

BATA Inaugural International Conference

24-25 June 2021

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

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University of Leeds

BATA Inaugural

International

Conference

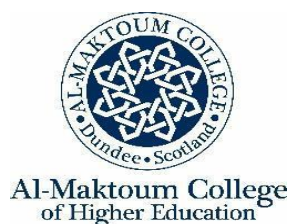
24-25 June 2021

TEACHING, RESEARCH AND SCHOLARSHIP EXCELLENCE IN ARABIC
LANGUAGE, LITERATURE, LINGUISTICS AND TRANSLATION

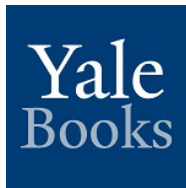
Conference Organiser



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Conference Organising Committee

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- Dr. Salwa El-Awa, Swansea University

Acknowledgement

The Organising Committee would like to thank Mourad Diouri, University of Edinburgh, for his support, valuable advice and suggestions, including the design of the conference programme and promotional literature.

Welcome

On behalf of the BATA Council and the Conference Organising Committee, I am very delighted to welcome you to the BATA Inaugural International Conference, hosted ONLINE by the University of Leeds, 24-25th June, 2021.

Over the last year or so, a dedicated team of colleagues from different UK universities and schools have been working tirelessly to get the Association up and running, and I am very delighted that BATA is now functioning at full speed. BATA is designed to support, promote and enhance teaching, learning, scholarship and research in the fields of Arabic language, culture, linguistics, literature and translation. A wide range of activities has taken place over the last year, culminating in our upcoming BATA Inaugural International Conference, 24-25 June. The conference promises to be an informative and interactive event, featuring highly respected internationally renowned speakers who will present and discuss cutting-edge research/scholarship and practices in Arabic pedagogy, linguistics, literature, translation, and cultural studies. Apart from the two eminent keynote speakers, the programme boasts over 60 presentations by 72 presenters from 65 institutions in 30 countries. Over 370 delegates from over 40 countries around the world have registered for the conference so far. We are all looking forward to your thought-provoking discussions, diverse perspectives and intellectually stimulating debate.

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 organizing the Conference and putting together this exciting programme.

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

Yours sincerely,

Professor El Mustapha Lahlali

Conference Chair and President of BATA

Director of Languages for All

University of Leeds

Conference Themes

- Vocabulary & Skill Building: Strategies and Techniques
- Online Teaching, Assessment and Feedback
- Digital Learning/Teaching and Intercultural Communication
- Teaching Arabic Skills & Culture in Schools and HE
- Arabic for Specific Purposes & Professional Development
- The Learner: Voice, Behaviour and Attitudes
- Curriculum Design & Development
- Visual Teaching & Learning in the Arabic Classroom
- Varieties in Arabic
- Inclusion and Diversity in Arabic Classrooms
- Language Education, Policy and Global Context
- Discourse Approaches, Context and Practice
- Phonetic and Phonological Aspects of Arabic
- Arabic in the Media: Translation and Ideology
- Interrogating Texts: Micro and Macro Analysis of Texts
- Grammatical Aspects of Arabic
- Discourse analysis & Intertextuality
- Language, Gender, Power and Society
- Literary Narratives, Norms and Cultures
- Production and Reception of Classical Literature
- The Mahjar Literature and National Identities
- Translation Theories and Practice
- Arabic Linguistics: History and Behaviour
- Teaching Arabic Skills & Learning Programme Development

How to access the conference online?

Practical information

- The conference will be held on Zoom. All presenters and registered delegates will receive links to the sessions.
- All keynote speeches will take place in Room A. Parallel sessions will take place in Rooms A, B and C, as indicated in the table below. Each room link covers the sessions listed under it (e.g. the link in Room A covers keynote speeches, session 1, 4,7 ..etc.).
- All **presentations will be delivered live**. Please mute your microphone during presentations but feel free to keep your camera on. You are welcome to post questions or comments in the chat: please type 'Q' before any questions that you would like us to put to presenters, time permitting.
- **Chairs and moderators:** Each session is allocated a Chair and a moderator, who will run the session, introduce the speaker and interact with the audience. The Chair and the moderator will ensure a smooth running of the session and they reserve the right to mute or remove disruptive participants from the session.

Practical tips for attendees:

- Mute your microphone. To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be mindful of background noise.
- Position your camera properly.
- Limit distractions.
- Keep your questions short and to the point.

For the conference zoom links, please refer to the file (BATA Conference Zoom Links)

Engage & Share



Zoom chat box (for comments & questions)



#BATAConf21 (social media hashtag)



#BATAConf21



@BATArabic



bit.ly/2SSd2FI (BATA website)

Conference Programme

Day 1

Thurs 24th June

Keynote Speech 1

Teaching Arabic: Where do British students fit in?

Parallel Sessions

- | | |
|------------|---|
| Session 1 | Vocabulary & Skill Building: Strategies and Techniques |
| Session 2 | Discourse Approaches, Context and Practice |
| Session 3 | Language, Gender, Power and Society |
| Session 4 | Digital Learning/Teaching and Intercultural Communication |
| Session 5 | The Language Learner: Voice, Behaviour and Attitudes |
| Session 6 | Interrogating Texts: A Micro and Macro Analysis of Texts |
| Session 7 | Online Teaching, Assessment and Feedback |
| Session 8 | Discourse Analysis and Intertextuality |
| Session 9 | Teaching Arabic Skills & Learning Programme Development |
| Session 10 | Teaching Arabic Skills & Culture in Schools and HE |
| Session 11 | Translation: Theory and Practice |
| Session 12 | The Mahjar Literature and National Identities |

9:30 - 9:45	Opening and welcome		
9:45 - 11:00	Keynote Speaker 1: Mrs Jane Wightwick, Teaching Arabic: Where do British Students Fit in?		
11:00 - 11:15	Break		
Parallel Sessions			
Parallel Sessions	1	2	3
11:15 - 12:30	Vocabulary & Skill Building: Strategies and Techniques	Discourse Approaches, Context and Practice	Language, Gender, Power and Society
Chairs	Mourad Diouri, University of Edinburgh	Atef Alshaer, University of Westminster	Muntasir Al-hamad, Qatar University
11:15 - 11:40	Susan Hanna Wicht, Curriculum and Instruction Consultant From Discovery to Mastery: Technology for Vocabulary Acquisition and Language Proficiency	Dr. Kurstin Gatt, University of Malta Nūrī al-Mālīkī’s Political Discourse: Figurative Construals of a ‘New’ Iraq in a Post Saddam Era	Dr. Beatrice Morlacchi, American University of Beirut “Pen and Gun have the Same Barrel”: the Language of Power and the Deconstructive Power of Language
11:40 - 12:05	Dr. Ruba Khamam, University of Leeds Creating Vocabulary Lists Tasks and their Impact on Enhancing Linguistic Skills and Cultural Understanding of Intermediate and Advanced Students of Arabic.	Dr. Nadira Benzaid, 20 August University, Skikda سيمائية الخطاب وتمظهراتها في الشعر المعاصر عند محمد الدسوقي أرايتم دمشق أنموذجا	Dr. Nadia Hannawi, al-Mustansiriyah University Towards a Transverse Theory of Literary Genres
12:05 - 12:30	Dr. Salwa Mohamed, Manchester Metropolitan University An analysis of proficiency standards of the reading content in Arabic textbooks: implications for curriculum design and teaching	Farnaz Perry, University of Pennsylvania An Encounter with Bassām ʿAjjār’s Literary Devices	Dr. Hatem Mohammed Al-Shamea, Sana'a University Writing Self: Decoding the Male-made Norms in Memoirs from Prison
12:30 - 13:30	Lunch Break		

Parallel Sessions			
Parallel Sessions	4	5	6
Parallel Sessions 13:30 - 14:45	Digital Learning/Teaching and Intercultural Communication	The Language Learner: Voice, Behaviour and Attitudes	Interrogating Texts: A Micro and Macro Analysis of Texts
Chairs	Victoria Khraiche, Universidad Complutense de Madrid	Ahmed Meliebary, University of Nottingham	Yomna Helmy, University of Cambridge
13:30 - 13:55	Dr. Aziza Zaher, Dr. Dina El-Dakhs & Dr. Niveen Kassem, Durham University and Prince Sultan University Mitigating the Impact of COVID-19 on the Arabic year abroad and Fostering Intercultural Communication Online	Reem Razem & Dr. Jillian Pandor, British University of Dubai & Rochester Institute of Technology The Motivational Orientations of University Students to Learn Arabic Language: A Case Study in a Private University in Dubai.	Dr. Badr Nasser Aljabr, Imam Mohammad Ibn Saud Islamic University كتاب الفروق اللغوية لأبي هلال العسكري: مقارنة تداولية
13:55 - 14:20	Dr. Bendahoua Kheira, University M'Hamed Bougara Bumerdes تعليم اللغة العربية لطلاب ما بعد الثانوي عن بعد في زمن الوباء (حلول وتجارب)	Iman Saad, American University in Cairo Formative Assessment Using EPortfolios with Elementary Learners of Arabic	Dr. Emad Mohamed, University of Wolverhampton Explaining and Predicting Authorial Gender
14:20- 14:45	Dr. Iman Soliman, American University in Cairo Redressing Issues of Community Building: Online Arabic Course Design and Supportive Technologies	Dr. Rasha ElHawari, Concordia University The Identity(ies) of the Heritage Language Learner of Arabic	Dr. Khaled Elghamry, Dr. Attia Youseif & Muhammad Abdo, Ain Shams University, Indiana university & Azhar University Naguib: A Lexical-Conceptual Taxonomy for the Computational Analysis of Arabic Novels

14:45 - 15:00		Break	
Parallel Sessions			
Parallel Sessions	7	8	9
Parallel Sessions	Online Teaching, Assessment and Feedback	Discourse Analysis and Intertextuality	Teaching Arabic Skills & Learning Programme Development
15:00 - 16:15			
Chairs	Sara Al Tubuly, Al-Maktoum College	Abedal-Mutaleb Alzuweiri, University of Durham	Amira Mills, Kings College
	Wael Khattab & Dina Dahman, Defense Language Institute	Dr. Mohammad Raqeb الفجيرة: بلاغة الحجاج في مرثي حماسة أبي تمام	Dr. Tamader Hwaidi, Newcastle University
15:00 - 15:25	استخدام تكنولوجيا الواقع الافتراضي في تعليم اللغة العربية للأجانب- مقدمة تطبيقية		هل من الممكن أن نصنع ألعابنا الخاصة بدون اللجوء لمتخصصين وبرامج مختصة معقدة؟
	Dr. Oleg Redkin, St Petersburg State University	Dr. Saad Mohammed Abdelghaffar Yousef, New Valley University	Dr. Sayyaf Ameen & Dr. Sabique M.K, MES Mampad College, India
15:25 - 15:50	Arabic Courses Online at Modern University	الحجاج البلاغي في الخطاب القضائي، إطار نظري ونماذج تطبيقية	Applying Cognitive Semantics on Teaching and Learning Arabic Vocabulary at Primary Level
	Dr. Ahmed Al Khateeb & Dr. Mohamed Hassan, King Faisal University & Amherst College,	Dr. Umar Farouq Haruna, Al-Hikmah University	Eman Ismael, King's College London
15:50 - 16:15	A Critical Analysis of Written Texts and Shared Feedback through Virtual Exchange: Implication	Dimensions of Intertextuality in Understanding the Literary Text: The Article 'Mercy' by AlManfalouti as an Example	لماذا لا تدرس ظاهرة المدح والذم لطلبة اللغة العربية في الجامعات البريطانية؟

Parallel Sessions				
Parallel Sessions	10	11	12	
16:15 - 17:05	Teaching Arabic Skills & Culture in Schools and HE	Translation: Theory and Practice	The Mahjar Literature and National Identities	
Chairs	Ilham Suliman, SOAS University of London	Maris Camilleri, University of Essex	Aziza Zahir, University of Durham	
16:15 - 16:40	Tony Calderbank, Qatar Foundation International The Teaching of Arabic Language and Culture in British Schools: Lessons Learned from an Ongoing QFI/BC Programme	Amani Albuwardi, University of Leeds Threshold Concepts in Translation Education: How Saudi Undergraduate Translation Students meet the Threshold of Trustworthiness in Project-based Learning	Murtaza Shakir, Aljamea-tus-Saifiyah Contemplating Optimism in the Exilic Poetry of the Fatimid Dā'ī Al-Mu'ayyad fī 'l-Dīn al-Shīrāzī (d. 1078 CE): A Case Study of Ethical Upbringing through Arabic Literature.	
16:40 - 17:05	Dr. Nadia Jallad, Casa Arabe The Cultural Contents in the Teaching of Arabic / Foreign Language (Arabic manuals for Spanish speakers)	Dr. Maria Swanson, United States Naval Academy Mikhail Naimy's Translation of Taras Shevchenko into Arabic and His Relationship with Ukraine	Dr. Ula Aweida, David Yellin Academic Collage of Education Nostalgia in the literature of the Palestinian diaspora	
17:05 - 17:20	Closing Day 1			

Conference Programme

Day 2

Fri 25th June

Keynote Speech (2)

The Politics and Poetics of Arabic Literature.

Parallel Sessions

Session 13	Curriculum Design & Development
Session 14	Arabic in the Media: Translation and Ideology
Session 15	Language Education, Policy and Global Context
Session 16	Arabic for Specific Purposes & Professional Development
Session 17	Phonetic and Phonological Aspects of Arabic
Session 18	Production and Reception of Classical Literature
Session 19	Inclusion and Diversity in Arabic Classrooms
Session 20	Varieties in Arabic
Session 21	Grammatical Aspects of Arabic
Session 22	Visual Teaching & Learning in the Arabic Classroom [45min workshop]
Session 23	Literary narratives, Norms and Cultures
Session 24	Arabic Linguistics: History and Behaviour

9:30 - 9:45	Opening and introducing keynote speaker		
9:45 - 11:00	Keynote Speaker 2: Prof Zahia Salhi, University of Manchester The Politics and Poetics of Arabic Literature.		
11:00- 11:15	Break		
Parallel Sessions			
	13	14	15
11:15 - 12:30	Curriculum Design & Development	Arabic in the Media: Translation and Ideology	Language Education, Policy and Global Context
Chairs	Orieb Masadeh-Tate, University of Manchester	Mariam Aboelezz, UCL London	Nabila Semouh, University of Warwick
11:15 - 12:30	Dr. Letizia Lombezzi, The Free University of Bolzano and The University of Siena Let Practice Prevail over Theory! Reflections on the Rationale behind Arabic Curricula Design	Abdulrahman Alroumi, University of Leeds The Role of Assessments in Arabic Broadcast Interviews	Dr. Raees Calafato, University of Bergen Multilingualism as a resource in the English, French, and Arabic classrooms: Implications for language education and policy in the Emirates
11:40 - 12:05	Dr. Victoria Khraiche Ruiz- Zorrilla, Universidad Complutense de Madrid Task-Based Learning as a Theoretical Framework for Curriculum Design following an Integrated Approach to Teaching Arabic	Dr. Nahla Alsheikh, University of Manchester/ King Saud University Soft Power in the Translation of Opinion Articles: English/Arabic Model	Dr. Youseif Attia & Dr. Iman Alramadan, Indiana University Keeping Learners Engaged in World Language Classes
12:05 - 12:30	Dr. Fouad Amraoui, Mohammed V University دور التعليم المبني على المهام في تنمية الكفاية اللغوية لدى متعلمي العربية لغة ثانية لـ2	Dr. Muhammad Taghian, Taibah University Assessing the Subtitling of Emotive Reactions of Homeless to Harvard: A Social Semiotic Approach	Dr. Sana Helwee, Mehe-Ministry of Education & Higher Education أزمة اللغة العربية في لبنان
12:30 -	Lunch Break		

Parallel Sessions

16

17

18

13:30 -

14:45

**Arabic for Specific
Purposes & Professional
Development**

**Phonetic and
Phonological Aspects of
Arabic**

**Production and Reception
of Classical Literature**

Chairs

Rahaf Alabar, Cambridge
Assessment International
Education

Salwa Mohamed,
Manchester Metropoliatan
University

Ruba Khamam, University of
Leeds

13:30 -

13:55

Dr. Ibrahim Ahmed,
University of Bahrain
Arabic for Work- Arabic
for Workers

Dr. Sawsan Askoul,
Regent's University
Phonetic & Phonological
Challenges of Arabic:
Integrating Pronunciation
When Teaching Arabic
as a Foreign Language

Dr. Walid Mohamed
Ghabbour, Port Said
University
The Reception Types in "A
Thousand and One Nights"
Between Distraction and
Seduction

13:55 -

14:20

Dr Shair Ali Khan & Dr.
Rabia Rani, International
Islamic University

Rana Alsabhan & Prof.
Jane Setter, University of
Reading

Dr. Ahmad Mohammed Al-
Yahya, Shaqra University

كيفية إعداد الباحثين بالأدوات
المعاصرة في الجامعات الباكستانية:
(أقسام اللغة العربية أنموذجاً)

The phonotactics of
Word-Initial Obstruent
Clusters in Najdi Arabic

Fiction and Philosophy in
Ancient Arabic Prose (The
Abbasid Era as a Model)

14:20 -

14:45

Dr. Deia Ibrahim
Ganayim & Dr. Ann
Dowker
The Arab Center for
Mind, Brain and Behavior
Writing Units or Decades
First in Two Digit
Numbers Dictation Task:
The Case of Arabic an
Inverted Language.

Hamood Mohammed
Alrumhi, University of
Leeds and Sultan
Qaboos University
Classification of Phonetic
and Phonological
Variants in Old Arabic
Dialects in Classical
Arabic Linguistic
Treatises

Dr. Said Ahmed Aboudaif,
Assiut University

الأمير وأدب الأطفال

14:45 -

Break

Parallel Sessions			
	19	20	21
15:00 - 16:15	Inclusion and Diversity in Arabic Classrooms	Varieties in Arabic	Grammatical Aspects of Arabic
Chairs	Mustafa Baig University of Exeter	Saadia Gamir, Leeds Beckett University	Claude Tregoat, University of Warwick
15:00 - 15:25	Dr. Luluah Mustafa & Dr. Salima Slimane, Boston University Promoting Inclusive Practices for Foreign Language Classrooms	Dr. Andreas Hallberg, University of Gothenburg Vernacular Arabic at the beginner level: a parallel, text-based approach	Dr. Olga Bernikova, Saint Petersburg State University The Language of the Qur'ān through the Grammar of Emotions
15:25 - 15:50	Dr. Rachel Friedman & Basma Akhter, University of Calgary Who are Arabic heritage learners? Diverse learning profiles, motivations, and experiences	Dr. Amel G E Issa Gemination in Arabic	Dr. Maris Camilleri, University of Essex The change from locatives to possessives
15:50 - 16:15	Dr. Mohammad Ali Yaghan, German Jordanian University Alternative Direction: Arabic Vertical Marquee Writing System	Dr. Majedah Alaiyed, Qassim University The use of q and g by Najdi female and male preachers in religious discourse	Dr. Esra Yaghi & Sane Yaghi, University of Waikato & University of Sharjah What is a sentence in Arabic?

Parallel Sessions

	22	23	24
16:15 - 17:05	Visual Teaching & Learning in the Arabic Classroom (Workshop)	Literary narratives, Norms and Cultures	Arabic Linguistics: History and Behaviour
Chairs	Mahammed Bouabdallah, Univesity of Westminster	Ahmad Alkhashem, SOAS University of London	Mona Hammad, SOAS University of London
16:15 - 16:40	Mourad Diouri, University of Edinburgh	Dr. Adel Musaylih Almuthaybiri, Taif University	Dr. Ourooba Shetewi, Newcastle University
16:40 - 17:05	"I See What You Mean": Training teachers to become competent in visual teaching & learning in the Arabic classroom [45min Workshop]	تحدي النظام الأبوي والتميز بين الجنسين في الروايات السعودية الحديثة Mrs. Noora T C, Dgmms Mampad, Kerala Mystery literature in Arabic and Contribution of Dr. Monther Al Kabbani	Interviewer's effects on the linguistic behaviour of Arabic-speaking children and adolescents Prof. Khalifa Boujadi, Al Wasl University اللسانيات العربية - مقارنة في الأسس المعرفية والمنظور المنهجي
17:05 - 17:15	Concluding Remarks		

Conference Programme

Day 1

Abstracts

& Biography of Speakers

Thurs 24th June

Keynote Speech 1

Teaching Arabic: Where do British students fit in?

Parallel Sessions

Session 1 Vocabulary & Skill Building: Strategies and Techniques

Session 2 Discourse Approaches, Context and Practice

Session 3 Language, Gender, Power and Society

Session 4 Digital Learning/Teaching and Intercultural Communication

Session 5 The Language Learner: Voice, Behaviour and Attitudes

Session 6 Interrogating Texts: A Micro and Macro Analysis of Texts

Session 7 Online Teaching, Assessment and Feedback

Session 8 Discourse Analysis and Intertextuality

Session 9 Teaching Arabic Skills & Learning Programme Development

Session 10 Teaching Arabic Skills & Culture in Schools and HE

Session 11 Translation: Theory and Practice

Session 12 The Mahjar Literature and National Identities

Keynote Speech 1

Teaching Arabic: Where do British students fit in?

Keynote Speaker 1: Mrs Jane Wightwick, *Teaching Arabic: Where do British Students Fit in?*

Biography: Jane Wightwick is an established developer of fun and accessible material for learning Arabic. Her background is in language teaching, publishing and communication. Jane runs g-and-w publishing together with her partner Mahmoud Gaafar. They are well-known as the authors of a wide range of courses, references and activity resources for learners of Arabic, particularly the popular *Mastering Arabic* series.

Abstract: You are faced with a lecture hall or classroom (or Zoom grid) of faces. They are your new Arabic students. Why are they here? What are they hoping to achieve? Where do you start? What do you say? What is your goal?

This is a dilemma faced by all Arabic teachers in Britain and beyond, no matter what age their students are, how often they have Arabic lessons, or where they are being taught. It is faced by the Saturday School teacher of infant-aged children just as it is faced by the university lecturer of Middle Eastern and Islamic Studies. Their students may have different methods of learning and attention spans, but the key questions are the same.

How best can you tackle the inevitable diversity without undermining the confidence of your students or belittling any previous exposure to the Arabic language they may have had? Do they already speak Arabic at home? Have they attended Quranic lessons for many years? Are they interested learners but with no particular cultural or religious connection to the language?

This keynote presentation will look at how much involvement and choice you can realistically give your students, and how you can start teaching them Arabic in a way that is meaningful to them.

Session

1

**Vocabulary & Skill Building:
Strategies and Techniques**

Session 1.1

Susan Hanna Wicht, Columbia University

sph2128@tc.columbia.edu

Biography:

Susan Hanna Wicht has taught Arabic, French, and English in New York, Geneva, and France. She holds a B.A. in Arabic/English Translation from Al-Mustansiriya University in Baghdad, and a postgraduate diploma in Translation and Conference Interpretation from the University of Westminster in London.

Her foray into second language instruction was prompted upon completing the Cambridge Certificate in English Language Teaching to Adults (CELTA). This led to her studying at Teachers College Columbia University in New York and receiving an M.A. in Bilingual Bicultural Education.

Susan's career has spanned translation, marketing, and teaching. She has worked with the Research Center at City University New York (CUNY) on the Arabic curriculum content for Students with Interrupted Formal Education (SIFE). She is currently working on an Arabic language curriculum exploring Arab cultures. In 2019-2020, she was instrumental in leading the New York Arabic Teachers' Council (NYATC).

Susan was raised in an Iraqi-Irish family, speaking Arabic, English and French. Her formative years between Baghdad and London fostered a lasting linguistic and cultural sensitivity. Her interests lie at the intersection of bilingual education, language and culture in curriculum design, and Arabic instruction development. She is currently embarking on learning Turkish.

From Discovery to Mastery: Technology for Vocabulary and Language Proficiency

Abstract:

This presentation will address two questions. First: what does research on knowledge retention reveal about learning vocabulary and subsequent language acquisition? Second: what online tools can instructors harness to help students learn, retain, and use vocabulary to develop authentic and meaningful communication?

