-curricular resource combining art and Arabic language teaching entitled ‘Language in art and the work of Ali Omar Ermes’. Passionate about her subject Fatima is a regular contributor to professional development events for teachers of Arabic in the UK and overseas.

## Session 7 – Abstract 3

### Arabic Writing and the Heritage Language Learner

**Dr. Rasha ElHawari**

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This paper looks at types of mistakes done by the language learner of Arabic focusing on the Heritage Language Learner (HLL). The paper groups the learners into two distinct groups based on their background –HLLs and non-HLLS and the writings of each group are looked at closely to see if their mistakes are similar or different and to see the dialect influence or interference. In a study conducted in the intermediate Arabic classroom, a sample of writings of twenty students in the intermediate class is looked at to identify common mistakes the HLLs make and to see if there is dialect interference in the writings of HLLs. All the students are given a task to write one open ended writing on the same topic. The errors they make are looked at and grouped in categories according to their type. The results show that mistakes fall mainly into one of the following categories: orthography, vocabulary, grammar, or semantics. Each of these categories has subcategories such as idafa, definiteness and prepositions in grammar. The results also show that for HLL there is dialect interference; this is seen in all four categories, with dialect vocabulary being the most frequent category. This information is then shared with the learners and additional practice to correct the mistakes is done. Different forms of presenting feedback are discussed including indirect correction in the form of questions as well as the use of a correction code. The feedback is an important part of the learning process and a follow up writing by the students allows them to fully practice and correct their vocabulary and structures.

#### **Biography**

Rasha ElHawari is a Senior Lecturer and the Coordinator for the Semitic Languages Program at Concordia University, Montreal, Canada. She has extensive experience in TAFL and teaching Arabic immersion programs. Dr. ElHawari received her Ph.D. in Applied Linguistics from Egypt and her Masters from the University of Warwick in the UK. She has extensive experience teaching Modern Standard Arabic. She has taught Arabic as a Foreign language at university immersion programs in Egypt and in the United States, before moving to Montreal, where she has been teaching Arabic at Concordia University for the last ten years. Her current research area is Heritage Language Learning and Second language acquisition. Her latest publication, Teaching Arabic as a Heritage Language is a practical guide to Arabic pedagogy for Heritage Learners of Arabic was published by Routledge in 2020.

# **Session 8**

## **The Arabic Learner: Autonomy, Needs and Challenges**

## Session 8 – Abstract 1

### **Bridging the gap between student expectations and the role of the university: choosing to learn about Arabic**

**Dr. Melissa Towler**

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Refining the approach to teaching Arabic as a foreign language (TAFL) is not an easy undertaking. Arabic was categorised by Ferguson (1959) as one of only four classically diglossic languages and, further analysis of the linguistic situation has revealed deeper complexities: there is more than one prestigious variety of the L2 and a tendency to code-switch between varieties. Fueled by the rise in students wanting to learn Arabic for communication, many HEIs in the US have reported successful outcomes for students learning to speak in a regional variety (RV) and write in MSA (see Al-Batal, 2018). But what does this mean for learning Arabic as a major component on an undergraduate degree course in England? Previous studies have not, to date, considered the expectations of students in England or the role of the university when approaching this question. This study addresses that gap by investigating the situation at eight of the nine English universities offering degree courses with a major component in Arabic through mixed methods research: 122 student questionnaires; 15 student interviews; and 12 tutor interviews. It seeks to find a solution drawing on the Arabic language situation and research from the wider HE sectors. The study urges HEIs to experiment with including a module on linguistics, coupled with student-led projects on the variety of their choice. This reaps the benefits of both tutor-directed learning (TDL) and student-centred learning (SCL). It does justice to the reality of the language situation, whilst promoting student agency, academic conversation and transparency.

### **Biography**

Melissa Towler completed her PhD, 'Learning Arabic as a Foreign Language at English HEIs' (2021), which provides a useful link between linguistic theory in Arabic and directions from the higher education (HE) sector. Prior to that, Melissa was Principal Researcher on the the British Academy's *Language Mapping Pilot Project: Arabic Language Provision in the UK* (2018) and co-authored *Teaching Arabic as a Foreign Language in the UK: Strand 1 Research: How Arabic is being taught in schools* for the British Council (2016). Melissa is an Associate Fellow of the HEA and previously taught English linguistics at Winchester University.

## Session 8 – Abstract 2

### Educational loss during the Corona pandemic among students of the first cycle in the schools of the central region

Salha Humaid Al Ali

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In light of the far-reaching consequences of the COVID-19 pandemic on education around the world, governments and organizations have intensified their efforts to facilitate the continuity of learning. Through the transition to distance education, but it is important to recognize that the current crisis will have long-term consequences on education in terms of the quality of educational outcomes for students, specifically students of the foundation stages. With the gradual return to education, the importance of examining the quality of the educational process during the pandemic period, the transformation of distance education, and the level of educational loss among students, has emerged. Hence the importance of studying educational loss during the Corona pandemic among students of the first cycle in the schools of the central region, and the descriptive analytical approach was used, where the sample of the study came from 750 students and diagnostic tests were prepared that help determine the level of educational loss for them compared to the learning outcomes guide for the outcomes of the first cycle. The study revealed that there is a statistical significance between the impact of distance education during the Corona pandemic and the quality of educational outputs among students of the first cycle. The study also revealed the existence of an effect attributed to the family factor on the quality of education outcomes among first-cycle students. The results also showed the presence of statistical significance according to the student's school stage factor before and after the Corona pandemic, and the study's recommendations came to the need to review educational policies to ensure the availability of alternatives that have the greatest impact on students. Developing teachers' skills in filling students' educational losses through intensifying training programs

في ضوء العواقب بعيدة المدى لجائحة كورونا على التعليم في أنحاء العالم، كثفت الحكومات والمنظمات جهودها لتيسير استمرارية التعلم. من خلال التحول إلى التعليم عن بعد ولكن من المهم الاعتراف بأن الأزمة الحالية ستكون لها عواقب طويلة الأمد على التعليم من حيث جودة المخرجات التعليمية لدى الطلاب وتحديدًا طلاب المراحل التأسيسية. ومع العودة التدريجية للتعليم برزت أهمية الوقوف على مدى جودة العملية التعليمية خلال فترة الجائحة والتحول للتعليم عن بعد ومستوى الفاقد التعليمي لدى الطلاب. ومن هنا جاءت أهمية دراسة الفاقد التعليمي خلال جائحة كورونا لدى طلبة الحلقة الأولى بمدارس المنطقة الوسطى وتم استخدام المنهج الوصفي التحليلي حيث جاءت عينة الدراسة من 750 طالب وطالبة وتم إعداد اختبارات تشخيصية تساعد في تحديد مستوى الفاقد التعليمي لهم مقارنة بدليل نواتج التعلم الخاص بمخرجات الحلقة الأولى. وكشفت الدراسة أن هناك دلالة إحصائية بين أثر التعليم عن بعد خلال جائحة كورونا وبين جودة المخرجات التعليمية لدى طلاب الحلقة الأولى. كشف الدراسة أيضا عن وجود أثر يعزى لعامل الأسرة حول جودة مخرجات التعليم لدى طلبة الحلقة الأولى. كما أظهرت النتائج أيضا وجود دلالة إحصائية وفقا لعامل المرحلة الدراسية للطلاب قبل جائحة كورونا وبعدها وجاءت توصيات الدراسة بضرورة مراجعة السياسات التعليمية بما يضمن توفر البدائل ذات الأثر الأكبر على الطلاب. تطوير مهارات المعلمين في سد الفاقد التعليمي لدى الطلاب من خلال تكثيف البرامج التدريسية

## **Biography**

Salha Al Ali has been working in the field of education since 2003, where she rose in the career ladder from teacher to education director and then head of the educational operations department. Salha Al Ali graduated from the UAE University with a bachelor's degree in 2003 in the field of special education, and then obtained a master's degree from the University of Sharjah in 2014 in special education and is currently enrolled in the Malaysian University of Islamic Sciences to obtain a doctorate in leadership.

## Session 8 – Abstract 3

### Promoting Learner Autonomy in TAFL Through Task-Based Syllabus Design

**Mohamed Ddich**

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Over the years, learner autonomy has received great attention among educators and researchers in various educational spheres. It is widely considered a key element in language learning as it enhances the learner's motivation and engagement. Autonomous learning has gained ground more than ever, especially with the rapid growth in distance education. In this context, Arabic language teaching has certainly evolved towards the development of high-quality programs and practices, but this still requires more efforts to be invested. This paper will look into the challenge of promoting learner autonomy in teaching Arabic as a foreign language in light of the established teaching and learning tradition. It will examine the intrinsic potential to embrace learner autonomy as well as the perceived need to rethink approaches and preconceived learner and instructor roles. The present paper suggests the use of suitable learner-centered approaches that correlate with learner autonomy, and puts forward ways of bridging the teaching of Arabic to the current pedagogical trends. The presentation will address two levels as main entries to learner autonomy in Arabic language teaching. The first level relates to task-based syllabus design as a pedagogical contract capable of fostering the desired teaching and learning settings, including the measures required in establishing autonomous learning. The second level discusses ways of enhancing learner autonomy in a distance learning environment and how to overcome its inherent limitations, mainly in face-to-face interaction and self-regulation.

#### **Biography**

Mohamed Ddich works as a senior educational supervisor with the ministry of education for 29 years, joined ALIF as an instructor of Arabic in 2005. Throughout his career he has been involved in the design and implementation of teacher training modules as well as material development and evaluation. Lately, he has worked on the methodological improvements of English language teaching as a module designer, trainer of trainers, and tutor in an educational program by the Moroccan Ministry of Education and USAID.

# **Session 9**

## **Discourse, Rhetoric, Text and Context**



## Session 9 – Abstract 1

### الملامح التداولية في الخطاب وتوظيف الخبر والإنشاء في البلاغة العربية التراثية دراسة تداولية لأركان الخطاب والأسلوب

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فرضت التداولية وجودها في البحث اللغوي متجاوزةً انغلاق النص على نفسه، ملتزمة اللغة في سياقات استعمالها و مقاصد المتكلمين وظروف الخطاب. وعلى الرغم من ظهورها في النصف الثاني من القرن العشرين إلا أن ملامحها تتجلى وبكل صفاء في التراث اللغوي العربي، ومنة البلاغة؛ في مواضيع شتى بدايةً من مفهوم البلاغة إلى علومها وأبرز مواضيعها وانطلاقاً من مفهوم اللغة كونها أداة لتحقيق المنفعة والاتفات وأسلوب الحذف والتقديم والتأخير والخبر والإنشاء وأغراضهما وحال المخاطب والمتكلم وظروف الكلام. فما هي ملامح التداولية في توصيف الخطاب وأركانه وفي استعمالات الأسلوب الخبري والإنشائي في البلاغة العربية؟ وأين تكمن نقاط التقاطع بين التداولية والبلاغة العربية في هذا؟

للإجابة على ذلك تلقي هذه المداخلة الضوء على ملامح التداولية؛

- ✓ أولاً على مستوى عملية التخاطب وأركانها، فالبلاغة العربية ركزت اهتمامها على المتكلم والمخاطب والخطاب ( الرسالة ) ، انطلاقاً من كون هذا الأخير يتوجه من أحد الطرفين إلى الآخر، والتفاعليتين هو الذي يوجه الكلام ويحدد مسار المعنى. وحدد البلاغيون شروطاً من الأركان الثلاث لتنجح العملية التواصلية ويحدث الفهم والإفهام كما قالوا.
- ✓ ثانياً على مستوى توظيف الأسلوب الخبري والإنشائي فالأسلوب الخبري والإنشائي، فالأسلوب الخبري تتعدد أضره بتعدد الحالة الذهنية للمتلقى فأحياناً يكون ذهنه خالياً من أي تردد في قبول الخبر، وأحياناً يكون في حالة شك وأحياناً في حالة إنكار، فاختيارات المتكلم اللغوية منوطة بهذه الحالات الذهنية وتوظيفة للآليات اللغوية حصيلة ذلك، ثم إن الأسلوبين يتجاوزا في الخطاب أغراضهما الحقيقية إلى أغراض بلاغية أخرى يستدعها الجو النفسي للمتكلم والمخاطب والسياق وظروف الخطاب التي تحيط بهما وهو ما يتقاطع وبشكل كبير من نظرية أفعال الكلام عند "أوستين" و "سيرل" سواءً من حيث الأفعال الخبرية الوصفية أم الأدائية الإنجازية.

Although Pragmatics appeared in the second half of the twentieth century, their features are most vividly reflected in Arabic rhetorical heritage; In various subjects, from the concept of rhetoric to its sciences and its main themes like (Aliltifate),(Attakdime),(Alinshaa) and(Alkhabar)...etc. We're going to explain these on two levels; First, with regard to the communication process and its pillars, the Arabic rhetoric has focused on the speaker, the addressee and the speech. Secondly, at the level of use (Alkhabar), that has various levels (أضرِب)which are related with the mental state of the recipient; sometimes his mind is free from any hesitation in accepting the news, and sometimes he is in a state of doubt or denial, so the speaker's linguistic choices are dependent on these mental states. Moreover, the two styles transcend in the discourse their real purposes to other rhetorical purposes that are called for by the psychological atmosphere of the speaker and the addressee, the context and the circumstances of the discourse that surround them, which intersects largely with the speech act theory of "Austin" and "Searle" whether in terms of descriptive or performative action verbs.

نبذة عن الباحث

تعمل د. فتيحة مولاي في المدرسة العليا للأساتذة بورقلة-الجزائر

## Session 9 – Abstract 2

### Universal Strategies of Persuasion in Contemporary Arabic Political Rhetoric

**Dr Kurstin Gatt**

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This paper investigates the central linguistic tenets contributing to the effectiveness of modern political discourse in Arabic. By borrowing theories from the fields of Critical Discourse Analysis, and cultural and literary studies, I argue that the effectiveness of propaganda within a specific milieu needs to be analysed in light of the socio-political, cultural and historical factors that have shaped and nurtured discourse throughout time. The overarching argument maintains that the emotional factors characterising modern Arabic political discourse are related to three major fields, namely, the art of language (Sprachkunst), God's words, and pride in one's nation or Islam. In the Arab world, Classical Arabic is an elevated medium of expression for politicians due to its resonance with the pre-Islamic and Islamic traditions. By citing examples extracted from speeches held by Arab politicians, the paper analyses aide-memoires, ornamentation, rhythmicity, recurring lexical items, field-specific lexicon, metaphors, and traditional virtues enshrined in the pre-Islamic Bedouin ethos and the Islamic code of Arab societies. Additionally, the paper examines the functional role of explicit references to the Qur'an through verbatim quotes, Qur'anic allusions, topoi and formulae. The results of this research may be of interest to Arabists, political analysts, and scholars and researchers in the field of politolinguistics who follow underrated political speeches in the Arabic-speaking environment.

#### **Biography**

Kurstin Gatt is a Lecturer in Arabic studies within the Department of Oriental Studies at the University of Malta. His research focusses on the intersections of the literary, the religious, and the political in modern Arabic discourse. Gatt's main area of interest and expertise is the analysis of political discourse in the Arab world with a special focus on modern jihadi discourse of militant jihadist groups such as the so-called 'Islamic State.'

## Session 9 – Abstract 3

### البلاغة العربية؛ من الجدل إلى التداول-مقاربة إبستيمولوجية في البلاغة العربية

**Prof. Khalifa Boudjadi**

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البلاغة علم إنساني شامل، جامعة لكثير من علوم اللغة. ولها تاريخ قديم من بلاغة أرسطو في المصنفات القديمة إلى البلاغة الجديدة في الدراسات الحديثة. وضمن هذا المسار الطويل، انتقلت في اهتماماتها من: الخطابة، إلى الإمتاع، إلى الكتابة والبيان، إلى الأسلوب والصورة، وصولاً إلى الحجج والتداول. وستتناول الورقة مقارنات بين هذه المراحل التي عرفت بها البلاغة الإنسانية، مع التركيز على خصائص البلاغة العربية، وتقديم مقاربة إبستيمولوجية في البلاغة العربية القائمة على الإقناع والتداول والاستلزام الحوارية.

