



SAPIENZA
UNIVERSITÀ DI ROMA



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**Pilot Project Dedicated to the Definition of Contents and Methods for an
Instructional Development Centered on the Teaching of Spoken Arabic**

**Proyecto piloto dedicado la definición de los contenidos y métodos para una
progresión didáctica centrada en la enseñanza del árabe hablado**

Ph.D. thesis in Arabic Dialectology

**Sapienza
Università di Roma
ISO –Istituto Italiano di Studi
Orientali**

**Universidad de Cádiz
Departamento de Filología
Área de Estudios árabes e
islámicos**

**Tutor
Prof. Olivier DURAND**

**Cotutor
Prof. Jorge AGUADÉ**

**Letizia LOMBEZZI
979595**

Letizia Lombezzi

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Letizia

Transcription system

Consonants

/p/ voiceless bilabial occlusive
/b/ voiced bilabial occlusive
/ɸ/ voiced velarized bilabial occlusive
/w/ bilabial semiconsonant
/m/ bilabial nasal
/ɱ/ velarized bilabial nasal

/f/ voiceless labiodental fricative
/v/ voiced labiodental fricative
/t/ voiceless dental occlusive
/t̪/ voiceless velarized dental occlusive
/d/ voiced dental occlusive
/d̪/ voiced velarized dental occlusive
/s/ voiceless alveolar sibilant
/ʃ/ voiceless velarized alveolar sibilant
/z/ voiced alveolar sibilant
/ʒ/ voiced velarized alveolar sibilant
/l/ lateral
/ɭ/ velarized lateral
/r/ vibrant
/ɽ/ velarized vibrant
/n/ dental nasal
/ɳ/velarized dental nasal
/t̪/ voiceless interdental fricative
/d̪/ voiced interdental fricative
/d̪̠/ voiced velarized dental fricative
/š/ voiceless prepalatal (alveopalatal)fricative
/ʒ̪/ voiced prepalatal fricative
/č/ voiceless prepalatal affricate
/ǰ/ voiced prepalatal affricate
/y/ prepalatal semiconsonant

/k/ voiceless palato-alveolar occlusive

/g/ voiced palato-alveolar occlusive

/q/ voiceless uvular-velar occlusive

/x/ voiceless postvelar fricative

/ġ/ voiced postvelar fricative

/ħ/ voiceless pharyngeal fricative

/ʕ/ voiced pharyngeal fricative

/ʔ/ voiceless glottal occlusive

/h/ voiceless glottal fricative

Vowels

/ā/ open front unrounded long

/a/ open front unrounded short

/ē/ mid front unrounded long

/e/ mid front unrounded short

/ō/ mid back rounded long

/o/ mid back rounded short

/ə/ mid central short

/ī/ close front unrounded long

/i/ close front unrounded short

/ū/ close back long

/u/ close back rounded short

Presentazione

Questa ricerca è incentrata sullo sviluppo di contenuti e strategie d'insegnamento che incoraggino l'acquisizione di competenza in arabo parlato. Pertanto, interazione, ascolto e comprensione sono individuate quali abilità chiave ed a fondamento della padronanza dell'arabo per parlanti non madrelingua. Le capacità di ascolto e comprensione rappresentano il primo passo, per poter dopo replicare ed interagire con gli altri parlanti: perciò costituiscono le basi della comunicazione. L'idea che abilità di ascolto e comprensione richiedano inevitabilmente competenza pragmatica è facilmente intuibile. La padronanza del registro colloquiale, la conoscenza di lessemi ad alta frequenza, forti capacità di discriminazione fonetica, sufficiente memoria linguistica: sono questi gli ingredienti per la 'ricetta della competenza linguistica'. Naturalmente, questi ingredienti si amalgamano al meglio con l'interazione, non con la mera lettura, la traduzione o gli esercizi di grammatica. Una lingua non dev'essere più considerata un campo per lo sviluppo di abilità passive, né il processo d'apprendimento può rimanere centrato sul riconoscimento dei significati (lettura, traduzione). Al contrario, il percorso d'apprendimento dev'essere inteso verso l'acquisizione di strumenti utili per la vita quotidiana; la classe e l'ambiente didattico devono essere rappresentativi della realtà.

Ignorando tutte le considerazioni precedenti, la maggior parte degli insegnanti di arabo introducono precocemente lo studio della varietà classica (o standard o formale), fin dai livelli di principianti o elementari. Essi con ogni probabilità commettono un errore procedurale e pragmatico. Ryding (Ryding in Wahba 2006: 16) ha affermato che lo studio dell'arabo ha dato preferenza ad una 'priorità inversa' ('reverse privileging') nella scelta della varietà di arabo da insegnare. Infatti, è stata assegnata priorità alla varietà standard, che è adottata per funzioni secondarie del linguaggio. Piuttosto, è necessario accordare un ruolo privilegiato all'arabo parlato, utile nelle funzioni primarie e familiari. Molti studiosi come Wahba (Wahba 2006: 150), Younes (Younes 2015: 56), Palmer (Palmer 2007: 111), Chouairi (Chouairi 2009: 40) ed ultimamente Al-Batal (Al-Batal 2018: 9) hanno addirittura sostenuto che insegnare l'arabo moderno standard (MSA) rappresenta un disservizio verso gli studenti, nel senso che non fornisce loro strumenti base per una competenza comunicativa minima. Di conseguenza, gli insegnanti che rifiutano di adattare la loro pratica didattica a questo nuovo orientamento rigettano esplicitamente il percorso mirato alla conquista della competenza pragmatica; inoltre

non si attengono alle prescrizioni fissate dal Consiglio d'Europa per le lingue, ad esempio in termini di 'performance' e 'know-how'.

Alosh (Alosh 1997: 137) da parte sua ha invitato ad aiutare gli studenti nel conseguire degli "standard minimi di performance" ("minimum performance standards"). Questo minimo si può ottenere attraverso una pianificazione precisa, che fissi in anticipo una sequenza specifica di insegnamento, per coprire tutti gli aspetti necessari allo sviluppo delle varie abilità. Effettivamente, il processo per far sviluppare le abilità di comunicazione nei nostri apprendimenti merita la stesura di un programma educativo dettagliato. La seconda parte della mia tesi, perciò, offre dei piani di studio con una selezione precisa di contenuti didattici suddivisi per moduli, registro per registro: levantino di Beirut, omanita di Ibri, marocchino di Rabat, egiziano de Il Cairo. Fonologia, morfologia e sintassi sono trattate secondo un approccio differente, che richiede massima dedizione e creatività all'insegnante. La grammatica non è affrontata direttamente, ma costituisce solamente un criterio organizzativo degli elementi linguistici da imparare.

Resumen

Esta investigación se centra en el desarrollo de contenidos y estrategias de enseñanza que fomenten la adquisición de la lengua árabe hablada. Por lo tanto la interacción, la escucha y la comprensión destacan como competencias clave, y como los elementos básicos para conseguir el dominio del árabe de hablantes no nativos. Escucha y comprensión, que constituyen el primer paso para interactuar con los otros, representan la base sobre la cual construimos la comunicación. La idea de que escuchar y comprender requiere inevitablemente competencia pragmática es incontestable. El dominio del registro coloquial, el conocimiento de lexemas de alta frecuencia, fuertes habilidades de discriminación auditiva y suficiente memoria lingüística: todos estos son los ingredientes necesarios para la “fórmula de la competencia lingüística”.

Por supuesto, estos componentes se mezclan mediante la interacción, no mediante ejercicios de lectura, traducción o gramática. Una lengua ya no debería considerarse como un campo para desarrollar habilidades pasivas, ni el proceso de aprendizaje puede permanecer centrado en el reconocimiento de significados (lectura, traducción). Por el contrario, debe ser una herramienta efectiva para la vida cotidiana; el aula y el entorno de aprendizaje deben ser representativos de la realidad.

Descuidando todas las consideraciones anteriores, la mayoría de los profesores de árabe introducen en el estudio sobre el de la variante clásica (o estándar o formal) solamente, desde la clase de principiantes. Probablemente cometen un error de procedimiento y de planificación.

Ryding (Ryding in Wahba 2006: 16) afirmó que los estudios árabes han dado preferencia a un “privilegio inverso” en la variedad del árabe a enseñar. Se dio prioridad a la variante estándar, que se usa para las funciones secundarias del lenguaje. En cambio, es necesario asignar un papel privilegiado al árabe hablado, ya que esto es útil en las funciones primarias y familiares. Muchos eruditos como Wahba (Wahba 2006:150), Younes (Younes 2015: 56), Palmer (Palmer 2007: 111), Chouairi (Chouairi 2009: 40), y recientemente Al-Batal (Al-Batal 2018: 9), declararon que la enseñanza de *Modern Standard Arabic* hace un flaco servicio (“disservice”) a los estudiantes, en el sentido de que no los equipa con instrumentos básicos para obtener una competencia comunicativa mínima. Como consecuencia, los enseñantes que se niegan a adaptar su práctica a esta nueva orientación rechazan explícitamente los objetivos de competencia pragmática y no

cumplen los requisitos establecidos por el Consejo Europeo, por ejemplo, en términos de *performance* y *know-how*.

Por su parte Alish (Alish 1997: 137) nos invita a ayudar a los estudiantes a alcanzar *minimum performance standards*. Este “mínimo” puede alcanzarse mediante una planificación precisa, estableciendo de antemano una secuencia específica para cubrir todos los aspectos necesarios para el desarrollo de las habilidades. De hecho, desarrollar una habilidad comunicativa en nuestros alumnos merece un plan de entrenamiento preciso y detallado. La segunda parte de mi tesis ofrece una secuencia precisa para la práctica de la enseñanza, según el registro elegido: el levantino de Beirut, el omaní de Ibri, el marroquí de Rabat y el egipcio de El Cairo. Fonología, morfología y sintaxis se tratan de acuerdo con un enfoque diferente, que requiere el compromiso y la creatividad de los profesores. La gramática no es un tema docente directo y principal, sino que constituye un criterio organizativo de los varios elementos lingüísticos que aprender.

Introducción

Este trabajo se refiere principalmente a la enseñanza del árabe a hablantes no nativos con un cuidado específico para el desarrollo de las habilidades de comprensión y comunicación. En el pasado se creía que leer y escribir era lo mínimo, suponiendo que escuchar y comprender sería una consecuencia natural de ello, su evolución automática o simplemente una etapa diferida. La idea surgió de un cuestionario que presenté a una muestra de 133 estudiantes (2016)¹ el cual demostró que tal suposición carece de fundamento válido. Los estudiantes que declaran ser más competentes en la escritura y la lectura consideran que sus habilidades de interacción, escucha y comprensión son muy pobres y también las perciben como tareas más difíciles de realizar. Según los datos recopilados, el idioma hablado es el campo en el que la muestra encuestada se siente menos competente. Los mismos estudiantes perciben las habilidades mencionadas anteriormente como las más difíciles o fuera de su alcance, o ambas cosas a la vez. Por lo tanto, estos aspectos de la competencia lingüística merecen ser entrenados y fortalecidos. Ante todo, el concepto de “nivel mínimo o umbral” necesita un ajuste y una nueva descripción con un conjunto diferente de parámetros. Es necesario aclarar el significado y agregar más detalles a la definición de la competencia lingüística, según lo dispuesto por el Consejo Europeo de Lenguas. Esta definición incluye problemas para resolver, obligaciones que deben cumplirse, objetivos a alcanzar, e indica que la competencia no es meramente una cuestión de tareas lingüísticas y gramaticales. Desde un punto de vista metodológico, mi proyecto está totalmente alineado con estos requisitos. Quisiera sugerir una estrategia coherente - junto con contenidos apropiados - para el desarrollo de la competencia lingüística funcional en los estudiantes no nativos de árabe.

Vemos que hay muchos cursos de árabe que prometen basarse en la “comunicación e interacción” y adoptar métodos “comunicativos y directos” (cfr. Al-Batal en Rouchdy 1992: 295). Sin embargo, los contenidos consisten en árabe estándar moderno (MSA) solamente. La dualidad de “comunicación+ MSA” no puede funcionar, y es contradictoria porque la interacción real no tiene lugar en el MSA, sino más bien en árabe coloquial. El entorno de aprendizaje del aula, hasta ahora, ha adoptado el estándar como un lenguaje auténtico para la conversación. Tal “presunción de

¹ La muestra incluye estudiantes matriculados en cuatro universidades diferentes de tres países europeos: Roma, Cádiz, Leipzig, Florencia. Los datos se recompilaron entre marzo y junio de 2016

autenticidad” no puede ser aceptada, sino que debe ser rechazada y criticada, favoreciendo en su lugar la difusión del árabe hablado en la clase.