David Wilkins (1972) posits, “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (pp. 111–112). Language instruction balances between the skills required for communication (reading, listening, speaking, and writing), and the knowledge that fosters proficiency (grammar, vocabulary, and culture), all of which can be challenging. In the case of Arabic, vocabulary presents particular complexity to language-learners, ranging from script decoding, identifying and producing new sounds, to mastering the quirks of the alphabet (Brosh, 2019; Haron et al., 2016). Therefore, it is important to pay

attention to the teaching of Arabic vocabulary, in order to build students' aptitude as fluent, confident speakers.

Since March 2020, instruction has shifted from in-person, or Face to Face (F2F), to online classes. Whether synchronous, asynchronous, or hybrid, these models have mandated teachers to develop greater dependence on and use of educational technology. The vast choice of applications and tools have stretched teachers' already significant workload. This presentation will review technologies that are most suited for building robust vocabulary skills, and facilitating authentic communication.

At the end of this session, participants will be able to identify and use those tools that best suit their students' needs and provide multiple opportunities for word, phrase, sentence, and language practice.

Brosh, H. Y. (2019). Arabic language-learning strategy preferences among undergraduate students. *Studies in Second Language Learning and Teaching* , 9 (2), 351-377.

Haron, S. C., Ahmed, I. H., Mamat, A., Ahmad, W. R. W., & Rawash, F. M. M. (2016). Challenges in Learning to Speak Arabic. *Journal of Education and Practice* , 7 (24), 80-85.

Wilkins, David A. (1972). *Linguistics and Language Teaching*. London: Edward Arnold.

Session 1.2

Dr. Ruba Khamam, University of Leeds

R.Khamam@leeds.ac.uk

Biography:

Dr Ruba Khamam is a Lecturer of Arabic and Translation in the department of Arabic, Islamic and Middle Eastern Studies (AIMES) at the University of Leeds and Fellow of the UK Higher Education Academy. She is leading the core Arabic Language modules at final year and third year in AIMES and oversees the provision of the Arabic year abroad in both Jordan and Morocco where Arabic language UG students spend their second year of study.

She was recently awarded 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.

Dr Khamam has been engaged in various cutting-edge research activities and has delivered presentations at a number of major national and international conferences. She has been a member of the main committee of the Linguistics Association of Great Britain (LAGB), and served as a chair of its students' committee.

Ruba obtained a PhD in Linguistics from the department of Linguistics and Phonetics at the University of Leeds in 2012. Her research interests and expertise span across a range of linguistic fields including, Cross-cultural and Inter-cultural Pragmatics, Linguistic Politeness and Impoliteness, (Im)politeness in Translation, Speech Acts, Politeness and Second Language Learning and Use, Teaching and Learning Arabic as a Second Language, and English/Arabic/English Translation.

Creating vocabulary lists tasks and their impact on enhancing linguistic skills and cultural understanding in intermediate and advanced students of Arabic.

Abstract:

This paper investigates ways for developing linguistic competence and cultural understanding of both intermediate and advanced learners of Arabic in Higher Education institutions. It reflects on the lecturer's experience inspired by Braford's (2020) model of using compiling glossaries tasks in their Arabic language classes offered as part of Arabic degree programme at university. The current paper will shed light on the resources used to scaffold students' understanding of creating glossaries, the recognition of their developmental impact and the identification of what constitutes a comprehensive glossary. It will demonstrate how the lecturer embedded glossary creating input and activities in the syllabus and formative assessment to help students benchmark their progress and enhance their critical thinking, autonomous learning, and assessment skills by reviewing their classmates' glossaries and providing them with peer feedback .

This is an ongoing research and the effect of teacher's input and feedback is being tested in relation to the students' linguistic, socio-linguistic, pragmatic and cultural proficiencies. Preliminary findings based on students' feedback and teacher observation suggest that students appreciated this pedagogic intervention since it not only improved their skills, but also helped them become more autonomous learners. Furthermore, the teachers' input contributed to the development of students' understanding of the task and criteria for assessing the quality of the glossaries produced.

Session 1.3

Dr Salwa Mohamed, Manchester Metropolitan University

s.a.mohamed@mmu.ac.uk

Biography:

Salwa Mohamed is a lecturer and unit leader at the Manchester Metropolitan University (MMU), Institution Wide Language Programme (IWLP). She has an MA and PhD in Applied Linguistics,

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

Title: An analysis of proficiency standards of the reading content in Arabic textbooks: implications for curriculum design and teaching

Abstract:

There has been a noticeable development and evolution of language instructional material over the past few decades due to the technological developments. However, textbooks remain to be the most popular and useful teaching materials language teachers and students rely on. At the same time, over-reliance on textbooks may increase their authority in the classroom over the learning experience (Gutierrez Bermudez, 2014; Zohrabi et al., 2012). In the field of Teaching Arabic as a foreign language (TAFL), textbooks play an important role and represent the main source of input for students. However, it is often noticed that some students lack the competence and impetus to proceed to higher levels. This has been attributed to the complexity of defining proficiency skill levels in Arabic (Ryding, 2018). The Common European Framework of Reference (CEFR) provides a universal scale for language proficiency that is action-based and that progresses from the simple, concrete and familiar to the complex, abstract and unpredictable (Council of Europe, 2001). In spite of this, the CEFR scale is hardly referred to in TAFL whether on the macro level (curriculum design) or the micro level (classroom teaching). This paper analyses the reading content in four popular and widely used Arabic textbook series to assess their proficiency development against the CEFR scale. The reading texts in each series are analysed, using the Dutch CEFR Grid (Alderson et al. 2004; 2006) and each text is assigned a level as per the CEFR proficiency scale. The findings reveal that there is a lack of consistency within and among the different series with regards to how language proficiency is construed at different levels, especially at the intermediate and higher levels. The focus of this presentation will be on the implications of these findings on curriculum design and teaching.

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Session

2

**Discourse Approaches,
Context and Practice**

Session 2.1

Dr. Kurstin Gatt, University of Malta

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Biography:

Dr Kurstin Gatt is a scholar of Arabic language and modern Arabic literature, focussing on the intersections of the literary, the religious, and the political in modern Arabic discourse. Since 2019, Dr Gatt has been a resident academic of Arabic studies in the Department of Oriental Studies at the University of Malta. He obtained his PhD in 2019 from the Freie Universität Berlin, with a dissertation on 'Decoding DĀ'ISH', which examines how the self-professed 'Islamic State' has twisted and manipulated the Arabic language, the classical Arabic ode, Islamic symbolism, traditions, and guiding myths to legitimate brutality as virtue, concentrate bigotry, eulogise violence and give a veneer of truth to the jihadist worldview. Dr Kurstin Gatt's main area of interest and expertise is the analysis of political discourse in the Arab world

Title: Nūrī al-Mālikī's Political Discourse: Figurative Construals of a 'New' Iraq in a Post Saddam Era

Abstract:

From an interdisciplinary framework anchored theoretically in Critical Discourse Analysis and using analytical tools from literary studies, this article views the use of language by Nūrī al-Mālikī (2006-2014) as an instrument of control in post-Saddam Iraq. The study takes five key political speeches as its main corpus and discusses a number of conceptual metaphors and key phraseology and their linguistic realisations in al-Mālikī's projection of a 'new' Iraq in the post-Saddam era. This paper is based on the examination of lexicalization as an ideological tool to evoke emotions and transmit non-indigenous values. The analysis is scrutinized against the backdrop of the two dominant socio-political events that marked this transitional period in Iraq's history. Locally, al-Mālikī's official speeches were characterized by the non-Islamic, Western rhetoric that resonated with the extraordinary circumstances in which the politician was installed as a Prime Minister. On a transnational level, al-Mālikī's rhetoric also echoed the seemingly dominant trajectory of democracy, human rights and the rule of law which reverberated with the emerging discourse of the Arab Spring protests. Al-Mālikī's narrative departed from a traditionalist discourse that had dominated the Iraqi public sphere for multiple decades prior to the American invasion, and opted instead for a 'new' discourse that was based on Western rhetorical paradigms. The overarching argument presented in this article suggests that al-Mālikī's political message failed to mobilize the Iraqi population at large because it represented a considerable shift away from Saddam's pan-Arabist traditionalist discourse which was firmly rooted in different manifestations of the Arabic-Islamic traditions. Findings in the study demonstrate that al-Mālikī's speeches entail characteristics of ideological discourse

with the overall function to legitimate his administration and the proposed 'new' model of Iraq based on Western political systems.

Session 2.2

Dr. Nadira Benzaid, 20 August University, Skikda

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Biography:

Dr. Nadira Benzaid holds a baccalaureate degree from the Division of Arts and Humanities in Skikda and holds a BAc in Arabic Literature at the University of Annaba, 2005. She completed a master's degree in discourse linguistics in 2010 and a PhD in Science in Lexicography and Issues of Significance in 2018. Dr. Nadira Benzaid is a lecturer at the University of August 20, 1955, Skikda, since 2011 to the present day. In addition to supervising bachelor and master degrees, she participated in international and national conferences.

Title:

سيمائية الخطاب وتمظهراتها في الشعر المعاصر :

عند محمد الدسوقي " رأيتم دمشق؟؟!! " أنموذجا

Abstract

الملخص:

تعد السيمياء من العلوم القائمة بذاتها، إذ اهتمت بدراسة العلامات وفقا لعلاقتها بالحياة الاجتماعية سواء أكانت هذه العلامات لسانية أم غير لسانية، وقد تمخض عن هذا العلم عدة اتجاهات ساهمت في قراءة الخطاب بجميع أنواعه عن طريق عملية التلقي التي تنتج لنا نصوصا عدة؛ وهذه الأخيرة لا يمكن الوصول إليها إلا إذا مررنا بقراءة سيرورة العنوان باعتباره مفتاحا وآلية مهمة في بناء معنى النص، دون أن نهمل مرآة العنوان الغلاف وما احتواه من علامات. ومن خلال ما سبق سنعالج في مداخلتنا الإشكالات التالية :
؟ ما المقصود بعلم السيمياء؟ وفيما تتمثل اتجاهاته المهمة -
؟؟!! "؟ ما العلامات التي تمحورت حولها المجموعة الشعرية " رأيتم دمشق -

الكلمات المفتاحية:

السيمياء - العلامات اللسانية وغير اللسانية - سيمياء العنوان - سيمياء الصورة

Session 2.3

Farnaz Perry, University of Pennsylvania

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Biography:

Farnaz Perry is currently teaching Arabic language remotely at Bryn Mawr and Haverford colleges near Philadelphia. Until her move to the UK last year, she lectured at the Lauder Institute on the culture of the MENA region and prepared Wharton MBA and Penn Law students for passing the OPI superior level in Arabic. Her teaching of the region has included

the topics of orientalism, citizenship and authoritarian regimes, environmental conflicts, sectarianism, women's rights, social and economic movements, and religious minorities. She majored in English literature at the American University of Beirut and obtained an interdisciplinary M.A. from the University of Pennsylvania, where she studied prose poetry and its development in Arabic literature. At present she is working on a poetry translation project that she is intending to publish in collaboration with *Banipal* magazine, where her translations of Bassam Hajjar have appeared in the past.

Title: An Encounter With Bassām Ḥajjār's Literary Devices

Abstract:

This presentation examines three works by the prose poet Bassām Ḥajjār in order to argue that the aesthetics of poetry can be generated successfully without using meter and rhyme. In order to determine the aesthetic principles of these works specific literary tools are identified. These are employed by the poet in order to render the texts poetically effective, meaning they are able to cause an emotional response in the reader, in addition to being original and new. Devices common to verse, like imagery, metaphor, and sound play (alliteration, sound echoes, and reiteration) are identified, as well as devices common to prose, such as narration, description, and speech, and, most importantly, devices common to prose poetry. The latter include economical use of words, ambivalence, paradox, ambiguity, implausibility, and intertextuality. Ḥajjār's texts – although distinctive in style – are very varied in length, page format, punctuation, level of ambiguity, and use of devices, as a result of which a careful sampling has been applied in order to maximise the presentation of the various literary devices used. The analysis of each text will firstly identify the most prominent device, the poem's driving force, and then move on to supplementary devices. The poems discussed are as follows: *ʿIkāyat Yūsuf*, *ʿa'y zarāfah fī inā'*, *samakah fī*.

Session

3

**Language, Gender, Power
and Society**

Session 3.1

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Biography:

Beatrice Morlacchi is a PhD student in the Department of Arabic and Near Eastern Languages at the American University of Beirut. She is specialized in modern and contemporary Arabic literature. She is interested in war narratives, dissident literature, trauma studies, gender studies and cultural geography. In 2019, she presented the paper "The Evolution of Committed Literature in Syria" at the 14th SeSaMo conference "Paths of resistance in the Middle East and North Africa". During her PhD study, she has been working on the relationship between language and power, body and rhetoric, and the female body as a space of negotiation for the social and spatial changes during the *Nahda*. Her PhD dissertation will concern the Syrian contemporary war literature, in particular the bodily narrative of war experience, with a focus on trauma, exile and geographical space.

Title: "Pen and Gun have the Same Barrel": the Language of Power and the Deconstructive Power of Language

Abstract:

Language influences our way of thinking and acting, as well as our perception of reality. Many authoritarian regimes use this linguistic power in their propaganda. Starting from Saddam Hussein's slogan "Pen and gun have the same barrel", this paper wants to examine how language both written and oral can become a tool to deconstruct the discourse of power, to create new meanings or, in Bourdieu's term, a new habitus. This research will be based on the analysis of two novels: *I'jam* (2004) by the Iraqi writer Sinān Antūn and *al-ʿamt wa al-ʿakhb* (2004) by Syrian writer Nihād Sīrīs. What makes these novels similar in the topics they present is their historical background characterized by the domination of the Ba'ṯh Party in Iraq and Syria. However, each novel introduces a different approach to dismantle the discourse of power.

The novel *I'jam* tells us that what is essential in the deconstruction process is finding original ways of writing. Conversely,, *al-ʿamt wa al-ʿakhb* tells us that silence can also be a powerful tool to deconstruct authoritarian discourse when it is impossible to find new ways of expression. However, this silence is revolutionary because it creates a gap that makes the emergence of new meanings possible. It is the prelude of a revolutionary roar. In sum, through a post-structural analysis of the two novels, the paper describes how oral and written language can be a powerful tool to dismantle the authoritarian discourses. Hence, in the gaps and differences of language, the possibility of new meanings emerges, which will constitute a brand new discourse: the revolutionary language constituted by original forms of artistic expressions.

Session 3.2

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Biography:

Nadia Hannawi Saadoon Hamad (Baghdad – Iraq 1970) obtained her PhD at the University of Baghdad in 2002 and is currently a Professor in Arabic literary criticism at the Department of Arabic in the College of Education at Al-Mustansiriyah university. She acts as · Consultant at the Farabi Center for Asian-European Studies, Istanbul University, Turkey. She is a member of Member of the Scientific Committee of the Journal of literary communication (University of Baghi Mukhtar, Algeria), and the recipient of the Nazek Almala'ika Award for Feminist Creativity in the Field of literary criticism (Seventh Session, Ministry of Culture, 2014). She has published over 50 scholarly papers in academic journals of Iraqi and Arab universities, and twenty books, the most recent ones being *The Arab narrative Encyclopedia of critical reviews and Historical reviews* (Amman, Dar Ghayadah, 2019) and *Toward a transverse theory of the genus* (Amman, Dar Ghayadah, 2020).

Title: Towards a Transverse Theory of Literary Genres

Abstract:

الأجناس الأدبية العابرة Transient Literary Genres

تعد قضية التجنيس اليوم قضية شائكة كتحصيل من تحصيلات التقدم التقني والانفجار المعرفي والتطور النظري الذي طرأ على مختلف المجالات المعرفية وفروعها الحياتية التطبيقية المتعلقة بالعلوم البينية والفلسفة ما بعد الحداثة. وما ترتب على ذلك من دواعٍ للعبور بالمنهجيات والتخصصات والاستراتيجيات والأدب، نحو عتبات القرن الحادي والعشرين الفكرية ومقتضياته الاجتماعية السائرة باتجاه التنوع والاندماج والانفتاح على مختلف الفضاءات.

وما يخصنا هنا هو فضاء النظر التجريدي في قنليات الممارسة النقدية وبعدياتها التي أخذت تتجه إما إلى دمج الأجناس والأنواع مع بعضها بعضاً أو تفتيت الأجناس وتشظيها أو دمجها والعبور عليها أو العبور إليها. وترتهن مديات العبور بين الأجناس (Crossing between genres) بالكيفية التي بها يملك الجنس العابر الأهلية لتوسيع مساحته وردم الفجوات فيه بالخرق والتجاوز والهضم والامتصاص والضم والصهر والذوبان، وهذه العملية العبر إجناسية ليست سوى انعكاس لفاعلية أوسع بكثير منها تتمثل في العبر ثقافية التي بها اندمجت العلوم الطبيعية بالعلوم الإنسانية وتوافقت القطيعة المعرفية في اللامقايسة مع ميكانيكية الدمغة وتمازجت ضدية المناهج بالنسبية وما يلحقها من انسانية العلم والرؤية الفوضوية له توكيدا لعالم متعدد الحقائق، فضلا عن مقاربات الكوسمولوجيا (علم الكون) والتعددية في التخصصات ومنهجيات الاندماج والتداخل العبر ثقافي ومتعلقات الحداثة البعدية من قبيل دراسة الإنسان العابر والذكاء الصناعي والعالم المرقم والمعلوم وما بعد المعلوم والسايبرانية.. الخ.

إن استراتيجيات عبور الحواجز والحدود هي صورة متقدمة لسؤال ما بعد التجنيس وما بينه وما قبله من مجادلات واحتجاجات ضد اللاتجنيس.

وقد نتمكن من معاينة معطيات سؤال التجنيس وحيثياته إذا اعتمدنا مواضع نظريتي الفوضى التي لا تعترف بالسلطة ولا تأبه بالمنطق ولا تقيم للمقايسة والمنهج مكانا في العلم؛ ونظرية الاستثناء الايوسيتييوم التي تجعل الضرورة سندا ليس لها قانون أو هي تخلق قانونها.

من منطلق أن الإقرار بحالة الضرورة سيؤدي إلى حل إشكالية الاستثناء وشرعية انتهاجه، ومنها إشكالية السيادة والسلطة حيث القاعدة سارية دون أية إحالة على الواقع. وأن الاستثناء انفتاح لقضاء يكشف فيه التطبيق والقاعدة عن انفصالهما، وقد وجد جورجو اغامبين صاحب نظرية الاستثناء تشابها بين علم اللغة والقانون وأن بهذا التشابه تتواجد العناصر اللغوية في اللسان بلا إحالة ادراكية واقعية تكتسبها العناصر في الخطاب⁽¹⁾

وهو ما يجعل العبور سَفَرًا سبرانيا من الواقع إلى الإدراك (اللوعوس) ثم إلى الميّا ثقافية التي أهم ميزاتها التجاوز لمسلمات التوجه العقلي إزاء نظريات فكرية بغية اكتناه حقيقة تلك النظريات، ومن بينها ما نحن بصده أعني النظرية الأدبية التي تعطي لقضية الأجناس والتجنيس مركزية تجعلها في مقدمة أولوياتها.

والعبور في فضاء النظرية الأدبية يعني الاستثناء في بلوغ منطقة ميّا اجناسية كضرورة ما بعد انفتاحية أو ما بعد اندماجية، وكمسعى أيضا من مساعي جعل نقدنا المعاصر نقدا ما بعد حدثي، يدفع بثقافتنا عموما لتكون عابرة للتخصصات، مماشية الثقافة البيئية العالمية وهي تتجه صوب، "تقويض مركزية العقل ومركزية البعد الواحد وتسوية الفروق بين الأجناس والمخلوقات والتأكيد على الأديان بوصفها بنى ثقافية حبة وتكريس الهامشي واليومي والمنسي والمغفول عنه"⁽²⁾

وما يجعل جنسا أدبيا قادرا على أن يكون عابرا هو قدرته على تهشيم سلطة النوع والنمط والشكل مع المرونة في التعامل مع الحدود. هذه المرونة التي تجعله يضم إليه حدودا مستعارة من أنواع وأشكال وأنماط وصيغ تتمحور حول دلالات ثقافية متنوعة أخرى، لتتصوي داخل الجنس الأصل وقد تظاهرت بهيأته.

ليس غريبا بعد هذا المنظور الفكري ما بعد الحدثي وما مر معنا في المواضعيتين السابقتين حول السيولة والانغماس أن يكون التداخل بين الشعر والسرد فعلا طبيعيا ومفروغا منه، وستؤكد ناجزية العبور بالاستثناء والضرورة كلما دخلنا ميدانا من ميادين الشعر أو اخترقنا حدا من حدود السرد.

لنبتين أن بالعبور تزال الحيرة في توصيف الأعمال الأدبية التي قد تتأرجح كتابتها بين نوعين أو جنسين. فالروائي برهان الخطيب على سبيل المثال وقع في حيرة التجنيس إزاء عمله (ذلك الصيف في الاسكندرية) الذي هو عبارة عن أربع قصص جمعها أكثر من خيط سردي واحد، وانتهى الخطيب إلى كتابة مقدمة، فيها اعتمد التوصيف (قصص رواية) معتبرا ذلك نموذجا جديدا في الكتابة.

ولا تقتصر أهمية العبور الاجناسي على إزالة حيرة المبدع حسب؛ بل أهمية العبور تتجسد في صنع وعي نقدي لدى الجمهور المتلقي أيضا.

والأجناس العابرة أربعة هي قصيدة النثر والرواية والقصة القصيرة والمقالة، أما المسرحية فهي جنس أدبي قائم بنفسه يأتي بعد الملحمة في ترتيبه بين الأجناس. ولطالما عدّ المسرح أبا الفنون كلها. لكن المسرحية وبالرغم من ناجزية قالبها وما تمتلكه إجناسيا من إمكانيات التداخل مع الشعر والسرد والسينما والفوتوغراف والتشكيل والرقمنة والانفوميديا وغيرها؛ فإنها تبقى بعيدة عن احتمالات تشكلها جنسا عابرا. والسبب فقدانها القدرة على الاحتواء لأجناس أو لأنواع أخرى في قالبها الذي وإن تمتع بالسيولة فإنه لا يقدر على المحافظة على حدوده وهو يريد العبور ضامًا جنسا أو نوعا آخر داخله، ومن ثم يتغلب الجنس المعبور إليه الذي هو أما قصيدة نثر أو رواية، وقد آخذنا من المسرحية الدراما والحوار وعناصر أخرى.

(1) ينظر: حالة الاستثناء الانسان الحرام، جورجو اغامبين، ترجمة ناصر اسماعيل، مدارات للابحاث والنشر، مصر، ط1، 2015، ص102.107.

(2) النظرية النقدية العابرة للتخصصات، عباس عبد جاسم، دار أزمنة للنشر، الاردن، ط2016، 1، ص19.18.

Session 3.3

Dr. Hatem Mohammed Al-Shamea, Sana'a University

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Biography:

Hatem Mohammed Al-Shamea is Assistant Professor in the Department of English, Faculty of Languages, Sana'a University, Yemen. He was awarded the doctoral degree from the department of English Literature, EFL University, Hyderabad, India for his dissertation on "Religion, Taboos, Sexual Politics: Reconfiguring the Yemeni identity in Selected Texts of Wajdi Al-Ahdal." His areas of research include English literature as well as Arabic, African, and other postcolonial literatures, diaspora, feminist studies, marginalities and gender studies. His books include *Woman and Islam: Decoding the 'DNA' of Patriarchy* (2020), *Woman and Identity* (2020), *Will-To-Power: A Search in the Shadows of Colonialism* (2019), *An Arab Latin-American Cultural Dialogue* (2019). He is the translator of *The Holocaust*, a Collection of Arabic Short Stories by Entisar Asseri. His chapter titled "Veiled Voices" was published in *Writing Gender Writing Self* (Routledge). He has been invited as keynote speaker to several international conferences in India, and published eighteen papers in international journals. He has been a peer reviewer of *The Text Journal*.

Title: Writing Self: Decoding Male-made Norms in *Memoirs from Prison*

Abstract:

Some Arab women have been challenging and struggling to raise the self-awareness within the Arab society, the self-awareness that protects women from masculin selfishness. Nawal El Saadawi is a role model for those women. Through her self-narrative, El Saadawi brings her unseen self-experience in male-dominated Arab society, breaking social taboos that keep women under male surveillance, policing her everywhere and all the time. In her *Memoirs from Prison*, El Saadawi retells her pains and sufferings in the form of narrative, that is to say, autobiography, against the background that it is shameful for a woman to write her life story as it reveals somehow the fragility of Arab families and the dark side of its backward norms that were created by males. Her unseen experience of torture in prison would be unknown to any person. However, in her personal sacrifice to reform the deconstructed Arab society, El Saadawi pays no attention to male-made norms, she re-writes her "Self" in an autobiographical literary form. This paper is a critical study of the Arab-made norms that Arab women attempt to reform, focusing on the reforms of El Saadawi in *Memoirs from Prison*. The study reveals the actions and reactions by Arab patriarchal society that limits women's freedom through religion or tradition.