Rhetoric is a global human science, encompassing many linguistic fields. It has an ancient history from Aristotle's rhetoric to new rhetoric in modern studies. Within this long journey, it has shifted focus and interest, moving from rhetoric, to entertainment, to writing, to style, and then to argumentation and pragmatics. This paper shall provide a detailed comparative analysis of these stages, highlighting key similarities and differences between them, with a clear focus on the characteristics of Arabic rhetoric while taking into consideration the significance of argumentation and persuasion in Arabic discourse.

### **Biography**

Khalifa Boudjadi is Deputy Vice Chancellor for Student Education at Alwasl University, Dubai, UAE.

# **Session 10**

## **Proficiency, Assessment and Classroom Engagement**

## Session 10 – Abstract 1

### **Empirical Measures of Syntactic Complexity in Advanced Arabic L2 Speech and Their Relation to ACTFL Oral Proficiency Ratings**

**Seth McCombie**

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Assessing a student's language proficiency requires an analysis of several facets, such as complexity, fluency, and accuracy (CAF). These factors are interdependent and fluid across proficiency scales, which can make measuring them quantitatively difficult. Unfortunately, some language proficiency scales, such as The American Council on the Teaching of Foreign Language's scale (ACTFL), lack clear, operationalized definitions of these aspects of proficiency. This, in turn, could leave raters to make somewhat impressionistic judgments when rating an oral proficiency interview (OPI).

This study aims to offer a more empirical and granular profile of one main proficiency level of the ACTFL scale – the Advanced level. To do this, I analyzed the post-study abroad OPIs of 16 students who were rated at or near the Advanced level (from Intermediate-high to Advanced-high). Using 8 different metrics, I created a profile of these Advanced-level performances in terms of syntactic complexity and discuss which metrics of syntactic complexity are most predictive of a student's rating. These metrics included rates of subordination and coordination as well as the length and composition of speaking turns, AS-units, and independent and subordinate clauses.

Based on these findings, I add more granularity to the ACTFL proficiency guidelines for Advanced Arabic speakers. I offer suggestions about how both proficiency raters and teachers of Arabic can practically assess the development of a student's syntactic complexity. I also discuss the implications of this study for the future of automated proficiency rating in Arabic and address the other aspects of proficiency that must still be more clearly operationalized.

#### **Biography**

Seth McCombie is a second-year MA student at UA graduating in April with a degree in Middle Eastern studies and a focus on Arabic Linguistics. His research has focused on linguistic complexity, both in L1 and L2 Arabic speakers, and his thesis focuses on creating an empirical profile of ACTFL's Advanced level for Arabic speakers in terms of syntactic complexity. He will be starting a Ph.D. in Second Language Acquisition at CMU in the Fall.

## Session 10 – Abstract 2

### Diversifying Formative Assessment: A Case Study of Intermediate Students

**Aziza Zaher**

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Assessment and feedback are key to students' experience in Higher Education. Formative assessment serves as 'assessment for learning' when teachers use assessment to identify students' learning needs and responds to them and as 'assessment as learning' when students use assessment to reflect on their progress and improve their skills. I wanted to examine these concepts by diversifying formative assessment and feedback for level 2 Arabic students. Before the pandemic, I gave students two types of assessments. One type focused on language tests to monitor students' performance and guide their progress. The other was portfolio assessment where students completed various tasks that aim to acquaint them with different aspects of Arabic language and culture by examining cultural artefacts and expressing views about them, both orally and in writing. These activities were self-peer- or tutor-assessed. Questionnaires were completed by students to gather their views about different types of assessment and to help the tutor assess what type of assessment had more impact on students' learning outcomes. In this presentation, I aim to present the findings of my study and what students think about different types of assessment. With the move to remote teaching, online assessments were adopted. I would also like to talk about my experience using these tools in formative assessment. I also aim to discuss the role of feedback and students' views of it. Currently, I adopt a mixed diet of online, in-class and take-home assessments. I think that there are many benefits for diversifying formative assessment.

#### **Biography**

Aziza Zaher is an Associate Professor of Arabic teaching at Durham University and a Senior Fellow of the Higher Education Academy. She has a PhD in critical discourse analysis, MA in linguistics, and a Postgraduate Certificate in Learning and Teaching in Higher Education. Aziza has co-authored three books on teaching Arabic as a foreign language, and articles.

## Session 10 – Abstract 3

### The Rhetorical Element Identifier project

**Prof. Ali Hussein & Prof. Tsvi Kuflik**

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In this presentation, I will present my “The Rhetorical Element Identifier” project. This is a web-based tool, developed as an auxiliary to identify and analyse rhetorical elements in classical Arabic poetry. It comprises 26,661 poems by 675 poets, dating from the pre-Islamic era to the Mamluk period (late 16th century CE). All poems have been manually entered into the system, all true to how they appear in the diwans from which they have been taken. The aim of this project is to study rhetorical development in classical Arabic poetry from its earliest stages until its latest period. The system was developed to support manual annotation of rhetorical elements while providing automatic statistical processing of analysed data. It shows the number of rhetorical elements and their percentages in each poem, in passages from poems, and in collections of poems. The system also produces a comparative statistical analysis of the rhetorical elements in more than one text. The Qur’ānic text has recently been added to the system, and, last year, the system was upgraded to identify automatically twenty rhetorical elements. I have manually identified the rhetorical elements in 109 classical poems, and in Q 50 (sūrat Qāf), a number too low for building a machine-learning capability or automatic identification of rhetorical elements. A rule-based automatic framework to identify these twenty elements had, therefore, to be developed by the help of an M.A. student from the Department of Information Systems at the University of Haifa, supervised by Prof. Tsvi Kuflik (from the Department of Information Systems) and me. This rule-based framework was processed separately and a computer IT is currently implanting it into the Rhetorical Element Identifier website. This preliminary automatic framework produced the extremely encouraging result of an overall F-measure of 0.897.

#### **Biography**

Ali Hussein is an associate professor for classical Arabic poetry at the Department of Arabic Language and Literature, University of Haifa. He is working in the last few years on the development of the balaghah of Arabic poetry from its early stages in the 5th century C.E. until later Islamic periods (the 15th century).

Tsvi Kuflik is a professor of information systems, at the Information Systems Department, the Faculty of Social Sciences, The University of Haifa.

# **Session 11**

## **Studies in Contemporary Arabic Prose**



## Session 11 – Abstract 1

### The Bustle of Whisper Between Stream of Consciousness and Espionage Literature

Prof. Yasser K. R. Aman

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The Bustle of Whisper is an Egyptian novel, published in 2007, that revolves around spying networks which work for Israel. The writer deftly expresses his streaming thoughts through dreams and visions. I argue that this novel brings to the foreground a long-standing theme, viz., the Arab/Egyptian Israeli conflict through the writer's use of the technique of stream of consciousness and the entertaining events that crystallize spying networks. The researcher employs the stream of consciousness technique to analyze the novel from a political perspective. By analyzing dreams, unfinished sentences and flashback scenes, it is clear that the novel is important as it is an inseparable part of the Arab/Egyptian-Israeli conflict.

#### صخب الهمس بين تيار الوعي وأدب الجاسوسية

تقدم رواية "صخب الهمس" نموذجاً رائعاً لأدب الجاسوسية من خلال التقنية السردية "تيار الوعي" والذي أحسن الكاتب استخدامه كقالب يعرض من خلاله أفكاره بتدفق يرتبط فيه الوعي بالوعي والحلم بالواقع وتتجمع فيه الروىء والشواهد والصور في ذهن السارد والذي يُعتبر مرآة نعكس مستويات الوعي وماقبل الوعي واللاوعي بحثاً عن حقيقة وجوهر الأمور وهو ما يجعل القالب يتحد مع المضمون فرواية الجاسوسية تقوم على مبدأ البحث والتحري، والذي يُعطى الأولوية، في جو يدل على أعمال غير قانونية تبرز الصراع السياسي الخفي وتعكس قلق المجتمع من الخطر الدايم وتظهر فيها الشخصيات البطولية مثل الدكتور رشيد الكاشف والصحفي صفوان الكاشف والصحفية همس الجوهري والدكتور نبيل جريس والمهندس أشرف الساعي؛ والشخصيات الشريرة مثل هند الجارحى زوجة رشيد الكاشف وشوقي الجباصي زوج همس الجوهري. وتعدج بالاغتيالات والأدلة التي تدل على حل اللغز، وتنتهي في أغلب الأحيان بوصول صائد الجواسيس إلى الحقيقة وإلى حل للغز المحير. وتلعب شخصية السارد "الدكتور رشيد الكاشف" دور المصباح والمرآة في آن واحد. فهو المصباح الذي يدخل إلى كوامن الشخصيات المظلمة فيضيء الأعماق؛ وهو المرآة التي تعكس ماتم اكتشافه داخل هذه الشخصيات. ويتم ذلك عن طريق المونولوج الداخلي أو الإنطباع الحسي أو الترابط الحر للأفكار، مع وجود الموتيف الذي يجذب خيوط القصة ويجعلها تسير في مسارها الطبيعي، أو أسلوب السرد غير المباشر أو المكاشفة التي تتم في أحلام اليقظة أو أحلام النوم .

يوظف الباحث تبار الوعي في تحليل الرواية مستخدماً الاتجاه السياسي كأداة للتحليل. فمن خلال تحليل أحلام اليقظة والجمل المتقطعة ومشاهد الفلاش باك تتضح الرؤية وتظهر أهمية العمل كجزء مهم من الصراع العربي/المصري الإسرائيلي

#### Biography

Yasser K. R. Aman is a Professor of English and Comparative Literature, Department of English, College of Arts, Imam Abdulrahman Bin Faisal University, P.O. Box 32257, (Dammam 31441), Saudi Arabia. He has published more than 30 papers and monographs. His latest book publication is a book titled: *Modern African American Poets: From Hughes to Parker* published in 2019. He is interested in poetry, literary theory, literary translation and comparative literature. He published three papers at CLCWEB: vols. 9:3, 11:4, 20:1. "The Apocalyptic Image of the Beast in William Blake's "The Tyger" and W. B. Yeats's "The Second Coming" is published in *Critical Survey*, Sept., 2021.

## Session 11 - Abstract 2

### التّجريب في القصّة القصيرة حيوانات أيامنا مثالاً لمحمد المخزنجي

Lubaba Amin Alhawari

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تتجه هذه الورقة البحثية إلى دراسة التّجريب في القصّة القصيرة، في المجموعة القصصيّة حيوانات أيامنا لمحمد مخزنجي، فتعمل على رصد مظاهر التّجريب، وشرحها باستخدام الأمثلة من النص، وقد قسمت الورقة البحثية إلى فصلين أساسيين، ومقدمة، وخاتمة، الفصل الأول الإطار النظري؛ وفيه شرح وإيضاح للمصطلحات الرئيسية المتعلقة بمفهوم القصة، ومفهوم التّجريب، أما الفصل الثاني وهو الجانب التطبيقي؛ الذي يعمل على تحليل القصص القصيرة، وكشف مظاهر التّجريب فيها، وعرض أنواع هذا التّجريب بدءاً من تصنيف الكتاب، مروراً بالمقدمة، والصور، وانتهاءً بطريقة الكتابة، وتوضيح خذا التّجريب، وشرحه، ثم خاتمة تتضمن النتائج، والتوصيات .

وخلصت الورقة البحثية إلى مجموعة من النتائج، وعملت على استخراج مجموعة من مظاهر التجديد في القصة القصيرة، التي استخدمها المخزنجي في كتابه "حيوانات أيامنا" والتي تمثلت في تصنيف النص، ومداخل القصص، والصور، والتمت، أدت الغرض الذي وضعت له، وأعطت بعداً جمالياً وفنياً قيماً على القصص، وكسرت أفق توقع القارئ وجعلته مشاركاً في رسم الصور، وتحليل أبعاد القصة، وإسقاطاتها على الواقع .

This paper discusses experimentation in the short story, using the story collection of 'The Animals of Our Days' as an example. The research is divided into two main parts. The first part is the theoretical framework, and contains an explanation and clarification of the main terms. The second part analyzes the short stories, and presents the methods and types of experimentation in them. The paper concludes with results and recommendations

### Biography

Lubaba Amin Alhawari is an MA Researcher – Team of Narrative Literature and Cultural Criticism – Department of Arabic Language – College of Arts and Sciences – Qatar University.

## Session 11 – Abstract 3

### Trauma and The Significance of the Arts in Ahlem Mosteghanemi's Trilogy of Novel

**Ikram Berkani**

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This paper explores the representation of the arts in Ahlem Mosteghanemi's historical trilogy of novels *Dhakirat al-Jasad* (1993), *Fawdha al Hawas* (1997), and *Aabir Sareer* (2003). One of the prominent features of Mosteghanemi's trilogy is its vivid engagement with visual culture and the substantial depiction of the arts in the overall narrative of *The Trilogy*. *The Trilogy* is a postmodernist work of fiction within which the author makes use of a number of postmodernist literary devices, particularly metafiction, ekphrasis, and unreliable narrators. These techniques are pivotal for the discussion of the complex representations of trauma and for unpacking the legacies of the French colonialism in Algeria and the Black Decade. In this paper, I discuss the significance of the different embedded arts, including literary, visual, and performing arts, vis-à-vis *The Trilogy's* trauma narratives. I demonstrate how ekphrasis and the metafictional features of the three postmodernist literary texts that make up *The Trilogy* enable the author to manipulate the boundaries of narrative and construct complex (levels of) trauma portrayals. In order to do so, I analyse the novels in light of postmodernist theory and an anthropological understandings of the arts, including Ellen Dissanayake's notion of "making special".

#### **Biography**

Ikram Berkani is a PhD student and research assistant at the Centre for Arts, Memory and Communities, Coventry University, UK.

# **Session 12**

## **Curriculum Needs, design and development**

## Session 12 – Abstract 1

### Curricular Needs of Arabic Heritage Learners and Current Best Practice in the Field

#### (Workshop)

د. يحيى محمد

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رغم النقد الذي يوجه بين حين وآخر لنظريات تعليم العربية للناطقين بغيرها، ومقارباتها، ومناهجها، فلا يمكن مقارنة ذلك بمجال تعليم العربية لوارثيها كماً وكيفاً. فنظريات تعليم اللغة الثانية واكتسابها، ومقارباتها، وطرق تدريسها، ومقرراتها، ومعايير تقييمها أصبحت شبه مستقرة. ورغم كثرة الحديث في السنوات الأخيرة عن فئة "وارثي العربية"، فإن البحوث والمقررات، والمناهج ومعايير التقييم الخاصة بها ما زالت في بدايتها، بل إن المصطلح ذاته ما زال محل خلاف بين الدارسين. نحاول في هذا اللقاء التعريف بهذه الفئة من متعلمي العربية، وتحديد الخصائص اللغوية التي تميزها، والمقاربات المناسبة لها مع التركيز على المقررات، والمناهج الدراسية التي تناسبها، والإشارة إلى المحاولات والتجارب الراهنة.

#### نبذة عن الباحث

يعمل يحيى عبد المبدي محمد أستاذاً مشاركاً للغة العربية في جامعة جورجيتاون في قطر. تخرج في كلية الآداب جامعة القاهرة عام ١٩٩٢. حصل على درجة الدكتوراه في عام ٢٠٠٨ ثم درس في عدد من جامعات الولايات المتحدة قبل أن ينتقل إلى الدوحة. وهو مختبر معتمد للكفاءة من المجلس الأمريكي لتعليم اللغات الأجنبية (أكتفل). تتنوع اهتماماته البحثية بين بيداغوجيا تعليم اللغة العربية والنظام الصوتي في اللغة العربية واللغات السامية. نشر مؤخراً كتابين: أولهما بالمشاركة مع إليزابيث كندل بعنوان: "العربية للدبلوماسية" من إصدار دار نشر جامعة إدينبره. والكتاب الثاني صدر عن دار نشر راوتليدج بعنوان "قراءة في قضايا العالم العربي".