Lo que se conoce como *Instructional Development and Design* (IDD), en general, debe dar prioridad al entrenamiento y a la exposición a la lengua en juego, lengua que consiste en una serie de variedades de árabe informal. Al igual que los hablantes nativos, los no nativos también deberían comenzar a interactuar en un registro coloquial, evitando recurrir al registro estándar. Luego, mediante la conversación y la interacción cada vez menos concreta, pueden experimentar el lenguaje formal pero ya en una etapa posterior. Este proyecto tiene en cuenta los datos recogidos en el año 2016 a partir de una encuesta de opinión realizada a estudiantes, como ya se ha mencionado. Resultó que la instrucción en árabe requiere acelerar una renovación total en el mismo campo. El perfil del estudiante de árabe corresponde a una persona que en un futuro próximo se emplearía en la mediación lingüística con los emigrantes, la interpretación en los hospitales de la ciudad, o en los sectores de turismo y ocio. Ninguno de los entornos citados sugiere que el árabe estándar será la variedad más adecuada y utilizada en la interacción. En la práctica, el árabe con el cual entramos pronto en contacto es el que se encuentra en determinados micro-entornos informales: y me refiero a las posibilidades de practicarlo en Europa o en los países occidentales. Además, la tecnología y los medios de comunicación nos ayudan mucho a comprender cuáles son las variedades de árabe que merecen prioridad: *Facebook*, *Youtube*, *Twitter* atestiguan que el espacio dominado por el MSA, está disminuyendo drásticamente.

Por todas estas razones, y para que conduzcamos a los estudiantes hacia la adquisición de una competencia adecuada, son absolutamente necesarios tanto nuevos contenidos como nuevas metodologías. Algunas consideraciones sobre el papel de los enseñantes son igualmente prioritarias a cualquier otro aspecto. En síntesis, un enseñante no es un maestro de ejercicios mecánicos sino un mentor para alcanzar una habilidad efectiva. La enseñanza requiere habilidades pedagógicas específicas junto con una cualificación en lingüística así como en el idioma objeto de estudio.

Conceptualmente la tesis se divide en dos partes; una teórica y otra práctica. El análisis comienza con algunos elementos fundamentales relacionados con la lengua árabe y su enseñanza (1), incluyendo los argumentos más destacados (2), tanto a favor como en contra del árabe estándar y coloquial. La enseñanza del árabe, en concreto, se analiza en

términos de necesidades (3), estrategias y contenidos de enseñanza (4). Como prueba adicional del enfoque orientado a la acción, dos capítulos están dedicados a la recolección de información entre los estudiantes (5) acerca de la enseñanza del árabe, y a la presentación de algunos resultados pertinentes (6). Estos datos se obtuvieron en 2016, mediante el uso de un cuestionario dado a alumnos matriculados en cuatro universidades públicas (Sapienza, Cádiz, Florencia y Leipzig) y en tres países europeos diferentes.

Aquí termina la sección dedicada a la teoría. La segunda parte de la tesis está dedicada a la práctica docente, y contiene tanto propuestas concretas para ser implementadas durante la actividad docente como la aclaración de técnicas de enseñanza (7). Estas están especificadas para el desarrollo de las diversas habilidades, cuales son la pronunciación, la escritura y la lectura, la escucha y la comprensión, la conversación y la interacción.

Con el objetivo de contribuir a la creación de una propuesta viable y creíble, he resumido en la sección *Teaching Observations* algunas de las prácticas didácticas que he observado en Texas (8) y Beirut (9). He incluido estas observaciones en mi tesis como referencia adicional, para explicitar mejor el enfoque de mi proyecto. Por último, el capítulo (10) proporciona una secuencia detallada para la enseñanza y sus contenidos, que pretenden ser requisitos para cumplir con una educación eficaz centrada en el árabe hablado. El capítulo 10 incluye cuatro planes de estudio (*syllabi*) correspondientes a cuatro variantes urbanas de árabe (libanés, omaní, marroquí, egipcio). Cada uno se compone de varios módulos (alrededor de 35) que en parte provienen de trabajos de campo. Los planes ejemplifican los contenidos y los mecanismos para actuar en clase, con el fin de facilitar la activación y fijación (*activation and fixation*) en el proceso de aprendizaje. Mi primordial intención ha sido crear un instrumento que pudiera guiar la actividad de los docentes, sin limitar demasiado su creatividad. Preferí por esta razón una redacción esquemática de los módulos, todavía susceptible de enriquecimiento con materiales adicionales, caso por caso. Los planes deben considerarse una guía esencial, sujetos a renegociación después de haber recibido y evaluado un primer comentario de la clase. No hay una receta perfecta para el diseño y desarrollo de la enseñanza. De todas maneras, tomar la práctica como referencia y observar diferentes experiencias es de gran ayuda tanto a nivel de planificación como de implementación.

Como observaciones finales, me tomo la libertad de sugerir a mi lector algunos pares de categorías, que funcionaron como mis guías desde el nivel metodológico hasta el operativo, aquí representado por los cuatro *syllabi*.

Prestigio-Identidad

Son indicadores válidos para las sociedades árabes en general, lengua incluida. Recientemente muchas reclamaciones identitarias han ganado la primera escena, y su lenguaje vehicular ha adquirido un cierto prestigio. En la web, escribir en *dāriža* marroquí es tan común como hacerlo en MSA, e algunas plataformas consideran prestigiosa tal práctica. Este nuevo prestigio también está atestiguado gracias a investigaciones de muchos estudiosos, cuyo trabajo señala el valor de los escritos en *dāriža*. La relación entre el prestigio y la identidad está cambiando a favor de la identidad, por lo que una variedad informal de árabe puede ser mucho más apreciada hoy en día que en el pasado.

Identidad-Situación

Esta es el par fundamental para mi discurso. Un hablante árabe puede realizar múltiples variedades de su lengua materna, el árabe hablado informal, dependiendo del entorno donde se encuentre. Por esta razón, a los no nativos se les requiere un buen dominio del árabe hablado en lugar del estándar, si quieren interactuar dentro de un espectro bastante amplio de situaciones.

Contexto-Uso

El contexto o el entorno determinan la elección lingüística del hablante. Los hablantes se acomodan entre sí con el fin de disminuir la distancia recíproca. Teniendo en cuenta los más recurrentes contextos de interacción, hay una alta probabilidad de que el idioma en cuestión sea el árabe hablado. El registro formal o estándar se utiliza durante la transmisión de noticias, conferencias oficiales o en el contexto diplomático. De todos modos, nuestros estudiantes experimentarán estas situaciones comunicativas después de situaciones básicas, las cuales primariamente requieren el dialecto.

Estructuras sociales-Estructuras lingüísticas

La composición social de un país afecta a su lengua. Muchos países árabes tienen una composición múltiple, compleja y interesante. La lengua árabe refleja la sociedad: hay muchas comunidades de hablantes con diferentes acentos, hecho que complica la cuestión, pero atrae la curiosidad y el interés de muchas personas.

Proyección-Performance

Es deseable que un enseñante tenga la capacidad de planificar un espectro de situaciones reales para desarrollar su actividad didáctica, y prevea con éxito contextos reales de interacción en los que los estudiantes podrían encontrarse. Si esto sucede, la proyección teórica del enseñante facilita la *performance* práctica de los estudiantes

Exposición-Inferencia

La exposición a la lengua objeto de estudio acelera el proceso de aprendizaje. Repetir la exposición también facilita la efectuación del proceso interpretativo (inglés: *inference*, español: inferencia) apto para deducir los significados implícitos de los enunciados, a partir del contexto. La inferencia es un tipo de razonamiento que obtiene significados por el contexto, por deducción. Los resultados de varias deducciones se “mantienen y guardan”, y los significados se emparejan con las situaciones. Cada vez que una situación similar se repite, podemos deducir el significado correspondiente. Además, *collocation and chunks* suelen repetirse en contextos similares, por lo que vale la pena asociar léxico a contextos lingüísticos específicos. Los ejercicios de escucha y comprensión son de suma importancia en este sentido.

Cooperación-Interacción

El aprendizaje cooperativo es extremadamente eficaz en el marco de la educación entre pares (*peer education*). El aula no puede negar espacio a la interacción entre los estudiantes, de acuerdo con el principio de *fish and feed*. El instructor guía a los alumnos, pero estos pueden manejar su propia instrucción. Trabajando en pequeños grupos o en parejas, los que tienen las habilidades más fuertes van a “alimentar” (*feed*) a los más débiles, que “pescan” (*fish*) conocimientos y se benefician de la interacción con sus compañeros más competentes. Esto sucede en efecto cuando un extranjero interactúa

con nativos. Ellos cooperan y le ayudan, sugiriendo vocabulario, completando sus oraciones, pidiendo confirmación o corrigiendo sus errores.

Procesamiento-Significados

El procesamiento de sonidos aislados es más difícil que el procesamiento de toda una palabra, a causa del poder que tiene la “supremacía de la palabra”. El léxico constituye una base amplia y confiable sobre la cual podemos construir nuestra competencia lingüística. El procesamiento se parece a una carrera alocada, una actividad que se desarrolla por múltiples canales de manera extremadamente rápida, que va abandonando callejones sin salida y sustituyendo o corrigiendo rápidamente cualquier malentendido inicial. El procesamiento opera según diferentes niveles: sonidos, palabras, oraciones completas o segmentos, significados explícitos e implícitos, hasta el humor y la cortesía para las competencias más sofisticadas. El material y la dimensión inmaterial de procesamiento son complementarios y multisensoriales: no solo sonidos, sino también gestos, movimientos, posturas son elementos fundamentales.

Experiencia-velocidad

La velocidad de procesamiento es directamente proporcional a la experiencia. Cuanta más experiencia tenga como hablante de árabe, más rápidamente hablaré. La experiencia previa aumenta la probabilidad de descodificar elementos que desempeñan un papel crucial en la comprensión. Un elemento lingüístico que ya he conocido, sería fácil de re-activar dentro de mi “base de datos”. La gramática sola no es suficiente para la comunicación si sus elementos no están interrelacionados y no se combinan con situaciones reales. Las experiencias de procesamiento y habla deben ser auténticas o de autenticidad simulada, tanto en las habilidades activas como pasivas. El enseñante es responsable de una simulación eficaz a lo largo del entrenamiento para la comunicación.

Norma-creatividad

La creatividad compensa la falta de experiencia y necesita una formación específica. La creatividad en la comunicación puede activarse actuando el “aula invertida” (*flipped classroom*). Se requiere a los estudiantes aprender el material lingüístico por su cuenta

antes de la clase y en clase se les pide realizar varias actividades interactivas y tareas con sus compañeros. El énfasis en la producción es crítico para permitir a los estudiantes alcanzar una competencia avanzada y creativa. No hay necesidad de conocer cada una de las palabras de un texto o de un discurso para entender e interactuar de manera aceptable. Malentendidos pueden ocurrir, pero por la interacción se resuelven muy pronto. De hecho, mi interlocutor se dará cuenta si no sigo su discurso y me ayudará a encontrar el sentido adecuado. Las normas emergen de un proceso creativo, por lo que la corrección formal y la precisión se alcanzan progresivamente a través de pruebas y errores.

Termino mi introducción con las palabras de Mendelsohn y espero mi tesis pueda llenar parte del lamentable vacío (*gap*).

“We have allowed an unacceptable gap to develop between teachers and researchers, and part of the cause is that many of the key-researchers in our field have ceased to be teachers”

(Mendelsohn 2001:1)

Abstract

This research focuses on the development of content and teaching strategies that encourage the acquisition of Spoken Arabic. Because of the focus on a speech-oriented approach, interaction, listening, and comprehension are identified as key skills, as well as basics for building a command of Arabic in non-native speakers. Listening and comprehension constitute the first steps in replicating speech, and interacting with other speakers becomes the basis on which we build communication. The idea that listening and comprehension inevitably require pragmatic competence is intuitive. The mastery of the colloquial register, the knowledge of high frequency lexemes, strong aural discrimination skills, and sufficient linguistic memory: all of these ingredients are required for the “recipe for linguistic competence.”