Session

4

**Digital Learning/Teaching
and Intercultural
Communication**

Session 4.1

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Dr Aziza Zaher (Durham University, UK) aziza.zaher@durham.ac.uk

Biography:

Dr Dina Abdel Salam El-Dakhs is an associate professor at the Linguistics Department and the Leader of the Applied Linguistics Research Lab at the College of Humanities, Prince Sultan University. Her research interests include Psycholinguistics, Pragmatics, Discourse Analysis and Language Learning. She has several publications in flagship journals.

Dr Niveen Kassem, FHEA, is an Honorary Fellow and Assistant Teaching Fellow at Durham University. She also lectures on Public History at Newcastle University. Her wide-ranging research interests include Arabic pedagogy; Middle Eastern literary heritage and culture; oral history; and representations of identity and memory.

Dr Aziza Zaher is Assistant 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. She published several publications on teaching Arabic as a foreign language.

Title: Mitigating the Impact of COVID-19 on the Arabic Year Abroad and Fostering Intercultural Communication Online

Abstract:

The year abroad is one of the most important aspects of the study of Arabic. It provides students with opportunities to use the language in real-life situations, interact with students from a different culture, and gain a better understanding of Arabic culture, among others (Al Batal and Galaks, 2017). However, due to COVID-19 the Arabic year abroad has been severely disrupted, and most students were unable to travel to the Arab world.

To mitigate the situation, Durham University (UK) collaborated with Prince Sultan University (KSA) to create online opportunities for students from both universities to meet regularly online to develop their linguistic and intercultural communication skills. The interactive activities of the programme enabled students to speak publicly and share various cultural experiences. This collaborative online learning opportunity provided an excellent experience for Durham students to meet young Arabs of similar age and interests, share life experiences, and improve their linguistic skills.

Students were asked to evaluate the programme and the feedback shows that all participants commended the programme since it allowed them to practise their intercultural communication skills and linguistic abilities in various ways. Durham students gained more confidence in their linguistic and cultural abilities and Arab participants welcomed the

opportunity to practice Modern Standard Arabic which they do not use in their daily lives due to diglossia. Based on the success of the programme, it has been extended to the second term. This programme has inspired the organisers about the possibilities that online tools can provide, not only for supporting the Arabic year abroad, but also for fostering intercultural communication between Arab and Western young people.

Al Batal and Galaks (2017). Dialect Integration: Students Perspectives within an Integrated Program in Al Batal (ed.) *Arabic as One Language: Integrating Dialect in the Arabic Language Curriculum*, Georgetown University Press

Session 4.2

Dr. Bendahoua Kheira, University M'Hamed Bougara Boumerdes

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Biography:

حصلت على درجة التأهيل في النقد العربي المعاصر، جامعة أبي القاسم سعد الله بالجزائر العاصمة، الجزائر ودكتوراه في الأدب العربي تخصصت في النقد المعاصر، جامعة الجيلالي الليابس مدينة سيدي بلعباس، الجزائر. ونالت درجة الماجستير في الأدب العربي، جامعة الجيلالي الليابس مدينة سيدي بلعباس الجزائر. والقراءة النسقية للخطاب الشعري الجاهلي وحاصلة على ليسانس في الأدب العربي، جامعة عبد الرحمن بن خلدون تيارت الجزائر. هي حاليا أستاذة بقسم الأدب العربي، جامعة امحمد بوقرة مدينة بومرداس الجزائر. لها أبحاث منشورة في مجلات محكمة. ولها مشاركات في المؤتمرات الوطنية والدولية ولها مشاركات في ملتقيات وندوات وطنية ودولية، عربية وأجنبية. أشرفت وناقشت العديد من رسائل الماجستير، والليسانس والدكتوراه. وهي عضو محكم في مجلات وطنية ودولية. هي رئيسة مشروع "النقد الجزائري المعاصر". وقدمت محاضرات في جامعات أجنبية مختلفة.

Title:

تعليم اللغة العربية لطلاب ما بعد الثانوي عن بعد في زمن الوباء (حلول وتجارب)

Abstract:

يعالج هذا الموضوع إشكالية تقديم الدروس التطبيقية والمحاضرات لطلاب ما بعد الثانوي في زمن لم يكن انتشار الوباء متوقعا حدوثه، لذلك صار لزاما على الأستاذ تقديم حلول جديدة وتجارب أدائية لضمان استمرارية الفصل الدراسي، وفق ما تقدمه أدوات العصر التكنولوجية والتقنيات الحديثة التي تمنح الطالب والأستاذ معا إمكانية التواصل الهادف والبناء، والإشكالية المطروحة: كيف يمكن تقديم المعلومات الكافية لطلاب ما بعد الثانوي عن بعد في زمن يعاني فيه الطالب والأستاذ معا حالات متابعة لأحداث انتشار الوباء؟ وهل يمكن أن تكون الحلول المقدمة بداية عهد جديد لتعليم اللغة العربية للناطقين وغير الناطقين بها؟ ماهي الحلول المناسبة في هذا الظرف بالذات؟ وهل يمكن أن تكون النتائج مرضية إلى حد ما؟ هذه بعض الإشكاليات التي سنحاول الإجابة عنها مستندين في ذلك على بعض الجهود المبذولة لتعليم اللغة العربية المقدمة عن بعد، مركزين على الحلول والتجارب الفردية والمبرمجة من قبل هيئة التدريس. وحتى لا نخرج عن الأهداف المرجو تحقيقها فإننا سنحاول الالتزام بالمقاربة البنوية بتتبع أصغر بنية للحصول على البنات المتعاقبة فيما بينها، وعلى الثنائيات التي مكن تقابلها إنشاء قاعدة جديدة اضطرارية لتقديم المعلومات عن بعد.

- _ معرفة الحلول الأكثر نجاعة في تقديم المعلومة لطلاب ما بعد الثانوي.
- _ الاستفادة من التجارب الفردية والمبرمجة من قبل الهيئات المعنية.
- _ التعرف على خبرات المختصين والخبراء في مجال التكنولوجيا، للسمو بالعملية التعليمية سواء في أوقات الضرورات القصوى، أو في الحالات العادية.
- _ التفكير بشكل جدي في كل ما يمكنه أن يهدد العملية التعليمية النظامية مستقبلاً.
- _ وضع حلول تتناسب مع قدرة البلد وإمكاناته المادية والبشرية.
- _ الكلمات المفتاحية: تعليم؛ عن بعد؛ إمكانيات؛ طلبة؛ الرقمنة؛ التكنولوجيا؛ اللغة العربية.

Session 4.3

Dr. Iman Soliman, American University in Cairo

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Biography:

Iman A. Soliman is the chair of the Department Language Instruction (ALI) and a senior Arabic Language instructor. She joined AUC in 2006 as a full-time faculty member. She initiated the Center of Advanced Arabic Study in Cairo (CAASIC), and acted as CAASIC director (2013 – 2017) as well as executive director of the Center of Arabic Study Abroad (CASA) at AUC (2010 – 2016).

Iman earned her BA in English literature from Ain Shams University. In 2003, she received her PhD in TAFL from the University of Edinburgh in Scotland.

Soliman has taught Arabic language and culture since 1991 in Middlebury College, the University of Edinburgh, the University of St. Andrews, as well as at International House, Cairo. In 2004 to 2006, she participated in the Educational Reform Program conducted by the Supreme Council of Education in Qatar and led teacher-training workshops for Arabic first-language teachers. Soliman also participated in several national and international AFL conferences and has given presentations, and was AFL keynote speaker in Kazakhstan, and the University of Portland.

Soliman is a winner of the AUC Excellence in Teaching Award (2011) and the AUC Excellence in Academic Service Award (2015).

Title: Redressing Issues of Community Building: Online Arabic Course Design and Supportive Technologies

Abstract:

The pervasive use of technology to mediate all aspects of our personal, professional and social lives, has underscored the role technology plays in our language use and language learning. Consequently, more and more language instructors expanded their use and integration of technology in their daily classroom practices to assist and enhance language learning. Within Arabic foreign language classes, almost every instructor incorporates some sort of technology

to support their teaching, differentiate instruction, engage students in active learning, and to provide them with culturally rich authentic materials that promote communication. Nonetheless, when Covid -19 struck in spring 2020, we as AFL instructors, were taken by surprise. The situation demanded an immediate transposition from the common classroom space to a totally unfamiliar virtual environment. The primary concern was the transfer of content, learning the new platforms and tools, seeking solutions for cheating-free tests, and identifying alternative assessments. Content, rigor and academic integrity were all of major importance. However, there was something missing. Students' formative comments highlighted that students no longer enjoyed their classes because they missed their presence and their teacher's presence. Studies of students' perception of online learning affirm that student satisfaction and learning is associated with three types of interaction -- with course content, with instructors and with peers -- and that these interactions need a community that makes learning happen to take place.

This presentation will showcase how, at the level of course design, issues of community building were redressed in an online Arabic-course by sustaining learners' interaction and humanizing the online environment. It will also suggest activities that encouraged a sense of community within the group and technologies that supported and boosted students' and teacher's presence in a way that fostered student satisfaction, and the achievement of learning outcomes. These activities can easily transfer to any AFL course design.

Session

5

**Translation: Theory and
Practice**

Session 5.1

Iman Saad Eldin Nahla

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Biography:

Iman Saad Nahla is a senior Arabic language instructor at the Department of Arabic Language Instruction (ALI) at The American University in Cairo. She obtained her MA in Teaching Arabic as a Foreign Language from AUC in 1997. Her MA research dealt with pronunciation problems of English learners of Arabic. She started teaching at the ALI as a graduate student and continued after her graduation until today. She has taught courses at the Arabic Intensive Program (ALIN), the Center for Arabic Studies Abroad (CASA) and is currently teaching at the diplomats' program (ALID). She was head of the ALI Computer Unit from 1999 to 2004. She co-authored *Al-Murshid*, a book on teaching Arabic grammar to intermediate level students. She has taught courses in Modern Standard Arabic, Egyptian Colloquial Arabic, Media Arabic, Listening and Speaking, Grammar, and writing to students of different levels of proficiency.

Title: Formative Assessment using ePortfolios with Elementary Learners of Arabic

Abstract:

Portfolios, in general, have since long, been widely used across various disciplines. They are defined as a collection of facts and proofs that are collected throughout a person's journey through learning over time and are used to demonstrate their ability and competences. Portfolios are classified according to their types and their purposes. This paper focuses on reflective portfolios. Reflective portfolios are self-directed, flexible, and hence can be used for many purposes. They can be used to demonstrate the learning that takes place over time and, in addition, with formative and summative assessment procedures. Specifically, this paper focuses on using electronic portfolios with learners of Arabic as a foreign language (AFL). E-portfolios are digital containers capable of storing different elements such as visual and auditory content including text, images, video and sound, that are specifically designed to support a variety of pedagogical processes and assessment purposes. This paper presents a project carried out with elementary AFL students. The purpose of the project was primarily to encourage students to reflect on their own learning and become lifelong learners. In addition, it is a tool for the teacher to use for alternative assessment. Portfolios provide an alternative form of assessment that can be used with students or teachers in different forms as a summative or formative assessment tool. To develop the e-portfolios, a framework was adopted which consists of the following steps: 1. Defining and clarifying the scope and purpose of the e-portfolios; 2. Creating a flowchart that will give a visual representation and illustration of different e-portfolio aspects (e.g. sequence, organization, navigation) of the content of the e-portfolio; 3. Creating or selecting artifacts that represent the items defined in

the flowchart; 4. Positioning the artifacts onto the e-portfolio system; 5. Publishing the e-portfolio. The paper will address the challenges which students and teacher faced during the process of creating e-portfolios. It will also shed light on the challenges faced by the teacher in using portfolios for assessment purposes. A summary of students' feedback on this learning experience will be included.

Session 5.2

Amani Abuwardi, University of Leeds

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Biography:

Amani Abuwardi is a PhD researcher at Leeds University. She also holds the position of Translation lecturer at Imam Abdulraman bin Faisal University (IAU), Saudi Arabia. In 2015, Amani was awarded an MA degree in Translation Studies by the University of Salford, with distinction and the Postgraduate Best Performing Student Prize. Since then, she has taught several translation courses at BA level at IAU, allowing her to reflect on various aspects of translation learning and teaching pedagogies. She is currently working on her PhD research which combines her passion for translation, teaching and curriculum development. Within the principles of Exploratory Practice and Narrative Analysis, her PhD research seeks to analyse the liminality experienced by undergraduate students undertaking an authentic translation project, a cutting-edge form of pedagogy in translation classrooms, applying the framework of Threshold Concepts. It is hoped that the results of this analysis will provide greater understanding of the theory itself as well as the challenges faced by students in the transformation from being students of translation into members of the professional translation community.

Title: Threshold Concepts in Translation Education: How Saudi Undergraduate Translation Students meet the Threshold of Trustworthiness in Project-based Learning

Abstract:

Integrating authentic translation projects into translation curricula has been widely recognised as key to developing students' translation professional identities. Although some of the research papers making this argument highlight the fact that this type of authentic learning experience might be challenging for learners, none of them has attempted to understand how students cope with such experience while maintaining a trustworthy persona. Trustworthiness, in this study, is conceived as a threshold that translation learners need to meet in order to successfully pass the liminality of a project-based learning experience. In a project-based translation module, learners are expected to work on an authentic project from start to end within a loosely-structured syllabus. This requires students to perform a version of themselves that embodies the way professionals think and act, while complying with their other

commitments as students, in order to be seen as trustworthy. Although trustworthiness is judged by others, this judgment is based on what we say or do, drawing from the ethnomethodology school established by Garfinkle since 1967 (Jones and Sin, 2013). Underpinned by this belief, this paper aims to explore how Saudi translation students construct their trustworthy status in the eyes of colleagues, teachers, and clients. Data about challenges they experienced as recipients of trust from various sources, the areas of trust-loss, and the strategies they developed to achieve trustworthiness will be collected from the narratives of thirteen of my students on a Translation module based on an authentic translation project. It is hoped that the results will provide translation teachers with deep insights into how their students achieve trustworthiness while attempting to meet the professional expectations associated with authentic translation projects. Such understanding is crucial for teachers to support their students in coping with the uncertainty of the project journey and constructing trustworthy professional identities.

References

Jones, A. and Sin, S. 2013. Achieving professional trustworthiness: Communicative expertise and identity work in professional accounting practice. *Discourses of trust*. Springer, pp.151-166.

Session 5.3

Dr. Maria Swanson, United States Naval Academy

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Biography:

Maria Lebedeva Swanson graduated from The Institute of Asian and African Studies (Moscow State University), majoring in Arabic language and literature. For seven years she worked in the Arab world as a Russian/Arabic/English translator.

She set up the Arabic language program at the Department of Modern Languages at Northern Arizona University soon after moving to the United States of America. Since 2014 she has been teaching Arabic language and culture at the United States Naval Academy.

In 2014 she got a Ph.D. degree from The University of Arizona, majoring in Arabic literature and minoring in Russian and Slavic studies. The focus of her research is Russian/Ukrainian - Arabic cultural ties.

Title: Mikhail Naimy's Translation of Taras Shevchenko into Arabic and His Relationship with Ukraine

Abstract:

Mikhail Naimy, one of the founders of modern Arabic literature, has been exposed to several world cultures. His translations of the Ukrainian and Russian poetry into Arabic are the

understudied facet of the late period of his writings and add to the information about his creative potential and influences on his writings and personality.

He graduated from Poltava Theological Seminary, left Ukraine in 1911 and later visited it twice. He has created a special relationship with this country which he called his second Motherland. Our research adds to the studies of his world view, sensitivity to nature, passion for literature, and the strong rejection of all kinds of violence and injustice, which were formed under the Ukrainian impact.

Our work also contributes to the concept of the vigorous foreign impact on the pillars of Nahdah through the addition of the Ukrainian language and culture to the European ones, which influence has been studied in depth.

Session

6

**Interrogating Texts:
A Micro and Macro
Analysis of Texts**

Session 6.1

Dr. Badr Nasser Aljabr, Imam Mohammad Ibn Saud, Islamic University

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Biography:

أستاذ مشارك في كلية اللغة العربية بجامعة الإمام محمد بن سعود الإسلامية ومستشار في مركز الملك عبدالله بن عبدالعزيز الدولي لخدمة اللغة العربية. نال درجة الدكتوراه في النحو والصرف من كلية اللغة العربية بجامعة الإمام محمد بن سعود الإسلامية والدبلوم العالي في تأهيل معلمي اللغة العربية للناطقين بغيرها من معهد تعليم اللغة العربية للناطقين بغيرها. له عدد كبير من الأبحاث والمقالات العلمية في مجلات محكمة.

Title:

كتاب الفروق اللغوية لأبي هلال العسكري: مقارنة تداولية

Abstract:

ملخص البحث

إن دراسة التراث العربي وإعادة قراءته في ضوء النظريات اللسانية الحديثة ليكشف لنا عن قيمته العلمية، ويبرز جهود هؤلاء العلماء وما تحويه مصنفاتهم من ملامح لقضايا ومفاهيم لسانية معاصرة.

ومن ينعم النظر في مباحث التداولية فسيجد لها أثراً بيّناً في هذا التراث؛ إذ برزت امتداداتها وجذورها في أغلب مصنفات العلماء القدامى على اختلاف تخصصاتهم ومنطلقاتهم، وأنهم طبقوا مبادئها وقضاياها، وظهرت ملامحها واضحة عندهم قبل أن تصبح نظرية وعلماً له معايير وضوابطه.

ولأجل هذا رأيت أن يكون بحثي في المؤتمر الدولي الذي تنظمه جامعة ليدز والرابطة البريطانية لمدرسي اللغة العربية في المدة 24، 25 يونيو 2021 عن هذا الموضوع، وجعلت عنوانه: (كتاب الفروق اللغوية لأبي هلال العسكري: مقارنة تداولية)؛ لتحقيق مجموعة من الأهداف، منها:

- 1- التأكيد على أن امتلاك أدوات متنوعة في قراءة التراث العربي وتحليله وتفسيره كفيل بفتح آفاق رحبة لتفسير ظواهره، وفهم خصائصه المعرفية والمنهجية، ويعود بالنفع على تراثنا.
- 2- أن استحضار ما جاء في التراث العربي من إرصاصات الدرس التداولي فيه إثراء له، وإبراز لجهود المؤلفين، والاحتفاء بما قدموه.
- 3- إبراز قيمة كتاب الفروق اللغوية، وأسبقية مؤلفه إلى تطبيق المنهج التداولي قبل أن يذيع صيته ويصبح علماً واتجاهاً في العصر الحديث.
- 4- إبراز قيمة الاتجاه التداولي، وأنه يعنى بدراسة كل جوانب المعنى الذي تهمله النظريات الدلالية، ويهتم بالمعطيات السياقية والمقامية، وله علاقة بالعلوم الأخرى.

وسيتناول البحث -بإيجاز- مفهوم التداولية وعناصرها، ثم يتتبع المبادئ والأدوات التداولية في كتاب: (الفروق اللغوية) لأبي هلال العسكري، ليكشف أن الاتجاه التداولي له جذور عميقة في هذا الكتاب، وأن أبا هلال قد عني بالقضايا والمبادئ التي تعد في الفكر

اللساني من الأسس التداولية مثل: مراعاة المخاطب وتحقيق فائدته، والعناية بقصد المتكلم، والنظر إلى المقام الذي يجري فيه الحدث والظروف المحيطة به؛ للوصول إلى الفروق اللغوية بين الألفاظ.

Session 6.2

Dr. Emad Mohamed, University of Wolverhampton

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Biography:

Emad Mohamed is a Senior Lecturer in Computational Linguistics & Digital Humanities at the [Research Group in Computational Linguistics](#), Research Institute in Information & Language Processing, University of Wolverhampton, West Midlands, England, U.K. His research interests include *Digital Humanities, Computational Linguistics, Translation Technology, Computational Linguistics for the Cultural Heritage, Cultural Analytics, Corpus Linguistics, and Arabic*. He is especially interested in how Artificial Intelligence can help better the understanding of the Humanities. He completed his PhD in Computational Linguistics at Indiana University in 2010, and has experience in both industry and academia. he previously held positions at Carnegie Mellon, UQAM, Nuance Communications, and Indiana University.

Title: Explaining and Predicting Authorial Gender in Arabic

Abstract:

While it is common knowledge that men and women use language differently, there does not seem to be evidence for this language variation in Arabic. This project tries to answer the question of whether this *common knowledge* is actually true through the use of computational linguistics methods. I have collected 43,000 documents written by male and female authors, where each document is a short online post in the form of a question asking for readers' opinions on a specific social issue. We followed a processing pipeline which involved segmentation, part-of-speech tagging, Topic Modeling, and Feature Extraction. This processing pipeline is then fed into a machine learning module that does two things:

- Explanation, which produces a model telling us which features are important in distinguishing female writers from male ones.
- Prediction, which is a model that, given a piece of text, can determine the gender of the author.

Such a system is useful for research in sociolinguistics, author profiling on social media, education, and various other applications.

Session 6.3

Khaled Elghamry, Ain Shams University kelghamr@indiana.edu

Attia Yousief, Indiana University ayousief@iu.edu

Muhammad S. Abdo, Al-Azhar University Muhsabrys@outlook.com

Biography:

Dr. Elghamry is an associate professor of Computational Linguistics at Ain Shams University, Egypt. He holds a Ph.D. in Computational Linguistics from the Department of Linguistics, Indiana University, USA, where he is now a visiting scholar. Dr. Elghamry's research interests include Arabic computational lexical semantics with a special focus on sentiment analysis and semantic taxonomies, Arabic social media/web mining, and digital humanities. Dr. Elghamry is the co-founder of the Arabic Thought Foundation's Statistical Database of the Arabic Web Content. He has published books and articles in Arabic on the disruptive social and cultural effects of the internet and social media.

Attia Youseif:

Dr. Attia is a lecturer with the Arabic Flagship Program and the Department of Middle Eastern Languages and Cultures at Indiana University. He holds a Ph.D. in Linguistics at Alexandria University and holds a Diploma in Teaching Arabic as a Foreign Language, an MA in Arabic Syntax and Morphology, and a BA in Arabic Language and Literature. He has over 24 years of experience teaching Arabic to native and non-native speakers. He has published books and articles in Arabic on linguistics, dialects, and teaching Arabic. Dr. Youseif's research interests include general linguistics, sociolinguistics, dialectology, second language acquisition, and the role of culture in language.

Muhammad S. Abdo:

Muhammad S. Abdo is an English Language Instructor at the English Language Resource Center (ELRC), Al-Azhar University. He has a master's degree in Corpus Linguistics from Ain Shams University, a PGCE from Menoufia University, and a Bachelor's degree in English from Benha University. His research interests include computational, corpus, and cognitive linguistics.

Title: Naguib: A Lexical-Conceptual Taxonomy for the Computational Analysis of Arabic Novels

Abstract:

Recently, there has been an increasing interest by researchers in Digital Humanities and Cultural Analytics in the application of Natural Language Processing tools in the computational analysis of literary texts (Bamman, 2019, Chen et al., 2019, John et al., 2019, Wang et al., 2019, Kuhn, 2020, and Jacobs and Kinder, 2020, among others). Almost all research that has been conducted so far in this domain focuses mainly on literary texts written in English. However,

little, if any, attention has been given to the computational analysis of Arabic literary texts. To fill this gap, in this talk we present Naguib (after the Arab literary Nobel Laureate, Naguib Mahfouz), a model for a fine-grained computational analysis of Arabic novels. The main idea in Naguib is that a literary text is essentially a sequence of linguistic signals selected by the author to perform a set of narrative functions, such as settings, affect, tone, mood, character, theme, plot and dialogue, among other things. The core of the model is a novel-oriented lexical-conceptual taxonomy that maps the textual signals into these narrative functions. In this talk, we present the details of this model and the results of its application in analyzing a sample of Arabic novels and identifying the lexical-conceptual and cultural DNA of the given text. This is work in progress with the ultimate purpose of providing a robust suite of tools for researchers in the domains of literary and cultural studies and related fields for a deeper and richer analysis of Arabic literary texts on a much larger scale.