## Session 12 – Abstract 2

### تدريس التعابير اللغوية وتطوير مناهج عالية الجودة لتدريس العربية لغير الناطقين بها

د. لمياء جمال الدين و عبدالله حمادي

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عملنا في السنوات الماضية على تطوير كتب ومناهج عالية الجودة لتدريس العربية لغير الناطقين بها، وقد أثبتت تفوقها وجدارتها في تعليم العربية في عدة جامعات بريطانية .

سنقوم بعرض عملين لنا تم نشرهما هذا العام ونهاية العام المنصرم، أولهما هو كتاب التعابير اللغوية والأمثال في العربية الحديثة، وهو كتاب مهم لا غنى عنه لمتعلمي العربية والباحثين والمترجمين، وقد كتب بعناية ليسد نقصًا واضحًا في أي برنامج تعليمي يعني بتدريس العربية. ويقوم الكتاب بربط تكاملي فريد من نوعه بين مختلف الجوانب في العربية إذ تتكامل فيه دراسة التعابير اللغوية مع الصرف والنحو وأساليب الكتابة والثقافة العربية. لقد صممنا هذا الكتاب لتيسير فهم التعبير اللغوي والمثل العربي في اللغة العربية الحديثة ضمن السياقات المختلفة التي يستخدم فيها، ويعد كتابًا متعدد الاستخدامات يغطي مساحة واسعة ومهمة لكل من يريد تعلم اللغة العربية وإتقانها، وعنوان الكتاب:

#### 650 Idioms and Proverbial Phrases in Modern Standard Arabic: For Intermediate to Advanced Students

العمل الثاني الذي سنقدم عرضًا له هو سلسلة تعليم العربية الحديثة خطوة بخطوة. وهو منهج متكامل وشامل يعني بتعليم المبتدئين من الناطقين بغير العربية، ويركز على استخدام العربية بشكل صحيح وعلى تكوين أساس متين لإتقان العربية، حيث يتم التركيز فيه بشكل رئيس على المهارات الأربع إتقان النطق السليم وهي مسألة جوهرية في تعليم العربية خلافًا للغات أخرى. تغطي هذه السلسلة قواعد ومفاهيم لغوية أساسية مقدمة بطريقة مبسطة وسلسة وممتعة. وقد تم تدريس مواد السلسلة في تعليم المبتدئين في عدة جامعات بريطانية لأكثر من عشر سنوات، فأثبتت نجاحها وأعطت نتائج باهرة في تعليم العربية بشكل أفضل وفي وقت قصير جدًا. وعنوان السلسلة :

#### Modern Standard Arabic Step-by-Step(Books 1-4)

وفي نهاية تقديمنا سنتطرق إلى أبحاثنا ومشاريعنا الحالية والمستقبلية في تطوير كتب ومناهج عالية الجودة لتدريس اللغة العربية. سيكون التقديم باللغة العربية الفصحى.

#### نبذة عن الباحث

لمياء جمال الدين، كاتبة وباحثة وأكاديمية في تدريس اللغة العربية وآدابها للناطقين بغيرها ولديها سنوات من الخبرة في التدريس الجامعي في المملكة المتحدة وخارجها. دفعها شغفها وخبرتها باللغات السامية وبمجال تعليم اللغة إلى تطوير أساليب فريدة ومبتكرة في تدريس العربية للناطقين بغيرها.

عبدالله حمادي، كاتب وباحث ومترجم وشاعر ومحلل سياسي مستقل متخصص في شؤون الشرق الأوسط. عمل مديرًا لمشاريع دراسات استبائية في الشرق الأوسط أجراها معهد ماساشوسيتس للتكنولوجيا. تشمل مجالات اهتمامه اللغة العربية والاتجاهات الاجتماعية والسياسية في الشرق الأوسط. لديه سنوات من الخبرة في التحليل والترجمة والكتابة. من إنتاجاته القصة القصيرة والشعر والمقالة والتحليل السياسي والترجمة وكتابة مواد عالية الجودة لتدريس اللغة العربية.

# **Session 13**

## **Language Acquisition, Cognitive Processes and Repertoires**

## Session 13 – Abstract 1

### **Sociolinguistic Awareness in L2 Arabic: A Study of Learners' Code Use Repertoires**

**Dr. Lama Nassif & Dr. Shawna Shapiro**

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Code use, including codeswitching and/or style-shifting, is an important but under-taught aspect of second language (L2) sociolinguistic competence. This study examines code use in Arabic, with a focus on Modern Standard Arabic(MSA) and Colloquial Arabic (CA). The study involved ten participants who were third-year, L2 learners of Arabic in a multidialectal program, and focused on the questions: 1) What types of meta-sociolinguistic awareness are evident among learners of Arabic who have had multidialectal training? 2) Is this awareness reflected in their productions?

Data collection involved an individual 1-1.5 hour session with each participant in the final week of the course involving: 1) an online language learning history survey in English, 2) a production in Arabic in response to a prompt, and 3) an English interview focused on code use. Sample productions (one spoken and one written) from among course assignments were also collected. Findings show that the participants had a complex but incomplete awareness of MSA-CA use, and code use in productions corresponded with some aspects of participants' meta-sociolinguistic awareness (e.g., general rules of MSA-CA use) but not others. The findings suggest that the trajectory of sociolinguistic competence development is complex, non-linear, and influenced by instructional, social, and idiolectal factors. The study offers important scholarly and pedagogical implications, and offers a multi-layered account of the developing sociolinguistic competence of L2 Arabic learners and a replicable model for future research

#### **Biography**

Lama Nassif is an associate Professor of Arabic Studies, Arabic Studies Department, Williams College, United States.

Shawna Shapiro is an Associate Professor of Writing & Linguistic, Writing and Rhetoric Program, Middlebury College, United States.



## Session 13 – Abstract 2

### Arabic reading and cognitive processes in language acquisition

**Prof. Oleg Redkin**  
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In the case of Arabic language acquisition the reading and writing skills are an integral part of students' communicative competences. Since Arabic script has a number of peculiarities in comparison to Latin and Cyrillic scripts in order to activate the process of language acquisition it is necessary to be clear about the peculiarities and its relevant features which should be brought to the attention of the students. Thus at the very initial stage of language acquisition besides development of understanding and pronunciation skills it is important develop the ability to provide correct segmentation of the written text into the components, i.e. its division into individual sentences, words and graphemes, as well as their correct identification.

Speech activity includes coding of the information into the form of acoustic or written symbols. Besides that, the act of communication includes hierarchy of tasks of decoding and interpretation of the information received. Each fragment of the consonantal text may suggest a wide variety of variants of its reading and the choice of the correct one may be regarded as a model for understanding cognitive processes in language acquisition.

#### **Biography**

Oleg Redkin is a Professor of the department of African and Asian studies, Head of the Arabic Chair, St Petersburg State University, Russia. Graduated from Leningrad State university in 1981, participated in the field researches of the Soviet-Yemeny scholar mission in Hadramawt in 1997-1998. He defended his doctoral thesis (Dr. Habit.) in 1999. He has published monograph, several text books as well as grammar books and more than 120 papers. He has supervised several scientific research projects. His scholar interests include, but not limited to Arabic ethnolinguistics, Islamic studies, history of the Arabic language.

# **Session 14**

## **The Arabic Learner: Inclusion, Practice and Reflection**

## Session 14 – Abstract 1

### **Is It Possible to Attain Native-Like Competence when Learning Arabic as a Foreign Language?**

**Sawsan Askoul**

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In the field of second language acquisition, it is widely recognized that the speech of a non-native speaker is characterised by a foreign accent. A foreign accent is defined as the pronunciation of a language that demonstrates deflections from native speech norms. These deflections may occur at segmental and/or suprasegmental levels, hence the most salient evidence of a foreign accent is found in learners' output. The ubiquitous foreign accent is believed to be a result of many factors, including the learner's first language interference and the age of onset of learning, among many others. Recent research has considered foreign accents to be an inevitable outcome of learning a second language at an older age, thus resulting in researchers redirecting their efforts towards studying intelligibility and comprehensibility of the second language speech instead. The goal of this presentation is to provide some examples of English native speakers who commenced learning Arabic after the age of puberty i.e. adult learners, and managed to go beyond intelligibility and comprehensibility to attain native-like pronunciation. It also aims to investigate the factors that have played a role in enabling these learners to achieve native-like competence. The secondary goal is to present the methods that Arabic teachers could utilize to bring these same factors into the classroom whilst running Arabic courses outside the language speaking community. This will consider the role of instructions in improving the learners' second language speech in classroom settings.

#### **Biography**

Sawsan Askoul has an MA in Translation from the University of Westminster, and MA in Applied Linguistics and Communication from Birkbeck College, University of London. She is particularly interested in conducting research in Arabic phonetics and phonology and second language speech acquisition. She has been teaching Arabic at different higher education institutions in the U.K. since 2007, in addition to running pronunciation and performance workshops for both teachers and students.

## Session 14 – Abstract 2

### Acquisition of Morpho-Syntactic Complexity in Grammar of Heritage Arabic Speakers

**Dr. Ahmad Alqassas**

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Research on grammar of heritage speakers of Arabic shows that grammatical vulnerabilities are correlated with their age of L1 acquisition and morphosyntactic complexity (e.g., Albirini and Benmamoun 2014, 2015). Albirini and Benmamoun show that vulnerabilities in grammar of Egyptian heritage speakers are correlated with lower linguistic fluency. Nonetheless, by considering Southern Levantine heritage speakers and different age groups, this study shows that vulnerabilities are also correlated with impoverished linguistic input and type of grammatical context.

This study includes data from 20 subjects (ages 6-24) and 10 native speakers (ages 7-55) from South bend, Indiana. The tasks include a narrative, elicitation and grammaticality judgments to probe speakers' accuracy in negating verbal predicates, prepositional predicates and polarity items (e.g., *hada, sumr*).

Results show lowest accuracy in deploying the negator *miš* in the context of future marker and prepositional predicates, thus departing from Egyptian results. Word per minute results could significantly predict accuracy on future, not prepositional predicates, i.e., higher fluency does not improve accuracy on negating prepositional predicates, suggesting incomplete acquisition; but does so on future tense, suggesting input related delayed development.

Results show unexpectedly high accuracy on polarity items and imperatives compared to Egyptian Heritage data in Albirini & Benmamoun (2015), but word per minute could not significantly predict it, i.e., there is high accuracy despite the low linguistic fluency. The results are consistent with socio-cultural factors in the determining proficiency (Albirini 2014), where Palestinian heritage speakers tend to display higher proficiency in Arabic.

#### **Biography**

Ahmad Alqassas is an Associate Professor at the Department of Arabic and Islamic Studies/Department of Linguistics, Georgetown University.

# **Session 15**

## **New Approaches to Teaching Vocabulary Skills**

## Session 15 – Abstract 1

### **Innovative approaches for boosting Students of Arabic vocabulary acquisition skills and enhancing their writing proficiency**

**(workshop)**

**Dr. Ruba Riad Khamam**

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The workshop will explore pedagogically tested methods and strategies for developing vocabulary and idiomatic expressions acquisition skills and techniques of Arabic Language learners. It will be an interactive session where the focus is on sharing step by step guidance with teachers of Arabic on how to support students and teaching them how to create proper glossaries.

The second half of the workshop will be based on qualitative analysis of writing and formatting errors students made in creating their glossaries. The data was collected from a corpus of final year students' continuous formative and informative assessment submitted in Advanced Arabic Language Module. The teachers and practitioners will have hands on practice looking at anonymised samples of students' glossaries, assessing them and providing appropriate feedback in line with the assessment criteria shared by the workshop leader. The assessment criteria are developed in line with the Common European Framework of Reference adopted to benchmark the development of native-like proficiency in Arabic language writing.

Finally, the workshop aims to get the teachers and practitioners of Arabic to build a generic guidance to improve students' glossary building skills based on collating the general patterns of mistakes made and stipulating the underlying rules when applicable so that students can identify what went wrong and what to do as a next step to further enhance the quality of their glossaries.

#### **Biography**

Ruba Khamam is an Associate Professor of Arabic Language & Linguistics and Translation in the department of Arabic, Islamic and Middle Eastern Studies (AIMES) at the University of Leeds and a fellow of the Higher Education Academy. She is leading the core Arabic Language modules at final year and third year and oversees the provision of the Arabic year abroad of the Arabic language programme. She has received the prestigious fellowship of the Leeds Institute for Teaching Excellence for her outstanding teaching enhancement project for 2020-2022. The project focuses on Civic partnership and employability in a language curriculum and aims to maximise impact on the community.

**Day 2**

**Abstracts & Speakers'  
Biography**

**Friday 1<sup>st</sup> July**

## Session 16 – Abstract 1

### Grammar-based Approach in Arabic Teaching

**Dr. Olga Bernikova**

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The presentation takes a comparative look at different approaches to teaching Arabic as a second language. In world practice, the so-called communicative approach is gaining more and more popularity, while the grammar-based approach is often considered as outdated. The choice of one or another method depends on different factors. The practice shows that high quality of language proficiency is possible only under the condition of an in-depth study of grammar. The presentation demonstrates the optimal model of integrated teaching of the Arabic language, which will be analyzed on the example of the university program in Arabic Studies, as well as on the example of the development of online courses in the Arabic language. In addition, the role of the Arabic philological tradition in the teaching of Arabic grammar will be also regarded.

In-depth study of Arabic grammar makes it possible to train a highly qualified professional who can use both Modern Standard and Classical Arabic in his practice. However, in the modern digital society, an additional argument has appeared in favor of applying the grammar-based approach. We are talking about the information competencies of students associated with the skills of formalizing the Arabic language, aimed at creating linguistic software products. These skills are based on a deep understanding of the morphological and syntactic structure of the Arabic language, the paradigm of all derivational models. A situation is emerging where the new needs of the labor market require the use of the classical foundations of language teaching.

#### **Biography**

Olga Bernikova graduated from the St. Petersburg State University, Department of Arabic Studies. Studied in Cairo University (Egypt). Obtained her Ph.D. in Arabic linguistics in 2002. Her current research interests include Arabic Linguistics, Corpus Linguistics, ICT in Arabic Teaching and Research, Islamic Studies. Published more than 100 papers on these subjects. She is the author of 6 textbooks and the editor of several books.

Took part in the development of several online-courses and she is one of the authors of two certified inventions. She is a member of the editorial boards of some academic journals.



## Session 16 – Abstract 2

### الأخطاء اللغوية الكتابية المتكررة لدى طلاب المستوى المتقدم بمعهد العربية بجامعة أم القرى

**Prof. Mansour Saad Elsohaimy**

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تُعد اللغة العربية من أكثر اللغات انتشاراً وتوسعا، لاسيما في الآونة الأخيرة، الأمر الذي جعل الكثير من الطلاب حول العالم يقبلون على تعلمها، سواء في الجامعات الحكومية الرسمية أم في المعاهد والمراكز الخاصة.

وانطلاقاً من الرغبة في إيجاد حل للعوائق التي تواجه معلمي العربية ومتعلميها، يأتي هذا البحث محاولاً الاستفادة من منهج التقابل اللغوي وتحليل الأخطاء اللغوية التي يقع فيها طلاب معهد العربية بجامعة أم القرى بصورة متكررة؛ معتمداً على المنهج الوصفي في التصنيف والتحليل، وذلك على المستوى المكتوب؛ فالكتابة من أكثر المهارات أهمية؛ حيث إنها تكشف لنا عن الحصيلة التي اكتسبها المتعلم وكذلك فهمه لنظام اللغة المستهدفة.

وقد تكون البحث من تمهيد وثلاثة مباحث وخاتمة. تناولت في التمهيد قضية تحليل الأخطاء، قديماً، وحديثاً، من خلال الوقوف على آراء اللغويين العرب القدامى حول تفسير الأخطاء، وأشارت إلى تناول قضية الأخطاء حديثاً بالنظر في اهتمامات علم اللغة التطبيقي واتجاه التقابل اللغوي وتحليل الأخطاء. تناول المبحث الأول تحليل الأخطاء الإملائية الواردة في كتابات الطلاب عينة البحث، وصنفت تلك الأخطاء إلى أخطاء إملائية ترجع إلى قواعد الرسم الإملائي العربي، وأخطاء إملائية ترجع إلى التمثيل الكتابي للأخطاء النطقية للأصوات العربية. وفي المبحث الثاني عني البحث بتحليل الأخطاء الصرفية بتقسيمها إلى أخطاء في بناء الأسماء، وأخطاء في بناء الأفعال، وأخرى في بناء المشتقات. وتناول المبحث الثالث أشهر الأخطاء النحوية موزعة على أخطاء في: الاختيار والمطابقة والموقعية والإعراب.