Of course, these components are mixed together through interaction, not merely by reading, translation, or grammar exercises. A language should no longer be considered a field for developing passive skills, nor can the learning process remain centered on the recognition of meanings (reading, translation). On the contrary, it must be intended as an effective tool for everyday life; the classroom and the learning environment must be representative of reality.

Neglecting all the above considerations, the majority of Arabic teachers introduce early on the study of the classical variety (or standard or formal), starting from elementary levels. They likely without notice commit a procedural and pragmatic mistake.

Ryding (Ryding in Wahba 2006: 16) claimed that Arabic studies have been giving preference to a ‘reverse privileging’ in the variety of Arabic to teach. Priority has been given to the standard variety, which is used for the secondary functions of the language. We rather need to accord a privileged place to Spoken Arabic, for it is useful in familiar primary functions. Many scholar like Wahba (Wahba 2006: 150), Younes (2015: 56), Palmer (Palmer 2007: 111), Chouairi (Chouairi 2009: 40), and recently Al-Batal (Al-Batal 2018: 9) have stated that teaching MSA does a disservice to students, in the sense it that does not equip them with basic tools for a minimal communicative competence. As a consequence, the instructors who refuse to adapt their practice to this new orientation , explicitly reject the achievement of pragmatic competence goals and do not abide by the requirements posed by the European Council, for example, in term of “performance” and “know how”.

Alosh (Alosh 1997: 137) invited to help students in achieving “minimum performance standards”. This “minimum” can be reached through precise planning, setting in advance a specific sequence to cover all the required aspects for skill development. In fact, developing communicative skills in our learners, deserves a precise and detailed instructional schedule. The second part of my dissertation offers a precise sequence for the teaching practice, register per register: Levantine of Beirut, Omani of Ibri, Moroccan of Rabat, Egyptian of Cairo. Phonology, morphology, and syntax are addressed according to a different approach, which requires commitment and creativity from instructors. Grammar is not addressed directly, but constitutes organizational criteria for the linguistic elements to be learned.

Introduction

This project primarily addresses the teaching of Arabic to *nonnatives* with specific focus on the development of comprehension and communicative skills. In the past, reading and writing were assumed to be the bare minimum, assuming that listening and comprehension would be a natural consequence of it, its automatic evolution, or just a deferrable stage. A questionnaire I submitted to a sample of 133 students (2016)² revealed that the previously mentioned beliefs are totally groundless. Students who declare to be stronger in writing and reading, consider their interaction, or their listening and comprehension skills, to be very poor and also perceive those as the hardest tasks to perform. On the basis of the collected data, the spoken language is the field in which the surveyed sample feels less able. The same students perceive the previously mentioned skills as the hardest and/or out of their reach. Therefore, these aspects of the language competence deserve to be trained and strengthened.

Preliminary to this, the Concept of “minimum or threshold level” itself needs an adjustment and a new description with a different set of parameters. It is necessary to increase the value and add more details to the definition of the linguistic competence, as provided by The European Council for Languages.³ This definition includes problems to solve, obligations to be met, and aims to be achieved, indicating that competence it is not merely a matter of linguistic and grammatical tasks. My project is aligned with these requirements from a methodological point of view. It wants to suggest a coherent strategy together with appropriate content, for developing the linguistic functional competence in nonnative students of Arabic.

We read of many Arabic courses, that promise to be based on ‘communication and interaction’, and to adopt ‘communicative and direct’ methods (cfr. Al-Batal in Rouchdy in 1992: 295), yet the contents are based on Modern Standard Arabic (MSA) only. Simply, the pairing “communication+MSA” cannot work, and it is contradictory because real interaction does not take place in MSA, but rather in colloquial Arabic. The learning environment of the classroom, so far, has adopted the standard as an authentic language for conversation. Such a ‘presumption of authenticity’ cannot be fed, but

² The sample is made of students belonging to four different public Universities in three different countries: Italy, Germany and Spain.

³ The European Council for Languages in Europe plays the same role of The American Council on the Teaching of Foreign Languages-ACTFL in the United States.

should be interrupted and criticized, while favoring the spread of spoken Arabic in the class.

Instructional development and design (IDD) in general must give priority to training and exposure to the language at stake, which is constituted by a number of informal Arabics. Like native speakers, nonnatives too should begin to interact in a daily register, avoiding recurrence to the standard register (MSA). Then, with conversation and interaction becoming less concrete, they may experiment with the formal language, at a later stage. This project takes into account the data collected in 2016 from a survey of students' opinion, as already mentioned. It emerged that instruction in Arabic begs a total renovation in the field. The profile of a student of Arabic corresponds to a person that in the near future will be employed in linguistic mediation with migrants, interpretation at city hospitals, or in tourism and leisure related sectors. Not one of the cited environments suggests that standard Arabic would be the more suitable variety used in interaction. In practice, the Arabic we come in contact with is the language found in informal specific micro-settings, and I am referring to the chances of practicing it in Europe or Western countries. Moreover, technology and media outlets assist us greatly in understanding why micro-varieties of Arabic deserve priority: Facebook, Youtube, and Twitter testify that the space dominated by the macro-variety, MSA, is drastically decreasing.

For all these reasons, and for guiding students toward the acquisition of an appropriate competence, new methodologies and new contents are strongly required. Some considerations about the role of teachers are preliminary as well as to any other matter. In brief, a teacher is not a drillmasters but a mentor toward the achievement of an effective skill. Teaching asks for specific pedagogical skills paired with qualification in linguistics and in the target language.

Conceptually, the thesis is divided into two sections, one for theory and one for practice. The analysis starts with some "fundamentals" related to Arabic language and teaching (1), including the most prominent arguments (2) both for pro and against standard Arabic and spoken Arabic. The teaching of Arabic, specifically, is analyzed both in terms of needs (3), and teaching strategies and content (4). As a further proof of the my action-oriented approach, two chapters are dedicated to the gathering of information from students (5) about the teaching/learning of Arabic, and the presentation of some relevant findings (6). This data was obtained in 2016, by submitting a questionnaire to learners

enrolled in four public universities (Sapienza, Cadiz, Florence, Leipzig) of three different countries.

Here ends the section dedicated to theory. The second part is dedicated to teaching practice, and contains concrete proposals to be implemented during class activity, such as the definition of precise teaching techniques (7). These are separately detailed for the development of the various skills such as pronunciation, writing and reading, listening and understanding, conversation and interaction. With the aim of creating a feasible and credible proposal, I summarized in “Teaching Observations” the most relevant didactic practices I observed in Texas (8) and Beirut (9). I included those observation in my thesis as an additional reference for further explanation of the orientation of my project. Finally, chapter 10 provides a detailed sequence for teaching and its contents, intended as requirements to meet for an effective instruction centered on spoken Arabic. It consists of four Syllabi corresponding to four urban varieties of Arabic (Lebanese, Omani, Moroccan, Egyptian), each made of several modules (about 35). These modules, which also result from research in the field, exemplify both the contents and the mechanisms to be adopted in class in order to facilitate the so-called activation and fixation steps of the learning process. My primary concern was to create an instrument that could guide teacher activity, without binding their creativity too much. I preferred for this reason a schematic drafting, still subject to enrichment with additional materials on a case-by-case basis. The Syllabi are to be considered an essential guide, subject to re-negotiation after having received and evaluated a first feedback from the class. There is not a perfect receipt for an instructional design and development, yet taking practice as a reference and observing different teaching practices provides great insight both at the planning and implementation level.

In my closing remarks, I take the liberty to suggest to my reader pairs of categories, which worked as my guiding pillars from the methodological to the operative level, here represented by the four Syllabi.

Prestige-identity

Prestige and Identity work as indicators for Arab societies in general, language included. Recently, because of the Arab Spring, many political claims have gained the first scene: informal Arabic is their vehicle language and it has acquired a sort of prestige. On the web, writing in *dariža* is as common as writing in MSA, and some social platforms add

prestige to this practice. This new born prestige is also attested by the investigation of many scholars that add value to the written works in *dariža*. The relation between prestige and identity is changing in favor of identity, so an informal variety of Arabic may become much more appreciated than in the past.

Identity- Situation

This pair is the most critical to my discourse. An Arab speaker may speak in multiple varieties of his native language, depending on the surrounding setting. It then requires a good command of two varieties of Arabic at least for nonnatives if they want to interact with Arabic speakers in a reasonable range of situations.

Context-Use

The context or the environment leads the linguistic choice of the speaker. Speakers in general accommodate each other in order to lessen the reciprocal distance. Considering plausible contexts of interaction, there is high probability that the language at stake is spoken Arabic. The Formal or Standard register is used in news broadcasting, official conferences, or diplomatic environments. It is not likely that students will experience those settings in the near future.

Social Structures-Linguistic Structures

The social composition of a country affects its language. Many Arab countries have multiple, complicated, and fascinating compositions. The Arabic language is the same; there are many communities of speakers with different accents, which complicates interaction but attracts the curiosity and interest of so many people.

Projection-Performance

In an ideal context, a teacher has the ability of planning a spectrum of real situations for the purpose of instruction, and successfully predicts real contexts of interaction that students might encounter. If this happens, the theoretical projection of the instructor facilitates the performance of the learners in practice

Exposition-Inference

Exposition to the target language accelerates the learning process. It also generates “inference”, intended as a kind of reasoning that obtains meanings from the context, by

deduction. The outcomes of several deductions are “kept and saved”, and meanings are paired with situations. Any time a similar situation reoccurs, a student will deduce the suitable corresponding meaning. Moreover, collocation and clusters are usually repeated in similar contexts, so it is worthwhile to associate lexicon to specific linguistic events. Listening and comprehension exercises are of utmost importance in this regard.

Cooperation-Interaction

Cooperative learning is extremely effective in a peer-education perspective. The classroom cannot deny space to interaction among students, according to the “fish and feed” principle. The instructor guides the learners, but they can manage their own instruction. Working in small groups or in pairs, learners who possess the stronger skills will “feed” the others, who “fish” for input and benefit from the interaction with their colleagues. Effectively this happens when a foreigner interacts with native speakers. They cooperate and help him, suggesting vocabulary, completing his sentences, asking for confirmation or correcting mistakes.

Processing-Meanings

Processing sounds it is harder than processing a whole word, due to the word supremacy strength. Lexicon constitutes a wide and trustworthy basis on which we can erect our linguistic competence. Processing resembles a crazy run that includes multichannel activity and extremely rapid in abandoning an unfruitful path or replacing an original misunderstanding. Processing gradually operates at different levels: sounds, words, segments, sentences, explicit and implicit meanings, even up to humor and courtesy, for the more sophisticated competences. The material and immaterial dimension of processing are complementary and multisensorial: not only sounds but also gestures, movements, postures are fundamental elements.

Speed-Experience

The speed of processing is directly proportionate to experience. The more experienced learners are in speaking Arabic, the faster they speak. Previous experience increases the probability of decoding elements that play a crucial role in comprehension. Having already encountered those elements, it is easy for a learner to re-activate knowledge from their “database on standby”. Grammar per se is not sufficient to prepare for

communication if its elements are not interlinked and coupled with real situations. Experience is to be intended as authentic or of simulated authenticity, both in active and passive skills. The instructor holds the responsibility for an effective simulation when he trains communication.

Creativity-Norm

Creativity compensates the lack of experience and needs appropriate training too. Guessing and reasoning on possible meanings, without receiving the translation from the teacher, is the best method. For example, creativity may be triggered by what is now known as the “flipped classroom” approach. Students are required to learn material (access and study linguistic input) on their own before class, and in class, they are asked to perform interactive activities and tasks with their peers. The emphasis on student production is critical in enabling students to reach advanced proficiency. It is not necessary at all to know every single word of a text or of a speech in order to understand and interact. Mismatching between words and meanings may happen, but through interaction are soon sorted out. The interlocutor realizes if I do not follow his reasoning and helps me in finding the right path. Rules emerge from a creative process, so correctness and accuracy are progressively reached by trial and errors.

I conclude my introduction with the words of Mendelsohn and I wish my thesis would help to fill “the unacceptable gap”.