Session

7

**Online Teaching,
Assessment and Feedback**

Session 7.1

Wael Khattab & Dina Dahman, Defense Language Institute

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Biography:

Wael Khattab holds Bachelor, Master, and Ph.D. degrees in Islamic arts and architecture from the Faculty of Archeology, Cairo University. He is currently Associate Professor of Arabic Language and Culture at the Defense Language Institute. His article publications include *Islamic Architecture and Social History in Medieval and Modern Egypt* (Academia.ed, March 2016), *Increasing Higher Order Thinking for Second Language Acquisition* (Academia.edu, November 2016), *Mansoura City during the Crusades* (2016), *The city of Mansoura during the French campaign against Egypt* (2016). His published books are *The remaining Islamic buildings in Mansoura city and its suburbs until the end of the nineteenth century* (2005) and a comparative archaeological study *Islamic influences on some buildings in the United States of America- case study* (New York - Chicago - San Francisco, 2020).

Title: Virtual reality in the Arabic language classrooms

Abstract

Virtual Reality is increasingly common technology and it is poised to profoundly transform traditional education as we know it. VR is most commonly associated with headsets that display immersive and virtual environments mostly used for gaming. Besides its entertainment value, there is considerable benefit for its application in educational settings. This paper aims to provide teachers with a practical introduction to the capabilities of virtual reality (VR) in Arabic classrooms. I will provide an overview of recent developments in this field and review some of the affordances of the technologies. This is followed by detailed outlines of one activity that teachers can use in their classrooms with access to smartphones or VR capable devices.

Session 7.2

Dr. Oleg Redkin, StPetersburg State University

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Biography:

Professor Oleg I. Redkin, Russia, St. Petersburg State University, deputy dean, head of the Arabic Chair, Faculty of Asian and African Studies. Dr. Oleg Redkin is working as a professor (full) of Arabic Studies, deputy dean of science, head of the Arabic Chair, Faculty of Asian and African Studies, Saint Petersburg State University, Russia. He was born in 1959 in Vilnius. Dr. Redkin received his PhD degree in Arabic linguistics in 1984 and Doctor Habilitation Degree

(Doctor of Science) in 1999. His research interests include Arabic and Islamic studies, linguistics, computer text processing, and implementation of ICT in teaching of Arabic. He published one monograph, three text books and more than 120 papers and publications. He is one of the authors of two online courses on the Arabic language and one of the authors of two patented inventions. He is the member of editorial and scientific boards of a number of periodicals of Near Eastern, Arabic and Islamic Studies. He was a manager of several scientific research projects and grants.

Title: Online Arabic Courses at Modern University

Abstract:

The COVID-19 pandemic brought along changes in each and every sphere of life including that of education. One of the consequences of these changes was a rapid transition to a hybrid or distant mode of teaching at major universities around the world. As a result, most of the universities had to implement already existing online courses, and develop new ones, adapting them to the current curricula and timetables. In our paper, we consider the major advantages of online courses in Arabic in comparison to traditional courses in class and provide an analysis of their

structure, teaching methods and linguistic content. The department of African and Asian studies at St. Petersburg University has almost one and a half decades of experience in the development and implementation of online courses in Arabic. In the last years two online courses were developed for university students as well as the general public, and both courses are an integral part of the academic language program. As a result, during the last three years alone, more than 35000 students have enrolled in these courses.

Among the advantages of the above mentioned online courses one can mention that there is no limit to the number of students enrolled as well as flexible time frames in the timetable for their implementation. Besides, the courses are open to the general public and are free of charge. Each Arabic course includes ten teaching modules and each module comprises video and audio files, a teaching film with a special focus on new grammar and vocabulary as well as text in Arabic and its translation, grammar drills, and essential vocabulary.

Session 7.3

Dr. Ahmed Al Khateeb, King Faisal University

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Dr. Mohamed Hassan, Amherst College

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Biography:

Ahmed A. Al Khateeb is Associate Professor and Chair of English Language Department at King Faisal University, Saudi Arabia. He is a PhD holder in Applied Linguistics and Modern Languages from the University of Southampton in the UK and a Fulbright visiting scholar at the University of Massachusetts Amherst. His research interests are situated in the area of

technology-enhanced language learning, psycholinguistics, telecollaboration and intercultural communication.

Mohamed ElSawi Hassan is a senior lecturer in Arabic at the Dept. of Asian Languages and Civilizations at Amherst College, USA. His Ph.D. is in Applied Linguistics and his field of research is Critical Discourse Analysis, Critical Sociolinguistics and Discourse Theory. He is a contributing editor of *Metamorphoses*, the Journal of the Five College Faculty Seminar on Literary Translation. His recent translations were published in *The Common*, and in *Wasla* magazine. He was a co-translator of *African Folklore: An Encyclopedia* into Arabic. His recently published book chapter is "Reshaping Social Practice in Post-Arab Spring Egypt: Expression of Identity and Affiliation in New Media." In *Cultural Production and Social Movements After the Arab Spring: Nationalism, Politics and Transnational Identity*. IB Tauris 2021.

Title: A Critical Analysis of Written Texts and Shared Feedback through Virtual Exchange: Implications for Learners of Arabic as Foreign Language

Abstract:

The role of e-oriented shared interaction has received much attention lately due to the advancement in learning technologies and the nature of communication among foreign language learners. This paper analyses peer feedback on writing tasks written by American students of Arabic as a foreign language in the US, and Saudi students of English as a foreign language in Saudi Arabia through a 10-week tele-collaborative project. The study investigates the nature and types of linguistic/intercultural feedback provided by participants as well as the implications of the students' telecollaborative e-feedback in terms of cross-cultural and sociolinguistic appropriateness in an authentic cultural context. The qualitative analysis of data draws on Pei Leng's framework (2014) of Speech Acts and Language Functions that combines concepts from the Speech Act Theory by Searle (1969, 1976) and Language Functions by Holmes (2001). It also draws on Kramsch's notion of intercultural "third place" and teaching culture in the foreign language classroom (Kramsch 1993, 1998, 2009a). The paper explores how this computer mediated exchange plays a role in foreign language learners' development of a type of intercultural competence "steeped in a deep understanding of their historicity and subjectivity as language learners" (Kramsch, 2013) through their feedback practices. The analysis of the semester-long virtual exchanges shows the effects of students' agency in their own learning and acquisition of intercultural skills. The analysis has shown that feedback fell mainly into the two categories of Expressive and Directive functions in terms of what the feedback was intended to do with more expressive-related functions for e-feedback identified than directive functions. The findings have also confirmed that the participants did not follow specific techniques for giving e-feedback throughout the tasks. They followed the way they thought to be interculturally appropriate and would bridge the gap between the participants and build more collegial connections.

Session

8

**Discourse Analysis and
Intertextuality**

Session 8.1

Dr. Mohammed Al-Raqb

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Biography:

Mohammed Al-Raqb holds a BA in Arabic Language and Literature from the Hashemite University (2011), a master's degree in Arabic for non-native speakers (University of Jordan, 2018). He has published a book on *Linguistic Correlation: Educational Approaches* (Irbid, The Modern World of Books, 2019), and papers on *Coherence* (2019), *The adverb between Arabic and English* (2020), *The Basic Arabic Lexicon* (2020), *Recruitment of linguistic and cultural immersion programs* (2020). He participated in the first Aspire Forum for Teaching Arabic to Speakers of Other Languages in 2018

Title:

أشعار الفجعية: بلاغة الحجاج في أشعار الرثاء، مثل من حماسة أبي تمام

Abstract:

لعلَّ أظهرَ وظائفِ اللغة يتمثل في الوظيفة الإقناعية، تستفيد منها الآليات الحجاجية في دفع المستمع إلى الاقتناع بوجهة نظر المتكلم، وإذا فحصنا بنية البلاغة الحجاجية في أشعار الرثاء وقفنا على حضورٍ كثيفٍ للأدوات البلاغية والمنطقية واللسانية لإظهار أثر الموت والفقد في نفس الراثي، ومحاولاته الدائبة في إيصال المشاعر التي استولت على فؤاده إلى ذهن المتكلم أو قلبه، وتأسيسًا على هذا فإن هذه الدراسة تحاول جاهدة أن تبحث في بلاغة الحجاج في أشعار الرثاء، وقد اتخذت من حماسة أبي تمام مادة للدراسة، فكتشفت عن معنى الحجاج لغة واصطلاحًا، وبحثت في الآليات الحجاجية المتنوعة، رابطة النظر بالتطبيق ما استطاعت إلى ذلك سبيلًا.

Session 8.2

Dr. Saad Mohammed Abdelghaffar Yousef, New Valley University

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Biography:

Saad Mohammed Abdelghaffar Yousef holds an MA in Arabic Rhetoric and Criticism and a PhD in Arabic Language and Literature from Alexandria University. He is currently Chair of the Arabic Department and Associate Arabic professor of Language and literature, at the Faculty of Arts, of New Valley University (Egypt). His publications include *Creativity and identity for Al Buhaira's Writers* (Marrakech, Noor Publishing) and *An Introduction to Forensic Linguistics* (Tanta, Dar Al-Nabigha). His most recent articles include *Characteristics of Arabic Rhetoric and Creativity Theory from an Orientalist Perspective in Bosnia and Herzegovina*, *Studies by prof. Esad Durakovic as a Model* and *The pilgrims of the metaphor in the political discourse theoretical framework and application model* (*Journal of Language Contexts and Intermediate Studies*, 2018).

Title:

Abstract:

ليست البلاغة ترفاً لدى منتجي الخطاب، وإنما هي وسيلة ذات شأن في تحقق أهداف وغايات الخطاب؛ بوصفها فن التأثير والإقناع الممكن بما تمتلكه من قدرة على فهم وإنتاج الخطاب تخيلاً وتداولاً، ومن ثم لا يمكن فصلها عن الخطاب القضائي، بوصفه أحد أنماط الخطاب الجاد، ومع ذلك تعرضت في السياق القضائي للنقد الشديد من قبل أفلاطون الذي رآها مخادعة، تثير العواطف من أجل تحقيق مصالح شخصية للخطباء. وعلى الرغم من ذلك، فقد ظلت البلاغة جزءاً مهماً من الممارسة القانونية على مدى تاريخها الطويل، وليس أدل على ذلك من المحاولات الجادة التي قام بها شايبم بيرلمان، وأولبرخت - تيتكا من أجل إحياء بلاغة قانونية على نهج أرسطو.

ويؤكد ظهور البلاغة الجديدة على ارتباط البلاغة بالممارسة القانونية بما تطرحه من نظريات ورؤى جديدة في تحليل الخطاب، مثل: نظرية الحجاج، والتداولية، وبلاغة السرد، وبلاغة العامة.

أهداف الدراسة:

هذا، وتتناول الدراسة تحليلاً كيقياً لتوظيف الخطاب القضائي آليات الحجاج البلاغي؛ بقصد الوقوف على مدى نجاحها في استمالة المخاطبين والتأثير عليهم، ومن ثم نجاحها في تحقيق غايات ومقاصد الخطاب، وذلك من خلال تحليل بعض الخطابات القضائية في المحاكم المصرية.

أسئلة الدراسة:

وتثير الدراسة بعض التساؤلات، مثل :

- هل ينظر الخطاب القضائي إلى البلاغة بوصفها ترفاً يمكن أن يهمله القانونيون في خطاباتهم، أم أنها عامل من عوامل نجاحه في تحقيق أهدافه ؟.

- هل يمكن للبلاغة أن تشكل حججاً برهانياً يؤدي غرضه في تحقيق مقاصد الخطاب القضائي ؟.

وفقاً لما تثيره هذه التساؤلات من نقاش وجدل، البحث يسعى إلى :

- بيان الدور الذي تضطلع به البلاغة في إنتاج الخطاب القضائي.

- بيان مدى نجاح البلاغة في تجاوز إنتاج الخطاب الخطابي (بفتح الخاء) إلى إنتاج خطابات جادة.

- الكلمات المفتاحية: (البلاغة القانونية- الخطاب القضائي- الحجاج - التأثير - الإقناع)

Session 8.3

Dr. Umar Farouq Haruna, Al-Hikmah University

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Biography:

Haruna Umar Farouq is a lecturer of Arabic literature from Al-Hikmah University, Ilorin, Nigeria. He obtained his Bachelor's degree in Arabic Studies from Ahmadu Bello University, Zaria, Nigeria in 2010, a Master's degree in Arabic Literature from the International Islamic University Malaysia in 2013, and doctoral degree in Stylistics (Modern Arabic Literature) from the University of Malaya, in 2016. His research interests include Stylistics, Teaching of Literature,

Reading, Writing and Literacy, Language for Specific Purposes, Critical Discourse Analysis, Historical Literary Studies and Middle-eastern Studies.

Title: Dimensions of Intertextuality in Understanding the Literary Text: The Article 'Mercy' by Al-Manfalouti as an Example

Abstract:

This paper aims to study intertextuality or text dependency, or what is known by some modern researchers as "textual dependency". It is the standard for studying expressionism and stylistics in the field of modern textual studies. It is a term on which Arab scholars used in explaining, analyzing, literary criticism, and restructuring or wording, in the past and present, and rely on it convincingly in conveying their linguistic and literary messages. Julia Kristeva was famous among those who coined the term.

The researcher hopes to activate the term intertextuality, in this paper, through the article titled "Mercy" by Mustafa Al-Manfalouti in his famous book "al-Nazaraat". In this study, he adopts congruent intertextuality where the interaction takes place between the text in question and other texts.

Session

9

**Teaching Arabic Skills &
Learning Programme
Development**

Session 9.1

Dr. Tamader Hwaidi, Newcastle University

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Biography:

Tamader Hwaid holds a PhD in Linguistics and English Language Diploma in Teaching Arabic for speakers of other languages, and is the founder of ALLC (Arabic Language Learning Clinic) that provides online and in-person Arabic lessons, reading clubs, children's events, activities and book fairs. ALLC also designs soft and hard copies of flashcards, interactive books, language games including board games and interactive online games, and activities. All created, designed and prepared by Tamader.

The aim of ALLC is to create a real atmosphere of the language learning environment as Tamader believes that for a language to be learnt, it has to be alive and for a language to be alive, it has to make sense to the person in their daily life, interests and activities. Tamader is interested in studying and understanding the child's way of learning and hence has gained certificates in supporting children's learning in school and at home.

The teaching resources created by ALLC are not only meant to be used by children, but also can be used by non-native Arabic learners of any age because languages can be effectively learnt through play no matter what the learner's age is.

Title:

هل من الممكن أن نصنع ألعابنا الخاصة بدون اللجوء لمتخصصين وبرامج متخصصة معقدة؟

Abstract:

مما لا شك فيه أن الألعاب اللغوية تسهل الكثير على متعلمي اللغة ومعلميها وتختصر الوقت الذي يحاول فيه المعلم أن يوصل المعنى للمتعلم وذلك بدمج المتعلم في بيئة ممتعة لا يحتاج الشخص فيها لشرح معانٍ كثيرة حيث أن النمط والتكرار كفيين للوصول إلى الاستنتاج، والذي بدوره كفيلاً بتنمية المحصول اللغوي.

الألعاب اللغوية هي إحدى الوسائل التي تسمح بخلق بيئة تعليمية حيث أن اللغة الحية لا يمكن تعلمها إلا من خلال بيئة طبيعية، لأن "الصف اللغوي مكان مصطنع لتعليم اللغة، واللعبة اللغوية تقلل من ظاهرة الاصطناع التي تحيط بالتعليم داخل الصف، كما تحقق قدرًا كبيرًا من الواقعية في ممارسة اللغة."

أيضاً، الألعاب واستخدامها وتجهيزها في الوضع الحالي لآفة كورونا صعب الأمر على المعلمين لعدة أسباب، منها مثلاً أن المعلم هو فعلاً يمر بمجموعة تحديات جديدة عليه وعلى أسلوبه في التعليم، وإضافة عبء تصميم الألعاب وتقديمها خلال الحصص الافتراضية يزيد إحساسه بصعوبة الأمر.

من أسباب محدودية تصميم الألعاب هو -في رأيي- بسبب اعتقاد المعلم أنه يحتاج إلى برامج خاصة معقدة أو شخص متخصص، غير أن الابتكار واستعمال ما هو ممكن وموجود لدينا قد يجعل تصميم الألعاب ممكناً وسهلاً.

يشير هذا البحث إلى إمكانية تصميم وإبتكار ألعاب لغوية باستخدام برامج غير متخصصة مثل برنامج باوربوينت PowerPoint، مع عرض عدة نماذج لأعمال قد تم القيام بها واستخدامها في دروس افتراضية وكذلك مع دليل على سهولة تصميمها حيث أنه تم تدريب بعض الزملاء في دورة مجانية لتطوير مهارات المعلم الرقمية.

الهدف الدراسة هو نشر ثقافة صناعة الموارد بشكل شخصي ومساعدة المعلمين بعضهم لبعض، وهذا يتأتى في مشروع مستقبلي لتصميم منصة على الانترنت يضع فيها المعلمون ألعابهم التي يصنعونها حتى يستفيد منها زملاؤهم .

Session 9.2

Dr. Sayyaf Ameen & Dr. Sabique M.K, MES Mampad College, India

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Biography:

SAYYAF AMEEN K C holds a Master's degree in Arabic Language and Literature and a Master's in Human Resource Management, both from the University of Kerala. He is currently doing a PhD at Mampad College (Malappuram). He works as secondary school teacher in Kerala and between 2007 and 2009 was a lecturer at the al-Azhar Training College in Thodupuzha (Kerala).

Title:

تطبيق الدلالة الذهنية على تعلم الألفاظ العربية وتعليمها في المرحلة الابتدائية

Abstract:

الدلالة المعرفية أو الذهنية (Cognitive Semantics) هي التفاعل بين علم اللغة و علم النفس أو اللغة والفكر ، وتقول أن اللغة هي التي تحدد الفكر واللغة تعكس الفكر ، وبهذا النظر أن المعنى والتراكيب والفنون البلاغية كالمجاز والاستعارة والكناية كلها عملية ذهنية . فإن علماء النفس الأوروبيون مثل George Lakoff و Langacker و Fillmore أسسوا المبادئ الرئيسة لهذا الفرع العلمي . ومن أهم هذه النظريات نظرية دلالة الأطر لفيلمور الذي اهتم في أبحاثه عن تكوين المعنى في أذهان الإنسان ، وفي رأيه أن المرء لا يمكن فهم معنى الكلمة في الجملة دون أن يستحضر في ذهنه مجموعة من المعارف المتنوعة الخاصة بتلك الكلمة ، فمثلا كلمة 'المستشفى' لا يمكن ادراكها الا مع مجموعة من المفاهيم من الطبيب والمريض والمبنى والممرضات والأدوية والمرض.... وهذه العناصر كلها مرتبطة بمفهوم المستشفى ، والأطر في الدلالات المعرفية - وعند فيلمور أساسا - مفهوما ذهنيا معرفيا ، والتي عبارة عن (المفاهيم ، التمثيلات ، الصور) وهذه النظرية قد فتحت آفاقا واسعة ومختلفة في تحليل العناصر اللغوية للغات العالمية . ويظن الباحث أن لهذه النظرية الدلالية آثار كبيرة عند تصميم المنهج الدراسي في المرحلة الابتدائية خاصة في تدريس اللغة العربية للناطقين بغيرها ، والجزء الأول من هذه الدراسة يتضمن تقديم أهم النظريات المتعلقة بالدلالة الذهنية والثاني كيفية تطبيق هذه النظريات الى عملية تصميم المنهج الدراسي .

Session 9.3

Eman Ismael, King's College London

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Biography:

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

Title:

لماذا لا تُدرّس ظاهرة المدح والذم لطلبة اللغة العربية في الجامعات البريطانية؟

Abstract:

تتعدّد الطرق الحديثة لتدريس اللغات وتقوية المهارات الأساسية كالمحادثة، والقراءة، والاستماع، والكتابة. ويبدّل مدرسو اللغة العربية جهوداً حثيثة للارتقاء بمستوى الطلاب في هذه المهارات وخاصة المحادثة والتواصل التي دأبت الجامعات البريطانية على تشجيعها. إنّ لغتنا العربية تزخر بأساليب التعبير الرزينة وتوفّر أنماط الخطاب التي تساعد المتحدث للروح ببسر وفصاحة. ومن هذه الأساليب التي استخدمها العرب في المحادثة وأودّ التطرق إليها هي ظاهرة المدح والذم مثل "نعم وبئس" و "حبذا ولا حبذا" وغيرها. لقد وقع اختياري على هذا أسلوب لأنه ظاهرة لغوية واجتماعية وثقافية ودينية ورأيت أن هناك ضرورة لعرض هذا الموضوع الذي يكاد ينقرض وندرت الكتابة عنه، ونأى الدارسون بأنفسهم عن الخوض في غماره ولا يدرس في جامعات بريطانيا رغم أنه واحد من أساليب التعبير عن الرضا بالشئ أو السخط منه. وهناك أسئلة مهمة ومنها: لماذا لا يدرس هذا الأسلوب لطلاب الجامعات البريطانية؟ ولماذا لا توجد كتب معتمد عليها في الجامعات البريطانية تذكر هذا الأسلوب؟ وفي سياق عرضي لهذه المسألة سألقي نظرة على ظاهرة المدح والذم في اللغة العربية في سياقها التاريخي وكيف نظر النحويون في مدرستي البصرة والكوفة إلى هذا الأسلوب وبما أن القرآن الكريم غني بأساليب البيان الكثيرة ومن بينها المدح والذم الصريح والضمني لهذا سأطرق إليه ومن ثم أجري مقارنة بين أساليب المدح والذم في المخزونين التراثيين العربي والانجليزي. لقد نقبت هنا وهناك لعلّي أقع على نقاط مهمة واجوبة على أسئلة هذا البحث وقد تبين لي أن هذا الأسلوب يتم تدريسه للناطقين باللغة العربية في المرحلة المتوسطة في الدول العربية، ولكن من خلال بحثي في كتب تدريس العربية لغير الناطقين بها فلم أجد كتاباً واحداً يهتم بتدريس أسلوب المدح والذم حتى على مستوى الجامعة. وأغلب الظن أن الدعوة لتسهيل النحو والتي نادى بها أبو المضاء وبعض النحويين قد أثرت كثيراً في إهمال بعض المواضيع النحوية ومن ضمنها أساليب المدح والذم.

Session

10

**Teaching Arabic Skills &
Culture in Schools and HE**

Session 10.1

Tony Calderbank, Qatar Foundation International

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Biography:

Anthony Calderbank studied Arabic and Persian at Manchester University. He taught Arabic at the International Language Institute in Cairo and at Salford and Manchester Universities where he also taught translation and translation theory. In 2000 he joined the British Council and worked in management positions 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, TAFL, and the translation of Arabic literature at numerous international conferences and gatherings. He is currently working as a consultant with Qatar Foundation International to support the teaching and learning of Arabic in British schools.

Title: The Teaching of Arabic Language and Culture in British Schools: Lessons Learned from an Ongoing QFI/BC Programme

Abstract:

The presentation will review the QFI/BC Arabic language and culture programme, which has been supporting the teaching of Arabic in UK schools since 2013. It will look at who is learning the language, how it is being taught and how those teaching it are qualified and prepared. It will then go on to focus on lessons learned in regard to the learner and the teacher: the traditional dichotomy of native versus non-native speaker is blurring as more young people of Arab heritage grow up in the UK, new waves of incomers fleeing conflict arrive with interrupted educations, and growing numbers of British pupils of various ethnic and religious backgrounds start to learn the language; while those who currently teach the language in UK hail from a wide variety of backgrounds themselves often with very different ideas not just about pedagogy but also about the very nature and purpose of Arabic language teaching. The presentation will then go on to consider some approaches and solutions the programme has developed to work with these issues in particular around professional development and other kinds of support for Arabic language teachers. And finally it will consider the role of the tertiary sector and how best it can support the teaching of Arabic in mainstream schools while at the same time preparing to receive a generation of Arabic learners who have studied the language to GCSE and possibly to A Level.

Session 10.2

Dr. Nadia Jallad, Casa Árabe/ Universidad Autónoma de Madrid.