وعرضت في الخاتمة لأهم النتائج التي توصل إليها البحث، والتوصيات التي يمكن الاستفادة منها في علاج الأخطاء الكتابية التي يقع فيها الطلاب الناطقون بغير العربية

### نبذة عن الباحث

أستاذ اللغويات التطبيقية المشارك

قسم تعليم اللغة العربية، معهد تعليم اللغة العربية لغير الناطقين بها في جامعة أم القرى – المملكة العربية السعودية

عميد كلية اللغات، جامعة المدينة العالمية بماليزيا ، (سابقاً)

وكيل عمادة الدراسات العليا، جامعة المدينة العالمية، (سابقاً)

زميل المعهد العالمي لوحددة الأمة الإسلامية، الجامعة الإسلامية العالمية بماليزيا

عضو الجمعية المصرية للقراءة والمعرفة.

دكتوراه الدراسات اللغوية التطبيقية، جامعة القاهرة 2010 .

ماجستير الدراسات اللغوية، جامعة القاهرة 2005 .

الشهادة المهنية في تدريس اللغة العربية كلغة ثانية، الجامعة الأمريكية بالقاهرة 2011.

## Session 16 – Abstract 3

### أهمية التحليل التقابلي وتحليل الأخطاء بالنسبة إلى طلاب اللغة العربية في الجامعات البريطانية

**Eman Sudik**

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يعد علم اللغة التقابلي من أهم المواضيع في علم اللغة التطبيقي وقد ظهر التحليل التقابلي في منتصف القرن الماضي وهو نمط من أنماط الموازنة يقوم على المقابلة بين لغتين مختلفتين أو بين لهجتين أو بين لغة ولهجة، وتتم المقابلة على المستويات الأربعة الصوتية والصرفية والنحوية والدلالية.

ثم جاءت نظرية تحليل الأخطاء والتي تهدف إلى التنبؤ بالصعوبات التي تعترض الدارسين ومحاولة إيجاد حلول وتفسيرات لهذه الصعوبات ومن أبرزها تداخل وتأثير اللغة الأم على اللغة الثانية. لذلك كان هناك حاجة لدراسة اللغة الهدف وتحليل الأخطاء من خلال ثلاثة مراحل : أولاً- التعرف على الخطأ، ثانياً- توصيف الخطأ، ثالثاً- تفسير الخطأ.

إن مشاكل تعلم لغة أجنبية تتوافق مع حجم الاختلاف بين اللغة الأولى للمتعلم واللغة الهدف، كما أن كثرة قواعد اللغة وقلة ممارستها تمثل مشكلة كبيرة للمتعلمين بغض النظر عن خلفيتهم اللغوية. ولهذا هناك حاجة ماسة إلى التمييز والتركيز على عوامل التشابه وعوامل الاختلاف وكذلك الصعوبات المتوقعة.

هذه الدراسة تركز على طلاب اللغة العربية في الجامعات البريطانية وتهدف إلى تحليل أخطاء الدارسين لمعرفة أنواع الأخطاء المتداولة وأسبابها عند تعلم اللغة العربية. هذا بالإضافة إلى تمييز الصعوبات التي يواجهها متعلمو اللغة العربية على المستويات الصوتية والصرفية والدلالية والنحوية.

إن لهذه الدراسة أهمية كبيرة على ثلاثة مستويات: أهمها مساعدة المتعلم على تحديد وتفسير أخطائه لمساعدته على تجنبها في المستقبل. ثانياً لفت انتباه مدرسي اللغة العربية للصعوبات التي يواجهها المتعلمون والعمل على تحسين طرق التدريس، وأخيراً العمل على تطوير مناهج الدراسة الجامعية.

From last century, applied linguists have been much concerned with the description of linguistic behaviour, and contrastive linguistics is one of the important topics in applied linguistics. It is a way of comparing patterns between two different languages, dialects, or a language and a dialect. Contrastive linguistics is importance to overcome the problems that may arise during the process of education or translation.

In recent years error analysis has been developed and it is aims to predict the difficulties encountered by the learners and try to find solutions and explanations for these difficulties, including the interference and influence of the mother tongue. Therefore, there was a need to study the target language and analyse errors in three stages: identifying the error, describing the error, and interpreting the error.

The problems of learning a foreign language depend on the difference between the learner's first language and target language on grammar rules. Also, the lack of practising presents a big problem for learners regardless of their linguistic background, and this prompted applied linguists to distinguish between the factors of difficulty and differences of the languages.

This study focuses on the target Arabic language and analyses the mistakes of the learners to know the types of common errors and their causes whilst learning Arabic in British universities.

Additionally, it looks at the difficulties faced by learners of the Arabic language at the phonemic, morphological, semantic and grammatical levels.

### **Biography**

Eman Ismael is an Arabic teacher at King's College London. She has more than 15 years of teaching experience in both UK and abroad. 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 (HEA). Her research interest lies in the areas of classroom interaction as well as different effective methods of feedback provision. She is also interested in Arabic linguistics and comparative literature.

# **Session 17**

## **L1 & Diglossia**

## Session 17 – Abstract 1

### MSA vs Colloquial: Prospects and Impediments

**Dr. Radia Kesseiri**

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This paper revolves around the extent to which learning MSA is essential for metaphorical border crossing and intercommunication in the Arab states. First, I would like to discuss the possibility of teaching a dialect as the main subject at the university level. Then, I will highlight two models used for teaching Communicative Arabic and explain why it is essential to introduce MSA before dialect. I will be using data and statistics collected while teaching dialect and MSA courses. I shall also use interviews with students who have studied MSA using both models.

David Wilmsen poses the question “What is Communicative Arabic?” and calls for curriculums across the higher education spectrum to change to reflect the growing demand for learning communicative Arabic. To what extent can this be realistic? Why is MSA sought to be not Communicative when it is the product of all dialects?

On the other hand, Classical Arabic, which is seen as the ‘common language’, is a more formal, written language. Is it indeed an unrealistic choice for the modern learner of communicative Arabic? Which Arabic should be taught?

I shall investigate the controversy surrounding the predominance of colloquial in the Arab world and, therefore, the need to teach it at universities. I plan to shed light on the existentialist relation between Arabic and dialects. Understanding the origins of MSA may help understand the reasoning behind the necessity to learn MSA prior to or at the same time as a chosen dialect.

#### **Biography**

Radia Kesseiri is a Chartered linguist and Arabic consultant at the Home Office.

## Session 17 – Abstract 2

### Colloquial or Standard Arabic? Study One, and Get One Free

**Dr. Ahmed El Heggach**

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How many times have we, teachers of Arabic to non-native speakers, heard students ask this question: “Which one should I sign up for, colloquial or standard Arabic? I have heard that there are two different Arabic languages, one used in books and the other in the street.”

Well, the answer is simple: you can sign up for one and learn both. Great discount! Isn't it?

The fact is there are not two different Arabic languages. That is a misconception. There is only one Arabic language with different varieties: Colloquial Arabic (CA) and Standard Arabic (SA). And like any other varieties that belong to the same language, CA and SA are mutually intelligible to a great extent.

The purpose of this presentation is to show that learning SA equips students with the foundation needed to then learn any dialect autonomously through exposure, rather than formal instruction. To this end, a comparison will be drawn between SA and Colloquial Moroccan Arabic to show that the differences between them (and therefore between SA and any other CA) are not as dramatic as they seem at first encounter. Specific examples from the two varieties will be presented and discussed to highlight common features in the areas of phonetics, grammar, vocabulary, sentence structure, and semantics.

#### **Biography**

Ahmed El Heggach has been a professor of applied linguistics at the University of Fez and an instructor of Arabic and Islamic studies for non-native speakers at ALIF (Arabic Language Institute in Fez) since 1992. He earned a PhD from the University of Oujda and an MA in Islamic studies from The University of al-Qarawiyyine, Fez, Morocco. He is a certified instructor of tajweed (rules of Quran recitation). His interests include comparative linguistics, Islamic jurisprudence and denominations as well as hadith-related issues (hadith = sayings and teachings of Prophet Muhammed)

## Session 17 – Abstract 3

### Connecting Language Learning and Language Communities: An Engaged Approach to Learning Arabic Dialects

Christian Sinclair

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This paper will examine curriculum development ideas that take the traditional classroom into the surrounding urban landscape. Specifically, it will look at a new model of teaching the Moroccan dialect of Arabic, *darija*, in the old medina of Fes.

The question is: How can we give a student a unique language learning experience that fully immerses them into the target language community while at the same time building their awareness and cultural appreciation of that community? Classroom learning is all too often devoid of cultural stimuli that contextualize language. Through language, students need to also reflect on the lived experiences of the community in which they are living. The model being developed draws on two pedagogical approaches, namely community-based global learning (CBGL) and phenomenon-based learning (PBL) and overlays them to create a vibrant, in-depth learning environment that enriches the language learning experience by incorporating authentic learning experiences and community partnerships into their instruction.

PBL aims at developing a student's creativity and communication skills through the study of real-world phenomena. CBGL contextualizes the learning locally and, through community partnerships, gives students access to others' worldviews and experiences. This combined pedagogical approach to language learning fully integrates the student experience into the daily lives of those whose language they are attempting to master. The result is a deep connection to intercultural understanding of the language and how it is used by the language community. The culturally-based learning becomes far more meaningful than traditional classroom instruction.

#### Biography

Christian Sinclair is the director of the Arabic Language Institute in Fez. He has over 25 years of experience in international education, including international program development and management in the Middle East and North Africa, Arabic language teaching and teacher training, and also creating intercultural opportunities for students studying in other countries. He holds an MA in International Education from the SIT Graduate Institute. In addition to his work in study abroad and program management, Christian has been teaching courses for the past 10 years about the politics of music, intercultural communication, and ethnography of the Middle East.

# **Session 18**

## **Teaching Arabic in Global Context: Needs and Analysis**



## Session 18 – Abstract 1

# The reality of learning the Arabic language and its culture in foreign universities in the Arab world- Virginia Commonwealth University of Qatar Model

Khoulood Sakbani

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There is no doubt that the presence of prestigious foreign universities in the Arab world is a fundamental pillar in the development of university education and research policies. Nevertheless, this academic goal in the spread of foreign universities has brought with it a new challenge in terms of the decreasing use of the Arabic language and culture for students studying at those universities. This research aims to study the reality of the dominance of foreign teaching languages as opposed to the reluctance of Arab students to learn Arabic language, literature, and culture. While some consider these universities to be an urban and cultural invasion of Arab identity, others celebrate foreign languages and see them as an indication of civilizational and economic progress. The search includes two sections: theoretical and practical follows the descriptive and analytical approach. It is applied to upper-intermediate-level students that study in the Art History department at Virginia Commonwealth University in Qatar in the Fall and Spring semesters of the 2022 academic year. Study materials are collected from students' written and conversation assignments, as well as surveys distributed to students.

### واقع تعلم اللغة العربية وثقافتها في الجامعات الأجنبية في العالم العربي جامعة فيرجينيا كومونولث في قطر نموذجاً

لا شك أن وجود الجامعات الأجنبية المرموقة في عالمنا العربي شكّل لبنة أساسية في تطور سياسات التعليم والبحث الجامعي، خاصة في غياب قدرة الجامعات العربية الوطنية على مواكبة تصنيفات الجامعات العالمية لأسباب متعددة. وتكمن إشكالية البحث في أنّ هذه الغاية الأكاديمية والدافعية وراء انتشار الجامعات الأجنبية، جلبت معها تحدياً جديداً للبلدان العربية من ناحية تمكين اللغة العربية وثقافتها للطلبة في تلك الجامعات، على اختلاف أوضاعها السياسية والاقتصادية والاجتماعية. يهدف هذا البحث إلى دراسة واقع هيمنة لغات التدريس الأجنبية في الجامعات الأجنبية في العالم العربي في مقابل إحصاء الطلاب العرب في تلك الجامعات، وتراجعهم عن تعلم اللغة العربية الفصحى وآدابها وثقافتها. فبينما يعتبر البعض هذه الجامعات غزواً حضارياً وثقافياً للهوية العربية، وسبباً في تراجع مكانة اللغة العربية بين أبنائها، تعلق أصوات كثيرة تحتفي باللغات الأجنبية، وتعتبرها مؤشراً على التقدم الحضاري.

يتضمن البحث جانبين: الأول نظري وتطبيقي ميداني، ويطبق على طلاب المستوى المتوسط الأعلى في قسم تاريخ الفن في جامعة فيرجينيا كومونولث في قطر الذين درسوا في فصلي الخريف والربيع من العام الدراسي ٢٠٢٢. وتُجمع مواد الدراسة من واجبات الطلاب الكتابية والشفوية، إضافة إلى استبانة توزع على الطلاب.

يتبع البحث المنهج الوصفي التحليلي القائم على توصيف واقع اللغة العربية الفصحى في الصف الدراسي الجامعي من خلال تحليل النماذج الكتابية والشفوية لأفراد العينة المشاركة في مجتمع البحث. حيث تجهد الدراسة للوصول إلى نتائج دقيقة لتقييم تعلم اللغة العربية مقارنة باللغات الأخرى بين البنى الاجتماعية المختلفة المؤلفة لنسيج المجتمعات العربية، أو أن ما نشهده مجرد مؤشرات فردية مجتمعية. كما تحاول الدراسة أيضاً تحديد العوامل الرئيسة التي قد تدفع إلى تراجع استخدام اللغة العربية الفصحى في المجتمعات التي تنتشر فيها الجامعات الأجنبية.

## نبذة عن الباحث

خلود سقباني

أستاذة اللغة العربية- في جامعة فيرجينيا كومونولث في قطر للناطقين بها- والناطقين بغيرها  
أكتب حالياً أطروحة الدكتوراه - قسم اللغة العربية وآدابها في جامعة القديس يوسف في بيروت.  
حاصلة على الماجستير في اللغة العربية وآدابها من جامعة دمشق، مع اختصاص في تدريس اللغة العربية كلغة ثانية.  
حاصلة على الإجازة في اللغة العربية وآدابها من جامعة دمشق  
حاصلة على دبلوم دراسات عليا- القسم الأدبي- في اللغة العربية وآدابها من جامعة دمشق  
خبرة تربوية دولية تتجاوز عشرين عاماً في تدريس اللغة العربية لغير الناطقين بها.  
مديرة تنفيذية لبرنامج كاسا للدراسات العربية في الخارج- جامعة دمشق  
فقد عملت سابقاً في هذا المجال في جامعة دمشق- المعهد العالي للغات  
والمجلس الثقافي البريطاني في سوريا- تدريس اللغة العربية للدبلوماسيين  
المركز الثقافي الأمريكي، وجامعة تكساس في أوستن، بالولايات المتحدة الأمريكية،  
برنامج فلاغشيب في جامعة ميريلاند في الولايات المتحدة الأمريكية  
ومركز "اقرأ" للغة العربية في دبي، بالإمارات العربية المتحدة.  
باحثة وقد سبق وأن نشرت العديد من الكتب والأوراق البحثية والعروض التقديمية التي تتعلق بمختلف قضايا اللغة العربية.