“We have allowed an unacceptable gap to develop between teachers and researchers, and part of the cause is that many of the key-researchers in our field have ceased to be teachers”

(Mendelsohn 2002:1)

PART I

THEORY

SECTION A

THEORICAL AND METHODOLOGICAL FRAME

1.1 Reasons for different orientations in language instruction

This research focuses on the development of content and teaching strategies that encourage the acquisition of Spoken Arabic⁴. Because of the focus on a speech-oriented approach, listening and comprehension are identified as key skills, and the basics to build the command of Arabic in non-native speakers. Listening and comprehension, constituting the first step to replicate speech, and interacting with other speakers, become the basis on which we build communication. The idea that listening and comprehension inevitably require pragmatic competence is intuitive. The mastery of the colloquial register, the knowledge of high frequency lexemes, strong aural discrimination skills, and enough linguistic memory; all of these ingredients are required for the “recipe for linguistic competence.” Of course, these components are mixed together through interaction, not by reading, translation, or grammar exercises. A language should no longer be considered a field for developing passive skills, nor can the learning process remain centered on the recognition of meanings (reading, translation). On the contrary, it must be intended as an effective tool for everyday life; the classroom and the learning environment must be representative of reality.

CEFR guidelines⁵ confirm the previous statements. CEFR objectives are detailed in ‘knowing how to ..’ do, be, or learn. The European Framework requires an action-oriented approach, where users and learners are defined as ‘social agents’, and ‘members of a society who have specific tasks’. These tasks are problems to solve, obligations to be met, aims to be achieved, not merely a matter of linguistic and grammatical tasks.

If we focus on Arabic, the guidelines of the European Framework can be adhered to by addressing spoken Arabic and the sociolinguistic field only, for they are closer to real everyday action. In this regard, it is meaningless to prioritize the standard language. In addition, it is conceivable that we can effectively manage an approach with speaking skills without grammar; while the contrast of grammar without communication skills is futile. Unfortunately, there is a long-standing debate on the problematic nature of Arabic,

⁴ From now on I will refer to Spoken Arabic using ‘SA’

⁵ See www.coe.int/lang-CEFR

both in itself and with respect to other languages. This debate restrains and inhibits the instructional sector development in teaching Arabic, the static condition of which is due to some difficulties met by those in beginning Arabic studies.

In summary:

- the lack of transparency of the language on the lexical level, where meanings are not easily recognized or understood, thus slowing down the storage and acquisition of the lexicon;

- the abundance of synonyms and regional variants, for conveying the same meaning;

- the frequency of certain lexemes, which is extremely confusing. We find high frequency for dialectal lexemes, low frequency for standard lexemes;

- the divergences resulting from different pronunciations of the same written word;

- the spontaneous speech speed, in contrast to the slow progression of the studies, allowing students to acquire fluent speech.

These are undeniable issues; nevertheless, we find various approaches centered on SA, which attempt to manage Arabic as a more accessible language. There are many objections to this orientation, and they have consolidated/strengthened over time. These are as follows:

- 1 – spoken dialects are too numerous, and their study is too demanding on students;

- 2 – standard Arabic ‘does not change’, while speech varies from place to place (Haddad 2006: 235);

- 3 – the study of standard Arabic is the first step toward a later self-emancipation of students;

- 4 – grammar constitutes a priority at the beginners’ stage; it is also more important and essential than communication;

- 5 – studying a regional varieties and then explaining that there is not only one confuses learners;

6 – the sociolinguistic approach does not teach reading and writing, thus creating illiterate students;

7 – the enhancement of the spoken dimension is the result of an obsession with the communicative approach.

At this stage, and for each of the above objections, we can briefly reply:

1 – actually, dialects have in common with each other all that differentiates them from the standard; it is not that difficult to study them;

2 – the standard ‘doesn’t change’, but it is not the language in use for anyone. Moreover, in any language, change not stability works as the norm;

3 – according priority to grammar slows students’ independence as speakers;

4 – to prioritize grammar is an unnatural path, compared to the learning sequence of native speakers. Begin first with what is urgent to perform, i.e. communication; afterward, learners begin to add gradual complications and rules. This represents a consolidated didactic principle and should also be applied to Arabic (Woidich 2004: xii);

5 – different grammatical structures too can be confused with each other, as with dialects;

6 – reading does not help to understand because it requires concentrated efforts on pronunciation, not on content. Writing implies that the learner has much more time to carry out the task. Talking instead is a quick-response operation, and commitment to fulfill its goals speeds up the development of learners’ skills;

7 – to emphasize the value and role of grammar represents an overestimation of the academic dimension;

However, it is very difficult to bring solid arguments against the traditional approach, for it had time to consolidate its pillars. Meanwhile, in order to outline the framework within which this dissertation wants to portray this project, it is more effective to bring practical evidence.

First of all, it is essential to highlight that in Arabic the split between formality and informality is more evident and problematic than in other languages. Recall the description of ‘diglossia’ given by Ferguson:

“Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.”.
(Ferguson 1959).

In the face of this major obstacle, however, those who support the SA approach try to duplicate in class the teaching progression and the language exposure of the native speakers. In fact, native speakers begin to interact in their language using speech acts, learned from their family, school, and the environment surrounding them. Then, with conversation and interaction becoming less concrete, they experiment a progressive ‘opening’ to standard Arabic. There is never an abrupt change of direction or planning in between spoken and standard. Instead, speakers follow a fluid transition, repositioning their speech in an arbitrary manner within the same range. This repositioning occurs repeatedly, according to the context or to the speaker’s skills and sensitivity. S/He decides case by case whether to use the standard or the colloquial register. The self-relocation of the native speaker within the cited range, and his/her sensitivity in performing a speech act are almost impossible to teach. It is extremely worthy to observe how they occur, so that we can imitate such linguistic behavior, which leads us to the acquisition and concrete use of the language. This is the only way to become capable of integrating the informal with the formal components just like a native speaker, but step by step, and according to a precise time scheduling. Such ‘mimicking art’ of a native speaker behavior involves high risks of committing several errors. After all, it is merely by becoming familiar with errors and learning how to solve them that one acquires expertise. Children do so in passing through several stages of language development.

Neglecting all the above considerations, the majority of Arabic teachers introduce early on the study of the classical variety (or standard or formal), starting from elementary levels. They probably commit a procedural and pragmatic mistake. Can it be useful to speak formally in elementary interactions? Effectively, it cannot. No native speaker takes possession of his/her own language following this pattern. It is far more adequate to interact in real situations with the variety of Arabic actually used in that precise context. Teaching the dialect⁶ after the standard rather represents an after-thought about the teaching strategy. On the contrary, it should start to be a priority. Ultimately, it is only the dialect that brings the learners' linguistic behavior close to that of a native speaker. There is no reason for delaying the acquisition of this more authentic behavior.

Brustad in a recently published article states that "language does not pre-exist usage, but rather is constantly constructed and reconstructed by its users" (Brustad 2017: 41). The scholar argues that diglossia "does not serve us well as a tool of linguistic analysis", but rather reflects an ideology, the "standard language ideology". This ideology is coupled with a specific genre, "the complaint" one. Arabic cultures and many of its representants complaint about errors and mistakes and invite to use correctly (standard) Arabic. These censors in the name of correctness minimize the input coming from daily practice, included on-line social platforms, and they are not aware that *ʿāmmiyya* and *fushḥa* "go hand-in-hand", in both spoken and written Arabic.

Ryding (Ryding in Wahba 2006:16) claimed that Arabic studies have been giving preference to a 'reverse privileging' in the variety of Arabic to teach. Priority has been given to the standard variety, which is used for the secondary functions of the language. We rather need to accord a privileged place to the spoken, for it is useful in familiar primary functions. Teaching practice, then, must begin with phonology, morphology, and vocabulary of the spoken language; at a later stage, after gradual sophistication, we can proceed with the detailed study of standard grammar and syntax. Students will have already learned the theoretical foundations at this stage, intuitively or by usage.

⁶ Here and henceforth I use 'dialect' with reference to the level of language that is called 'register' or 'variety' in literature. Intentionally, sometimes I adopt a non-rigorous nomenclature. I do it only when it results more effective and less ambiguous for my argument. I reaffirm in so doing the pragmatic orientation of my work, which doesn't reject the adoption of terms that could reach a broader audience

The priority to Spoken Arabic should be intended as an explicit strategy and intentionally adopted for enhancing communication and interaction. In addition, it also constitutes a socialization strategy and a conscious cultural approach to daily Arab life. This behavior will facilitate a more familiar perception of the language, indeed more useful, easier, and more enjoyable.

As aforementioned, and certainly to be recalled again, when assigning ‘priority to spoken’, this work intends it for strictly instructional purposes. It is not the intention of this dissertation to address political issues of Arab countries nor to suggest them, even indirectly, to replace the standard with the dialect, as the official language. The target audience consists of Western students and their teachers. The former wants to learn, and the latter wants to teach Arabic. This thesis will elaborate and suggest, in their interest, work plans and learning sequences centered on SA. Political choices and matters linked to the rights of linguistic communities in the Middle East are not the core purpose of this research, which rejects immediately any suspicion of ‘inciting political fragmentation in the Arab world’. As it is now historically proven, the political fragmentation, the economic instability, and the international weakening of Middle Eastern states are due to the disastrous neoliberal policies, which were overpromoted or not adequately hindered by local rulers and corrupt elites. The cause and solution of political evils, as well as mismanagement of state affairs cannot root in linguistic factors, while the opposite is usually true.

Anyone who weighs the *pro and cons* of teaching SA goes wrong if they insist on teaching everything at once: speaking and writing, understanding and reading. In doing this, they usually claim to use one single teaching tool only (!).

Of course, a methodology centered on SA develops advanced production skills and oral reception by using a syllabus created *ad hoc*. It does not imply forgetting reading and writing but only to postpone them a while. Speaking and understanding compel students to focus on the language itself; writing and reading are focused on the construction of meanings. The last two skills train performance in abstract fields, less suitable to the early stages of learning requirements.

Younes and Wilmsen, among others, have suggested to foster speaking for the whole period of the first two years. Following this approach, from the second year onward,

teachers must offer contexts and situations where SA and MSA overlap. Cantineau as well as Woidich favor the utilization of Latin characters. Woidich, from The University of Amsterdam, has recently suggested starting without Arabic characters, but rather only using the Latin transcription. This allows for the introduction of a single difficulty at a time and takes into due account that learning a new language while overcoming both new writing and spelling overloads excessively burdens our students. Woidich states: “..by postponing Arabic script, we avoid introducing two problems at the same time: a new language and a new writing system.”

The urgent priority for Arabic language studies is becoming a competent Arabic language speaker, not an educated gentleman aware of grammatical subtleties and nuances. Deeper insights in grammar are only necessary to achieve a superior competence and knowledge, which may be higher to that of the average language learner as well as many native speakers.

The hope is that by sharing an approach like the one proposed here, we agree on developing learners’ functional language competence, and not an academic one. The job market asks for linguistic mediators mostly for informal contexts: emergency rooms, police stations, schools, tourism and sales, and other similar situations. It is rare to use the standard language in mediating between nurses and ill persons, or between military officers and foreigners. Dialect has always been of help to understand others’ utterances and provide better explanations to our interlocutors. Instead, very few are the requests to read a speech, intervene in a debate, or correct a draft to be sent to the press, cases in which notice well in advance is typically given to prepare.

In short, promoting the ability of listening, comprehension and interaction in an acceptable manner, albeit not totally adequate, is worthy from the very first day of learning. Despite the pattern adopted in teaching, a ‘zero errors’ method does not exist. It is also true that grammatical errors, made by all students, do not block understanding more than the mutism of those students who have never been trained in pragmatic skills. Surely, there is no harm in using a basic but effective language, compared to the risk of not being able to interact at all. In short, this is exactly what the proficiency movement supporters state (Al-Batal 1995: 241).

Sadly, the new teaching of Arabic is adopted spotty, in a fragmented patchwork of different institutions not always in reciprocal contact, but rather in reciprocal competition. The state of art is still in progress and to be adjusted. In comparison to other languages, the teaching of Arabic suffers from a lack of:

- updated multiple teaching materials centered on SA. Most resources are edited strictly adhering to a grammatical progression. Benefitting from recent computational linguistic studies and corpus dictionaries, it would be sensible to teach the most recurring verbs, even prior to the “verbs section” of the book;

- suggestions from within the Arab world: there are no significant suggestions nor investigations on the teaching of Arabic, neither as a second language nor foreign language. Moreover, in Middle Eastern institutions, European languages have replaced Arabic, so there is a severe lack of general internal research on Arabic as a vehicle of instruction;

- methods and paths to professionalize the role of Arabic teachers. The teaching qualification patterns are still undefined. There are no well-described professional standards to assess teaching skills. Unfortunately, it is not enough to be a native speaker to teach a language. A teacher needs a kit of skills to review and monitor his/her work. These additional facets of professionalism are addressed in appropriate and effective paths of training, specific for the Arabic language and not borrowed from the teaching of Western languages. You cannot hire offhanded teachers, or people that teach as a ‘second job’, and convey notions recovered from their past school experience.