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Biography:

Nadia Jallad is a Ph.D. student, working on the pragmatic study of interlanguage. She received a bachelor's degree in Business Administration and Management from the European University of Damascus, a bachelor's degree in Asian and African Studies, and a Master's degree in Contemporary Arab and Islamic Studies from Universidad Autónoma de Madrid.

She currently teaches Arabic language classes at Casa Árabe Language Centre in Madrid. She has worked in Syria as a project manager in various international companies and as a teacher and trainer for adults and children at the United Nations Children's Agency (UNICEF). Since her arrival in Spain in 2011, she has been trained in teaching Arabic, specializing in teaching Levantine Arabic and Arabic for business.

She is a member of the Association for the Linguistic Integration of Immigrants in Madrid (Asilim), where she is responsible for the Arabic Area. As a member of Asilim, she regularly gives courses and workshops on Arabic Language and on popular Arabic culture, especially Levantine culture, aimed at humanitarian workers, teachers and the general public, which have taken place in both Casa Árabe and Asilim.

Title: The Cultural Contents in the Teaching of Arabic / Foreign Language (Arabic manuals for Spanish speakers)

Abstract:

With the publication by the Council of Europe of the Common European Framework of Reference for Languages or CEFR in 2001, the teaching of foreign languages that abandons the ideal reference of the native speaker begins to be replaced with that of the intercultural speaker. This intercultural speaker is one who possesses not only adequate communicative competence due to his linguistic and cultural knowledge but one who is also capable of mediating between his own culture and the target culture.

That is the one who is the possessor of an intercultural consciousness. For the foreign language speaker to be the owner of this intercultural competence, s/he needs to be familiar with a series of cultural contents through his/her learning process that should not be limited to mere knowledge of the world or encyclopedic knowledge, but should be extended to the acquisition of sociocultural knowledge that highlights the basic values and principles of the target culture studied, together with wide sociolinguistic knowledge (Council of Europe, 2002). In Arabic teaching manuals in general, the introduction of sociocultural content is so far very limited and usually affects the cultural content of the so-called prestigious culture or content related to

mass culture, however, the sociocultural contents are usually treated superficially and are limited to aspects related to religious practice.

The objective of this research is to analyze the socio-cultural and sociolinguistic contents included in two manuals for teaching Arabic / FL widely used in the Spanish Official Schools of Languages, in the Arabic Language Center of Casa Árabe and some Spanish universities, framed in the communicative approach and based on the Common European Framework of Reference for Languages; and check to what extent they are suitable for the development of the learner's socio-cultural competencies described in the CEFR. Likewise, it aims to propose didactic solutions to promote the presence of relevant sociocultural and sociolinguistic contents, which allow working on the intercultural skills and abilities proposed by the CEFR as enhancers of intercultural awareness and, ultimately, of intercultural competence.

Keywords: Teaching of foreign languages; Arabic as a foreign language; Communicative approach; Intercultural competence; The Common European Framework of Reference for Languages.

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Session

11

**The Language Learner:
Voice, Behaviour and
Attitudes**

Session 11.1

Reem Razem: Ph.D. in Education Candidate at the British University in Dubai, Dubai, UAE.

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Dr. Jillian Pandor: Chair of the Department of Sciences and Liberal Arts, Assistant Professor of English, RIT, Dubai, UAE.

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Biography:

Reem Razem is an Arabic-English bilingual educator who has been living and working in Dubai. Reem's teaching experience encompasses working at Dubai-based universities: The University of Wollongong, Middlesex University, the Canadian University of Dubai, and Curtin University Dubai. She taught a variety of undergraduate courses: Arabic as a second/foreign language (ASL/AFL), Islamic Culture, Communication Skills for Non-Speakers, English as a second language, Academic and Professional Communication, Writing Skills, Rhetoric and Persuasion. Moreover, Reem devised and delivered several language training sessions to corporates in Dubai such as Master Card and SHELL.

Currently, Reem is a doctoral student pursuing a Ph.D. in Education at the British University in Dubai specializing in second language acquisition and Intercultural Communicative Competence (ICC). As a scholar, Reem's research interests spur from the unique context of Dubai emirate, as she advocates additive bilingualism in subtractive times. Her publications include 'Arabic language for expatriate parents in Dubai: An innovated unit of learning from an andragogical approach' (*Journal for Researching Education Practice and Theory*, 2020) and 'Parents' attitudes towards the implementation of Arabic as an additional language in Dubai: an exploratory case study' (*Theory and Practice in Language Studies*, 2020).

Dr. Jillian Pandor holds a M.A. and PhD in Teaching English and Spanish as Second and Foreign Languages from the University of Alicante (Spain) as well as a B.S. in World Languages Education and a B.A. in Applied Spanish from the Pennsylvania State University. She boasts over 10 years of experience in education across the U.S., Spain and the Middle East, working across a variety of educational contexts and cultures. Prior to joining RIT University in Dubai in 2020, she held administrative positions at a UAE-based branch campus of an Australian university and taught undergraduate courses pertaining to academic literacy, research and writing skills, and postgraduate courses in pedagogy and research skills within their Master of Education program. She currently holds the position of Assistant Professor of English and Chair of the Department of Sciences and Liberal Arts and RIT-Dubai and teaches courses related to academic writing and academic literacy.

Dr. Pandor's research interests include academic culture and academic literacy in higher education with a specific focus on successful academic cultural adjustments on both the institutional level and the student level.

Title: The motivational orientations of university students to learn Arabic language: A case study in a Dubai university.

Abstract:

This research is an exploratory qualitative case study that aims to provide insight into the learners' motivations and attitudes towards Arabic Language (AL) learning at a major university in Dubai. The study is underpinned by Gardner and Lambert's (1972) Socio-Educational Model of L2 Motivation, wherein the motivational orientation is bifurcated into instrumental and integrative orientations. The initial stages of researching this topic unraveled a drastic lack of motivation literature in the field of Arabic (ASL/AFL) and adult learning within the context of Dubai/UAE, albeit one qualitative Emirati study conducted on three expatriate learners (Rashed 2013). Thus, this research strives to become a substantial addition to the arid field of this under-researched subject in this specific context, as it will prove interesting and worthwhile for exploratory reasons to pinpoint the initial subjective motivations or even descriptive purposes of who and why (learners' profile). Ultimately, it aims to contribute to social change (transformation) by encouraging an interest in learning the Arabic in Dubai.

Thus, this case study seeks to answer this key Research Question (RQ): What are the motivational orientations or initial/intrinsic motivations of adult expatriate learners to learn Arabic in a major university in Dubai? And how do learners perceive their attitude and motivation towards learning Arabic in Dubai?

Sub research questions include the following:

- Whether these orientations were integrative or instrumental or both, what other factors interplay to create or steer learners' orientations and how?
- Do Heritage Learners and Non-Heritage Learners and Arabic Heritage Learners, and Muslim Heritage Learners differ in their orientations? If so, how and why?
- Consequently, in what ways can adult expatriates be encouraged to embark upon the journey of learning Arabic in Dubai?

Session 11.2

Dr. Rasha ElHawari, Concordia University, Canada

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Biography:

Dr. 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.

Title: The Identity(ies) of the Heritage Language Learner of Arabic

Abstract:

This paper examines how the different identities of the Heritage Language Learner (HLL) play a role in their language learning process. It starts by looking at what is meant by “identity of the language learner”. Identity is a dynamic quality, and it is related to social and cultural factors. Elements that affect the identity include, but are not limited to, gender, ethnicity, nationality, cultural heritage, age, and occupation. These are discussed in relation to the HLL of Arabic. Then, the paper defines the HLL of Arabic. Arabic is a unique language; it has spread across the globe to non-Arab speakers through religion and has become their “language of religion”. This has resulted in two distinct groups of HLLs: HLLs by descent and (cultural) HLLs by religion. The practical part of the paper presents and discusses different examples that show how identity of the LL manifests itself in the language learning process. The identity of the HLL is seen in the HLL’s Modern Standard Arabic pronunciation, vocabulary, verb conjugation and more. It also is a contributing factor to the HLL’s needs and wants from the Arabic language. Suggested approaches to manage these elements in order to develop the HLL’s language proficiency are given. The information already known by the HLL can be incorporated in the classroom in order to help them advance in their language skills. The aim of the paper is to illustrate how identity is a factor that plays a role in the TAFL classroom. It helps explain where the mistakes made by students come from in order to avoid them in the future. As such, it provides information to both language instructors and material designers that is needed to build the language proficiency of HLL in the Arabic language classroom.

Session

12

**The Mahjar Literature and
National Identities**

Session 12.1

Dr. Murtaza Shakir, Aljamea-tus-Saifiyah, Mumbai, India

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Biography:

Murtaza Shakir holds a BA in Arabic Language and Literature from the Faculty of Arabic Language at Al-Azhar University (Cairo, 2017) and a MA in Islamic Studies from the Middle East Institute at Columbia University (New York, 2020). He also holds an MA-equivalent degree in Islamic Studies from Aljamea-tus-Saifiyah (Surat, 2012). He is currently a lecturer at Aljamea-tus-Saifiyah Arabic Academy, Mumbai (India), and teaches customized graduate courses related to Arabic literature and Islamic studies. He also specializes in the history of Fatimid art and architecture and its related literary sources. He has researched extensively in the field of medieval and pre-modern Arabic literature, especially of the *Fāṭimī-Ismaʿīlī* genre.

Title: Contemplating Optimism in the Exilic Poetry of the Fatimid Dāʿī Al-Muʾayyad fī 'l- Dīn al-Shīrāzī (d. 1078 CE): A Case Study of Ethical Upbringing through Arabic Literature.

Abstract:

Like in other world literatures, discussions regarding ethical values such as optimism (*al-tafkīr al-ʾijābī*)—although often overlooked— are inherently embedded in the literary universe of Arabic exilic poetics, commonly identified as a representation of *Adab al-Mahjar*. The poetry of the Fatimid era, an integral constituent of the larger corpus of Fatimid-Arabic literature (*al-Adab al-Fāṭimī*), not only shares that philosophy of optimism, but also provides a distinctive perspective that evokes a spirit of consolation and positivity in the readers of Arabic literature even through a literary genre like *mahjar*, which is often equated with yearning and sorrow. One such manifestation of exilic poetry in Fatimid literature is the poetry of the 11th century Fatimid Dāʿī, Al-Muʾayyad fī 'l-Dīn al-Shīrāzī, who was compelled to leave behind his home and family in Persia, making him embark on his perilous journey to Cairo, to the palace of his master and *mamdūʿ* (the subject of his panegyrics)—the Fatimid Imam al-Mustanʿir biʾllāh. From the more than sixty poems penned by al-Muʾayyad al-Shīrāzī, this paper endeavors to contemplate the expressions of optimism in the transitions between the verses of *shakwā* (complaint) and *ʿikma* (wisdom) and between *madīḥ* (panegyrics), where in addition to rendering his agony of longing for his loved ones in Shīrāz, al-Muʾayyad also verbalizes his consolation in recognizing the positive aspects of his courageous migration and his hope to overcome the challenges of his life, inspired by his love and commitment towards the Fatimid Imams. Those verses emphasize the Fatimid philosophy of optimism manifested in *shakwā* and resilience, inspired from the Quran and traditions of the Prophet. The study of this strand of Arabic literature from the perspective of ethical growth, provides a framework for teaching and learning Arabic literature through a value-based approach in addition to a literary-based method, that aids educators in the significantly important ethical and moral upbringing of their students.

Session 12.2

Dr. Ula Aweida, David Yellin Academic College of Education

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Biography:

Ula Aweida is a lecturer of Arabic literature at David Yellin Academic College. Her PhD thesis, which was supervised by Prof. Ali Hussein, is entitled *The Horizon of Metaphorical Analysis: A Study of the Metaphors of Bashshār b. Burd's Love Poetry*. She teaches courses in the fields of classical and modern Arabic literature in all its branches, especially in the field of poetry. In addition to the research publication, she has published critical literary articles. Her research areas include Modern Arabic Literature, Classical Arabic literature, Arabic poetry, Palestinian literature, Arabic Rhetoric, and Literary Criticism.

Title:

الحنين في أدب الشتات الفلسطيني: "الحنين إلى المستقبل" نموذجًا

Abstract:

أدب الشتات الفلسطيني هو الأدب الذي خطّه الفلسطينيون المشتتون في بلاد مختلفة، ويهدف إلى ترسيخ الهوية الفلسطينية. لقد تناول هذا الأدب العديد من القضايا، منها: الذاكرة، التذكر واللغة، رحلة النفي، مرارة الهجرة، الاغتراب، ألم الغربة، العلاقة بين المغترب والبلد التي يقيم بها، التوتر بين المشتتين والأغلبية المهيمنة في البلاد المضيفة، والحنين إلى الوطن. كما شكّل حق العودة أهمية مركزية في هذه الكتابات واحتلّ المكان حيزًا هامًا فيها.

الحنين من أبرز السمات التي تسيطر على أدب الشتات عامة. فالحنين هو الاشتياق لأشخاص، لزمان أو لمكان ما. يحمل الحنين في طياته حلم العودة إلى الماضي وإلى الذكريات المطبوعة في الذهن والقلب. وقد اتخذ الحنين، في معظم الروايات، اتجاهًا واضحًا، هو الحنين إلى الماضي، نحو ما جاء في رواية الطنطورية للكاتبة رضوى عاشور.

وقد تجاوز ذلك الكاتب عادل سالم في روايته الحنين إلى المستقبل، إذ نشهد فيها تعالقًا بين الزمان والمكان، وبين الماضي والمستقبل. الحنين في هذه الرواية تجاوز العامل الزمني رغم ارتباطه به (المستقبل). فالكاتب يحنّ إلى عائلته، إلى الحرية المسلوبة منه، إلى وطنه القابع تحت الاحتلال، يحنّ إلى سجن النقب رغم ظروفه الصعبة. إن الصراع الداخلي للكاتب وحنينه للوطن دفعاه إلى تخيل مستقبل آخر. إلا أنّ حقيقة عدم السماح له بالدخول إلى البلاد دفعته للحنين إلى المستقبل الذي تخيله، ألا وهو العودة لأسرته بل لوطنه، تلك العودة التي تحطمت في نهاية الرواية.

لعلّ الكاتب أراد من خلال توظيف كلمة "المستقبل" (منذ العنوان) تحميل "الحنين" معنى الأمل، إلا أنه لم ينجح في التخلّص من الألم. لقد جمع الكاتب من خلال دال "الحنين" الوطن والألم معًا. إنّ هذه الدلالة، التي يحملها العنوان، تلقي بظلالها على العمل الأدبي كلّ، كما نجد له صدى في العتبات النصّية المختلفة.

إنّ أدب الشتات مغلف بالحنين ويحمل أثر المكان، الهوية، الحلم بالعودة وبناء الوطن المتخيل. وتجدر بنا الإشارة إلى أنّ ملامح الشتات تظهر كذلك على المستويين اللغوي والفني للنص الأدبي

Conference Programme

Day 2

Abstracts

& Biography of Speakers

Fri 25th June

Keynote Speech (2)

The Politics and Poetics of Arabic Literature.

Parallel Sessions

Session 13	Curriculum Design & Development
Session 14	Arabic in the Media: Translation and Ideology
Session 15	Language Education, Policy and Global Context
Session 16	Arabic for Specific Purposes & Professional Development
Session 17	Phonetic and Phonological Aspects of Arabic
Session 18	Production and Reception of Classical Literature
Session 19	Inclusion and Diversity in Arabic Classrooms
Session 20	Varieties in Arabic
Session 21	Grammatical Aspects of Arabic
Session 22	Visual Teaching & Learning in the Arabic Classroom [45min workshop]
Session 23	Literary narratives, Norms and Cultures
Session 24	Arabic Linguistics: History and Behaviour

Keynote Speech 2

The Politics and Poetics of Arabic Literature

Speaker 2: Prof Zahia Small Salhi, University of Manchester

Biography:

Professor Zahia Small Salhi received her doctorate from the University of Exeter. She taught at the University of Leeds from 1998 to 2012. In January 2013 she joined the University of Manchester as Chair of Modern Arabic Studies. She served as Member of Sub-panel 27 (Area Studies), Research Excellence Framework (REF2014) www.hefce.ac.uk/research/ref/ (2013-2014). She held the position of Co-director of the Centre for the Advanced Study of the Arab World (CASAW) from 2013-2016 and led the CASAW research network on Women, Empowerment, Citizenship and Development.

She is a fellow member of the British Society of Middle Eastern Studies, and served as its Executive Director from 2006 to 2008. Currently, she is associate editor of the The British Journal of Middle Eastern Studies and served as its book reviews editor from 2000-2008. She serves as a member of the editorial board of Women Studies International Forum, The International Journal of Francophone Studies and New Area Studies. She is a member of the World Congress of Middle Eastern Studies (WOCMES), and serves as a member of its International Advisory Council.

In the field of Arabic literature she served as a Member of the Committee of judges of the International Prize for Arabic Fiction, 2012-2013, and a Member of the Committee of judges of the Saif Ghobash Banipal Prize for Arabic Literary Translation, 2016.

A list of her research activities and recent publications can be found at <https://www.research.manchester.ac.uk/portal/zahia.smalsalhi.html>

Abstract:

Traditionally Known as 'the register of the Arabs' (*dīwān al-'Arab*), Arabic literature has from time immemorial played a central role in the lives of Arab people. From its earliest stages, which date back to the pre-Islamic period to the present day, it has unfailingly recorded Arabs' communal history, their sense of identity and belonging, the beats of their drums at times of war, and the joys of life at times of peace. Further to being the mirror of society and the vessel of its cultural and intellectual trends, literature is also the pillar of the language in which it is written. As such, along with the Qur'an, classical literature played an important role in the preserving of authentic unaffected Arabic, while modern literature has recorded the expansion of Arabic language as it absorbed new meanings and new realities.

This paper, while it focuses on the importance of Arabic literature in the life of Arab people, also discusses its place in teaching Arabic language both as a first and second/foreign language.

Session

13

**Curriculum Design &
Development**

Session 13.1

Dr. Letizia Lombezzi, The Free University of Bolzano and The University of Siena

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Biography: Letizia Lombezzi received her PhD double degree from Sapienza di Roma and University of Cádiz, with the additional mentions of Doctor Europaeus and Doctor internacional. In 2017, she spent two periods with the status of 'Visiting' at The University of Texas-Austin (2 months) and The American University of Beirut (one month), for both scholarly activities on TAFL and a practicum with teaching observations. In 2019-2020 she conducted her post-Doc investigation on Arab Postcolonial Literature, focusing on the portrayal of The Other. She currently holds temporary positions as Arabic Lecturer at The University of Siena and The Free University of Bolzano, in Italy.

Title: Let Practice Prevail over Theory! Reflections on the Rationale behind Arabic Curricula Design

Abstract: It is evident that for ages a "dominant model of linguistic competence"(De Fina, Ikkizoglu, Wegner 2017:68) imposed its hegemony over any other vision, neglecting any challenge presented by communication, and daily life. Such a behavior has been predominant in Europe, where Arabic is first theoretically defined, then turned into a very problematic matter, and lastly taught.

It is urgent instead to prioritize the observation of settings of interaction, then to align curricula to those contexts. There is a strong need for reducing the impact of old theoretical models on teaching, in order to provide learners with an immediate working knowledge. In this regard, Wilmsen noted that our students won't be involved in "highly structured settings", suggesting that they deserve teaching focused on the development of functional skills (Wilmsen in Wahba 2006: 126-127). Given the above, it is true that if we consider Arabic a critical language, then it asks for critical thinking. Effectively, Ryding (Ryding in Bassiouney 2012: 189-200) invited us to revisit the concept of critical thinking when addressing Arabic, and this, in turn, requires new curricula that prioritize the acquisition of a factual knowledge aimed at language usage in daily practice. It is necessary then to abandon both pedagogy based on theoretical approaches and language ideology- as Brustad called for, because "language does not pre-exist usage, but rather is constantly constructed and reconstructed by its users" (Brustad 2017: 41). As Al-Batal remarked recently (Al-Batal 2018: 2-22), this paper insists on the strong rationale behind the claim for letting (communication) practice prevail over theory, in curricula design operations. This mainly stems from the observation of daily interaction, which takes place across several channels and formats (written/audio/video), additionally it responds to concrete communication needs. The proposed approach will be exemplified by a couple of didactic modules, for discussion.

Session 13.2

Dr. Victoria Khraiche Ruiz- Zorrilla, Universidad Complutense de Madrid

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Biography:

Victoria KHRAICHE RUIZ-ZORRILLA holds a Ph.D. in Semitic Studies from the Complutense University of Madrid and a Master in Teaching Spanish as a Foreign Language from the Antonio de Nebrija University. She expanded her studies in Syria and Lebanon. She is currently a part-time associate professor of Arabic language and literature at the University Complutense of Madrid, and Spanish language and culture in the international university programs that the Ortega-Marañón Foundation offers at its headquarters in Toledo (Spain). She has been a Spanish Foreign Language lecturer at the University of Damascus (Syria) and a visiting professor of Andalusian Heritage at the University of Minnesota (USA).

She is secretary of the Association for the Linguistic Integration of Immigrants in Madrid (Asilim), where she coordinates the Teacher Training Area. As a member of Asilim, she regularly gives courses, workshops, and conferences on the teaching of Spanish as a foreign language to immigrants and refugees, and on popular Arabic culture, especially Levantine, aimed at humanitarian workers, teachers, and the general public, which have taken place in different centers and entities (Casa Árabe, Comillas Pontifical University, Menéndez Pelayo International University, various NGOs, etc.). Her research interests are Contemporary Arabic Poetry; Pop culture and Palestinian cultural and associative movements; Didactics of Arabic and Spanish as foreign languages; Teaching Spanish to Arabic-speaking immigrants and refugees.

Title: Task-Based Learning as a Theoretical Framework for Curriculum Design following an Integrated Approach to Teaching Arabic

Abstract:

The Task-Based Learning (TBL) approach proposes a kind of language teaching program whose learning units are tasks that involve an authentic use of the language, and not syntactic structures (audiolingual methods) nor notions and functions (functional/notional approaches). Its objective is to promote learning through the real use of language in the classroom and not only by manipulating units of its various levels of description. It postulates that the learning processes must necessarily include communication processes.

The Task-Based Learning (TBL) approach emerged as a methodological proposal around 1990 in the English-speaking world, as an evolution of the Communicative Approach, and rapidly expanded in the teaching English and Spanish as a foreign language arena. The same did not occur in the domain of Arabic language teaching. Until today, institutions and study centers, especially universities, continue to teach Arabic following mainly the Presentation, Practice, Production (PPP) model, which is considered most often obsolete in the modern language teachers' guild. Also in 1990, Professor Munther Younes proposed the need to design Arabic

teaching programs integrating the dialect variety and standard Arabic in the same course, prioritizing the former in the first stage and gradually introducing the standard. It was the beginning of the so-called Integrated Approach to Teaching Arabic as a Foreign Language, which revolutionized the Arabic teaching sphere. This paper aims to reflect on the convenience of opting for the Task-Based approach as a methodological macro-framework, as the most suitable for enclosing the Integrated Approach to teaching Arabic devised by Professor Munther Younes, up to now proposed mainly under a functional/notional approach in the different manuals. Consequently, this work describes the main characteristics of the Integrated Approach and the Task-Based Learning approach (TBL), raising the main difficulties in adapting the Arabic foreign language curriculum taking into account the principles of both approaches, and proposing some examples of syllabus and lesson plans based on this symbiosis. Keywords: Arabic Language; Methodology of teaching; Task-Based Learning (TBL); Integrated Approach; diglossia.

Session 13.3

Dr. Fouad Amraoui, Mohammed V University

Biography:

Lecturer at Faculty of Educational Sciences, Mohammed V University in Rabat. 2016-Present. Academic coordinator at AMIDEAST, Morocco. 2018-Present. Dr. Amraoui has been working in the field of teaching Arabic as a foreign language since 2011 as a teacher, tester, Materials developer and teacher's supervisor in different institutes of teaching Arabic as a second language in Morocco. Dr. Amraoui participated in different international conferences and workshops in: Jordan, Tunisia, UAE, France, UK, USA, as well as different Linguistic and Cultural events in Moroccan universities. Dr. Amraoui was supervising the "Exchange Program" between the Faculty of Education and many European and Asian universities.