## Session 18 – Abstract

### دور الخلاوي القرآنية في تعليم ونشر اللغة العربية في مجتمع زنجبار

**Dr. Omar Salim Shamte**

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This study comes under the title: "The Role of the Qur'anic Schools in the Process of Teaching and Learning the Arabic Language and Its Dissemination in Zanzibar Society". The problem of the study lies in identifying the role played by the Quranic Schools in the field of teaching and disseminating the Arabic language in the Zanzibar society. The study seeks to answer the central question that says: "What is the role of the Qur'anic Schools in the process of teaching and disseminating the Arabic language in the old and modern Zanzibar society?" This study gains its importance because it examines the role of a well-established educational institution with an influential pioneering role in the process of upbringing and educating members of society. The study aims to show the nature of the Quranic School Institution and indicate the history of its establishment and stages of development in the Zanzibar society, and to reveal its importance, and to indicate its educational and cultural value, and to highlight its contributions in the field of teaching and dissemination of the Arabic language in the Zanzibar society, ancient and modern. It also aims to identify the educational curricula used in this institution and work to measure and evaluate it, in addition to standing on the challenges it faces, in order to provide recommendations and constructive suggestions that contribute to solving them and had have to overcome them, to improve the situation. The study follows the descriptive, historical, analytical, and comparative method. The study is divided into three chapters: The first chapter is a historical and political background to Zanzibar, the date of the entry of the Arabic language into it, the stages of its development, and the institutions engaged in its teaching and dissemination. The second chapter comes to study the Qur'anic Schools in terms of its origin, development, and role in the field of teaching and dissemination of the Arabic language, and to show its educational and cultural value in Zanzibar society. As for the third chapter, it focuses on researching the educational curricula used in the Quranic Schools curricula with the aim of measuring and evaluating them, highlighting their weaknesses and strengths, identifying the challenges they face, and providing appropriate recommendations and suggestions to overcome the challenges and solve the problems they face.

#### نبذة عن الباحث

عمر سالم شمطي من دولة تنزانيا، ولدت في زنجبار عام 1972م، تعلمت مرحلتي الابتدائية والثانوية في زنجبار، وتعلمت مراحل الدبلوم الوسيط والبيكالوريوس والماجستير في جمهورية السودان، أحصلت على الدكتوراة في علم اللغة التطبيقي في تعليم اللغة العربية لغير الناطقين بها. عملت مدرسا للغة العربية في المراحل المتوسطة والثانوية العليا ومعاهد إعداد المعلمين والجامعة، وأعمل الآن محاضرا للغة العربية بجامعة المسلمين بمروغور – تنزانيا. شاركت في العديد من الدورات في الداخل والخارج. وشاركت في تأليف كتاب اللغة العربية في أنحاء العالم الذي أصدره مركز الملك عبدالله بن عبد العزيز الدولي لخدمة اللغة العربية عام 1440هـ

## Session 18 – Abstract 3

### Teaching Arabic Language and Literature: Kerala Model

**Dr. Sabique MK and Mr. Junaid C**

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India is having a strong cultural relationship with the Arabic language and Arab world from time immemorial. The socio-cultural attachments paved the way for the development of the Arabic language in Kerala which is distinct from other states of India. This study will elaborate on the development of the Arabic Language learning and teaching process in Kerala from schooling to higher education, programs offered in academic institutions, and job avenues of the Arabic language learners.

#### State of Problem

Kerala is far leading in teaching and learning of Arabic language and literature, and cultural exchange. Kerala model in Arabic language teaching through different practices should be documented and studied.

#### Objectives

To explore the importance of Arabic language learning in Kerala.

To shed light on the different streams of Arabic language teaching in higher education.

To highlight the research of the Arabic language and literature in Kerala.

To showcase the relationship of Keralite with the Arab world.

#### Methodology

Data will be collected from government sources and education departments. Survey methods and interviews with subject experts will be conducted for the data analysis and validation.

#### Major results

The due importance of teaching and learning Arabic in Kerala will be explored.

The Approaches, methodologies, and best practices of teaching and learning Arabic languages will be documented and replicated.

#### Conclusion

This study will help to make awareness on the promotion of Arabic language studies and related practices. These practices and innovations can be modelled and customized

#### **Biography**

Sabique MK is the Head of Department of Arabic, MES Mampad College, Malappuram District, Kerala, India. He is affiliated to University of Calicut, Kerala, India. Sabique MK is a chief editor in Majallathussaj: Peer Reviewed Annual Research Journal, and a certified Trainer and Auditor, Environment Management System Senior Resource Person, Centre for Information and Guidance India.

Sabique MK is also a Director, Faculty of Research & Analysis, DISHA - Developmental Initiative for Social and Health Activities, Member, International Federation of Arabic Language, Chairman, BoS Studies MES Mampad College, and Member Board of studies Kannur University, Mahathma Gandhi University Kottayam and Calicut University.

Junaid C is a Postgraduate Researcher at University of Calicut. His research focuses on the poetic evidences of Imam Al-Tabari. He worked as an assistant director at Kerala Madrasa Education Board, and worked as a Lecturer at Irshadiya College, Feroke and WIC Wandoor.

# **Session 19**

# **Designing Interactive Materials**

## Session 19 – Abstract

### **Harnessing student engagement to increase presence: An innovative Blended-Flipped Teaching and Learning model**

**Dr. Saadia Gamir**

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This paper presentation reports on a recently completed small-scale EdD longitudinal participatory action research (PAR) which explored L2 oral reticence that challenged a group of university non-native Modern Standard Arabic (MSA) learners in improving their oral proficiency in three areas: confidence, fluency and spontaneity. To tackle this challenge, an innovative Blended-Flipped pedagogical Model was implemented through an intervention developed within an interactive multi-modal learning environment. Built on Language Acquisition and Comprehensible Input principles that promoted cognitive, affective and behavioural skills development, the new model offered instructional activities that exposed the learners to authentic material through watching a film and listening to native speakers interact in a regional dialect, while being taught and interacting in MSA. This integrated language teaching approach offered the participants an effective instructional method to handle Arabic diglossia by integrating intercultural competence, the students were encouraged to use the target language (TL) to notice different socio-cultural experiences, comment on them and mediate between their cultural perspectives and those of the TL culture. The research outcomes show how the intervention reversed the students' oral reticence, increased their engagement, enabled their critical thinking and intercultural awareness, enhanced their classroom presence and participation, and most significantly, led to the emergence of interactional roles defining both oral ability and L2 speaking community building. These results help reposition the Arabic language classroom within the multi-modal perspective and offer evidence-based recommendations to enrich language teaching practice through strengthening the position of Arabic language instruction within Second Language Acquisition (SLA) theory and practice.

#### **Biography**

Saadia has an extensive Arabic and French teaching and HE External Examining experience. She is also a HEA Teaching Fellow and Cambridge IGCSE examiner for Arabic. Her scholarly activities include presenting at conferences and publishing on the impact of authentic materials use on second language learning, as well as on language policy in the UK. Her research interests are in classroom processes and materials development to increase learners' motivation and engagement, and develop intercultural communication and cross-cultural awareness, in a multimodal classroom context.

## Session 19 – Abstract 2

### Engaging with Open Educational Practice and Open Education Resources

**Ahmed Al-Shareif**

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This session explores the use of open educational resources (OER) and open educational practices (OEP) for teaching and learning the Arabic language as L2/FL.

OER are resources that are made available by their creator for others to use to support learning.

OEP may best be recognised and understood through its praxis e.g., an idea translated into action, teachers create their own blogs, and these are used for all their courses. The course then automatically aggregates all these contributions into one central blog. All of this is conducted in the open.

This session will explore:

What is/is not an OER/OEP? There is sometimes confusion, however, about the difference between free and open. For example, if you find a resource such as an image in an online search, can that be reused in your course, assignment, blog post, etc.?

Where and how can Arabic teachers find OER? Is there a depository? If not, would it be possible to create such task? Who, where, and how?

How to engage with other teachers using OER under Creative Common licence?

What does Common Creative mean in practice?

#### **Biography**

Ahmed. El-shareif. City University of London.

## Session 19 – Abstract 3

### **Raising AFL students' intercultural competence: Deardorff's Model and a project-based approach**

Dr. Dalal Abo El Seoud

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Due to the world's interconnectedness, it is of great importance to developing study abroad students' intercultural competence. By intercultural competence, I mean developing awareness and understanding of students' own and the target culture encounters. Thus, intercultural competence is a two-way exchange of cultural knowledge, skills and attitudes, 'which language learners build up in the course of their experience of language use, thus, enabling them to meet the challenges of communication across language and cultural boundaries' (Council of Europe, 2001, p. xii). Intercultural competence is a process that should involve cognitive acts, such as Observing, noticing, discovering, and thinking, along with other higher order skills. It should also involve affective components, such as: receiving, imagining, appreciating, preferring, etc. (Deardorff, 2006). It is the role of the teacher to incorporate all of this in the curriculum to develop transferable skills to bridge the cultural gaps to enable students to build meaningful relations with native speakers and implement alternative measures to assess students' success. Implementing such a standard based curriculum will inseparably link culture to language (Moeller & Nugent, 2014). In this presentation, I focus on how to include and develop the components of intercultural competence in the curriculum to enable AFL students to communicate effectively in the target culture environment. This takes place through project-based learning, going from observations to comparisons and finally reaching an understanding and empathy. Students' products and how they were developed through different milestones and rubrics will be showcased.

#### **Biography**

Dalal holds an MA in Teaching Arabic as a Foreign Language in 1994 from the American University in Cairo (AUC) and a PhD from Ain Shams University in 2003 from the Department of Curricula and Teaching Methods. She has been teaching at the AUC since 1997 at The Department of Arabic Language Instruction. She also teaches in the TAFL MA programme. Her research interests focus on teaching methodology and thinking skills. Dalal co-authored a series of Arabic writing textbooks called Uktub al 'Arabiyya and The Arabic- English Lexicon of Verbs in Context.



# **Session 20**

## **Arabic Language**

### **Development: Pedagogy , History, and Context**

## Session 20 – Abstract 1

### اللغة العربية في الهند تاريخ بدوها ونموها عبر التاريخ : دراسة تاريخية في منطقة مليبار – جنوب الهند

**Dr. Ali Akbar Hudawi**

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قد وصل الإسلام إلى الهند في قرن النبي المصطفى صلى الله عليه وسلم. واللغة العربية كانت ظاهرة في شبه القارة الهندية كمحور تاريخي وإنساني وثقافي وفكري ولغوي وأدبي وشعري، وتُشكّل مشهداً محترماً مفعماً بفاعليات ودلالات في العديد من قطاعات الفكر والثقافة في الأبعاد الكينونة والوظيفية والجمالية، على الرغم من أن اللغة العربية لم تكن لغة الدولة أو الجماهير. ودخلت اللغة العربية أولاً في ساحل الهند الجنوبي كالكوث (Kozhikkod)، ومليبار (Malabar)، بدخول العرب التجار.

وهذه الورقة تركز على تاريخ دخول اللغة العربية وآدابها إلى الهند خاصة منطقة مليبار عبر القرون بدايةً من القرن السادس. ويبحث عن الكتاب والمؤلفين في اللغة والأدب والشعر والفلسفة والتاريخ والنحو في مجال اللغة العربية. وصار المليبار مهداً مضمناً لازدهار اللغة العربية حيث انجبت اللغة كثيراً من المؤلفات في التاريخ والنحو، والصرف، واللغة، والشعر.

ويعطي هذا البحث نظرة عن المراحل التاريخية للغة العربية في منطقة مليبار، ونشأتها بيزوغ الهيئات والمؤسسات والمدارس الحكومية وغيرها والتي لها مساهمتها القيمة في خدمة العربية في الهند، كحلقات المساجد مثل مسجد ساحل بركة الكبرى بتانور (Tanur)، منطقة مليبار، كيرلا الهند.

كما تتطرق الورقة إلى الصحافة الهندية العربية التي لها دور مهم في تطوير وصيانة وتوسيع دائرة نفوذ اللغة، مما ساهم في تعزيز التواصل والاحتكاك بين الهند والبلاد العربية. ويأمل الباحث ان تكون هذه الدراسة نظرة تاريخية وبحثاً أكاديمياً لمن له اهتمام في هذا المجال.

### Biography

Ali Akbar Hudawi is working as Arabic language support and Senior audit consultant at Eisa Derbasti auditing and accounting company Qatar.

Completed PhD from EFLU the wellknown south Asian language university.

## Session 20 – Abstract 2

بيداغوجيا تعليم العربية للأعاجم بين أبجدية التواصل والتناول النحوي مخطوطة البلاطي (٩٥٥) أنموذجاً

Dr Muntasir Al-Hamad

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مخطوطة البلاطي (850هـ/1446م) هي أقدم أثر في تعليم العربية للأعاجم بين أيدينا.

وسيعرض الباحث للمخطوطة لتكوين التصور الكلي للمنهجية التي قام عليها الكتاب باعتباره كتاباً ديداكتيكياً، منطلقاً من التصورات التي تحيط بتطور تدريس العربية للأعاجم، ومدى التزامه بالمستوى الفصيح من اللغة أو بالنظرية النحوية في تعليم اللغات، كما سيلتفت البحث إلى التناولات التواصلية المتبعة في الكتاب .

كما سيدرس الباحث المستويات اللغوية المقدمة في الكتاب ومحاولة الربط في انتقال الكاتب من المستوى الفصيح إلى العامي، من النواحي التركيبية والمعجمية والصوتية ما أمكن ذلك، ومحاولة تفسير بعض هذه الظواهر؛ فإلى أي مدى انعكس ذلك على تقديم المادة البيداغوجية للمتعلم. وكيف نأى المؤلف بنفسه عن الشواهد أو الأمثلة النحوية المطروقة إلى نماذج تطبيقية أو أمثلة مباشرة صريحة ذات بعد تواصلية يمتزج بالعامية .

نهاية، يأمل الباحث أن تقدم دراسة هذه المخطوطة إطلالة على نوع من الجهود والتناولات في تعليم العربية الأعاجم في القرن التاسع الهجري.

### **Communicative Approach in the Grammar-Translation Method Era Case Study: Al-Balāṭī Manuscript on ASL in the 15th century AD**

Al-Balāṭī Manuscript (850 AH/1446 AD)<sup>1</sup> is the earliest attested manuscript aiming at teaching Arabic as a second language (TASL). This manuscript provides an overview of the kind of efforts and approaches opted for TASL 600 years ago.

The paper deals with the structural, linguistic and pedagogical presentation of the manuscript, it discusses the methodological approach in this didactic book. It studies the sociolinguistic context in the 15th century AD.

The paper attempts to trace the communicative approach the author claims using in the era of Grammar-Translation method. The paper additionally discusses the use of teaching a mixed formal and informal styles (i.e. dialect vs standard varieties), and how that was reflected on the grammatical, lexical and phonetic selection and use.

Finally, the manuscript provides researchers with important material in the anthropological and historical fields.

#### **Biography**

Muntasir Al-Hamad

Associate Professor

Fellow of Higher Education Academy (UK)

Arabic for Non-Native Speakers Center

## Session 20 – Abstract 3

### **Fictionalizing History: An Analytical Study on Dr. Monther Al Kabbani's Novels**

**Noora Thayattuchira**

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A historical narrative is frequently criticized for its misrepresentation of historical truth. This article discusses whether a fictional text is conveying sufficient "truth", and asks if it compromises it, along with its ability to provide readers with a glimpse into a past inaccessible through traditional or 'proper' methods of historical research. It is the encounters and stories we tell that make history meaningful, memorable, and applicable to the present, according to the researcher. Analyzing and discussing the blurring of the lines between fantasy and reality in the duology novels of Dr. Monther al Kabbani, *Hukumat al-Zill*, and *Awdat al-Ghaib*, the paper will focus on the impact of fantasy on reality. The novel is not primarily set in the past, although it contains a great deal of historical and quasi-historical content. While it is undeniable that the author deliberately misleads his readers by presenting a false set of historical circumstances, at least the attempt to revise history by making a substitution poses questions about the role of truth in historical fiction. For instance, the study urges scholars and readers of the past to change their perception that historical works must present documented evidence to be taken as obvious, and to challenge their assumption that all fiction is merely stories fabricated in a writer's psyche.

#### **Biography**

Noora Thayattuchira is a research scholar in Arabic language and literature in Dr Gafur Muslim Educational Society College, Mampad, Kerala.

Noora's research focuses on Mystery Literature in Arabic through the analyzation of Dr. Monther al Kabbani's novels. She has three publications in various in this field, and presented papers in different international conferences including BATA inaugural conference 2021.

Noora received Junior Reserch Fellowship of University Grants Commission India in 2018 and now it upgraded as Senior Research Fellowship.