Despite the difficulties in SA content planning, methods, and goal-setting, training institutions cannot care only about MSA. It is not acceptable that they discharge from the responsibility of developing conversational skills, claiming that these can be achieved merely by attending extra-curricular courses. Moreover, these courses are often too expensive, and the current Near Eastern scenario doesn’t help students in self-organizing a staying there.

The European Council for Languages asks us to review methods and curricula. It forces us to carry out language trainings centered on pragmatic competence. Education is not

considered an end in itself, but only a first step toward a future career, hopefully related to previous studies and successful.

1.2 Clarifications concerning terminology

The discussion on terminology has been awakened by Ferguson with his well-known article published in 1959, which triggered many studies and attempts for definition. Together with Ferguson, we must recall the previous investigations of Haim Blanc and Heikki Palva, as well the following researches of Werner Diem and Elsaid Badawi, which provided deep and useful insights on the same issue.

This short paragraph tries to clarify the validity and reference of the most recurrent terminology in the field of Arabic Language and Dialectology. Arabic challenges the concept (or stereotype) of “ideal language” to be classically defined as the one with minimal variation in form and maximal variation in function. In contrast, Arabic shows an extreme degree of variation in form and also associates single forms to particular sets of function.

For what concerns terminology⁷, we often find overlapping in the use of two close terms indicating the same concept. This depends on the research and on the different authors that chose their favoured definition among others, or the most suitable one for the concept they conveyed. I provide a list of terms with the related meaning and, when possible, I offer a well-known scholar’s opinion or definition for the same term.

We always differentiate among the varieties of Arabic. A *variety* is the minimal unit which serves as the ‘normal’ object of linguistic description (Mejdell 2012).

In detail, we find the *H variety (High)* and the *L variety (Low)* of Arabic. The High variety represents “one superposed variety to be used for written purposes and for many formal spoken purposes, but not spoken by anyone as the ordinary medium of conversation.” This is a variety “that no one speaks without special efforts” (Ferguson in Elgibali 2005: 52). The *L variety (Low)*, in contrast, remains at the opposite pole, and it represents, so to speak, the less standard manifestation of Arabic.

Once definitions are set for these two extreme poles, we note that there are two basic directions of variation in language: *dialect* variation, correlating with the status of the speaker in the community, and *register* variation, correlating with occasions of use; then

⁷ In addition to the mentioned arabists, see also Berruto and Cerruti 2015 for sociolinguistic key-concepts and labels.

H and L varieties of diglossia are register variants, not dialect variants. It is the functional allocation that leads to dialect variation.” (ivi: 56)

For this reason, H and L emerge as super- or macro- or hyper-registers because they include other variations within them. The language variation characterizes not a language but a community speech behavior. Thus, what is the ‘speech community’? It is “a social group sharing features of language structures, use, and attitudes that function as a sociolinguistic unit for the operation of linguistic variation and/or change; it may be monolingual or multilingual (Ferguson 1978) and it may be at any level of abstraction for which the definition holds, thus the language varieties of a diglossia situation are properties of the relevant speech community.” (ivi: 55)

The observation of Arabic speech communities shows a complication, compared to the plain and synthetic definition provided above. In fact, the so-called H and L levels, including all the intermediate sublevels of the language continuum, track back to the same mother tongue, yet the everyday language could be different from the mother tongue. Consider the role played by French in the daily communication of Moroccan or Tunisian speakers, for example. There is a superimposed colonial language (French, in this case) that gives rise to an ‘embedded diglossia’ within itself.

Moreover, we find in various places different speech communities that share one variety only, the H or the L, by which they express their sense of cultural, political, religious, and social belonging. We may take as alternative examples the standard Arabic language used in Asian countries or the Arabic ‘dialect’ spoken in Malta.

Concerning again the H and L poles of the spectrum, we may also ask how far apart or how close together they have to be. Ferguson (ivi: 57) answers that they must be closely related so as to give rise to lexical borrowings, and phonological and syntactic convergence. In other words, they have to be ‘optimally distant’ (Britto 1986: 10-12).

Why do speakers shift from H to L? It has been proven that the shifting process helps in negotiating meaning and works as a tool for the communicative strategies of each speaker’s repertoire. However, the bipolarity appears weaker today than in the past, with reduced room for the H variety, due to the expansion of spoken Arabic toward more formal occasions, even during political confrontation or state officer discourses to the general public; so we can wonder if H continues or not to be effectively used in formal occasions. These contexts require, in principle,

Modern Standard Arabic (MSA) or *Standard Arabic*, which is considered a modern adaptation of *Fuṣṣḥa* and is always taken as the counterpart of Spoken Arabic, also called *‘āmmiyya*.

MSA is a standard of correctness that resulted from the selection of a spoken variety. This variety was chosen to cover the needs of modern society. In synthesis, the birth of a ‘standard’ sees different steps: the selection of a base of standardization, and the elaboration of the standard, so that it can better work as a means of expression. Herein lies the weakness of MSA: contrary to what is expected, the Arabic standard does not have the power to take over domains from regional dialects (Mejdell in Ibrahim 2007:41-50) that coexist and prevail in daily contexts of interaction. In any case, standardization remains an on-going process, and institutions play a significant role in promoting it together with the elaboration of new vocabulary to replace informal or foreign words. The *‘āmmiyya* definition tracks back to a historical Middle Age distinction in between *xāṣṣa wa ‘āmma*, literary ‘special and general’, but originally referring to people: the élite and the mass. Later, it passed to characterize the speech and not the person.

MSA is called *al-‘arabiyya al-mu‘āṣira* in Arabic, and it has been the topic of my conversation with Prof. Al-Batal in March 2017. He argued that *al-‘arabiyya al-mu‘āṣira* is made by *al-Fuṣṣḥa al-mu‘āṣira* and *al-‘āmmiyya al-mu‘āṣira*, both converging into *‘al-‘arabiyya*.⁸

When I asked for clarification about a second possible distinction, between formal and informal, he continued to point out that there is practical evidence of both *al-‘arabiyya al-rasmiyya* and *al-‘āmmiyya al-rasmiyya*. Therefore, any reasoning aimed at justifying at any cost a perfect dichotomy which separates between *al-‘āmmiyya* and *al-‘arabiyya al-fuṣṣḥa* is definitely losing ground. Mejdell (2012: 30) deals with the aforementioned different definitions in pair, as follows:

“Standard Arabic, *al-Fuṣṣḥa*, and the every day spoken vernacular, *al-‘āmmiyya*”

It is now clear that we move across a spectrum, comprised of two extremes of a diglossic continuum. It is necessary to introduce the concept of *code-switching* (CS), which basically means the co-occurrence of two codes with an unequal status. These

⁸ In this same regard, Bartsch spoke about normative and empirical standards (Bartsch 1989).

codes in contact combine in various ways: linear, alternational, shifting in sequence, or as insertional.

Instead of two different codes, Arabic sees two varieties of what is considered the same language, but these varieties are still driven by akin mechanisms compared to CS. We could refer to Arabic as *code-mixing* (CM), with a more precise definition. Moreover, Peter Muysken (Muysken 2000) introduced the concept of ‘*congruent lexicalization*’, to indicate a high degree of structural and syntactic congruence between codes although not complete overlapping. This phenomenon better suits the case of Arabic language. In practice, instead of the original CS, we now speak of a pure style variation when describing the mechanism of the Arabic language in use.

The degree of mixing standard with dialect has also been explained by the theory of ‘*dominant and matrix language*’ by Petersen and Bassiouney (Petersen 1989, Bassiouney 2006:152). Bassiouney in particular provided examples of this phenomenon accompanying Egyptian Cairo Arabic (ECA) and MSA. She observed that dialects usually affect the main structures of an utterance (negation, demonstratives, aspect or mood of verbs) while MSA affects the rest, in fact we find:

ECA negative markers + MSA verbs;

ECA demonstratives + MSA nouns;

ECA aspectual or modal marker +MSA verb.

It is essential to take into consideration that the ‘dominant language’ corresponds to one’s mother tongue (Arabic in general), but there is a difference in between a mother tongue and a ‘matrix language’ (Spoken Arabic). The matrix language effectively constitutes the main activated variety. Indeed, the final choice in between SA or MSA always depends on the communicative goal of the speaker and on his/her personal sensitivity. Therefore, the fluctuation within the continuum has to do with the (perceived) appropriateness for the communicative purpose. In any case, there is evidence that the speaker tends to chose the most suitable lexicon according to its occurrence in chunks ready to use.

In conclusion, Arabic provides us with an example of monolingual style variation, where lexicon and phonology play a critical role. Any diglossic phonological variable has to be studied in its lexical environment, as lexically conditioned. Consider this example: I heard in Oman-’Ibrī, for “how much I love coffee !”:

šgadd aḥebb əl-qahwa شَقَدَّ أَحَبَّ الْقَهْوَةَ

Here, two *qāf* in one single utterance are pronounced with two different allophones in two different words, as a typical sign of lexical variation.

1.3 - How did it go, so far?

It is convenient to outline both a simple chronology of Arabic studies and the methods adopted, allowing the main changes to be highlighted that occurred within the teaching of this discipline, as well as the alternatives offered to the grammatical method.

The list of periods with their instructional orientation is as follows:

- between the 1950's and 1970's, studying languages was based on the “audiolingualism” (audio-oral method), considered the most effective at the time. Its limitations are that it did not develop independent skills, and it was based on automation;
- between the 1970's and 1980's, new ideas arose about the need to conceive the teaching of Arabic as a mix between standard and spoken. It was admitted that the classical language alone would not be sufficient to empower students' abilities;
- between the 1980's and 1990's, the critical discussion began on the development of specific function-related skills, i.e. the study of the most convenient register for a future context of interaction;
- in the mid-1990's, after the publication of the European Framework , the imperatives of ‘know-how’ and ‘skills in the field’ have spread. Grammatical knowledge was devalued. Emphasis was placed on the importance of pragmatic competence, which in fact cannot be achieved with MSA only. From this time onward, rather than continuing the debate,, it was stated with force that SA is absolutely needed.

Today scholars can confidently assert that SA is crucial to proficiency in Arabic. There remains a need for more support to promote the study of informal Arabic before the more formal standard. Admitting such a time-schedule remains difficult, unfortunately.

Most current scholars, the best of which are those who edit teaching materials and publish manuals or handbooks, feel compelled to justify the content of their work. The introduction of many books begins with an explanation of “what is Arabic”. It should be noted that rarely does a book for English begin by explaining what English is.

The majority of the authors of Arab language manuals explains that Arabic is the official language of a certain number of countries, used for TV and the press, yet they start with a unit 'At the Restaurant' or 'Travelling by Taxi.' These contexts are not related to TV broadcasting nor press article topics. It is evident that there is a mismatch between tools and objectives, as shown by most of the books used for instruction. In fact, as Zeinab Taha noted (Taha in Wahba 2006: 354) :

'Most of these books start with an introduction to Modern Standard Arabic (MSA) and its features, claiming that they present such a variety with a communicative approach.'

This approach is incompatible with the variety of language offered by the manual. However, if most examinations assess the competence in MSA, it is quite understandable that a trainer cannot feel free – even if willing – to teach informal Arabic. He is aware that the poor students would risk failing their tests, traditionally based on writing, reading, and *ʿirāb*.

In any case, the morphological difficulty and complexity of Arabic has been overemphasized: cases, definiteness, word order, numerals, morphological classes, dislocations, polar agreements, mandatory and optional graphemes of the writing system. All these facets can result in frustration and discouragement.

Building a shared vision and educational environment with instructors is crucial from now on, so to agree on developing SA curricula with reduced traditional grammatical content and optimizing the instructional path. Woidich and Zev Bar Lev, as well as Belnap, recommend that we abide by this rule. They assign utmost importance to the way instructional material and resources are chosen and offered because of their impact on students' initial efforts. It is worthy to address the language, right from the very beginning, as a communication tool, rather than as a matter for acculturation. The final challenge, only at the end of the superior cycles, is to enrich the communication skills with accuracy: it will be achieved during the last steps of the studies.

1.4 - Historically, what has promoted the choice to teach the ‘standard’?