Title:

دور التعليم المبني على المهام في تنمية الكفاية اللغوية لدى متعلمي العربية لغة ثانية (2)

Abstract:

تهدف الدراسة الحالية إلى تسليط الضوء على جانب من المعايير والاستراتيجيات المعتمدة في تدريسية اللغات الثانية والأجنبية. خصوصاً ما يتعلق منها بالتعليم المبني على الأنشطة والمهام التواصلية وما له من أهمية في إغناء الخرج اللغوي للمتعلم، والمساعدة على ممارسة اللغة في مواقف تواصلية مختلفة، وما ينتج عن ذلك من زيادة في الحافزية وبناءً للوعي اللغوي لدى المتعلم. انطلقت الدراسة من افتراض أساس هو أن تطوير الكفاية التواصلية ينطلق من إشراك المتعلمين في مهام لغوية هادفة متضمنة لسياقات واقعية، تعكس وتساعد المتكلم على التدريب على اللغة كما يستخدمها مجتمع اللغة الذي ينتمي إليه بشكل فعلي وحقيقي في العالم خارج قسم اللغة.

تم جمع البيانات التجريبية من مصادر مختلفة: تحليل الكتب المدرسية المعتمدة في تدريس اللغة العربية بمؤسسة قلم ولوح بالرباط. المقابلات شبه المنظمة والمعمقة مع مجموعة من أساتذة اللغة العربية بالمؤسسة، والذين بلغ عددهم عشرين أستاذا (ن=20) وأعمارهم بين 22 و38 سنة. كما تم القيام بدراسة استبائية مع المتعلمين من المؤسسة المفحوصة الذين بلغ عددهم عشرين طالبا (ن=20) وذلك للحصول على صورة شاملة عن كيفية تصور بناء الكفاية التواصلية باللغة العربية لدى هؤلاء المتعلمين، والوقوف على المشاكل التي تحول دون بلوغ الكفاية الفعالة. وأظهرت نتائج البحث أن:

1. كل من المعلمين والمتعلمين أعطى الأفضلية للجوانب الشفهية والفعلية من اللغة،
 2. كان هناك عدم تطابق معين بين توقعات المعلمين والمتعلمين من جهة، ومحتوى الكتب الدراسية المعتمدة من جهة أخرى فيما يتعلق بنوع المحتوى التعليمي المقدم وطريقة عرضه،
 3. كان من الممكن اختبار المتعلمين تأسيسا على التعليم المبني على المشاريع حتى يكون تقييمهم متوافقا مع طريقة تعليمهم.
- كلمات مفاتيح: مهام – أنشطة – تواصل – تنمية – كفاية لغوية – لغة عربية – لغة ثانية

Session

14

**Arabic in the Media:
Translation and Ideology**

Session 14.1

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Biography: Abdulrahman Alroumi holds a BA in English Language and Translation from Saudi Arabia, an MA in Applied Linguistics (University of Liverpool) and an MA in Linguistics (University of Essex). He is a Lecturer at Majmaah University and a PhD student at the University of Leeds. His PhD research centres on examining the structure of Arabic broadcast news interviews by means of an ethnographic methodology relying on Conversation Analysis as a method for analysing institutional interactions.

Title: The Role of Assessments in Arabic Broadcast Interviews

Abstract: This study examines the emergence of assessments and the role they play in providing questions and answers in broadcast interview settings on two Arabic networks. It employs a conversation analytic approach, adopting frameworks by Edwards and Potter (2017) for the identification of assessments in question-answer sequences; Schlegoff (2007) to uncover the sequential positioning of assessments and the actions they perform; Clayman et al. (2006) to examine the incorporation of assessments in the design of questions; and Raymond (2003) and Stivers and Hayashi (2010) to analyse the design of answers. Moreover, it also employs quantitative analysis to identify the most recurrent positions for emerging assessments, the most performed actions by assessments and the most adopted practices that show participants' orientation to the accountability of assessments. The data consists of twenty- eight hours of recorded Arab broadcast interviews from four shows: *Liqā' Xāṭ* (Special Interview) and *Bilā ʿudūd* (Without Bounds) on Aljazeera and *Nuqṭat Niṭām* (Point of Order) and *Muqābalah Xāṭah* (Special Interview) on Al-Arabiya. The findings show that assessments emerge in recurrent positions in questions-answer sequences and play a role in their design, and are used to achieve diverse actions that are relevant to this interactional activity. Interviewers provide a controversial style of questioning by proffering assessments to perform several actions, such as displaying criticism, introducing accusations and eliciting socio-political positioning, whereas interviewees produce them to provide defence against criticism, divert accountability and display socio-political positioning. Moreover, both adopt different strategies to avoid the accountability of their displayed assessments. Interviewers attribute their assessments either to third parties or to the upshot of interviewees' answers. Similarly, interviewees introduce accounts before and following their proffered assessments to provide epistemic support to these assessments.

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Session 14.2

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Biography:

Nahla Alsheikh is a Faculty member in the College of Languages and Translation at King Saud University, Riyadh, Saudi Arabia, where she has been a lecturer since 2011. She got her BA in translation, MA in applied linguistics from King Saud University, and her PhD from The University of Manchester in media discourse analysis. Her research interests basically involve the areas of discourse analysis and media, specifically critical discourse analysis and its application to translation. She focuses on translated English/Arabic materials in political media and their socio-political contexts.

Title: Soft Power in the Translation of Opinion Articles: an English/Arabic Model

Abstract:

This study aims to explore soft power representations in the English opinion articles published in the New York Times and their translations into Arabic published in Asharq Al-Awsat. To achieve this purpose, the methodology of the study is a combination of Critical Discourse Analysis (CDA) textual framework (Fairclough, 2003) and Appraisal Theory functional approach (Martin & White, 2005). Due to the bilingual nature of the data, the analysis is done in two subsequent stages. First, for the original source excerpts, CDA's textual framework was utilised to understand the ideational meanings, along with Appraisal Theory to explore their functional values and interpersonal meanings. Second, the analysis moves to examine the appraisal values in the translated instances in order to show the extent to which soft power is re-conveyed in the target articles. The analysis shows that there are instances in which soft power is increased, weakened, and maintained, with the last being the most common trend. The main finding reveals that the Arabic translations in Asharq Al- Awsat mostly preserve soft power aspects represented in the original excerpts.

The main contribution of this study is that it introduces a new methodological model about soft power in discourse analysis especially in the Arabic context. That is, this study contributes to the Arabic semantics from the Appraisal Theory perspective, which aims at enriching its lexical realizations with appraisal values. Moreover, it adds to the theory of soft power through bridging the missing link between discourse in its persuasive practices and soft power in its

hegemonic purposes. Such an account contributes to form a functional approach to explore the values of persuasion in opinion discourse in general and soft power in particular.

Session 14.3

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Biography: Muhammad Taghian is an Assistant Professor of Applied Linguistics and Translation at Taibah University (Saudi Arabia) and Helwan University (Cairo). 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 in Applied Linguistics and Translation Studies. He has many articles and books published in highly ranked journals and publication houses, among them "Translating Euphemisms of Sexual Taboos in the Qur'an"; "Translating Qur'ānic 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".

Title: Assessing the Subtitling of Emotive Reactions of *Homeless to Harvard*: A Social Semiotic Approach

Abstract: This study provides a comprehensive social semiotic analysis of how emotion is presented and subtitled from English into Arabic of the American film *Homeless to Harvard* (2003). The audio-visual analysis is based on Thibault's (2000) method and Feng & O'Halloran's (2013) multimodal representation of emotion. Applying Thibault's analytical framework is intended to show how this tool can help in formulating strategies for emotion subtitling from English into Arabic. Additionally, Feng & O'Halloran's (2013) tool is adopted (and adapted) to show how stylistic choices (i.e. cinematography, music, soundtracks, etc.) and semiotic expressions can elicit emotion from viewers. The social semiotic model is employed to investigate how emotive meaning is realized via verbal and nonverbal choices. The findings show that the filmmakers have professionally and extensively used the stylistic choices and various techniques to elicit the viewers' emotion which substantially stems from the heroine's emotion. Many translation strategies should be adopted to render emotion from English into Arabic. This study is filling a gap in the subtitling strategies of emotion into Arabic, as this field is relatively new and scant. A new subtitling translation of the whole film has been offered and published by the researcher.

Keywords: Social Semiotics, Subtitling, Audio-visual translation (AVT), Emotion, Emotive meaning, Multimodal discourse analysis, film, *Homeless to Harvard*

Session

15

**Language Education,
Policy and Global Context**

Session 15.1

Dr. Raees Calafato, University of Bergen

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Biography:

Raees Calafato is a Ph.D. research fellow at the University of Bergen's Department of Foreign Languages where he is involved in research on multilingualism in education and society.

Title: Multilingualism as a resource in the English, French, and Arabic classrooms: Implications for language education and policy in the Emirates

Abstract:

Developing multilingual citizens has become a key goal of language education in many countries, especially in light of the advent of a multipolar world order where knowledge of English should be complemented by proficiency in other languages. In order to accomplish this, it is first important to ensure that teachers are willing and able to motivate their students and develop their desire to become multilingual. This can be done through the implementation of multilingual teaching practices where teachers and students draw on their knowledge of other languages to boost the learning process and their language awareness. At present, few studies have investigated the implementation of multilingual teaching practices as this concerns the teaching of non-European languages, especially in foreign and second language education contexts. My presentation will discuss the findings from a mixed-methods study on multilingual language teachers of English, Arabic, and French in secondary schools in the United Arab Emirates that explored their teaching practices through a dynamic systems framework while also exploring their reflexive positioning and their affordances based on their level of multilingualism. Drawing upon data collected via a questionnaire and open-ended interviews, the study's findings indicated that language education policy does not sufficiently focus on developing language teachers' ability to effectively implement multilingual teaching practices, which can have negative consequences for both teacher motivation and learner achievement. My presentation will also discuss the implementation of specific measures for developing teachers' ability to implement multilingual teaching practices that might lead to language lessons more accurately reflecting the super diverse nature of the UAE, with implications for other countries that have similar levels of super-diversity.

Session 15.2

Dr. Youseif Attia & Dr. Iman Alramadan, Indiana University

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Biography:

Dr. Attia is a lecturer with the Arabic Flagship Program and the Department of Middle Eastern Languages and Cultures at Indiana University. He holds a Ph.D. in Linguistics at Alexandria

University and holds a Diploma in Teaching Arabic as a Foreign Language, an MA in Arabic Syntax and Morphology, and a BA in Arabic Language and Literature. He has over 24 years of experience teaching Arabic to native and non-native speakers. He has published books and articles in Arabic on linguistics, dialects, and teaching Arabic. Dr. Youseif's research interests include general linguistics, sociolinguistics, dialectology, second language acquisition, and the role of culture in language.

Iman Alramadan is a senior lecturer at Indiana University. She is the section head of the Arabic program at the language workshop 2019-2021. She received her Ph.D. in Arabic linguistics from the Universite Jean Moulin- Lyon3- France. She is a specialist in teaching Arabic as a foreign language and is versed in Arabic grammar and morphology and Arabic literature. She has studied the language of Arabic science heritage and Arabic medical terminology. Iman teaches Beginning through Advanced Arabic, and she teaches content classes, such as Arab women and Arabic culture through music. Iman received the IU Board of Trustees Teaching Award in 2018 and 2021 FACET Mumford Award for Excellence in Extraordinary Teaching

Title: Keeping Learners Engaged in World Language Classes

Abstract:

Positive learning experience could be defined by a number of factors: engagement, perceived course value, and the use of deep learning strategies are believed to be integral to a student's positive learning experience. One of the most important and often researched factors that contribute to a student's course experience is engagement (Floyd, Harrington, and Santiago 2009). There are several strategies that create engaging learning experiences for online and face-to-face classes, among them creating and maintaining an active learning environment; building a learning community; giving consistent feedback in a timely manner and using the right technology to deliver the right content. (Chakraborty & Muya Nafukho 2014)

This presentation will focus on the strategies that keep Learners engaged and maximize interaction inside and outside of the classroom. Besides "working on real-world projects and having discussions with structured or guiding questions, the most beneficial." (Martin & Bolliger 2018) These strategies help to improve language skills and strengthen using the target language to communicate with native speakers confidently.

Keywords: Engagement, Interaction, Language

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Session 15.3

Dr. Sana Helwee, Mehe- Ministry of Education & Higher Education

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Biography:

Sana Helwee holds a PhD in Sociology, and works as the Sociology coordinator at the Lebanese Ministry of Education and Higher Education. Her specialization contributed to changing her outlook on life, as she began to observe various social phenomena and human behaviors, and to delve into the study of social realities and aspects of change in Lebanon. She worked as a focal point between the MEHE and NGO's: UNICEF (Peacebuilding in North Lebanon) with the United Nations (Violence Reduction) with UNICEF and Massar Association Students council in Lebanon among other projects.

She also participated in many social studies with the Lebanese University, Central Administration of Statistics, Lebanese Association for Educational Sciences Consultation and Research Institute Lebanon and the Lebanese Foundation for Permanent Civil Peace. She worked as an assistant editor-in-chief at Al-Inshaa newspaper. She has many scholarly contributions on social phenomena, and has many social activities in local associations. She participated in many conferences: England (IATFEL), Tunisia (Arab Women) and Kuwait (Human Resources). In the face of the Corona crisis, she opened "Sana Space" a YouTube channel that creates content aimed to inspire hope and overcome challenges arising from the COVID situation, and she continues doing so till this day.

Title: أزمة اللغة العربية في لبنان

The crisis of the Arabic language in Lebanon

Abstract:

This paper examines the status of the Arabic language in Lebanon through a cultural and historical lens in which variables like foreign missionaries, the French mandate of Lebanon and a deeply entrenched feudal system contributed in shaping a volatile social and political tapestry that is a defining hallmark of modern Lebanese life. We show how foreign languages, especially French, competed with Arabic for dominance in intellectual circles and set the stage for the eventual decline of Arabic as the key medium in which the Lebanese people expressed themselves. The fallout of such deterioration can be observed throughout the short history of the Lebanese Republic through the repeated economic and political crises on one hand and the deep-seated divide regarding the cultural and spiritual identity of Lebanon as a people.

Session

16

**Arabic for Specific
Purposes & Professional
Development**

Session 16.1

Dr. Ibrahim Ahmed, University of Bahrain

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Biography:

حصل الدكتور إبراهيم مختار على زمالة التعليم 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 بكالوريوس 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، والبحرين.

كتب الدكتور إبراهيم أحد عشر كتابًا عن استخدام الحاسوب في تعليم اللغة العربية والمناهج وطبعتها مركز البحوث بالجامعة الإسلامية العالمية بماليزيا ومطبعة لاميرت الأكاديمية ومطبعة نور بألمانيا ويوزع كتاب واحد منها عبر الأمازون؛ كما شارك في تصميم ثلاثة كتب منهجية في تعليم اللغة العربية. وللدكتور إبراهيم كتاب تحت الطبع. شارك الدكتور إبراهيم في تصميم مناهج اللغة العربية في مركز اللغات والتنمية العلمية، وتصميم مناهج كلية اللغات والسياحة الإسلامية بالجامعة الإسلامية العالمية. لقد شارك دكتور إبراهيم في تقديم كثير من ورش العمل في استخدام التقنية والمناهج وأسلوب حل المشكلات للطلاب؛ وكذلك للأساتذة وللوفود الزائرة بالجامعة الإسلامية العالمية بماليزيا؛ كما قدم ورشًا في جامعة البحرين عن "فن العرض الجماعي، وأساليب تقوية الذاكرة في العمل".

عين الدكتور إبراهيم مناقش خارجي لدرجة الماجستير في فاعلية نظام التعليم الإلكتروني في جامعة المدينة العالمية من وجهة نظر الطلاب؛ كما شارك في الإشراف على طالب ماجستير. وأشرف على أربعة عشر دارس في دبلوم القيادة التربوية بكلية البحرين للمعلمين؛ كما أشرف على أكثر من 200 من طلاب ودارسي التربية العملية.

يهتم الدكتور إبراهيم بمجالات استخدام التقنية في تعليم اللغة العربية؛ وتصميم مناهج اللغة العربية؛ والمشكلات التي تواجه المعلم المتدرب في اللغة العربية أثناء التربية العملية وتحليل الأخطاء اللغوية، والتحرير اللغوي والترجمة.

قام الدكتور إبراهيم بتدريس مقررات مختلفة في علوم اللغة العربية المختلفة وطرق تدريس اللغة العربية للناطقين بها وللناطقين بغيرها في السودان وماليزيا ومملكة البحرين. درّس دكتور إبراهيم المواد المصاحبة في الجامعة الإسلامية لطلاب البكالوريوس باللغة الإنجليزية لمدة أربع سنوات وهي (إدارة الأسرة والأبوة والقيادة والإدارة). كذلك الدكتور إبراهيم درب دارسي برنامج التمهّن في أساليب الجودة في التعليم والمناهج.

Title:

اللغة العربية لأغراض خاصة، اللغة العربية للعمال الوافدين

Arabic for Work- Arabic for Workers

Abstract:

أحس الباحثان بكثرة العمال غير العرب الذين يعملون في البحرين؛ ولاحظ الباحثان كيف يتواصل العمال الأجانب غير العرب مع العرب؛ فتلاحظ لغة دراجة وكذلك خليط بين العربية والإنجليزية؛ من هنا فكر الباحثان في تصميم منهج للغة العربية يعين العمالة غير العربية في الحديث باللغة العربية الفصيحة على المستوى الابتدائي.

لقد أصبح الخليج بصورة عامة والبحرين بصورة خاصة قبلة للعمالة الوافدة منذ زمن سحيق؛ قطعاً هذا الجذب له ما يبرره؛ فالبحرين تتمتع بسيادة الجو الودي واحترام الأجنبي مهما كان عاملاً أم موظفاً؛ فالكل أمام القوانين سواء. ومن ضمن العمالة الوافدة من لا يعرف العربية ولم يمارسها إلا في الصلاة؛ من هنا أحس الباحثان بأهمية مساعدة العمالة الوافدة في اكتساب بعض المفردات اللغوية؛ ومن ثم المحادثة باللغة العربية؛ لذا جاء تصميم هذا الكتاب علّه يعين العامل والموظف غير العربي في متطلباته اليومية.

الكتاب احتوى على عشر وحدات ودروس متنوعة؛ ومنها "التعارف" بين الوافد ومواطن بحريني، والتعرف إلى الأسرة وأعضائها في اللغة العربية، كذلك التعرف بالمهن المختلفة للموظف والعامل. ومن دروس الكتاب "المطار" والمصطلحات المتعلقة بالسفر مثل الجواز. احتوى الكتاب على درس المطعم وما يحتويه من ما لذ وطاب من الأطعمة العربية. الكتاب احتوى على درس السوق الذي غالباً ما يعمل فيه العامل أو الموظف الوافد فعرفه ببعض الأسواق المركزية في البحرين؛ لم يغفل الكتاب الجانب الصحي فأفرد له درساً وهو "في المستشفى". اختتم الكتاب بتدريبات شفوية وكتابية. الكتاب صمم للمستويات الابتدائية للناطقين بغير العربية، أي للمستويين الأول والثاني. نأمل أن يفيد الكتاب غير الناطقين بالعربية، وهو خطوة أولى لسلسلة من الكتب في طريقها للتصميم منها اللغة العربية للدبلوماسيين واللغة العربية للسياحة واللغة العربية للجنود.

Session 16.2

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Biography:

Dr Shair Ali Khan is Assistant Professor Translation, Department of Translation & Interpretation, Faculty of Arabic, International Islamic University Islamabad, and holds a Master in Arabic Language, Master in Islamic Studies, Master of Philosophy in Arabic Linguistics, and Ph.D. in Comparative Linguistics (Arabic-Sanskrit-English).

Blogs Sites: <http://shairali40.blogspot.com>; <http://sibawaihi-panini.blogspot.com>;
<http://translation-iiui.blogspot.com> ; <http://arabic-linguist.blogspot.com>

Dr. Rabia Rani holds a PhD Arabic Language from the International Islamic University, Islamabad (in progress) and has been teaching at the International Islamic University Islamabad (IIUI) since 2014. Dr Rani also worked in the office of Translation and Interpretation (2014-2019).

Title:

كيفية إعداد الباحثين بالأدوات المعاصرة في الجامعات الباكستانية: (أقسام اللغة العربية أنموذجاً)

Abstract:

شهدت الجامعات الباكستانية تطوراً وتقدماً خاصة في السنوات الأخيرة مما أدى إلى تطور العلم بشكل سريع فظهرت العديد من البحوث العلمية والاختراعات الحديثة في جميع المجالات العلمية مما أدى إلى سهولة إنجاز الأعمال البحثية في أقل وقت بطريقة جذابة. ولذا استفاد الباحثون في

اللغة العربية من هذا التقدم والتطور في إنجاز أعمالهم البحثية.

إن الباحث يحتاج إلى أدوات بحثية مختلفة لكتابة البحث العلمي ومن الحقائق الثابتة أن عدم معرفة الأدوات البحثية أو عدم توفرها بشكل مناسب يترك أثراً بالغاً في إنجاز البحوث العلمية.

ففي هذا البحث سوف يناقش الباحثان الأدوات التي تستخدم في البحوث العلمية قديماً كانت أو حديثة لأن الباحثين كانوا يستخدمون الكتب المخطوطة ثم المكتوبة قبل عصر الكمبيوتر والشبكية والرقمنة وبعد الثورة الرقمية انتقلت الكتب من الورقة المادية الثقيلة إلى بائت وميغا بائت والتي ليس لها وزن وثقل ولكنها تحولت إلى ثورة علمية عملاقة أثرت الأوساط العلمية كثيراً بحيث أنها سهلت طريق البحث الصعب الدقيق وحولتها إلى عمل مغناطيسي يجلب الأذهان ويسحر على العقول المتنامية الحية الواعية.

يحاول البحث معرفة كيفية أثر هذه الأدوات القديمة والحديثة في البحوث العربية إيجابياً وسلبياً ويحاول معرفة تحديد المشاكل والعوائق المتعبة.

الأدوات الجديدة التي يمكن نورعها في الأنواع التالية:

- 1- البرمجيات الكتابية: مثل مايكروسوفت آفس بما فيها جميع البرمجيات الكتابية المستخدمة في كتابة البحث العلمي.
- 2- الأدوات البحثية منها: المكتبات الرقمية الشبكية، و المدونات العلمية الشخصية والإدارية والجامعية ومخازن الكتب البحثية و المواقع العلمية المقدمة الرسائل العلمية والمجالات العلمية التي تصدر شهرياً وسنوياً ونصف سنوياً
- 3- الموسوعات العلمية : بما فيها الموسوعات الأمريكية والبريطانية والإسلامية والعربية وغيرها من العلوم العربية.

التحديات البحثية في علوم اللغة العربية:

التحديات التي تزعج الأوساط العلمية من أنواع متنوعة منها ما يلي:

- 1- عدم معرفة هذه الأدوات الحديثة 2- عدم توفر الوسائل الحديثة بسبب قلة التمويل 3- سلبيات السرقة العلمية بطريقة حديثة ومبتدعة لا يمكن إيقافها 4- إعداد الباحثين الجدد لاستخدام الأدوات البحثية الحديثة بطريقة ملائمة بأمانة.

يلقي البحث الأضواء على أثر هذه الأدوات على البحوث العلمية وكيفية استعمالها و مدى استفادة الباحثين عند كتابة البحث باللغة العربية و توجيه المشاكل التي يواجهها الباحثون عند كتابة البحث في أقسام اللغة العربية في ثلاث جامعات إسلام آباد وهي: (1) كلية اللغة العربية بالجامعة الإسلامية العالمية, (2) قسم اللغة العربية بالجامعة القومية للغات الحديثة, (3) قسم اللغة العربية بجامعة العلامة إقبال المفتوحة.

الفصل الأول: استخدام الأدوات القديمة في مرحلتي ماجستير الفلسفة و الدكتوراة في الجامعات الثلاثة:
• استخدام الأدوات البحثية: المكتبات والكتب والبحوث والمجلات والمقالات • الإيجابيات والسلبيات والحلول
الفصل الثاني: استخدام الأدوات المعاصرة في مرحلتي ماجستير الفلسفة و الدكتوراة في الجامعات الثلاثة:
• الأدوات البحثية الحديثة • تحديات: إيجابيات وسلبيات
منهجية البحث:

اتبع الباحثان المنهج الوصفي والمقارن لإجراء هذا البحث لأن طبيعة البحث تحتاج إلى وصف الأدوات القديمة ثم الحديثة بعديّ تتم مقارنة لمعرفة مدى استفادة الباحثين من الأدوات البحثية .
الكلمات المفتاحية: البحوث؛ العربية؛ الحديثة؛ القديمة؛ التحديات؛ الإيجابيات؛ والسلبيات.