# **Session 21**

## **Arabic teachers' training and professional development**

## Session 21 – Abstract 1

### Arabic as a global language: re-imagining Arabic teacher training

Dr. Carine Allaf & Tony Calderbank

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A recent World Bank report (Advancing Arabic Language Teaching and Learning: A Path to Reducing Learning Poverty in the Middle East and North Africa, 2021) highlights the high rates of learning poverty in Arab countries, relating this to the multiglossic nature of Arabic. Similarly, a UAE Ministry of Culture report (The Status of the Arabic Language and Its Future, 2020) considers the challenges facing Arabic in various fields due to the sociolinguistic context of the language as well as attitudes which stem from the sacred nature of Classical Arabic as the language of the Qur'an. Both reports imply that the way Arabic is taught and learned is a crucial factor in ensuring that it continues to thrive in a competitive global language market, and that the status quo is not working.

Our presentation will consider the challenges the existence of different varieties of the language poses when teaching both native and non-native speakers in primary and secondary schools, and we will look at some teaching practices that welcome and celebrate Arabic and its varieties. We will also share lessons learned from QFI's programming and research, and will suggest recommendations on how we might re-imagine the training of teachers with a view to teaching Arabic as a modern global language in all its forms.

#### Biography

Carine has 20 years of experience working as a teacher, scholar, and practitioner in many countries. Currently she is a Senior Advisor at QFI, which is an educational organization committed to advancing Arabic language teaching & learning. She advises QFI's programs & works on strategic direction, research, & geographic expansion. She has also been a lecturer at Teachers College, Columbia University; an elementary school teacher in Philadelphia & New York City & at the American Community School in Beirut. Carine has also assisted organizations in designing, implementing, evaluating education programs with Save the Children, UNICEF, & the INEE.

Tony studied Arabic at Manchester University. He taught Arabic at the International Language Institute in Cairo and at Salford University and was lecturer of English and Comparative Literature at the American University in Cairo. In 2000 he joined the British Council and worked in Saudi Arabia, South Sudan, Bahrain, Tunisia and Libya. He has translated novels and short stories from Arabic into English and has spoken on Arabic language pedagogy and the translation of Arabic literature at international conferences and gatherings. He is Qatar Foundation International's UK consultant supporting the teaching and learning of Arabic in British schools.

## Session 21 – Abstract 2

### Professional Development for teachers

**Khuloud Mohamed Alzaabi**

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Professional development for teachers is one of the most important processes that every school leader must take care of. Teacher development is a basis for raising students' achievement and academic performance. There are many terms related to professional development, such as: teacher training, which is the oldest terminology in this field, professional development, and professional growth, professional development, teacher learning where the term coaching is used extensively; However, a number of studies indicate that there is a big difference between them; Where Morant explains teacher development is broader than training in its close sense, as it relates to the professional, academic and personal growth of the teacher, by providing a series of experiences and study activities in which training is just one aspect of it. Bolam considers that in-service training aims mainly to develop the knowledge, skills, attitudes and trends of Assam for the year of science, science, science, values of science, knowledge, directions, and attitudes of Lam Kain. p.

Professional development must be characterized by a number of features, one of which is purposeful and intentional, it must also be comprehensive and continuous, and the target teacher must have a desire and motive for development, also involving all stakeholders, and finally characterized by continuous development.

Professional development has many goals, including bringing the teacher to the latest teaching methods, raising the level of student achievement and performance, informing the teacher of everything that is new and serving the field, refining and enhancing distinguished skills, motivating the teacher to creativity and innovation.

There are many ways and methods of professional development for teachers, some of which are implemented directly and others indirectly, including preparing training courses, training teachers to use technology, training teachers to follow the example of others, encouraging teachers to prepare research, training them to use best practices, training them to use Higher teaching strategies, training them in planning, encouraging them to complete their higher studies.

In conclusion, I must point out the need for leaders to shed light on modern practices and benefit from the experiences of countries in strengthening the role of the teacher and his professional development so that this is reflected on the performance of our students and their development for the benefit of their countries.

#### **Biography**

khuloud Mohamed Shaikal mohammed  
Islamic science university of malaysia

## Session 21 – Abstract 3

### The Teaching of Arabic Speaking and Oral skills in UK Higher Education and Supplementary Schools: current practices and future directions

**Hebatalla Elhelbawi & Rafah Kayali**

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This study explores UK Arabic teachers' experiences and practices in teaching speaking and oral skills to Arabic as foreign language learners. The study aims to identify the support needed by Arabic teachers to develop strategies and implement Task Based Language Teaching (TBLT) activities in the Arabic classroom for meaningful function and authentic language use. Teaching Arabic in the UK faces many challenges, such as overreliance on traditional deductive teaching methods, the absence of uniform teaching approaches that are appropriate for Arabic, and teachers' attitudes towards the spoken varieties. These challenges are usually the result of a lack of Arabic teacher preparatory programmes and continued professional development (Gough & Calderbank, 2019). The study uses a design-based research methodology involving three phases: An exploratory phase, a training and implementing phase and a reflection phase. This paper introduces the findings of the first phase: the exploratory phase. The exploratory phase involves a five-point Likert scale online questionnaire and online interviews with UK Arabic teachers to understand Arabic teachers' knowledge and current practices in teaching speaking and oral skills. This understating is key to designing a framework for Arabic teacher education and continuous professional development based on theory and practice, one that reflects teachers' voices.

#### **Biography**

Hebatalla Elhelbawi is an Arabic teacher, educator and researcher at Brunel University. Her field of interest is Online Teacher Education and innovative approaches to teaching the Arabic language.

She has an MA from SOAS University in Arabic language teaching and is currently studying for a PhD in Arabic language teacher education at Brunel University. She is now the head of Arabic teacher education at Jazi and is responsible for designing and delivering teacher training programmes for Arabic teachers in Gulf and UK.

Rafah Kayali is an Arabic teacher at the University of Bristol. She has an MA in TESOL from the University of Newcastle upon Tyne and a PhD in Linguistics from the University of Essex. Her field of interest is using social media to help students improve their Arabic reading, writing, listening and speaking skills.



# **Session 22**

## **Teaching Arabic Vocabulary: Strategies and Techniques**

## Session 22 – Abstract 1

### Teaching MSA vocabulary to foreign language students on beginners' level

Suhair Hindiyeh & Salima Jaljule

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We live in a continuously changing world where roles are not always clear-cut, and responsibilities are not always well identified. In foreign language acquisition, whose responsibility is it when it comes to students learning vocabulary? This paper will focus on teaching and learning MSA vocabulary to undergraduate students on beginners' level. In the traditional method of passive learning, the role of the teacher is the giver of the information, and the student is the receiver. However, models of teaching and learning MSA vocabulary must evolve with new research. In this paper, we draw upon the “constructivist” model of learning (supported by the neuroscientific predictive processing framework) and reflect on our own experiences of teaching in a variety of contexts including teaching physically as well as virtually to challenge the traditional model of learning vocabulary as a passive exercise.

We will shed a light on the shared and balanced responsibility of both, the giver and the receiver of information. Where the teacher's role is to encourage students to use their imagination, resourcefulness, and self-awareness to learn such material; it is then the students' responsibility to use such strategies and apply autonomous learning to move beyond the outdated view of memory as a storage system rather than a constructive imaginative process.

We will reflect on teachers' ability to consider aspects such as: learning styles, empathy (for example learning a new language themselves - the “how it feels”), and neurodiversity (e.g., autism, aphasia, dyslexia etc.) by challenging stereotypes of traditional learners.

#### Biography

Suhair Hindiyeh is an Assistant Lecturer in Arabic at the School of Modern Languages and Cultures at Durham University. I also work as an assessor of Arabic language for CIOL London. I taught Arabic to both native and non-native students from a wide range of backgrounds and age ranges at schools, sixth form colleges in London and at universities (Al-Quds University and Durham University).

Salima Jaljule is an Assistant Professor (Teaching) in Arabic language studies and Translation and Interpreting Studies. I've been teaching at Durham university for almost 10 years; in three of which I was a part time language tutor, after that I moved to a full time post as Assistan Professor (Teaching Fellow) and I teach Arabic language to all UG levels and I co-ordinate the first year Arabic Language

## Session 22 – Abstract 2

### The Arabic vocabulary: its richness, accuracy and logic

Suhair Hindiyyeh

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One way to teach the working of the Arabic language is to compare it with another language (typically English) in (i) richness, (ii) accuracy, and (iii) logic to understand the implications of these elements for teaching. Even though Arabic is among the top three most difficult languages to learn for a native English speaker, its richness, accuracy, and logic can be utilized by teachers and students alike to make the learning process more accessible and efficient.

(i) Richness is particularly enhanced by etymology.

(ii) Accuracy - the extensive vocabulary allows for precision when speaking and expressing oneself.

(iii) Logic – Arabic morphology works in a roots system, which structures verb patterns and forms.

When points (i), (ii) and (iii) are not appreciated, common mistakes occur in published textbooks, native dialogue and teaching:

a. Due to the richness of vocabulary, natives tend to take shortcuts in their daily conversations. This, in addition to introducing new dialect vocabulary as the language evolves. Unfortunately, the shortcuts and new vocabulary introduced in a decentralized fashion fuel several common mistakes.

b. The logic of the system of roots is not taught at most Arabic schools for native students, which leads to other common mistakes because of the patterns students learn to write word-by-word, which leads to spelling errors and ignorance of a vast amount of vocabulary.

In this paper, I draw upon my experience teaching the language to both natives and non-natives by providing further detailed examples to illustrate how (i)-(iii) can inform pedagogy.

#### Biography

Suhair Hindiyyeh is an Assistant Lecturer in Arabic at the School of Modern Languages and Cultures at Durham University. I also work as an assessor of Arabic language for CIOL London. I taught Arabic to both native and non-native students from a wide range of backgrounds and age ranges at schools, sixth form colleges in London and at universities (Al-Quds University and Durham University).

# **Session 23**

## **Contemporary Analysis of Arabic Literature**

## Session 23 – Abstract 1

The Euro-American monopoly of literary theory and criticism: The **tongue** of early Arabic Poetics

**Dr. Hany Rashwan**

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The paper constitutes a contribution to a reconsideration of what is called 'literary theory', in light of new attention to indigenous knowledge and theories produced in premodern Arabic literary criticism. Moving beyond the theoretical parameters of Eurocentric modernity, this paper argues that medieval Islamic literary criticism can be used as a closer frame to understand the reception of a literary text in the premodern Arabic world(s) and to recognise the various internal forces of literary reproduction. The research will highlight the role that premodern Arabic literary theory of *balaghah* (literally 'eloquence' and roughly 'poetics') played in the process of reading literary texts and its profound integration into the culture of premodern Arabic writers. Familiarity with such literary interactions is crucial for developing a well-rounded understanding of the nature of Islamic Adab within the realm of World and Comparative Literature.

### **Biography**

Hany Rashwan is a scholar of Arabic and Comparative Poetics. He is an Assistant professor of Arabic Language and Literature at UAE University as well as Honorary Research Fellow at The University of Birmingham. From 2018 to 2021, he was a Research Fellow of Arabic Literary Theory in a project funded by the ERC at the University of Birmingham. Prior to joining the GlobalLIT project to lead the Arabic Poetics strand, he was an Andrew Mellon Postdoctoral Fellow at the American University of Beirut. Dr. Rashwan is the recipient of the International Society for the History of Rhetoric (ISHR) Research Fellowship in 2014. The AUC University Press will publish his first book with the title "Rediscovering the ancient Egyptian Literature through Arabic Poetics."

## Session 23 – Abstract 2

التركيب المنهجي في قراءة الخطاب الشعري الجاهلي "عند عبد الملك مرتاض وكمال أبوديب

بن ضحوى خيرة

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In this scientific paper, we will aim to present practical models to Arab critics and their readings within literary criticism curricula of pre- Islamic poetic discourse, on the premise that the same text can be read in a variety of ways. The paper will focus on the limits of Arab critics' approaches, and the different outcomes different approaches yield. An attempt will be made to answer these and other issues by discussing the work of critics such as Abdul Malik Murtad and Kamal Abu Deeb on pre-Islamic poetry. The aim will be to establish the key selections and texts, and the selection reasons, whether textual or methodical.

نبذة عن الباحث

بن ضحوى خيرة

أستاذ محاضر صنف "أ" تخصص نقد معاصر. بجامعة امحمد بوقرة كلية الآداب واللغات، قسم اللغة العربية. بوداوا\_ مدينة بومرداس\_ الجزائر.

# **Session 24**

## **Arabic Thematic Lexicon and Expressions in Context**

## Session 24 – Abstract 1

### معجم الحروف والظروف في اللسان العربي

**Dr. Nadia Aamiri & Prof. Abdelkader Fassi**

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We investigate morphosyntactic and semantic properties of Arabic prepositions and adverbs, and their PP projections, and argue that they exhibit a ‘dual life’, as ‘lexical’, and ‘functional’ categories (Svenonius 2010; Wood & Marantz 2017), in a Larsonian (1988) ‘shell structure’, or Fassi Fehri’s & al (2021) ‘distributed lexicon’. Variation in structures and senses across Arabic varieties is accounted for, though a ‘common mental lexicon’ and distinct dictionaries. In both Standard and Colloquial varieties, *fii*, roughly ‘in’, and *bi-*, roughly ‘at’ denote LOCATION. Other prepositions denote DIRECTION, MOTION, PATH, etc. But while *fii* basically expresses CONTAINMENT, inside a PlaceP, *bi-* is rather dedicated to CONTACT. What is striking, though, is that *bi-* replaces *fii* in Machriqi dialects, but not in Maghribi ones. Morphosyntactic and semantic specifications of PPs are only accounted for if their functional features (e.g., genitive) are coupled with their lexical root structure, and their systematic polysemy.

### **Biography**

Nadia Aamiri is a Professor of Arabic and Educational linguistics /Department of Applied Language studies/Mohammed V University. FSE, Rabat. Morocco

Abdelkader Fassi Fehri is a Profssor of Arabic and comparative linguistics/Morocco Rabat



## Session 24 – Abstract 2

مفردات الإدراك والإحساس في "المعجم العربي البنائي التنوعي

**Dr. Huda Salem Al Taha**

**Prof. Abdelkader Fassi Fehri**

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By investigating lexicalization patterns of sense, perception, and cognition eventualities and situations, this paper aims at developing research on the Arabic lexicon from various angles: (a) assume a unified Arabic mental lexicon of the distinct varieties of Arabic, which extends to standard and non-standard varieties alike; (b) establish variety specific dictionaries, in which vocabulary words and expressions are diverse, although converging on and instantiating the common core mental lexicon; (c) adopt one computational 'engine' for generating both words and phrases, based on one rule essentially, namely Merge; (d) adopt a model of unity and diversity for the lexicon, or the language, by making use of the design and mechanisms established in "the Arabic constructional and variational lexicon". The latter design has been implemented in the treatment of mental lexical entries for sense and perception, as well as instances of vocabulary words. Classes, alternations, features, and categories have been identified, to build meanings compositionally, construct root phrases, category phrases, adopting a generative constructional and cognitive comparative approach, as in "The Arabic Constructional and Variational Lexicon" (Fassi Fehri et al 2021).

### **Biography**

Huda Salem Al Taha  
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# Keynote Talk 2

## Challenges and Prospects to Teaching Arabic as a Heritage Language

**Prof. Brahim Chakran**

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The presence of Arabic as a minority language in the United States has been challenged by the recent sociopolitical climate of rising nationalism, often tied to an English-only sentiment. This climate has created a considerable challenge for maintaining minority languages such as Arabic and has expedited its attrition among Arab American youth. A critical need arises to examine heritage speakers' use of Arabic and English in constructing their personal experiences through narratives. The study of narratives of personal experience has been the focus of much linguistic research (Labov 1972; Labov and Waletzky [1967] 1997), ranging from the relationship of narratives in the performance of self in both languages (Koven 2007) to the role of narratives as discursive means of constructing and shaping life experiences in the social world (Georgakopoulou 2011). This research examines Arabic heritage speakers' performance of narratives in both Arabic and English. It analyzes the ways in which participants manipulate their knowledge of different registers to narrate, perform, and comment upon different socially situated personae. Drawing on data from a larger corpus, I demonstrate that participants enregister varied social voices in narratives of life events to creatively access and display these personae in (re)constructing the narrative experience. I argue that the limited exposure of heritage speakers to the range of registers in the Arabic language restricts their performance of narratives of their lived experiences. Thus, heritage speakers' command of register is constrained to specific, colloquial linguistic forms, which inhibits their ability to accurately perform narratives of life events. I discuss the implications of this constriction and the prospects for Arabic as a minority language in the United States, as well as offer recommendations to develop register competence when teaching heritage speakers.