Undeniably, SA has had a bad reputation. It was not possible then to choose it as the main teaching subject due to multiple reasons, including three major motives with ideological and political basis:

1. SA fragments the linguistic and cultural unity of the Arab *‘umma*, which must identify in one single language, one single leader, one single ideology (from age to age and from case to case, liberal, socialist, islamic). This can be read as a side-effect of the ‘pan-Arabism’ in linguistics;
2. SA does not benefit from the prestige of the sacred language, the vehicle of worship and religious instruction around the world for centuries;
3. SA is depicted as the opposite of literacy. ‘Literacy’ means command of reading and writing. These two functions occur in Standard Arabic, so the reason for according priority to this variety of the language lies here. Reading and writing, hallmarks of those with access to school, are perceived as noble skills compared to others.

In recent times, however, the definition of illiteracy has expanded to include unfamiliarity with your own heritage and traditions, no awareness of your own origins, an incapability to interact with others and with others’ cultures. Nowadays, it has been proved that formal education, only based on knowledge and not on the development of skills, is not enough to acquire the status of ‘full literacy’. ‘Illiterate’ is no longer an offense that the wealthy academy cadet can address to the needy boy, but it is a measure of the technical and interpersonal skills of a person. Linguistically, SA seems to be the best instrument for unification, literacy, and acculturation, for it enables a person to get closer to real-life situations, to understand and participate in them. Scholars such as Giles (Giles 1977), and Appel and Muysken (Appel and Muysken 1987) have listed a number of factors⁹ that contribute to empower a language. Among others, institutional support, the role of the media, and religion are particularly decisive. The language variety that plays a

⁹ In addition to the three mentioned factors, the others are: status (economic, social, historical, linguistic); demographic factors; geographic distribution; public administration; education; cultural similarity (or dissimilarity).

stronger role in the three mentioned ‘settings’ is MSA and it retains a kind of formal supremacy, regardless the needs of daily communication.

In response to the initial question of what has promoted the choice to teach the standard, it is imperative to first look at other technical details. First of all, the lack of innovative research on MSA itself and its real representation and use. The privileged study of the standard was neither justified nor based on the observation of the Arab community, and is exactly the opposite of the recommendations found in Malinowski’s theory. In his studies¹⁰, he drew a very close relationship between ‘language and human activities.’ If compliance with such a relationship is to guide us, we could not help but promote colloquial Arabic. In fact, the use of *fusha* is never spontaneous, and across centuries it has undergone an evolution, not led by spontaneity (Durand 2014: 73). “The only place where the *Fuṣḥa* is used spontaneously as a conversational language consists of the Arabic language classes for non-Arabs.” (ivi: 194).

Going even further, it’s possible to state that teaching and certifying MSA, the modern heir of *Fuṣḥa*, as many privately owned centers attempt to do, is one of many marketing frauds. Institutions and instructors offer you test sessions and certifications, “forgetting” that there is still no full motivated agreement on what is to be tested and how. Students are too concerned with the construction of their CV and accept paying the requested overpriced fees for being tested and receiving the final certificate, useless to a language learner in the future, yet generates a remarkable business.

Getting back to teaching, it is undeniable that although making efforts to imitate the sensitivity and skills of native speakers, we cannot adopt the same teaching methods with which Arab speakers are instructed. In a class of native Arabic speakers, it would be justifiable teaching MSA because here students already have SA skills. Formal education, then, would supplement what they are missing to complete their profiles. Sadly, overlapping has occurred between methods of teaching to native speakers in the Arab context and teaching to non-native speakers in Western countries. Possibly, this depends on the fact that too many native speakers without any specialization have been employed

¹⁰ See Malinowski B. (1935), “An Ethnographic Theory of Language and Some Practical Corollaries” in *Coral gardens and Their Magic*, vol.2, London, Allen&Unwin

as teachers, and they duplicated an inappropriate educational pattern recovered from their school-time memories.

The choice, or rather the habit, of focusing on teaching standard Arabic only stems from this duplication of inappropriate educational patterns. One might argue that for a long time the teaching of Arabic communication skills has been discharged onto native instructors, and they were too often not sufficiently skilled in teaching techniques nor professionally trained. Prof. Al-Batal in a recent conversation (March 2017), with his humor and witty style, commented on the severe lack of specialization in many native Arabic instructors: “*tadrīs -l- ‘arabiyya kān ‘axir šogol, wa taḥt-o as-sabbāk...fa darrasū -l-‘arabiyya!*” (Translation: the teaching of Arabic was the last job opportunity, and ‘below’ it the plumber ...so they taught Arabic!)

The difference in teaching Arabic to non-native students requires that they acquire pragmatic competences by formal paths: listening, speaking, and interacting in real situations. The teacher must be aware of these substantially different needs.

An additional strong motivation for studying the standard, according to those who support it, has been the embarrassing difficulty of choosing the right variety of colloquial Arabic. Research has proven that make this choice is not so hard as depicted and it may only constitute a specious motivation. The question ‘which dialect?’¹¹ conceals interest and attention to practical and specific cases, concern for equipping learners with a useful skill in real life, taking the utmost care in avoiding mistakes in planning the curriculum.

One could ask why similar pedagogical concerns haven’t arisen when teaching the standard. Here we have good clues to suspect that any excuse works to delay and make the SA oriented approach problematic. Instead, relevance to real life and specific cases does not interfere with our thoughts, if the study of MSA is addressed. The habit for old content, methods, and materials plays a substantial negative role in teaching, like in every other profession.

The ‘mother’ of the pro-standard arguments, which depicts MSA as the language of the press and TV, also deserves a counter-argument. In fact, in several TV broadcasts we

¹¹ See below par. 2.7

listen to colloquial Arabic and even some authors of literature adopt the dialect for parts of their work or for the whole.

Rajaa Chouairi (Chouairi 2009 in NECTFL Review 64:35) reminds us:

“The most popular programs, Super Star (Future TV), Star Academy (LBC), and Xallek bilbeit (Future), are all in spoken variety - Low. Political programs such as Kalam al-Nas (LBC) and al-Itijah al-Muʿakes (al-Jazeera) are mostly in spoken variety with heavy code-switching in the second one. Sitcoms from Syria and Egypt are all in the spoken variety. Medical awareness, entertainment, and variety programs are also all conducted in Low. When asked whether they would like some of the aforementioned shows presented instead in High, people answered uniformly “No.”

Consider that TV and the press are today just a small percentage of information sourcing.

Effectively, spontaneous writing in texts and posts, on Twitter, Facebook, Youtube, Instagram, Whatsapp, as well as many other social media used for communication, is daily pressing toward the destandardization of written Arabic too, which seems to lead toward a sort of “written spoken Arabic.”

It should also be noted that associating colloquial expression of SA to a single small town is substantially wrong. Therefore, those who continue supporting MSA, as a clear and widely understandable language, in opposition to an obscure and incomprehensible Bedouin Arabic, portray an unreliable picture, manifestly unsupported by direct and recent experiences. All of the speakers, thanks to the ease of travelling, contact with others, media and communication technology, tend to converge on a regional colloquial variety, toward a form of “Arabic not-standard standard”¹² (“arabo medianizzato” in Italian), which is less partisan and more accommodating toward other speakers. At this stage, speakers perform particular strategies, but they do not adopt MSA as displayed by instructional manuals, which still remains ineffective.

¹² See section 2.6. In addition, find a deeper explanation in Durand 2014: 81-94

1.4.1- Categories to read the standard-dialect dualism

John Eisele (Eisele 2001), in his 2001 article analyzes the situation in Egypt, observing standard-dialect dualism. His comments remain valid even out of Egypt because they draw the general frame categories that apply to the mentioned dualism, not only to the Egyptian case. First, Eisele recalls the theory of Pierre Bourdieu¹³ relating to a set of ‘systems of control’ always internal in cultures. These systems are linguistic, religious, and cultural. They bring out habits, practices, and strategies within the various civilizations. Each individual behaves differently in handling these variables, including when choosing the level of language for one’s speech. The concepts of unity, purity, continuity, and competition are traditionally associated with the use of the standard, which is believed to:

- maintain Arab unity; it unifies of all those who speak the same language level;
- be pure, with purity intended both as Arab and Koranic Arabic. In opposition to the contamination occurring over the centuries with the ‘invasions’ by non-Arab people and/or non-Muslims;
- represent a bond of continuity with traditions, the classical cultural heritage, the origins of the first Arab-Islamic community;
- compete for maintaining the primacy, both inside and outside the Muslim world. On the one hand, MSA has a role in the struggle for maintaining internal primacy over other Muslim civilizations that express themselves in Turkish or Farsi; on the other hand, in contrast with external competitors, only MSA can stand up to westernization, linguistically conveyed by French and English, as a perceived surviving inheritance from colonialism.

Supporters of the spoken language put forth counter-argumenta, promoting and placing emphasis on:

- nationalism as characteristic of single Arab states, instead of the generic unity of Muslim
- clarity instead of purity; dialect makes messages and concepts more intelligible and understandable to every speaker;

¹³ Bourdieu (1991)

- accessibility to linguistic and cultural traditions, rather than the preservation of continuity. The standard is spoken by an elite, not shared or used by a high percentage of the population. SA, indeed, is accessible and intelligible by the majority.

Finally, it should be asked: in proclaiming the standard language as a banner of unity, to which unit would one refer to? The Arab fragmentation existed even prior to the colonial period or prior to the debate about ‘teaching dialects’. The fight for the standard primacy, if it any longer has supporters, cannot be justified as an attempt to restore a golden age for the Arab civilization, in terms of halting internal divisions. The great Arab civilization, has suffered from fragmentation since the beginning, and not only from external factors.

In addition, assuming that MSA could work as a common language for all Arabs resembles an illusion, a linguistic vain imagination. No language used in one single variety has ever been able to serve vast territories, like the MENA – with the exception of languages restricted to sacred uses, religious or votive reasons; Sanskrit and standard Arabic constitute two clear examples.

1.5 - The ‘theory of disservice’: inventory of terms used to label the ineffectiveness of teaching and students’ incompetence, with regard to pragmatic functions.

In recent years, many scholars and researchers have labeled the teaching of the standard as a real disservice to the student. Students suffer for having spent much of their time in activities with little return or gain in terms of communicative skills. Many scholars have adopted the same terms to identify the problem (added comments in italics):

Wahba (Wahba 2006: 150)

“The focus of Arabic language programs on only one variety (or level) then, does a *disservice* to learners who wish to progress toward communication.”

Palmer (Palmer 2007: 111)

“The teaching of this artificial variety does a *disservice* to students who want to learn to communicate with Arabic speakers in the language they really use.”

Chouairi (Chouairi 2009 in NECTFL Review 64: 40)

“We cannot ignore that the reputed exclusion of the L[ow] variety may constitute a *major disservice* to students of Arabic.”

Younes (2015: 56)

“Their teachers would be doing students a *disservice* by not preparing them for the realities of sociolinguistic Arabic, while thinking they are helping them.”

Al-Batal (Al-Batal 2018:9)¹⁴

“Maintaining the firewall separation (*between the standard and dialects*) represents a *great disservice* to Arabic learners and will produce unidimensional learners who have difficulty functioning in the increasingly multidimensional universe of Arabic.”

By “disservice”, each of the listed academic authors meant the preference for teaching exclusively MSA. Teachers justify themselves by various arguments, already mentioned in previous paragraphs. They particularly emphasize the difficulty of approaching teaching on two parallel tracks, standard and spoken; the alleged confusion in students’ minds, arising from the constant co-presence of spoken and written Arabic; and the firm conviction that it is impossible to start learning with SA.

This last argument and its specious reasons will be analyzed in the following paragraphs.

Tracking back to ‘terms and labels’, and in order to solve the inefficiency of teaching, Zouhir (Zouhir 2013) suggests introducing a colloquial variety, but smoothing the most critical aspect of the language that may discourage students by a procedure of “unpacking teaching and learning practices of Arabic.” The term is impressive and communicates a sense of isolation of the linguistic system, completely detached from students. Zouhir uses those words to highlight the need for opening the treasure chests of Arabic, to show that it can be easy to learn. The author also hopes that learners stop observing Arabic as ‘some exotic plant’ and invites us to bring Arabic closer to learners.

¹⁴ Al-Batal 2018 was in print at the time of writing this thesis. I am extremely grateful to prof. Al-Batal, who kindly allowed me to read his book in advance

Wahba (Wahba 2006: 141), this time focusing on the students, called anyone without communication skills ‘disabled’. She states “Thus, what the programs that teach only MSA produce is a disabled learner who cannot communicate adequately”.