Ps in Islamabad. These are: 1. Arabic Faculty, International Islamic university, Islamabad. 2. Arabic Language Department, National University of Modern Languages, Islamabad. 3. Arabic Language Department, Allama Iqbal University, Islamabad.

Keywords: researches, Arabic, modern, challenges, positivities, negativities.

Session 16.3

Dr. Deia Ibrahim Ganayim & Dr. Ann Dowker The Arab Center for Mind, Brain and Behavior Biography:

Dr. Deia Ibrahim Ganayim

I have a B.A in Psychology, M.A in Neuropsychology, M.A in Learning Disabilities, a third M.A in Clinical-Educational Psychology and a Ph.D in Psychology.

I have initiated The Arab Center for Mind, Brain and Behavior (ACMBB), Sakhnin, Israel. I work as lecturer at The College of Sakhnin for Teacher Education, Sakhnin, Israel and The Max Stern Yezreel Valley Academic College, Yezreel Valley, Israel.

I am a research fellow at Minducate-Science Learning Research and Innovation Center, Tel Aviv University, Tel Aviv, Israel

My academic studies have two main aspects: Fundamental basic research and clinical research. In the research aspect, I have several research interests that expand throughout the lifespan and include Visual Letter & Word Recognition, Typography of Arabic Texts, Reading & Writing, Numerical Cognition, Learning Disabilities, Psycholinguistics, Bilingualism, and Laterality. In the clinical aspect, I have great interest in the diagnosis and intervention of learning disabilities

with special focus on adjusting the screening tools, diagnostics tests and intervention programs into Arabic.

Recently and because of my various qualifications and interdisciplinary research interests I study sociolinguistic and clinical aspects of mental health from an inter-cultural view with special focus on the Arab society.

Finally, I have already initiated the Arab Center for Mind, Brain & Behavior (ACMBB) a unique initiative conducting special research of mind, brain & behavior in the Arab community in Israel, advancing and enhancing the mental healthcare of Arab children, parents and teachers by providing confidential counseling, professional psychotherapy, psycho-didactic diagnosis, education and awareness services. ACMBB's aim is to enable Arab people in Israel to live in Mental, cognitive, emotional and behavioral well-being. (Please visit the website: www.acmbb.com or www.acmbb.org.il).

Title: Writing Units or Decades First in Two Digit Numbers Dictation Task: The Case of Arabic an Inverted Language.

Abstract: In Arabic, two-digit numbers are read from right to left, i.e. the unit digit precedes the decade digit (24 = four and twenty) in accordance with the text reading and writing direction but opposite to the math direction (left-to-right).

The current study investigated the effect of the syntactic representation of numbers in Arabic on the task of transcoding two-digit numbers from dictation. The study participants were primary, junior-high and high school pupils in addition to higher education students with Arabic as their first language. They performed a transcoding task, namely writing two-digit numbers from dictation. Units first/decades first writing patterns were collected depending on the differential syntactic structure evident in the two-digit number dictated (Teens numbers- units first, Identical units and decades- units first, Whole tens- decades first, the rest remaining two-digit numbers-units first).

The findings reveal that in general Arabic speakers adopt a decades-first writing pattern of two-digit numbers especially when it is consistent with syntactic structure of two-digit numbers as in whole tens. This first decade writing pattern becomes more evident in junior-high school, high school and higher education since the proficiency and skills in math, second and third languages improves. However, this pattern is modulated depending on the complexity of the units and decades structure that requires more working memory capacity. This complexity is more pronounced in two-digit numbers, where the numerical syntactic structure is more evident than in numbers with a less prominent numerical syntactic structure (numbers 19-12) or in identical units and decades numbers compared to the remaining two-digit numbers category (with an evident syntactic structure of units and decades). Additionally, influences were claimed because of the consistency or inconsistency between the reading direction of text (Right-to-Left), two-digit numbers reading (Right-to-Left) in Arabic and math writing direction taught (Left-to-Right) placing less or more load on working memory.

Session

17

**Phonetic and Phonological
Aspects of Arabic**

Session 17.1

Sawsan Askoul, Regent's University

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Biography:

Sawsan has an MA in Translation from the University of Westminster and an MA in Applied Linguistics and Communication from Birkbeck College, University of London. She is particularly interested in Arabic phonetics and phonology, bilingual translation and second language acquisition. Sawsan is an experienced teacher who has been teaching Arabic as a foreign language for the past 10 years. She works at different higher education institutions such as Regent's University, London, King's College, London, and Brunel University.

Sawsan's publications include 'An Acoustic Analysis of the Production of Word-Initial Stop /p/ by Late Arab Bilinguals' (*The Quarterly Journal of ICC (International Language Association*, 2017) and 'EU Immigration in the British Press: how was immigration reported immediately prior to the EU referendum (*The Quarterly Journal of ICC (International Language Association*), 2018).

Title: Teaching Arabic in Context: including communicative needs of students of Arabic language and opportunities for teacher training and professional development.

Abstract:

Intelligible pronunciation is an essential component of communicative competence as learners who have adequate pronunciation can easily improve their speaking skills better than those who have weak pronunciation. Pronunciation is, therefore, vital to achieving successful communication. A large number of learners believe that the main difficulty they encounter when speaking a second/foreign language is pronunciation and consider this difficulty as the main source for their communication problems. Despite the fact that pronunciation is key to communicative competence, it is neglected in many Arabic teaching programmes. In view of this, the motivation for this presentation is the increasing unpopularity of the pronunciation aspect of teaching Arabic as a foreign language. This has caused fewer efforts to be taken in improving learners' pronunciation skill despite this being quite a concern among professionals in educational environments that demand intelligible spoken Arabic. Accordingly, this presentation aims to provide both quantitative and qualitative analysis of the issue. It will present the latest data exposing learners' perception of pronunciation instructions as well as teachers' view on the un/necessity of teaching pronunciation and the lack of teaching materials that help them in teaching phonetic and phonological aspects of Arabic. This will be followed by a discussion of the impact of pronunciation on other language skills, namely writing, reading, listening and speaking. A further focus will be on the phonetic and phonological difficulties encountered by learners such as the production and perception of Arabic sounds, scrutinising various factors and variations contributing to such difficulties and thus proposing

the most appropriate methods and approaches that are recommended for Arabic teachers to tackle such challenges. This is concluded by examining how technology can help with teaching pronunciation inside and outside of the classroom and the latest technology tools utilised in language classrooms to meet pronunciation teaching and learning goals.

Session 17.2

Rana Alsabhan & Prof. Jane Setter, University of Reading

Main author

Rana Alsabhan- University of Reading + Princess Nourah Bint Abdulrahman University: r.alsabhan@pgr.reading.ac.uk

Co-author Prof. Jane Setter- University of Reading j.e.setter@reading.ac.uk

Biography: Rana Alsabhan is a 3rd year PhD student at the University of Reading, UK and a lecturer at Princess Nourah Bint Abdulrahman University, Riyadh, Saudi Arabia. She is the Postgraduate representative for the School of Literature and Languages, UoR. Her research interests include Arabic dialects, phonology, sociophonetics, and sociolinguistics."

Jane Setter is Professor of Phonetics at the University of Reading, UK. Probably best known as co-editor of the *Cambridge English Pronouncing Dictionary* (Jones, 2011) and popular science book *Your Voice Speaks Volumes* (2019), her research interests include the acquisition of second language phonology, aspects of the phonology of South-East Asian Englishes, and speech prosody in children with speech and language deficits. Jane is a Senior Fellow of the Higher Education Academy and a National Teaching Fellow of Advance HE.

Title: The phonotactics of Word-Initial Obstruent Clusters in Najdi Arabic

Abstract:

Consonant clusters are a common feature of speech found in many languages (Greenberg, 1978). Languages differ as to what consonant clusters they permit. Some languages prohibit consonant clusters entirely, such as Maori (Harlow, 2007). Others prohibit consonant clusters in certain positions, such as Standard Arabic, which forbids initial consonant clusters (Holes, 2004). Unlike SA, some Arabic dialects allow initial consonant clusters, such as Najdi Arabic (NA), a dialect spoken in central Saudi Arabia, (Alghmaiz, 2013; Ingham, 1994). Nevertheless, up to our knowledge, no research has empirically examined all initial NA clusters which reveals a gap in the research on NA phonology that still needs to be investigated. The present study aims to acoustically investigate biconsonantal word-initial obstruent clusters (OCs) in NA as they are considered the most complex type of the consonant clusters, which occur in few languages (Morelli, 1999). The study, also, aims to determine which patterns of OCs occur, and which OCs types, fricative-fricative (FF), fricative-plosive (FP), plosive-fricative (PF), and Qaboosplosive-plosive (PP) are allowed. Forty-six NA native speakers (14 males, 32 females) aged 18–50 years, were recruited. The elicitation methods included four tasks; a Wordlist Task following the protocol initiated by Hall (2013), a Diapix Task (Van Engen et al., 2010), a

Shadowing Task (Pardo et al., 2018), and AX Discrimination Task (Carlson, Goldrick, Blasingame, & Fink, 2016). The stimuli represented all four types of OCs—FF, FP, PF, and PP for a total of 66 lexical items. The acoustical analysis was conducted using Praat (Boersma & Weenink, 2018). The study is on-going and preliminary results will be forward to the conference at a later date prior to the conference. This study will contribute to unveil the phonetic realizations of the initial OCs which can be accounted for by theories of phonology and sound change.

Session 17.3

Hamood Mohammed Alrumhi, University of Leeds and Sultan University

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Biography: Hamood Mohammed Alrumhi is a lecturer at Sultan Qaboos University (Oman), College of Arts and Social Sciences. He has a master's degree in linguistics from The University of Jordan. Currently, he is a PhD researcher at University of Leeds, department of linguistics and phonetics. He has presented and published on the subject of phonetics and phonology.

Title: Classification of Phonetic and Phonological Variants in Old Arabic Dialects in Classical Arabic Linguistic Treatises

Abstract: This study seeks to investigate the Arab linguists' categories of phonetic and phonological variants in the old Arabic dialects as well as influence of these categories on the classification of allophones into accepted and unaccepted for the purpose of establishing phonetic and morphological rules. The research considers these phonetic variants which are discussed in different places in the classical Arabic linguistic treatises in the early Hijri centuries attempts to identify their differences and similarities in order to eliminate any overlap or ambiguity between the categories. This research asks the following questions:

- 1- To what extent is it possible to divide these several phonetic variants into categories which are different from their presentation in these treatises?
- 2- How do we assess the view that all the phonetic variants which are unacceptable according to the criteria of the ancient Arab linguists derive from the influence of other languages?
- 3- Do phonetic variants in old Arabic dialects only involve allophones or are there variants of other types?

The findings reveal that there is an overlap in the presentation of these phonetic variants. This requires re-considering their classification into different categories and distinguishing between terminology in different fields of study. The study suggests the necessity of dividing these phonetic variants of consonants and vowels into three categories and avoiding attributing all these phonetic variations to allophones given that they may instead be feature of diaphones or variphones.

Keywords: Ancient Arab linguists, Arabic, classical Arabic treatises, classification, variants, old Arabic dialects.

Session

18

**Production and Reception
of Classical Literature**

Session 18.1

Dr. Walid Mohamed Ghabbour, Port Said University

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Biography:

Dr Ghabbour is currently Assistant Professor in Classical Arabic literature at the University of Port Said. He obtained his BA in Literature and Education from the same university, followed by a BA in Literature from Cairo University, an MA and PhD in Classical Arabic Literature, also from Cairo University. He previously worked at King Saud University in Saudi Arabia, and has taken part in many regional and international conferences. He has published in a number of international journals.

**Title: The Reception Types in "A Thousand and One Nights" Between
Distraction and Seduction**

Abstract:

This paper studies the reception types in A Thousand and One Nights, which vary according to the methods of narrative formation, trying to clarify the contribution of the narrative characteristics of the tales of A Thousand and One Nights of a miraculous/ fantastic character in determining the modes of reception and recipients, and their effect on the main text, and the sub-texts/tales it contains. A Thousand and One Nights is full of various sub-texts, resulting from narrative reproduction, which is a main pillar of the various tales. It allows multiple narrative styles; This constitutes an incentive that attracts many recipients of different orientations, and the diversity of the language of narration and dialogue contributes to determining the types of reception and recipients.

Session 18.2

Ahmad Mohammed Al-Yahya, Shaqra University

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Title: Fiction and Philosophy in Ancient Arabic Prose (The Abbasid Era as a Model)

Biography:

Dr Al-Yahya holds a BA in Arabic Language from King Saud University (1992), and an MA and PhD in Arabic literature from the Imam Muhammad Ibn Saud Islamic University. He currently works at Shaqra University and has published over ten papers in refereed journals.

Abstract:

This research will attempt to explore the relationship between philosophy and classical Arabic prose including texts representing different worlds such as the Hereafter, Doomsday, Paradise and Hell as demonstrated in *Risalat Al Ghufuran* by Al-Ma'arri; *al-Manam al-Kabir* by Al-Wahrani; the book of *Al-Tawhhum* by Al-Muhasabi.

It will also discuss the diversity included the world of Jinni as in *Risalat Al-Tawabi' wa-l-Zawabai* by Ibn Shaheed Al-Andalusi; *Risalat al-Haywan* by Ikhwan Al-Safa; and some of the texts of *Alf Layla wa Layla*. It also included the animal world as represented in *Kalila wa Dimna* by Ibn Al-Muqaffa; *al-Sulwanat* by Ibn Zufr al-Sakali; and *Risalat Al-Haywaan* by Ikhwan Al-Safa.

Session 18.3

Said Ahmed Aboudaif, Assiut University

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Biography:

Said Aboudaif holds a doctorate in English Literary Criticism from the University of Asyut/University of Pennsylvania. He has taught Translation at university level for ten years. His publications include *Literary Criticism: An Overview* (2017-2019), *The Element of Mystery in Joseph Conrad's Heart of Darkness* (2017).

Title:

الأمير وأدب الأطفال

Abstract:

أن عالم الطفل عالم ملئ بالعجائب والخيال، فمرحلة الطفولة مرحلة فريدة في عمر الإنسان، تعمل على تشكيل شخصيته من خلال الذكريات والتجارب. والإنسان يعيش في مرحلة الطفولة بجوارحه وخياله بعيد عن مشكلات الحياة. والقراءة من العوامل الهامة التي تؤثر في نمو الطفل، وتعمل على تشكيل وجدانه. لذا فقد يعتقد البعض أن السذاجة والبساطة من خصائص أدب الأطفال بما يحتوي على صور من المبالغات مفعمة بالخيال والاساطير. والحقيقة أن أدب الأطفال يلعب دوراً هاماً في تربية الطفل وذلك لأنه يؤثر بشكل مباشر في تكوين شخصية الطفل كما يؤثر على مشاعره وخياله. والشعر من الفنون الأدبية التي تعمل على تنمية الابتكار والتفكير بالإضافة الى الخيال وتنمية القدرات اللغوية. أن الأدب الذي يقدم للطفل يجب أن يحتوي على مجموعة من المضامين الهامة، بعضها تعليمي تربوي أو اجتماعي أخلاقي. وقد كان لكتاب ألف ليلة وليلة تأثيره الخاص على تطور أدب الأطفال في الغرب بعد ترجمته الى اللغات الأوروبية، فلا يوجد طفل غربي لم يقرأ مغامرات علاء الدين وقصة علي بابا واللصوص الأربعة وقصة السندباد التي كان لها تأثير كبير على الكتاب الغربيين، ومنهم الكاتب الإنجليزي الساخر جوناثان سويت (Jonathan Swift)، وقد تحول شوقي لكتابة أشعار بسيطة سهلة وجذابة للأطفال، كما لجأ إلى حكايات الحيوان لسرد القصص على أسنة الحيوانات التي يحبها الأطفال ويستمتع بالاستماع الى حكايتها الخيالية. بدأ شوقي هذا النوع من أدب الاطفال منذ أن كان طالباً في فرنسا، كوسيلة فنية للتعبير عن رغبته في كتابة هذا النوع الهام من أنواع الأدب. وباستخدام منهج بحث تاريخي وصفي تحاول هذه الدراسة تتبع نمو أدب الأطفال في العالم العربي ومدي إسهام أشعار شوقي وقصصه الشعرية في تتطور هذا النوع من الأدب وخاصة أنه من يعد من أهم رواد هذا النوع الادبي الجديد.

كلمات مفتاحية: أدب الأطفال في العالم العربي - أهداف أدب الطفل - أشعار شوقي للطفل

Session

19

**Inclusion and Diversity
in Arabic Classrooms**

Session 19.1

Luluah Mustafa & Dr. Salima Slimane, Boston University

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Title: Promoting Inclusive Practices for Foreign Language Classrooms

Biography:

Luluah Mustafa is a senior Arabic lecturer at Boston University (BU), where she teaches Modern Standard Arabic courses and Levantine Arabic. In the past three years, she served as the head of the Arabic program, and first-year courses coordinator. She has been an active participant and (since 2018) a board member of the New England Regional Association for Language Learning Technology. She is currently pursuing her Ed.M. in Curriculum & Teaching at BU's Wheelock School of Education & Human Development. In recognition of her dedication and skill, Ms. Mustafa received the Merlin Swartz Award for Faculty Excellence in Teaching from BU.

Salima Slimane is currently an Arabic lecturer at Boston University, where she teaches Modern Standard Arabic and serves as First-Year Arabic Coordinator in the Department of World Languages & Literatures. Salima has extensive pedagogical experience in teaching Arabic and French at all levels in the Boston area for a number of years. She is currently pursuing her Ed.M. in Special Education at BU's Wheelock School of Education & Human Development. Salima is very passionate about special education and promoting inclusive practices as well as differentiating instruction for all students and is on the board of Mass Advocates for Children.

Abstract:

The presenters will introduce participants to successful practices for creating inclusive classrooms using techniques and activities implemented in Arabic language classrooms via the appropriate technology. Participants are invited to discuss quotes pertaining to inclusive teaching philosophies, practices, and diverse learners' needs, as well as reflect on their own experiences as educators. They are also encouraged to provide feedback and discuss inclusive best practices and challenges in their own classes throughout the session.

Links for handouts of supporting materials, such as the single point rubrics for assessing the three modes of communication, and a set of differentiated and scaffolded activities will be provided via the presenters' website.

Using differentiated instructional strategies to accommodate students with varying needs, holding high expectations, and presuming competence for all students to ensure that they reach their fullest potential. We firmly believe that differentiating instruction is vital to ensure that there is equity and that students have access to all lessons. Besides, an intentional grouping of students to include diversity and balance students' needs is a daily practice in our classrooms.

In addition, we became more cognizant of the importance of social-emotional peace for students to secure a positive classroom culture. Thus, we often strive to provide a dynamic, rewarding learning environment that promotes fun, engaging ways for students to develop a love and understanding of the Arabic language and culture through teaching strategies that address varied learning preferences.

Participants will

- be introduced to some practices for inclusive classrooms such as instructional formats, participation methods, students' grouping, and scaffolded forms.
- Explore multi-tiered Arabic language communicative activities that are applicable to other languages.
- Discuss the importance of implementing the single point rubric that highlights the strengths and weaknesses of each student as a tool for growth.

Session 19.2

Dr Rachel Friedman & Basma Akhter, University of Calgary

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Title: Who are Arabic heritage learners? Diverse learning profiles, motivations, and experiences

Biography:

Dr. Rachel Friedman earned her PhD from the University of California, Berkeley and is currently an instructor in the Arabic Language & Muslim Cultures program at the University of Calgary in Alberta, Canada. Her research focuses on Arabic pedagogy, classical Arabic literature, and classical Arabo-Islamic thought. She has authored several articles published in venues including The Journal of Arabic Literature, The Muslim World, and The Journal of Arabic and Islamic Studies.

Basma Akhter is an undergraduate student at the University of Calgary, where she is currently pursuing a bachelors in science with a minor in Arabic language and Muslim culture. She works as a research assistant at the University of Calgary, and her project focuses on language teaching in a postsecondary environment. She also has extensive experience in the field of pedagogical and scientific research and has a genuine passion for enhancing student experience in postsecondary classrooms.

Abstract:

Research on heritage language learners has shown that their learning profiles differ from those of second language learners. Broadly stated, heritage language learners are those who have a familial and/or cultural connection to the language. Understanding the differing experiences

and needs of heritage language learners and second language learners is important for instructors and curriculum designers who aim to serve these learners and meet their needs and interests (Beaudrie et al., 2014).

In the case of Arabic in particular, due in part to its multiglossia, heritage language learners represent a diverse group with heterogeneous backgrounds in terms of their experience with Arabic. Some scholarship has posited that two major groups make up heritage Arabic speakers: those who have exposure to colloquial Arabic and those who have exposure to classical Arabic for religious purposes (Mango, 2011). Other research has further classified Arabic heritage learners (e.g. Ibrahim & Allam, 2006). Yet much work remains to be done in order to better understand the motivations, experiences, and learning profiles of heritage learners of Arabic. This presentation contributes to the scholarly discussion through presenting early data from a research study that we have conducted at a university that serves Arabic heritage language learners alongside second language learners. Data was collected through surveying and interviewing students; it sheds light on participants' past Arabic experience, motivations for studying Arabic, and experiences in Arabic classes. The data collected so far suggests that motivations for studying Arabic differ somewhat between heritage language learners and second language learners, though there is considerable overlap. It also affirms findings of past research that found that students did not have strong feelings about learning in mixed classes containing both heritage language learners and second language learners (e.g. Abuhakema, 2012). This presentation includes a discussion of these findings and their implications for Arabic teachers and learners.

Session 19.3

Mohammad Ali Yaghan, German Jordanian University

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Title: Alternative Direction: Arabic Vertical Marquee Writing System

Biography:

Prof. Yaghan's education comes from a variety of cultures and backgrounds. He got his Bachelor's degree from Jordan, his Masters from Strathclyde University, UK, and his Ph. D. from the University of Tsukuba, Japan. He is specialized in the area of digital visualization of Islamic art (including geometrical patterns, Muqarnas, and Calligraphy) and in design education. He published two books and many journal papers in these areas. He created many programs for the creation of Islamic art. He invented a new type of Islamic patterns, new muqarnas forms, and introduced new visions into Arabic calligraphy research and understanding. He taught at many universities in Jordan, Saudi Arabia, Germany, and USA. He conducted many workshops teaching Arabic calligraphy to non-native speakers. Currently he

is a full professor at the School of Architecture and Built Environment at the German Jordanian University, and a cofounder of the design office "Muqarnas for Design."

Abstract:

This paper is about introducing a new direction for writing Arabic: the vertical-marquee style where the letters are kept in their standard orientation while positioned vertically below each other. The common perception of Arabic writing is that it is cursive and horizontal right to left (RTL). This paper challenges the second part of this perception. It affirms that, historically, Arabic writing was not strictly horizontal, but it took many inclined directions. It utilizes this fact in support of the idea of creating the new vertical-marquee direction. It proposes that this direction is an expected evolution of Arabic writing and not an alien superimposition. Modern research emphasizes the importance of the reading and writing direction (RWD) and proved that it affects people's perception, behavior in performing tasks, and even their appreciation of artworks. Introducing this new direction might be a chance for Arabic users to gain a wider perception and a more global understanding of other nations. There are many advantages to introducing this writing direction in Arabic; for example when writing on tall buildings, on curved surfaces like columns, on linear objects (like pens, bookmarks, etc...), and in landscape oriented books.

There are many challenges when attempting such a task especially keeping the letters connected in the cursive style while retaining their original form. This required new conventions and guidelines.

The paper starts with providing terminology and definitions, presenting the cultural importance of writing direction, and introducing the current Arabic writing system.

Then, it discusses the potential usages and benefits of the proposed vertical marquee system, states the design brief, and illustrates the design method.

Finally, the paper discusses the guidelines, the conventions, and the technical issues of the new system; and presents three new vertical-marquee typefaces with sample outputs.