### **Biography**

Brahim Chakrani is an Associate Professor in the Department of Linguistics and Languages. He obtained his B.A. in English Literature from the University of Cadi Ayyad in Marrakech, Morocco and his M.A. and Ph.D. in Linguistics from the University of Illinois at Urbana-Champaign. While completing his graduate work, Dr. Chakrani also obtained a Certificate of Advanced Studies in the program of Second Language Acquisition and Teacher Education (SLATE) at UIUC. Prior to joining MSU, he taught at UIUC and Parkland College in Champaign and served as supervising Teaching Assistant in the African Language program at UIUC.

# **Session 25**

**Discourse, Interaction  
and Attitudes in Public  
and Online Social Sites**

## **Session 25 – Abstract 1**

### **Evaluating TEDx talks reflecting Saudi Vision 2030: A political discourse analysis approach**

**Aljawhara Alnasser**

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Saudi Arabia's 2030 Vision represents a new phase of societal development, helping citizens fulfil their dreams, hopes and ambitions. This research focuses on critical discourse analysis of Saudi Technology, Entertainment and Design (TEDx) talks. Since people are spending a vast amount of time on social media, it is important to examine how persuaders utilize this platform to raise awareness of the significance of this vision.

This presentation is part of ongoing research and offers an analysis of one of the 10 videos evaluated in this research. It utilizes a political discourse analysis framework, adopted from I. Fairclough and N. Fairclough (2011, 2012), to reconstruct the main argument into claim, circumstances, goal and value. The researcher then conducts a critical evaluation by answering questions adopted from Walton (2006, 2007) that challenge parts of the argument and the links between them. The rhetorical strategies are also evaluated to examine how the speaker uses them to direct the audience towards a specific conclusion.

The findings revealed that since most parts of the speech shape and are shaped by religious assumptions, it is possible to argue that Islamic beliefs and practices represent power and dominate public space in persuasive discourse. This implies that applying a political approach to non-political talks that have characteristics of any political discourse (e.g., struggle for power through argumentation and persuasion) can contribute to evaluating how the language in these talks affects and is affected by ideological assumptions and power relations.

#### **Biography**

Aljawhara Alnasser

PhD researcher/ School of Languages, Cultures & Societies/ University of Leeds/ United Kingdom.

## Session 25 – Abstract 2

### Is it Offensive or Abusive? An Empirical Study of Language Detection of Arabic Social Media Texts

Salim Mohammed Al Mandhari

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Among many potential subjects studied in Sentiment Analysis, offensive and abusive language publicity on social media triggered the observers interest to reduce its risks on users; children in particular. Despite the fact that many studies have been conducted on this issue in English texts, the number of studies on Arabic texts remains relatively small compared to the brevity of the problem .

This paper, thus, focuses on separating between offensive and abusive language in detection in Arabic social media texts by using several machine and deep learning methods; namely Naïve Bayes (NB), Support Vector Machine (SVM) and fastText, keras, and Roberata XML multilingual embeddings witch proved to be much better than other statistical machine learning approaches, and other types of embeddings such as fasttext. The methods were implemented on two separated corpora from YouTube comments consisting of 47K comments together. In fact, YouTube is a very common website were users of all ages visit often. The research results demonstrated that all models, except NB, reached accuracy of 82%. It was also shown that word feature of *tri-gram* enhances classification performance, though other tuning techniques were applied such as *TF-IDF* and *grid-search*. Similarly, the results illustrated a positive correlation between definitions of offence and abuse and between the classification performance.

#### Biography

Salim Al Mandhari gained BA Arabic and Literature in Sultan Qaboos University (2008), MA Arabic linguistics in Nizwa University (2013), and MA Computational Linguistics in the University of Wolverhampton (2019). He worked as an Arabic teacher in public schools in Oman for two years, language proofreader at Sultan Qaboos University for 10 years, and computational linguist for 2 years. He has experience in teaching Arabic for non-native speakers in Edinburgh University and the Technical Military College in Oman. He published a book about cohesion and coherence in the political discourse. He focuses now on different Computational Linguistic aspects.

## **Session 25 – Abstract 3**

### **Performing Graffiti During 2011 Protests**

Salima Benouargla

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The 2011 Egyptian protests were an opportunity for women to denounce what is deemed to be acceptable in their society. This paper highlights the role of women's participation in the 2011 Egyptian protests. It argues that, by examining embodiment in the context of graffiti performances of these protests, we can better understand the relative access of women to a new form of political performance. It looks at identifying the engagement of young female activists' bodies. It attempts to find out the extent to which the graffiti art form is proven to be catalyst for both political and social change, and the manner in which the notion of embodiment is reflected within the context of the Egyptian protests. The paper suggests an exploration of some of the graffiti pieces that put forward 'the vibrant bodies' of the Egyptian women, with a particular focus on the physical presence and representation of their bodies.

# **Session 26**

## **Approaches to Teaching Arabic Grammar**

## Session 26 – Abstract 1

### التحليل النحوي لسلاسل تعليم العربية : الشرق الأوسط, تركيا, أوروبا

Dr. Zeynep Ertürk

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الاستقرار و النظام عنصران مهمان في التعليم و التعلم كما يقال من قبل المفكرين و المبدعين. فقد يوصل هذان العاملان المتعلم إلى هدفها بسهولة. علينا أن نلتزم بهذين العنصرين في تعليم اللغة الاجنبية أيضا. فبالخصوص تظهر أهميتهما في المنهج الدراسي و المعدّات التعليمية. في هذا النطاق، أعدّ مجلس أوروبا الإطار الأوروبي المرجعي العام للغات كي يسهل تعليم اللغة من جميع النواحي و يقوم بتصنيفه و تنظيمه .

من المعروف أن المعدّات التعليمية لها دور مؤثر، لاسيما السلاسل التعليمية اللغوية. لأن من يرغب تعلم اللغة – سواء التحق بالمؤسسة الدراسية أو لا- يحتاج إلى الكتب أو السلاسل اللغوية. لذلك ينبغي أن يجهز منهاجها تنسيقيا و مخططا. حينما يُقارن بين السلسلة اللغوية العربية و يُفحص عن محتواها فلأ سف لا نرى منهاجا مشتركا – خاصة في تصنيف و ترتيب المواد النحوية - . بناء على ذلك عنيت بالتحليل الوحدات النحوية في السلاسل التعليمية للغة العربية. تحددت ثلاثة كتب عربية مفضلة في الشرق الأوسط و تركيا و أوروبا في تعليم العربية للناطقين بغيرها. بينها "العربية بين يديك" و "سلسلة اللسان" و "الكتاب في تعلم العربية". فُبحث فيها عن الوحدات النحوية و علاقتها بوحدات المهارات اللغوية حول الإطار الأوروبي المرجعي العام للغات و النظريات اللغوية الحديثة من ضمن ثمانية عشر أسئلة التي استعدّت على موجب أساليب تدريس النحو .

بانت عدة نتائج من خلال قائمة الأسئلة. فيجدر بالذكر أن أهمها عدم تمييز ترتيب المواد النحوية (كذلك الصرفية) المعينة و المشتركة بين السلاسل اللغوية العربية. أي لكل السلسلة منهج مختلف الذي عُنّي من قبل مؤلفها. في ضوء النتائج، هذا البحث قد يساهم في الدراسات و العمليات المتعلقة بتعيين الإطار اللغوي العام للعربية من حيث تنظيم مواد النحو.

### Grammatical analysis of Arabic Language Sets: Middle East, Turkey and Europe

The point that many scientists and thinkers draw attention to in being successful is to be 'systematic and stable'. In this respect, when the content of the English language training sets is examined, it is seen that there is harmony between each other, especially between the grammar sections. However, when the Arabic language training sets are examined, unfortunately, such unity cannot be seen. For this purpose, the preferred Arabic language training sets in teaching Arabic to foreigners in the Middle East, Turkey, and Europe are discussed in this research. These sets were subjected to grammar content analysis within the scope of CEFR and linguistics theories. This analysis was carried out within the framework of the control list. As a result of the examinations carried out, it has been determined that there is no standard curriculum in terms of classifying and presenting grammar topics between the sets. These results obtained; can contribute to the research and projects carried out on creating a common language framework for Arabic.

### Biography

Zeynep Ertürk

Recently graduated PhD, Editor in Istanbul Journal of Arabic Studies



## Session 26 – Abstract 2

### Teaching Grammar Through Our Students' Errors

Ghada Badawi

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The main goal of this presentation is to assess the grammatical knowledge and grammatical ability of Elementary Arabic II learners at New York University in New York. Such assessment would take place by giving students pre-/post- achievement tests, keeping track of the grammar errors they make in their writing assignments, and recording the students' oral presentations.

By following Pit Corder's three steps for conducting an Error Analysis (1973), the presenter would be able to recognize the errors vs mistakes made by the students, would be able to describe in what context such errors occur and would be able to explain the causes behind such errors.

As a result, the presenter would be able to identify the grammar patterns that the students show strength in their usage. Thus, the same steps would be followed in explaining such practices if they have already proved their success. Meanwhile, the presenter would be able to identify the grammar patterns that the students show weakness in their usage. Thus, the instructor would improve their teaching by providing the students with more supplementary materials and by modifying the curriculum in a way that will enhance practice.

#### Biograph

Ghada Badawi is a Clinical Associate Professor of Arabic language in the Middle Eastern and Islamic Studies (MEIS) department at New York University in New York, USA. Before being appointed at NYU, Ghada taught the Arabic language at Tufts University, Harvard University and Columbia University in the City of New York. Ghada has more than twenty-five years of experience in teaching both English and Arabic as foreign languages. Ghada's research interests are Foreign Language Assessment, Foreign Language Testing and Using Technology in Teaching Languages for non-native speakers.

## Session 26 – Abstract 3

### Why the Indian Subcontinent students have a barrier in fluently vocalising the Arabic Language?

**Mahfuj Ahmed**

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This abstract answers why majority of the Indian Subcontinent students are unable to fully grasp the expert skillsets required to verbally apply the Arabic language.

#### The Problem:

The reality is that the Indian Subcontinent students study Arabic Language with grammar for several years and they become experts in reading and understanding the language; however, they still have a barrier when communicating with native Arabic speakers.

From my own experience from studying and thereafter teaching this language in Bangladesh for 10 years and in Britain for 4 years, I have accumulated the following reasons for this:

a) Arabic is taught as a classical language to understand the Qur'an, Sunnah, and Academic texts; therefore, they do not focus on creating the skill of speaking confidently.

b) Many institutions teach Arabic using a non-Arabic medium. Some even teach Arabic via a third language. For example:

1) In Britain, many Islamic Madrasa teach Arabic through Urdu, even though the students are native English speakers.

2) In Bangladesh, many Madrasas used to teach Arabic from Persian texts (E.g.: Nahwameer) and they used to translate this book into Urdu even though the students were native Bengali speakers.

c) Although the Indian Subcontinent students master the theoretical skill of the Arabic Language, they lack practice and application of these rules. As a result, they have a limited vocabulary bank and are unaware of the modern Arabic.

#### **Biography**

Mawlānā Maḥfuj Aḥmed completed his 'Alimiyah in Jāmi'ah Madaniya Angūra Muḥammad Pūr, Biyani Bazar, Sylhet, Bangladesh. He then taught at the same Madrasa for three years. He then moved to London, where he teaches Arabic and advanced ḥadīth at Madanī Madrasa (Madani Girl's School) and Quwwatul Islam Madrasa and serves as an Khatib at Jāmi'ah Dārus Sunnah Mosque.

Additionally, he has authored several books in Bengalī and Arabic and edited some Arabic manuscripts which have been published from Jordan and Beirut.

# **Session 27**

## **Developing Intercultural Competence in/outside Arabic Classrooms**

## Session 27 – Abstract 1

### The Impact of Homestay on AFL students in Morocco

Fatima Zahrae Choqairi

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Many international students who come to Morocco to learn Arabic choose homestay to benefit from direct cultural exposure or following their institutions' recommendations. Such experience arguably brings about an active learning process of the Language and a cultural immersion in the community. However, there has not been concrete evidence based on empirical research to vouch for homestay's efficiency in enhancing AFL students' language proficiency in Morocco. In this context, this paper aims to investigate whether and how homestay experience influences the learning process of AFL students in Morocco. The data, collected through a set focus group of four Turkish students, demonstrates that homestay in Morocco enhances the students' understanding of Moroccan culture and positively influences the AFL students' acquisition of the *Darija* dialect. However, it affects the students' Arabic language proficiency negatively.

#### Biography

Fatima Zahrae Choqairi is an English teacher and researcher. She received her MA in Teaching Arabic as a Foreign Language and BA in English Studies, option Cultural Studies from Mohamed V University. She worked on AFL syllabus design and Arabic media textbook production. Moreover, she interned as a teacher assistant at the IES Abroad institute in rabat. She is interested in AFL syllabus design, teaching Arabic for special purposes, Language and culture.

## Session 27 – Abstract 2

### التحديات التي تواجه معلمي ومعلمات اللغة العربية كلغة أجنبية في الجامعات السعودية من وجهة نظرهم

Norah Fahad Alotaibi

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في السنوات الأخيرة ازداد الطلب على تعلم اللغة العربية على مستوى العالم مدفوعاً بالعديد من العوامل الدينية والسياسية والدبلوماسية والاقتصادية (صابر, 2015). وأدرك القائمون على برامج تعليم اللغة العربية لغة أجنبية في الدول العربية أهمية التركيز على الأداء المهني لمعلم اللغة؛ لذلك أجريت بعض الدراسات لتحديد الكفايات المهنية لمعلم اللغة كدراسة (الربابعة, 2016) و(الربيعي, 2019) وللتعرف على فعالية برنامج تدريبي في التنمية المهنية لمعلمي اللغة ك (الحديدي, 2016) و(محمود, 2018). وقد أشارت هذه الدراسات إلى أن هناك قصوراً في المهارات التدريسية عند معلمي اللغة. وعلى الرغم من الجهود المبذولة لمعالجة قصور معلمي العربية كلغة أجنبية في معاهد تعليم اللغة العربية من خلال إقامة برامج لتدريب معلمي اللغة أثناء الخدمة، إلا أن برامج تعليم العربية كلغة أجنبية ما زالت تعاني من قصور في أداء المعلمين. وقد يكون هذا بسبب بعض التحديات التي يمكن أن يكون لها تأثير مباشر على عملية التعليم والتعلم والتي لم يتم تناولها من وجهة نظر معلمي اللغة. ونظراً لأهمية إدراك التحديات في بيئة التدريس الواقعية لكونها قد تؤثر في تشكيل النمو الشخصي والمهني للمعلم كما يمكن أن تكون مصدراً مساعداً للمعلم على تجاوزها والنجاح في مهنته فسيسلط هذا العرض الضوء على التحديات التي تواجه معلمي ومعلمات اللغة العربية كلغة أجنبية من وجهة نظرهم في خمس جامعات حكومية سعودية. وتكمن القيمة الرئيسية لهذا العرض في طبيعته الاستكشافية، حيث إن الغرض ليس تقييم المعلمين، بل التركيز على اكتشاف ما يفكر فيه معلمي ومعلمات اللغة وفهم التحديات التي تواجههم بعمق. لذلك يمكن أن تكون الورقة مفيدة جداً لمعلمي اللغة ومصممي برامج إعداد وتدريب معلمي العربية كلغة أجنبية بالإضافة إلى مخططي ومصممي المناهج

In recent years, the demand for learning the Arabic language has increased globally. This increase has come because of various religious, political, diplomatic, and economic factors. However, educational officials in charge of Arabic as a foreign language (AFL) programme have recently noticed shortcomings in the performance of AFL teachers. Despite the efforts made to address the shortcomings of these AFL teachers, the programmes designed to teach AFL retain a weakness in the form of the scientific and professional levels of the AFL teachers themselves. Considering this issue, this presentation will highlight the perspectives of AFL teachers at Saudi universities. The main value of this presentation lies in its exploratory nature, as the purpose is to focus on understanding the teachers' perspectives and the challenges they face. This presentation is potentially beneficial to teachers, AFL Teacher Preparation programme designers and curriculum planners and designers.