Ryding (2013: 184) writes “Leaving crucial everyday communicative skills out of the curriculum unnecessarily handicaps and discourages students who are learning Arabic in order to live, study, and work in the Arab world.”

Ayoubi (2001:78-89) considers how MSA always refers to the distal dimension of communication and not the proximal one, so he defines MSA “the language of the absent ones.”

Finally Haeri (2003: IX) testifies, by direct experience, the inadequacy on the field. Whoever has received instruction mainly or only in standard Arabic is ‘unequipped’ of appropriate language tools. He says: “ Eventually, I went to Egypt...and was stunned to discover, like many researchers before me, that I was unequipped to have even a rudimentary conversation in the language. ”

Lastly, I add my personal experience after the one Haeri testified. I felt disappointed and frustrated too as a beginner student in January 2004:

I asked for a railway ticket for Luxor-Cairo:

“ Min faḍlika, ʿurīdu taḍkira ila al-Qahira li-ḡadan .”

The clerk, surprised and noting my considerable effort, was kind and ready to help me, replying:

“Ok, what time?”

I didn’t prepare in advance for using Arabic numbers and expressing time, so I adopted English. My competence in SA was not strong enough, not yet my major....but from that time on it would become.

This minimal episode remarks again the inadequacy of MSA for everyday life. What would have happened if I had asked for my ticket in colloquial Arabic? Definitely, the clerk would have replied in informal Arabic, as I experienced later in many other similar

occasions, and I may have practiced more or learned something new during that short conversation.

1.6- The case of Arabic in Israel: between official language, mother tongue, and foreign language

A very particular case, in the Middle Eastern context, is the Arabic language in the state of Israel: mother tongue and foreign language on the one hand, official (permitted for Palestinians only) and spoken language on the other. In this regard, note the detailed table of Brosh (Brosh 2013: 2 “Table 1. Languages taught in the Hebrew and Arabic school networks”):

Table 1. Languages taught in the Hebrew and Arabic school networks.

Table 1. Languages taught in the Hebrew and Arabic school networks.

Hebrew school network
L1 Hebrew: Grade 1 onwards
L2 English: Grade 3 throughout the rest of the school system.
L3 MSA: 7th to 10th grade (optional in 11th and 12th grades.
Schools may choose to offer French or Russian instead)
Arabic school network
L1 Arabic: Grade 1 onwards
L2 Hebrew: Grade 2 throughout the rest of the school system (optional in the first grade)
L3 English: Grade 6 throughout the rest of the school system

Israel allows us to follow three realities, observing only one country. In Israel, the Arabic language is legally admitted as an official language; it is the target language for Arab schools; it is spoken informally by Arabic speakers; and in theory, it is provided in the school curricula of Jewish schools, three hours a week for levels 7-9 and 11-12. It also recurs the Arabic Language Day celebration, every December 18th. The Arab language taught at school is the standard. Nevertheless, as we know, the Arabic speakers in daily interaction adopt spoken Arabic. This happens in Israel as in other countries.

Before moving forward, it is useful to look back at some historical stages of linguistic interference or co-presence in the territory of Israel. This area has always been subject to

interference by different languages: for political reasons (eg. Turkish, English) or religious worship (eg. Italian). For example, in the Ottoman era, until 1917, Turkish was the official language of administration and power, while colloquial Arabic prevailed in everyday life. Following the British mandate, the role of standard Arabic was enhanced, to replace English; later it was realized that marginalizing colloquial Arabic was an obstacle to mutual understanding with the neighbors and gave rise to safety related problems. It was decided after 1967, with another experience of war, to devote more attention to SA. Specific projects dedicated to Arabic were born later, since the mid-90s: “*Ya Salām*” and “Let's talk” were dedicated to formal education in schools. Standard Arabic was again the target language.

Israel is a Middle Eastern context, a country where Arabic works as a mother tongue and a foreign language. However, they have not yet well decided if/how to spread Arabic, or which variety.

The major obstacle to the spread of Arabic here is that for too long Arabic has been the language spoken by a portion of less influential citizens, in general. This fact automatically assigned to it the status of a less prestigious language and blocked its spread. In addition, because of the understandable security concerns, it is not easy that a native Arabic speaker receives the security clearance and is allowed to teach in Israeli schools. Schools then suffer from the lack of specific programs and staff, like elsewhere. The asymmetry between standards and varieties in Israel hasn't found a solution yet; the native speakers learn informal Arabic from their family, and those who have Hebrew as their mother tongue study (can study) Standard Arabic at school, albeit without reaching an effective skill level. The same results happen as with Western students: they learn formal Arabic, but they not know how to interact successfully with native speakers.

It is interesting the research carried out by Ibrahim and Peretz (Ibrahim, Peretz 2005) on the Arabic triangulation of Standard Arabic - Spoken Arabic - Hebrew. He presented to a sample of speakers some vocabulary, who were then asked to translate into a precise language of the three. With reference to the vehicle of mediation of meanings, the research demonstrated that the Spoken translates sooner the Standard, and the Standard translates sooner than Hebrew. This means that in the two different pairs, Standard and Hebrew have the same weak role for the production of meanings, starting from lexicon. Moreover and significantly, according to the cognitive systems, the Standard and the

Spoken appear to be two ‘different things’; instead, Standard and Hebrew are ‘equal’, i.e. second languages, precisely. It is a confirmation that the asymmetry between formal and informal is actually internal to the Arabic language and has precise cognitive bases. Judith Rosenhouse in her research and analysis on classical vocabulary and speech, referring to Arabic in use among Arabic speakers in Israel, concludes (Rosenhouse in Ditters and Motzki 2007 : 664-665):

“Since literary Arabic is the prestigious variety of Arabic, while colloquial Arabic is hardly deemed (by its -speakers, even today) to merit any official attention or reference, colloquial Arabic speakers will naturally tend to borrow from literary Arabic more than literary Arabic (writers or speakers) would tend to borrow from colloquial Arabic. This prestige factor is also well-known in language communities that borrow from other languages.”

This quotation reinforces the point that standard Arabic is perceived and used as a real foreign language itself. All these results prove the need to intentionally teach colloquial Arabic and assign priority to the language in use, for the strongest communicative power it detains.

1.7-The colloquial register as a ‘linguistic right’

I have already mentioned that SA is the real mother tongue of native speakers, meaning that they learn it in the family and in public contexts of everyday life. Versteegh (Versteegh 2001: 187) reminds us that “The colloquial language is everybody's mother tongue; people only learn the standards when they go to school.” In addition, Gibson Rouchdy states (Rouchdy 2002: 25) “... the standard variety of Arabic is not spoken by any social group as a mother tongue.” Actually, the standard language was supported by the colonial powers. They raised it to the role of official indigenous language; nevertheless French or English widely replaced Arabic both in daily life and in bureaucracy. Aligning with this negative example, Arab countries forced themselves to adopt MSA, which happened after decolonization as a fast solution to replace the European language. In doing so, they neglected to notice that no Arab speaker owned – nor owns today – full competence of the standard language. In daily domains of communications, dialects really have the same dignity, utility, and spread of current neo-Latin languages. This had already been pointed out by Diem in the mid-seventies.

Durand (Durand 2014: 65), regarding the dualism standard dialects, defines “dialectophagy” as the deliberate marginalization of the true Arab speakers’ mother tongue; he also calls “linguistic self-imperialism” the attitude that has determined a misleading imitation of European nationalism, in the language-related sector.

In consideration of the abovementioned issue and tracking back to the linguistic situation of Arabic in Israel, it is inevitable to face the theme of the ‘right’ to one’s own mother tongue. The UNESCO conference held in Paris in 2001, presented the Declaration on Cultural Diversity, where it is written:

“All persons should therefore be able to express themselves and to create and disseminate their work in the language of their choice, and particularly in their mother tongue; all persons should be entitled to quality education and training that fully respect their cultural identity; and all persons should be able to participate in the cultural life of their choice and conduct their own cultural practices, subject to respect for human rights and fundamentals freedom”

The rights, whatever sphere it concerns, always intersect with the ideologies, i.e. politics. Encouraging the promotion of a dialect, instead of the standard, opens the fight for the control and use of resources to promote specific activities. Whatever the country in question, even a non Arabic-speaking one, enhancing an informal register automatically means taking resources away from another language level. The conflict between pro and anti dialect can then be summarized in an economic and political conflict, rather than limited to intellectual speculations.

Coming back to Europe and monitoring teaching and learning here, we see that Europe shares some linguistic issues with Israel. If Europe decides to implement early literacy of learners in dialect, with prior development of listening and comprehension as key skills, they must allocate specific resources to this activity. Together with other factors, the competition for the available resources in education can motivate the block to pro-dialect teaching. In conclusion, the reasons for posing obstacles to new teaching practices not only are technical, scientific, and motivated, but very often they are related to the lower sphere of resources, for a given instructional macro-sector; MSA or SA or literature, that is. With few resources, the monopoly of traditional training will hardly yield to pressures coming from innovators.

CHAPTER 2 - STRUCTURE AND USE OF THE LANGUAGE.THE STANDARD, THE SPOKEN AND CRITERIA FOR A CHOICE

2.1 Spoken and Written Arabic: techniques, materials and distinct cognitive patterns

Orality and writing are manifestations of the linguistic behavior, heterogeneous by its nature. If we think to the orality, we consider its interpersonal dimension, while writing recalls a manual drawing skill or the pages of a dictionary. Surely, a person cannot learn a language like Arabic by reading the pages of a dictionary. Learning to speak Arabic implies a preconscious operation at the neurological level, first and before a series of formal grammatical instructions. Speaking is an operation with pragmatic, experiential, and semantic constraints; writing, albeit enormously significant, is instead a ‘historical contingency’ for mankind’s history, if compared to the time when writing didn’t exist.

Orality and writing differ for the material techniques they imply: we speak with our voice, and we write with a pen. However, the most important facets are the cognitive schemata involved. Orality attains the sphere of cooperation and has an interactional real basis; it is a multi-channel activity, verbal, para-verbal, and non-verbal; it can be both hetero and self-regulating during conversation shifts; it derives from a procedural knowledge. Writing instead is self-regulating and a single channel activity; its main foundation is not real data but imagined or projected data, so it is a declarative knowledge.

Clinical linguistics has shown that procedural knowledge is more reliable and durable. Some sick people who suffer from pathologies of language are unable to express themselves and/or to answer certain questions, if those are addressed to them directly; however, they can report details when they are not directly asked for it. This shows that they keep the ability to answer, intended as a problem solving skill, saved in their ‘settings’ as a non-declarative and procedural knowledge.¹⁵ The oral dimension provides us with empirical data, suitable for collection and analysis, and thus orality is more relevant to scientific inquiry and research about teaching methodologies.

2.2-Why should Spoken Arabic ever be favored? Strategic choices for early literacy

A simple answer, but a frank one, could be: because it has proved to be most useful for immediate daily interaction, therefore, it constitutes a priority. Additionally,

¹⁵ See Hernández, Gallardo RSEL 40/1

psycholinguistics teaches us that, from a purely cognitive point of view, orality is more relevant than writing: the first has been a human skill for over fifty thousand years, the second for 'only' three thousands.¹⁶ However, the matter cannot be dismissed so abruptly. A better argument with evidence has emerged from this work's field research by a questionnaire among students. On the basis of the collected data, spoken language level, comprised of listening, understanding, and conversation, is the field in which the surveyed sample feels less able. The same students perceive the mentioned skills as the hardest ones or out of their reach, or both together (see details in section B). Therefore, these aspects of language competence deserve to be trained and strengthened.¹⁷

The deeper demarcation that separates standard and dialect is constituted by the phonetics evolution and by the variants in use for each language level. They come from a strategic adaptive process, implemented for achieving the most effective communication. We learn from real life that in most situations only SA is used, in many occasions formal and informal Arabic co-exist, and very seldom MSA is exclusively adopted.

This work addresses non-native teachers and learners, for whom it is recommended to replace as much as possible MSA with SA in interaction situations, with very special attention to listening and comprehension training activities, not to suggest a general replacement of the standard with the colloquial in other sectors, nor the development of different skills. This suggestion comes after careful evaluation of appropriateness of such an approach, both for teaching and in daily practice.