Session

20

Varieties in Arabic

Session 20.1

Andreas Hallberg, University of Gothenburg

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Biography:

Andreas Hallberg got his PhD in Arabic linguistics at Lund University, Sweden, 2016, with the dissertation *Case endings in spoken Standard Arabic*. He is currently an assistant professor at the University of Gothenburg, where he teaches Standard and Syrian Arabic and Arabic linguistics. His main research interests are Standard Arabic grammar, corpus linguistics and cognitive linguistics. He is currently conducting corpus based research on the variation in the use of diacritics in Arabic books. He regularly writes on Arabic linguistics on his blog *Uppercase Alif*.

Title: Vernacular Arabic at the beginner level: a parallel, text-based approach

Abstract:

In this talk I present an example from a major Swedish university of how Standard Arabic (StA) and Syrian Arabic (SyA) are taught in parallel courses from the first semester, focusing on teaching practices that have been developed for the SyA course. The teaching of vernacular Arabic next to StA has been intensely discussed for decades, and while there is a growing consensus of the benefits of integrating teaching of vernacular Arabic from the early levels (*Arabic as One Language*, n.d.; Badawi, 2006), there is still a reluctance in many institutions to do so, due to pedagogical and ideological challenges (Al-Batal, 2018; Younes & Huntley, 2019). Practical examples of achieving this integration may therefore benefit the field. The program at hand employs the *Al-Kitaab* Arabic textbook (Brustad et al., 2013), with the SyA classes building on and complementing material covered in StA classes the previous week. Teaching in the SyA course pivots around the video material supplied with the textbook, for which transcripts in Arabic script (Hallberg, 2019) is provided to students. The availability of transcripts is contrary to the intended use of the video material as purely aural training. It does, however, make it possible to have detailed in-class discussions about the text, particularly regarding pragmatics. Furthermore, the transcripts serve to familiarize students with written vernacular Arabic which has become a central part of everyday communication (Alkhamees et al., 2019; Kindt et al., 2016). Challenges in teaching SyA using this approach include the potential for “linguistic dissonance” associated with simultaneously learning two related varieties (Eisele, 2018) and the lack of level-appropriate descriptions of SyA grammar and phonology. Some ways to deal with these challenges are discussed.

Session 20.1

Amel G E Issa

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Biography:

Amel Issa holds a PhD in Linguistics from the University of Leeds (2016). Her previous research focused on the phonetics-phonology interface in Arabic language. She has experience in research and teaching in Higher Education in the UK and abroad. Her research and publication focused on Arabic language and linguistics and contributed original and much-needed knowledge about the phonetic and phonological patterns of complex categories of sounds in Arabic language. Her research interests include: Arabic linguistics; Arabic dialectology; phonetics-phonology interface in Arabic; linguistic variation in spoken Arabic; and the linguistic tradition of Arabic.

Title: Gemination in Arabic

Abstract:

The term geminate refers to a long or doubled consonant that contrasts with a shorter version counterpart which is referred to as a singleton (Davis 2011). Consonants can contrast in length in Standard Arabic as well as the other spoken varieties (see e.g., Issa 2015). All Arabic consonants can be geminated word medially. Gemination can be found in many languages (e.g., Italian, Cypriot Greek, Berber and Hungarian). The general assumption is that geminate consonants are either lexical or derived in the grammar of these languages (see e.g., Davis 2011). Both lexical and derived geminates can be found in Arabic language. However, the terminology that was used to describe their phonological status might be different in Arabic and Islamic linguistic tradition. It will be interesting to find out how gemination and geminate consonant sounds have been studied and referred to by (early) Arabic scholars and linguists. This paper will discuss gemination in Arabic language. The different terminologies used to refer to gemination in Arabic linguistic tradition will be highlighted. The difference between the terms *mudḡaʿaf*, *mushaddad* and *mudgham* in Arabic will be discussed and the concept underlying these different terminologies will be explained in this work. Furthermore, this paper will show how the majority of modern Arabic linguists and scholars use these different terms interchangeably to refer to the same thing, something that needs to be corrected. Finally, gemination in the modern varieties of Arabic will be discussed. The geminate types in Arabic dialects will be explained with reference to the Arabic linguistic tradition as well as recent research and study in the field.

Session 20.2

Majedah Alaiyed, Qassim University

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Biography:

Majedah is Assistant Professor of Sociolinguistics in the department of English language and translation at Qassim University, Saudi Arabia. She has an interest in sociolinguistics, discourse analysis, code-switching, pragmatics and morpho-syntactic studies. She also works in the area of Saudi dialects, with a special focus on Najdi Arabic.

Title: The use of q and g by Najdi female and male preachers in religious discourse

Abstract:

The phoneme q is a voiceless sound produced “from further back in the mouth – from the uvula, to be exact” (Holes 1994:10). Thus, it is a voiceless uvular stop. For several reasons, including “dialect mixing and processes of Koineization” (Behnstedt 2006:596), the uvular stop has undergone a number of changes within and across various speech communities. For example, according to Ingham (1995), Najdi Arabic (NA) differs from Standard Arabic (SA) in its sound inventory. Amongst the new Najdi Arabic sounds is the voiced velar g, which is a result of the fronting of the uvular q. In addition, two new units, the voiced affricate ġ [dz] and the voiceless affricate c [ts], characterize the Najdi variety and have resulted from the fronting of g from Classical Arabic q and Classical Arabic k, respectively. As a result, Najdi Arabic now has an opposition between g/ġ and k/c. This opposition is limited in scope because in most cases the fronted varieties occur in front vowel environments (Ingham 1995). This paper discusses a study on diglossic intra-sentential code-switching between Standard Arabic and Najdi Arabic in religious speeches by six Saudi preachers: three males and three females. The study focused on the alternation between the SA sound q and the NA g. It also focused on the difference between the males and females in their use of the two sounds. Previous studies of religious speeches have focused only on male preachers, while previous studies of Saudi Arabic have disproportionately investigated the speech of men. Given the gender segregation of this speech context, and the sociolinguistic studies of Arabic showing some gender variation (Walters, 1991; Daher, 1998, 1999; Al-Wer, 1999), there is a question over whether there may be gender variation in code-switching in religious speeches in segregated speech contexts. By analysing the code-switching of both male and female preachers, the study makes an original contribution by demonstrating that there is a tendency by female speakers to use the Najdi sound g less than the male preachers do. Moreover, both genders show a preference for using the SA q more than the NA g.

Session

21

**Grammatical Aspects of
Arabic**

Session 21.1

Olga Bernikova, Saint Petersburg State University

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Biography:

Dr. Olga Bernikova is Associate Professor at the Department of Arabic Philology and at the Research Laboratory for Analysis and Modelling of Social Process of St. Petersburg State University, Russia. She obtained her Ph.D. in Arabic linguistics in 2002. Her current research interests include Arabic Linguistics, Corpus Linguistics, Islamic Studies and ICT in Arabic Learning and Research. She has more than 100 publications on these subjects. She is the author of 6 textbooks (including Grammar of the Arabic Language on the Examples from the Quran) and the editor of several books. Dr. Olga Bernikova took part in the development of two online courses in the Arabic language and *e-Glossary of the History and Culture of Islam*. She has two certified inventions (*Program for Optical Recognition of Visual Text Information in Arabic* and *Software for Arabic Text E-learning, Translation and Recognition*). Dr. Olga Bernikova is a member of the International Institute of Informatics and Systemics (USA), a part of the board executives of the academic journal *Eurasian Arabic Studies*, and a member of the editorial board of the academic journal *Islam in the Modern World*.

Title: The Language of the Qurʾān through the Grammar of Emotions

Abstract:

One cannot overestimate the Qurʾān's religious, cultural and historical influence on both Muslim and non-Muslim societies. However, it may obscure the role of the Muslim scripture as an invaluable source of linguistic information about the Arabic language in the early stages of its development.

The present study focuses on the grammatical means of transfer of emotions in the language of the Qurʾān. The goal is to determine the grammatical constructions that create the unique tonality of the language of the Qurʾān and the distribution of such constructions across the text, whose fragments date to several periods of its historical evolution.

The study of the theory of emotion as an element of linguistic analysis has developed relatively recently. However, even the ancient Greek philosophers Plato and Aristotle described the world as being rife with emotions. Medieval Arab Scholars were also interested in this topic. Nevertheless, unlike morphological aspects of the Arabic language that have been studied in some detail, the linguistic ways of articulating and conveying emotions in its text have not yet received comprehensive coverage in modern linguistics.

The study is based on the techniques of comparative historical linguistics in combination with recent innovative methods of data processing. The latter have opened up new opportunities for interdisciplinary research by allowing researchers to formulate new approaches to texts of

various kinds.

The results allow us to draw conclusions about the specifics of the use of modal constructions, imperative phrases in the text of the Qur'ān, the increased usage of the construction that prohibit certain actions. These results shed light on some facts regarding the development of the Arabic language, thereby enabling to reconstruct the linguistic situation on the Arabian Peninsula in the pre-Islamic period and during the first centuries of Islam.

Session 21.2

Maris Camilleri, University of Essex mcamil@essex.ac.uk

Biography:

Dr Cammillerie obtained her Ph.D from the University of Essex (2016), where she specialised on the grammaticalisation and analysis of temporal and aspectual auxiliaries in the Arabic dialect of Maltese, in comparison with other Arabic dialects. Since then, she has been working from a comparative cross-dialectal approach, concentrating mainly on the study of both synchronic and diachronic aspects of the morphosyntax of the dialectal varieties, couched within the framework of Lexical Functional Grammar.

Title: The change from locatives to possessives

Abstract:

The grammaticalisation and typology literature (Comrie (1991), Heine (1997), Stassen (2009)) has given much attention to Arabic possessive structures, and how they are grammaticalisations out of locatives, mainly by virtue of the erstwhile prepositional nature of the key items that participate in such structures, which include *Qand* lit. 'at', *la/il* lit. 'to', and *maQ* 'lit. with'. This study puts forth a number of diachronic and synchronic arguments not previously dealt with, in the realm of the discussion. It first demonstrates how while two clausal 'have'-type possessive structures have developed across the different Arabic varieties, respectively exemplified through (1a-b) below, only (1a) has directly developed out of a locative predication.

(1) a. *Qand at*

mona Mona

kṭab

book.sgm

Mona has a book.

b. *mona Mona*

Qand-ha

at-3sgf.gen

kṭab

book.sgm

Mona has a book.

The implication that results is such that the grammaticalisation of the two possessive structures has taken place in lockstep, and that the possessive structure in (1b) is a grammaticalisation out of the earlier grammaticalised structure in (1a), and is hence not a direct grammaticalisation out of a locative predication, even if most typological accounts mainly make use of the structure in (1b), in their illustrations of the development from a locative to a possessive construal in Arabic. The proposed hypothesis finds evidence in the varied morphosyntactic behaviours that distinguish the two possessives, including, for instance, the obligatory [-def] nature of the *theme* in (1a), as opposed to the lack of such a specification in (1b). Related to this is the ability to have a pronominal, and acc-marked *theme* in the latter, but not in the former. Together, they suggest a later, more advanced grammaticalisation. It will additionally be shown that the first possessive structure to grammaticalise, i.e. (1a), is specifically a grammaticalisation out of an inverted locative predication, rather than a canonical one.

Session 21.3

Esra Yaghi & Sane Yaghi, University of Waikato & University of Sharjah

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Biography:

Esra Yaghi began her professional career as an English teacher at international schools in the Middle East. After returning to New Zealand she became an ESL teacher and currently works at Waikato University College.

Sane M Yagi received his education in Jordan, U.S.A., and New Zealand. He is a professor of Linguistics at the Department of Foreign Languages, University of Sharjah. His research is in computational linguistics, CMC, CALL, and TEFL. His research is currently in the broad field of Arabic Computational Linguistics. The primary themes are: Corpus development; Computational lexicography & lexicology; Computational morphology; Syntactic parsing; Automatic punctuation; Machine learning.

Title: What is a sentence in Arabic?

Abstract:

At the turn of the twentieth century, Arabs adopted the European punctuation system. Being recent, however, the system has not taken root yet and is in a state of flux. What complicates matters further is the fact that European punctuation takes the concept of 'sentence' as a point of reference, when this term is alien to Arabic grammar. In this paper, the concept of sentence will be discussed in relation to Arabic punctuation. The aim is to establish some rules for sentence boundary identification in this language. At first, we will contextualize punctuation and relate it to Arabic traditional scholarship, then we will identify the factors that contribute to the ambiguity of sentence boundaries, argue in favor of hinging punctuation on grammar, and formulate some rules that would guide the process of sentence boundary identification.

We will argue that grammatical self-sufficiency should be at the core of the punctuation process, as it is intuitive and hardly tendentious, that inter-clause conjunctions be ignored when determining sentence boundaries, and that clauses with ellipsis or substitution be subjected to the rule of self-sufficiency. By tapping into the writer's subconscious and intuitive knowledge of grammar, anchoring punctuation in grammar, and attuning the writer to their own verbalization of thought and pausing, sentence boundary identification is expected to become easier, more predictable, and less contentious.

Session

22

**Visual Teaching & Learning
in the Arabic Classroom**

Session 22.1 [45min Workshop]

Mourad Diouri, University of Edinburgh

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Biography:

Mourad Diouri is a teaching fellow of Arabic for the PG Arabic Programme at the U. of Edinburgh and consultant and chief external examiner at the UK Open University and Arab Open University branches across the middle east and many other educational institutions. He is a teacher-trainer and staff developer in technology-enhanced language teaching and runs regular training workshops and courses within the UK and worldwide to help teachers maximise their use of existing and emerging technologies to create engaging language learning resources and interactive classroom experiences. He is the author of (1) Teach Yourself: Essential Arabic Vocabulary: A Handbook of Core Terms, (2) Internet Arabic: Essential Middle Eastern Vocabulary and (3) Teach Yourself: Read & Write Arabic Script. In 2011, he was awarded the e-Assessment Innovation Award and the Formative e-Assessment Award (Highly Commended) by the Scottish e-Assessment Association.

Title: "I See What You Mean": Training teachers to become competent in visual teaching & learning in the Arabic classroom

Abstract:

Keywords: Visual teaching, visual literacy, visual-rich technologies, eLearning, teacher training

We live in a world, where we became predominantly visual communicators (and teachers) and where the wise Henrik Ibsen said: "A thousand words leave not the same deep impression as does a single deed." which then was changed by Tess Flanders to "A picture is worth a thousand words' applies more than ever. This is equally true for Arabic learners and teachers who are submerged in visual imagery such as images, videos, emojis, avatar, infographics and other visual aids.

Visual aids have proven to be a popular teaching aid, allowing teachers and students alike ample opportunities to express their creativity in creating teacher- and student-generated resources. This paper aims to explore the power, impact and educational benefits of visual learning and teaching from both the practitioner and student's perspective. The paper will highlight the latest research findings and share personal reflections of many years of experimentation with visual teaching of the Arabic language and culture at the University of Edinburgh, including lessons learnt from training MFL & Arabic teachers to embrace visual teaching in their practice.

The presentation will cover discussions around how visual aids can be utilised effectively to maximise the teaching of productive and receptive language skills, vocab building, grammar

understanding, pronunciation and culture awareness, particularly relevant to the Arabic learner. It will examine the potential possibilities and educational value of visual imagery, digital photography, virtual realia and visual-rich technologies available and put a call out to aspiring and experienced teachers to tap into the power and impact of this relatively poorly understood and utilised field (Maley, A., Keddie, J 2009) but mostly taken-for-granted and overlooked area that could positively impact teacher's practice and learner engagement. The paper will also put a case forward to teachers to rethink their material development rationale and how to shift away from static and unengaging text-based content/curricula to visually-rich and image-enhanced resource design.

Finally, the paper will introduce a number of tried-and-tested ideas and recommendations that are innovative, practical and easy to implement within and outside the Arabic classroom.

References

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Session

23

**Literary narratives, Norms
and Cultures**

Session 23.1

Adel Musaylih Almuthaybiri, Taif University

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Biography:

Adel Al-Muthaybiri was born in Saudi Arabia. After his BA in Arabic language and literature from the University of Qassim in Saudi Arabia in 2010, he completed an MA at the University of Leeds in 2015. He also completed a PhD at the University of Birmingham in 2020. He also participated in many conferences and events such as the 2017 International Symposium on Gender Studies "Crossing Borders: Gender, Sexuality and Culture" in London, the Research Showcase in Birmingham University of 2018, the Warwick Research Collective Vacation School of 2018 in Warwick University, and the 3rd Annual TIMES Symposium in 2019. Now, he is an assistant professor of comparative literature and cultural studies at Taif University, Saudi Arabia. His research interests are mainly in feminist theories, postcolonial studies, the Modern and Postmodern Arabic novel.

Title: تحدي النظام الأبوي والتمييز بين الجنسين في الروايات السعودية الحديثة

Abstract:

This paper focuses on representations of patriarchy in two modern Saudi novels: *Hend wa al Askar* and *Ikhtilas*. It analyses patriarchy from a Saudi perspective, arguing that gender discrimination is based on traditions of patriarchal systems which control Saudi women in both the public and private domains. An attempt is also made to distinguish between patriarchal traditions and Islamic teachings. I will examine the role of patriarchy in the social upbringing of children in terms of cultural values, and how Saudi writers represent Saudi female characters in the aforementioned novels. I will also shed light on how Saudi male and female writers oppose and/or passively adhere to the stereotype of Saudi women as patriarchal guardians, and how they deal with these conservative themes. Further exploration on how female protagonists question these constraints and stereotypes and seek for improvements and changes in the male dominated Saudi society will be given.

Session 23.2

Noora T C, Dgmmes Mampad, Kerala

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Biography:

The participant Noora T.C is from Malappuram, located in Kerala State, India. She graduated from Al Jamia Al Islamiya Santhapuram, Kerala, with dual degree in both "Islamic Shareea and Jurisprudence" and "Political Science". Later she completed her post-graduation in "Arabic Literature" from University of Calicut, Kerala. And while doing masters she has secured JRF

(Junior Research Fellowship) . Presently doing Research and working as a research Scholar on the topic of "An analytical study on the novels of Dr. Monther Al Kabbani in the light of mystery literature" under the University of Calicut in DGMMES Mampad College, Mampad, Kerala, in the guidance of Dr. Sabique M.K. Head of the Department and Assistant Professor, Research Department of Arabic.

Title: Mystery literature in Arabic and Contribution of Dr. Monther Al Kabbani

Abstract:

Before coming to Arabic Mystery literature, let's find out how the mystery literature in English. In English, the genre Mystery Literature is very popular since 19th century. English Literature has nurtured detective stories, crime thriller and mystery stories well. The mystery world has a bundle contribution of books from English. But the situation in the Arab world is not the same, even though there were some earlier examples of tales like "Three Apples" from "One thousand and one nights". After this tale, there were no continuation of producing more of its kind. After analysing the high sales of translated works, it's pointed out that the Arabic writers has loss the interest in Mystery Arabic literature while readers are eager to get more of such kind. Actually, the suspense and fascination were failed to engage with Arab writers. This study explores the reasons behind the disinterest of Arab world towards mystery literature and its absence for ages. The researcher has to introduce Dr. Monther Al Kabbani who tries to recall this genre in a modern way of diction. He is very unique in his style of narration mixing reality with fiction up. Thus, he is known as "Dan Brown of Arab". This paper will shed the light upon his works especially the series and to elicit its peculiarities to find out how his artistic creations are different from others. Thus, the evolution of mystery literature and the novelist Dr. Monther Al Kabbani who recalls the renaissance in Arabic crime fiction deserves a in depth study.

Session

24

Arabic Linguistics: History

Session 24.1

Ourooba Shetewi, Newcastle University

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Biography:

Ourooba Shetewi is an Associate lecturer in linguistics at the School of English language, literature, and linguistics, Newcastle University. Her research interests lie in the area of language variation and change, with a particular focus on phonological variation in Arabic. I am particularly interested in patterns of variation and change in situations of language and dialect contact and acquisition of phonological variation in multilingual and multidialectal settings. Her PhD research incorporated aspects of sociolinguistics, phonological theory, and language acquisition by examining acquisition of phonological variation by Arabic-speaking children and adolescents experiencing diglossia and dialect contact. Patterns of variation in the speech of participants was examined in relation to age and gender and in relation to issues relating to speech accommodation, register variation, and linguistic prestige. I am interested in attitudes to languages and dialects with a specific focus on Arabic in dialect contact situations.

Title: Interviewer's effects on the linguistic behaviour of Arabic-speaking children and adolescents

Abstract:

This paper investigates interviewer effects on the linguistic behaviour of Arabic-speaking children and adolescents experiencing dialect contact in a Bedouin speech community of Palestinian refugees in Syria. In particular, it examines the effects of interviewer dialects on participants' use of six socially meaningful linguistic variables that are realized differently across Bedouin and urban dialects, namely, the phonological variables (dʕ), (ðʕ), (θ), (ð), (q), and the morphophonological feminine suffix (a). The paper studies the emergence of linguistic accommodation in the speech of participants and analyses it in relation to the social factor of age and gender in order to arrive at a better understanding of their linguistic behaviour and tap into their sociolinguistic awareness.

Data presented in this paper is part of a larger research project on acquisition of sociolinguistic variation in dialect contact situations. Two female fieldworkers, a local and an urban speaker, conducted sociolinguistic interviews and play sessions with 40 girls and boys (3;7- 17;9) in order to elicit spontaneous speech and examine accommodation patterns across different interlocutors.

A paired-samples t test was employed to investigate the occurrence of accommodation across interview contexts and results show that accommodation to the urban interviewer occurs in the realization of all variables and across all age groups and genders. Divergence and maintenance

patterns also emerge in the speech of 15–17-year-old male speakers. These patterns are analysed in light of communication accommodation theory (Giles et al. 1991) and issues of identity, and competing levels of linguistic prestige in Arabic speaking communities.

The emerging patterns of accommodation in the speech of children and adolescents exhibit their awareness of the vernacular status of the variables under investigation and demonstrates a high level of sociolinguistic awareness and competence.

Session 24.2

Khalifa Boujadi, Al Wasl University

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Biography:

خريج جامعة قسنطينة بالجزائر، دكتوراه في اللسانيات التداولية، يُعنى بالبحث في الدراسات اللسانية وعلوم اللغة العربية، والدراسات الثقافية. اشتغل إلى جانب التدريس مديراً لملحقة جامعية سابقاً، وحالياً نائب مدير جامعة الوصل للشؤون الأكاديمية. له بحوث علمية منشورة في مجالات محكمة مختلفة، ومشاركات في عدد من المؤتمرات العالمية، وجوائز عربية. أصدر عدداً من الكتب في تخصصه؛ منها: اللسانيات النظرية، ومحاضرات في علم الدلالة، وفي اللسانيات التداولية، مقارنة بين التداولية والشعر،... وغيرها.

Title: اللسانيات العربية - مقارنة في الأسس المعرفية والمنظور المنهجي

Abstract:

تتناول هذه الورقة عرضاً لأهم الأسس المعرفية التي تختص بها اللسانيات في مرحلة من مراحلها الزمنية. ومن ناحية أخرى تعرض عدداً من الإجراءات المنهجية التي قامت عليها. و سنعتمد في مفهوم (اللسانيات العربية) الدلالة العامة لللسانيات؛ وهي الدراسة العلمية للغة العربية، ولكننا نقتصر على الدراسات العلمية التي ميزت اللغة العربية في القرون الهجرية الأولى، ابتداءً من القرن الثاني الهجري، وإن لم توصف مصطلحاً ب (اللسانيات) في تلك المرحلة.

وستقف الورقة في حديثها عن الأسس المعرفية عند مصطلح النحو في تلك المرحلة، ومقارنته بـ (اللسانيات) حديثاً من حيث المحمول الاصطلاحي، إضافة إلى مصطلح (علم اللسان) عند كل من (الفارابي) و (ابن خلدون)؛ حيث تم استخدامه بدلالة إنسانية عامة. وفي المنظور المنهجي، سنقف عند القيم الاجتماعية التي قام عليها الدرس اللساني العربي القديم، واعتماده المنهج الوصفي الذي سبق المنهج التاريخي؛ (خلفاً لنشأة اللسانيات الحديثة؛ حيث تبدأ بمرحلة القواعد (التقعيد) مع سيبويه، ثم مرحلة التأصيل (أصول النحو)، إلى مرحلة التأريخ للنحو.

وتسعى الورقة للوصول في خاتمتها إلى عدد من الأسس المعرفية والمنهجية التي تميز ما يمكن أن نسميه (نظرية لسانية عربية). ومن حيث المنهج، ستعتمد هذه المقاربة: المنهجين الوصفي والمقارن، لتخلص إلى هذه النتائج.