نبذة عن الباحث

نورة فهد صالح العتيبي

محاضرة في اللغويات التطبيقية في معهد تعليم اللغة العربية للناطقات بغيرها بجامعة الأميرة نورة بنت عبد الرحمن: الرياض - المملكة العربية السعودية .

مدرسة لمعلمي اللغة العربية كلغة أجنبية .

باحثة دكتوراه في التربية (ميدان إعداد وتدريب معلمي اللغة العربية كلغة أجنبية) في جامعة إكستر - المملكة المتحدة .

## Session 27 – Abstract 3

### Outside of the outsider paradigm: Rethinking learner relationships to the target culture

**Dr. Rachel Friedman, Meghan Munro & Yasser Katib**

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Developing cultural and intercultural competencies in learners has long been recognized as an important goal in the language classroom. Past research on cultural and intercultural learning in language courses has often focused on second language learners or has not explicitly addressed diversity in learners' identities; learners are often assumed to be outsiders to the culture they are learning about (the target culture). This presentation discusses learners' own articulations of their relationships to the target culture, shedding light on the diverse forms these relationships can take. Our discussion draws on findings from a recent research project we conducted; in our study, students in beginners' Arabic courses wrote about their cultural learning in the context of a cultural portfolio project. Cultural portfolio projects take a constructivist approach to learning about culture through exploration and experiential learning; exact assignment parameters vary by context (Allen, 2004; Byon, 2007; Su, 2011).

Our research study shows that learners can have a diverse range of relationships to the target culture and a variety of motivations and goals in their learning about the target culture. Our findings indicate, second-language learners may have different relationships to Arab cultures than heritage language learners who have cultural, familial, and/or religious connections to Arabic and communities that speak it. Within each of those groups, learners' conceptions of their own relationships to the target culture also vary. This presentation will present and discuss data we collected; it will also discuss implications of our research for Arabic course assignments on culture.

#### **Biography**

Rachel Friedman, PhD: Instructor, Arabic Language & Muslim Cultures Program, School of Languages, Linguistics, Literatures & Cultures, University of Calgary, Alberta, Canada.

Meghan Munro: Undergraduate Student (Bachelors of Science in Anthropology) and Research Assistant, School of Languages, Linguistics, Literatures & Cultures, University of Calgary, Alberta, Canada.

Yasser Katib: Undergraduate Student (Bachelors of Arts in Political Science) and Research Assistant, School of Languages, Linguistics, Literatures & Cultures, University of Calgary, Alberta, Canada.

## **Session 28**

# **Digital Pedagogies in Arabic Learning and Teaching**

## Session 28 – Abstract 1

### **Modern technologies and means of communication and their effect on achieving quality Arabic language teaching and learning Teaching Online: Opportunities and Challenges**

**Prof. Ramadan Ahmed Abdel Nabi Amer**

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Attention to languages is an urgent national responsibility for its association with the identity of the people and its cultural and civilizational entity. Many educational, academic and national institutions have taken interest in conducting many studies and have taken great steps and procedures in an effort to facilitate the learning of their languages and improve their teaching methods and methods of education and benefit from the data of the modern era through means of communication, communication and modern educational means And electronic educational programs, and new applications, teaching aids and educational ideas have emerged in light of the contemporary global digital revolution that can be useful in teaching the Arabic language and developing its skills for its learners and learners, and expanded Many educational and academic institutions take advantage of the data of the times and its techniques in developing their performance and developing educational methods and methods for the quality of education and the development of ways to perform in it. This study contributes to directing attention to teaching and developing the Arabic language and making use of modern technologies and modern educational methods, and it shows the role that it can play in correcting any defect that may occur or remedy any problem that the Arab learner may suffer to achieve high linguistic efficiency in linguistic and skill performance for its students and students, specialists, and non-specialists.

نبذة عن الباحث

أ.د/ رمضان أحمد عبد النبي عامر  
أستاذ بقسم اللغة العربية وعميد كلية الآداب  
جامعة بني سويف – جمهورية مصر العربية



## Session 28 – Abstract 2

### Teaching Online: Opportunities and Challenges

Dr Alia Kawalit

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The pandemic forced Canadian universities to give language courses online which entailed adjusting the curricula depending on the pedagogical method used for distance learning. My paper focuses on my experience teaching Arabic language by mainly referring to the opportunities and challenges that I encountered while working with two different groups: one where the synchronous class was recorded, and another where the class was live but unrecorded.

I will look at the possibilities that online teaching offered especially in relation to enhancing students' creativity, cultural awareness, and autonomous learning. My paper shows how companion websites were used and integrated into online activities to encourage students' participation.

As for the challenges, my presentation highlights the importance of alleviating communication apprehension anxiety which, according to Elaine. K. Horwitz et al., hinders students' progress. I will look at procedures that support student speaking advancement by referring to Margaret Rose Don's characteristics for having effective online language courses. Finally, I discuss which methods are deemed more successful in keeping students motivated based on their feedback and my experience.

#### Biography

Alia Afif Kawalit has a PhD in Text Practice as Research from the University of Kent where she designed four new Arabic modules and taught poetry at the School of English. She has substantial experience in teaching languages and literature in various universities such as SOAS and Petra University (Jordan). Currently, she is working at the Department of Modern Languages and Literatures in Ottawa and also teaches Arabic at Concordia University. She co-founded the multi-lingual, cultural online magazine, Mitra. Also, she has some of her literary work published in various anthologies.

## Session 28 – Abstract 3

### Student-Produced Podcast in an Arabic as Foreign Language Classroom

Carla El Khoury

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Scholars of Digital Humanities have pointed out that utilizing digital tools in language learning such as podcasts play a positive role in language learning (e.g., Burdick et al.1, 2012; Travis and DeSpain2, 2018). Birgit Philips3 (2017) found that podcasting involved students' higher level cognitive processes, which facilitated language learning, creative thinking, and it (1) increased learner confidence, (2) supported collaborative learning, (3) improved language production skills, and (4) enforced transferable skills.

However, most of the studies focus on the effectiveness of using teacher-produced podcasts to enhance the listening skills in language acquisition settings, and they study their applications in European languages. This study seeks to address the gap in knowledge in student-produced podcasts in language learning and highlights how engaging Arabic as a Foreign Language students in podcast-making might help develop their speaking skills and boost their confidence in the target language.

The presentation will describe the process of implementing the student-produced podcast project in three main phases: the planning phase, the implementation phase, and the evaluating phase. It will also highlight the potential challenges experienced by the students, including the difficulty to pronounce some words correctly and the lack of creativity in content due to their limited vocabulary. Finally, the presentation will discuss the benefits of podcasting in transforming students into active learners capable of generating active knowledge in meaningful contexts and how to overcome some of the challenges encountered during the process.

#### Biography

Carla El Khoury is an Arabic Lecturer and the Coordinator of the Arabic program at the Department of Cultural Studies and Oriental Languages, University of Oslo, Norway. She obtained her MA in Teaching Arabic as a Foreign Language from the Lebanese University. Her MA research focused on the pedagogical uses of technology. She specifically studied the role of interactive video in expanding course offerings and experiences as well as accelerating learning and motivating students. She has taught courses at the Summer Arabic Intensive Program, the center for Arab and Middle Eastern Studies (CAMES) at the American University of Beirut (AUB). She also has taught Arabic at Williams College, Massachusetts. Her research interest lies in the areas of classroom interactions and technology, digital humanities, Task-Based Learning (TBL), integrated approach and translation.

# **Session 29**

## **Arabic Diglossia: Study and Analysis**

## Session 29 – Abstract 1

### Revisiting Levels of Contemporary Arabic in Egypt

Prof. Zeinab Ahmed Taha

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The linguistic reality in Egypt described by Badawi's seminal work of 1973 has changed in radical ways and many of its theoretical assumptions are now challenged. At the spoken level, several of the situations that used to lend themselves to the use of higher level of Modern Standard Arabic (MSA), have experienced variation with the inclusion of larger component of colloquial. These include some "formal" settings such as religious dialogues and TV programs addressing formal/serious topics.

Although the common understanding of the linguistic situation has been established to be one of multi or polyglossia, the treatment of Arabic discourse in much of the current research is still departing from a dichotomous point of view as in Ferguson (1959, 1997), Blanc (1960) and Mitchel (1980, 1990). In other words, treating Arabic as *fushḥā* vs. *ʿāmmiyya* and resorting to an analysis based on the principles of code switching (example: Bassiouney, 2009).

According to the linguistic evidence presented in this paper, Badawi's model still holds as a sociolinguistic framework for language analysis. But it is no longer adequate to deal with the changing practices such as the increasing trend to use ECA in functions that were not equated with it in the past, and to mix MSA and ECA in functions that were equated primarily with the MSA variety. The paper will make the argument that no accurate statement about levels of Arabic can be drawn without tracking its features over a period of time in large corpora (Taha, 2020).

#### Biography

Zeinab A. Taha is a professor of Arabic Linguistics at the department of Applied Linguistics of the American University in Cairo. She is currently the Director of the MA TAFL program.

She received her MA in TAFL from AUC and PhD from Georgetown in Arabic Linguistics. She taught Arabic at AUC, Georgetown and Middlebury College, and devoted all her teaching time to the MA program since 2005.

Positions held: Interim Dean of Humanities and Social Sciences, Chair of the ALI department, and Co-Director of CASA. Fields of interest: Language Variation, Medieval Grammatical Theory. [zeintaha@aucegypt.edu](mailto:zeintaha@aucegypt.edu)

## Session 29 – Abstract 2

### An Alternative Semantic Analysis of the Particle *fikil* in Jordanian Arabic

Mohammed Ali Al-Malahmeh

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In previous literature (Al-Malahmeh 2013; Jarrah & Alshamari 2017, and others), the particle *fikil* ‘it looks like/apparently’ in Jordanian Arabic (henceforth, JA) has been semantically analyzed as indirect evidential. I propose, however, that the particle *fikil* introduces a quantification over possible worlds with variable quantificational force. I further argue that *fikil* restricts its modal base to epistemic conversational backgrounds and therefore *fikil* is amenable to a modal analysis contra to previous studies. In light of the proposed modal analysis of *fikil*, I provide evidence that epistemic modality system in JA can be finer-grained in terms of the propositions construed in the modal base as either logical reasoning-based or observable evidence-based. Such intriguing dichotomy, which has been overlooked in the seminal theory of possible world semantics (Kratzer 1991, 2012), has fundamental and theoretical implications on the semantics of modality in JA in particular and in Arabic dialects in general i.e. it turns out that distinguishing between the types of evidence involved in epistemic reasoning is of paramount significance for natural languages (Izvorski 1997). Cross-linguistically, the findings of the proposed modal analysis pose serious challenge to the seminal works in evidentiality such as those of Aikhenvald (2004) and De-Haan (1999, 2004) who claimed that evidentiality and epistemic modality are two separate categories. Lastly and interestingly, the epistemic modal *fikil* stands in a sharp contrast with the Kratzerian typological perspective on modality i.e. contextualize the modal base and lexicalize the modal force. The modal *fikil*, on the other hand, lexicalizes the modal base and leaves the quantificational force to the context

#### Biography

Mohammed Ali Al-Malahmeh  
Assistant professor of Linguistics  
Department of English Language and Literature  
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## Session 29 – Abstract 3

### **The Development of the Future Marker (b-prefix) in Najdi Arabic in Comparison to Will in English**

Majedah Alaiyed

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Future markers from different lexical sources are formed via universal pathways during the process of grammaticalization, which encompasses changes to a lexical item involving desemanticization (loss of meaning), decategorialization (loss of categorical features), and phonetic reduction. This study focuses on the role of grammaticalization in the development of the future marker (b-prefix) from a verb of volition in Najdi Arabic, highlighting the development of the future marker (i.e. will) in English from a volition verb. Using synchronic data, the grammaticalization paths of the b-future marker in Najdi Arabic are examined. The paper addresses the assumption that the b-prefix derives from two distinct lexical sources: volitional and prepositional, and that the morphological overlap of these two prefixes is a mere overlap. The study concludes that, similar to the grammaticalization processes of the English future markers, the verbal noun of volition has undergone semantic, structural, morphological and phonological changes.

#### **Biography**

Majedah Abdullah Alaiyed is Assistant Professor in the Department of English Language and Translation, College of Sciences and Arts in Arrass at Qassim University, Saudi Arabia. Her PhD is in Sociolinguistics from Durham University, United Kingdom and her current research interests focus on sociolinguistics, code-switching, code-mixing, and pragmatics.

# **Session 30**

## **Hands-on Workshops**

## Session 30 – Abstract 1

### Transcreation in Arabic/English commercial texts

(Workshop: 35 mins)

**Dr. Orieb Masadeh-Tate**

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For many years the translation of marketing literature such as adverts, brands and trademarks relied heavily on literal translation and was considered a domain which did not warrant the services of specialised translators, resulting in grave cultural blunders.

Recently, a new translation trend, referred to as ‘Transcreation’, was introduced to specialised commercial translation services and has taken literal translation to the next level by adapting content in tone, style and graphics to more closely resonate with the culture of the target market.

This presentation will shed light on the differences between translation, and transcreation and its relevance to translating adverts, brands and trademarks between Arabic and English, and vice versa. Transcreation is often confused with localisation and therefore, the presentation will show the relation between the two.

The presentation will offer recommendations on what clients should do to guarantee an affective transcreation of their product, and also offers suggestion on how to become a successful transcreator.

Part of the presentation will be dedicated to a short workshop through which the attendees will be able to share their ideas and visions in transcreating.

#### **Biography**

Dr Orieb Masadeh-Tate is a Translation Studies & Arabic Language lecturer with a long experience at leading UK academic institutions. Currently as senior tutor of the Arabic language UG programme at the University of Manchester (UK), she is responsible for all matters related to the Arabic Language courses, including curriculum design and development, convening and teaching. She is also the coordinator of the University Wide-Language Programme (UWLP/ LEAP), responsible for the organisation and delivery of courses offered in 14 different languages to students, members of staff and public.

She holds a PhD from Durham University, an MA from the University of London (SOAS). I am a fellow of The Higher Education Academy (FHEA), and external examiner for translation studies and Arabic programmes at UK universities.



## Session 30 – Abstract 2

### **The Creative Teacher: Teaching Arabic with Visual Aids & Visually-Rich Technologies**

**(Workshop: 35 mins)**

**Mourad Diouri**

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Do you consider yourself a creative and innovative language teacher? Do you think you an artful educator? Do you employ visual aids creatively with your learners? When was the last time you tried a teaching technique that was new, playful, intuitive and sensibly risky in your classroom?

In this workshop, we will explore what it means to be a creative and artful (vs. artistic) language teacher. We will discuss different ways of improving the quality of our teaching practice through the lens of creativity, particularly through visual communication.

Through an open group discussion, we will look at artful attitudes to creativity and learning, the power of play, the joy of failure, risk taking, simplicity in resource design and confidence and humility in our abilities as teachers.

In this workshop, you will:

- engage with a selection of visual techniques and aids and discuss how they can be utilised creatively to maximise the teaching of core language skills, particularly relevant to the Arabic learner.
- be introduced to practical suggestions to encourage you to take creative risks in your classroom and with your learners. These suggestions will be coupled with real-life approaches to teaching Arabic that are visual, innovative, and easy to implement within and outside the Arabic classroom.

The second part of the workshop will be dedicated to cooperative development by giving you an opportunity to share your most creative experimental lesson ideas and approaches that you have tried and tested with your learners, regardless of their success or failure.

#### **Biography**

Mourad Diouri is a senior fellow/practitioner (SFHEA), The Higher Education Academy (HEA) & Edinburgh Teaching Award (EdTA) (2021-Present). He has spent almost a decade of his professional career teaching languages at a number of institutions across the UK. He is specialised in TELL (Technology Enhanced Language Learning), Mourad has made it a personal mission to modernise and advance the teaching of Arabic and other foreign languages.