It should be pointed out that those who support SA as the fundamental objective of a course don't operate under the influence of personal initiative nor pure individual passion. They intend, on the contrary, to adequately abide by the directives of the major agencies and boards, committed to planning and monitoring the development of language instruction. The European Commission, for example, has set a specific framework for languages, where the different communicative situations are outlined, detailing the

¹⁶ See Ong 1982

¹⁷ Teaching the spoken variety positively affects the competence of native learners too, because it contributes to the enhancement of their language awareness, at the cognitive and performance level. Yiakoumetti (Yiakoumetti 2005) investigated the case of Cypriot students, given the Cyprus diglossic environment.

minimum target requirements for each level. Considering Arabic, it is undeniable that the ‘communicative tasks or speech acts’, described as mandatory from the novice level on, can be fulfilled by mastering a colloquial variety only. It behooves instructors, then, to teach SA from the very beginning, in respect of the learning sequence recommended by the CEFR, and well confirmed by observation and practice. Due to the communicative target context, instructors must choose Spoken Arabic as instruction priority. If the CEFR demanded, but it is not the case, for vocalizing a written text, instructors should give priority to the Standard.

The path to follow goes from the function to the form and not vice versa: on this basis, it makes more sense and also represents a strategic choice adding value to the colloquial Arabic from early literacy stages. However, those who refuse to adapt their practice to this new orientation or explicitly reject the achievement of pragmatic competence goals will continue to deal with classical literature, written language, and grammatical subtleties. It remains to be assessed how many will follow these sectors and their available employment opportunities, but this is not the subject of this research. It would be counterproductive and detrimental to the distinctive competences of our students, minimizing or ignoring the mentioned European directives. In this regard, it is important to reiterate once more that the key skills in teaching SA are listening and comprehension. Students admit to feeling weaker and less skilled in those abilities, as it emerged in this research from the survey conducted among a sample of students in different venues among European universities (see Part II).

It remains unacceptable, to date, the claim of those who put MSA in front of SA, yet define the objectives of its course ‘communication and interaction’, and the methods ‘communicative and direct’ (cfr. Al Batal in Rouchdy in 1992: 295). Simply, the pairing cannot work, and it is contradictory because interaction does not take place in MSA but rather in colloquial Arabic. The learning environment of the classroom, so far, has adopted the standard as an authentic language for conversation. In reality, this never happens in everyday life. Such a ‘presumption of authenticity’ cannot be fed, but should be interrupted and criticized. In fact, persisting in defending the formal Arabic for functions related to informal contexts is nothing but an opportunistic stance.

First of all there is need to elucidate teaching objectives, clearly and explicitly: if the purpose is teaching to speak Arabic¹⁸, inevitably a class must be given introducing informal Arabic. Such a path includes stages during which the instructor will perform as a faulty speaker, and their utterances will be defective. Despite this start-up status, the instructor always maintains the right to interact, if having a constant interest in improving their ability.

Defending that informal Arabic precedes MSA constitutes a step-change maneuver toward pragmatism. Arabic, although defined a critical language, has to cover common functions identical to those demanded from any other language. The point is that Arabic carries those functions out with SA. On closer inspection, MSA has no native speakers, but native users only. It means that it represents a sort of second language for the same native speakers, who fluctuate or swing between the adoption of formal and informal varieties, resembling code-switching or interference phenomena, where English or French are involved. Therefore, Standard Arabic is not a spoken language, but a “speakable” one (‘parlabile’, Durand 2014: 57), although very theoretically. In this same regard, Retso wrote that *fuṣḥa* or ‘*arabiyya*’ is “a variety that has not been spoken as a first language for centuries over millennia, but which is the official language of all the Arab countries” (Retso in Owens 2013: 433).

Making use of colloquial Arabic makes the class an informal setting, appropriate for successful learning; moreover, it makes instruction closer and more representative of real contexts. A teaching approach centered on SA is not at all a fanciful orientation, but it is well defined within the frame of specific pedagogical techniques, contents, and explicit objectives. The following sections of this project will outline all these key aspects.

The choice of enhancing SA increases the chances of imitating the native speaker performance sooner and more accurately. The class, from the beginner level, must work toward the achievement of a minimum target for interaction in informal settings in order to be considered well-managed. Unfortunately, too often the class was dealt with as a formal setting, and the minimum objective was to master reading and writing, with little

¹⁸ After all, how could it not be the purpose of teaching for a living language?

or no attention to listening, comprehension, and interaction, to be intended as genres of bidirectional activities and involving a certain degree of unpredictability¹⁹.

Wrongly, reading and writing was believed the bare minimum, assuming that listening and comprehension would be a natural consequence of it, its automatic evolution, or just a deferrable stage. According to the experience of every student of Arabic, the reported beliefs are totally groundless. Intentionally teaching listening and comprehension is the only way to develop our skills and readiness for interacting, which constitutes the root for success in conversation and the key for enhancing the effectiveness of communication. Otherwise, students won't become able to react (and interact), especially in the eventuality of unpredictable contents, as usually happens during natural conversation, which requires a good deal of impromptu talent.

Among the reasons for the priority of speech, there are some not only related to learning, but to extra-linguistic factors too. This seems to happen in the frame of a worldwide trend, generally in favor of a less formal behavior and contributing to the loss of importance of written communication for large portions of the population.

Medjell explains (Mejdell, 2006: 44)

“Ongoing social processes of lessening of authority, breaking up of rigid social hierarchy (at the very least a sociocultural trend outwardly espousing such values). ‘Modern man’ poses as democratic, accommodating, equal in status to his fellow men. In language use as social interaction, this is expressed through less formal registers, registers that signal equality, not distance.”

Finally, the new approach centered on colloquial Arabic is accused of being inadequate for developing the four skills. In this regard, it suffices to state that pursuing a wide spectrum of targets in a short time, like four skills at once, condemns any instructional method to defeat. It is necessary to consider several elements: to narrow the field of our objectives; to choose a realistic but moderately challenging target, in consideration of the time available; and to motivate and specify which skills deserve to be trained first and

¹⁹ For an exhaustive classification of the typologies of speeches, see De Mauro et al. 1993.

which ones postponed to a second round, still without forgetting to complete the students' profile. That approach is in line with the structure of the human mind: speaking and reading cannot be trained together because they involve incompatible connections of information processing²⁰. We are therefore obliged to establish priorities, and this is the point. It is required to make considerations not in terms of a single lesson but estimating the entire instructional cycle. Objectives and training for the competencies to be achieved must be distributed, on a percentage basis, throughout the whole scheduled cycle. Accuracy too, which is crucial to refine our students skills, has to be reached according to planned threshold levels, measured in increments from 51% to 100% and distributed along the path of the mentioned cycle. Prioritizing skills not urgently needed in everyday communication or any similar and hard claim for accuracy and completeness would surely be disappointed. It is therefore useless and frustrating to run after it.

The attitude, inherited from the grammatical method, which seeks a total and early exhaustiveness in knowledge of language structures, must give way to a process less concerned about 'what and how much' to teach, and closer to 'how and why'. The old extremely rigid structural organization, centered on the grammatical system, has resulted in equally extreme functional disorganization, ie. inability to use the language for communicative functions. Ultimately an Arabic course is a project; if it is well-built, it will lead you to success and will defeat the resisters' arguments. They could be very aggressive in front of a new orientation, which concretely offers new content, new guidelines, and new resources.

2.3 - An example of concrete application in Europe: the methods and instructional planning at the University of Leipzig

Listening and comprehension, as explained above, are fundamental skills for the flow of communication. Only if one understands, can replicate and take part in another speech turn, so nurturing interaction.²¹

In a recent and original practice in the European context, at the University of Leipzig, I met there professors and researchers on the teaching of Arabic, both discussing methods

²⁰ Concerning the processing step, see below, §3.2

²¹ For a more extensive discussion of these skills, see paragraph 3.2.

with them and taking part in their teaching practice. The theoretical references followed in Leipzig are supported and accepted even elsewhere, by several other professors and experts in the field. However, the case of Leipzig for the coordination, planning, effective implementation, and the number of people involved included students and instructors of various ages and with various sub-specializations. I personally attended lectures given by different professors and researchers, all with similar methods, optimally integrated and not contradictory to each other. The subjects were different – grammar, interpretation, translation, conversation – and given by both native and non-native professors or researchers, but still aligned in the same style and using similar techniques.

Professor Eckehard Schulz at the University of Leipzig coordinates an educational project both onsite at the University and on-line, centered on the development of listening and understanding. The project makes wide use of technology, social media, and open-source audio tracks, tools that facilitate students' access to resources. For the purpose of developing the core skills of listening and comprehension, exposure to different informal spoken varieties, not limited to a single register dialect, is encouraged. The offered video and audio are selected and used from the very beginning level. The main scope is to develop the students' ability to understand and interact, without emphasizing the difficulty of dialect, but on the contrary taking it as a matter of fact. Speaking is instructed and carried out with the so-called Middle Arabic, as *lingua franca*. In one of our conversations and in a subsequent exchange of e-mails, Prof. Schulz remarked that the teaching of dialects has to be justified, not incurring the usual complaints, in order to master listening and comprehension skills, which are target abilities for the development of pragmatic competence. 'We', as non-native speakers, can't perform an overly dialectal Arabic, which would sound unnatural and could result in non-politically correct behavior²², such as speaking Egyptian to an Iraqi. Prof. Schulz e-mailed as follows on 10th May 2016 (added comments in italics)²³:

²² It seems to me that gender issues and political correctness receive full respect in Germany, more than in other European countries.

²³ The e-mail is provided here after having asked the sender for permission. This paragraph sums up my understanding from discussions with Prof. Schulz. In any case, the explanations and statements given here are my responsibility.

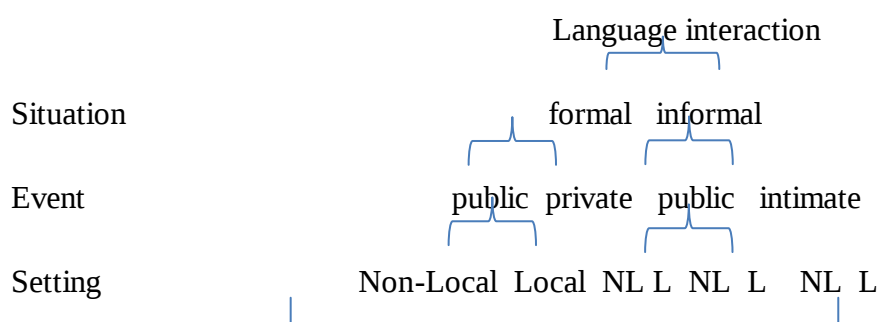
“Spoken Arabic: We say we must enable the students to *understand* spoken Arabic from the very beginning because Standard Arabic has no native speakers. However, we don’t want that the students speak it because it is good for a German/Italian to speak Egyptian dialect in Cairo but it is not good at any rate for a German/Italian to *speak* Egyptian outside Egypt. That’s why we train our students to speak a neutral language (Medium Arabic, لغة المتقنين او اللغة الوسطى).”

Our first concern has to be listening and comprehension of the informal Arabic, whatever the dialect is. Basically, we should gradually develop phonetic discrimination sensitivity, such that we should not worry at all about the origin of our interlocutor. Of course, that competence is achieved in stages and with time, by the methods and the rigorous mentoring of the teacher. Meanwhile, each student according to his/her level must be able to understand greetings, directions, descriptions of a landscape, complaints, and other content expressed in the informal Arabic of main urban centers. Once we have understood, we can reply using Middle Arabic, which seems to deserve the status of “Arabic language used by foreigners”.

A deeper explanation on Middle Arabic is provided in paragraph 2.6

2.4 - The speaker, message, and context: factors that trigger the predominance of spoken Arabic

In short, we must consider three variables: the situation, the event, and the setting. Each one has two sub-categories, distinguished between formal and informal, public and private, local and not local. This gives rise to a range of eight Arabic language shades, at least: from pure standard to pure colloquial. A second level of indexing is possible, if considering additional parameters such as age, education, and gender of the speakers. The variability arising from different registers of colloquial Arabic should also be added. In summary, note the following scheme (Alosh 1997: 83):



In reality, the continuum is thickened sometimes, and pure extremes have little use (Durand 2009: 70-71), depending on the speaker's choice or ability. The continuum displayed by the spectrum should be read not only as diaphasic revelation, but also as a diastratic one. In addition, each of the several colloquial Arabic varieties heard in different geographical areas counts as 'Middle Regional Arabic'. This is characterized by individual speakers that adopt it and is related to the sphere of 'la parole', which regulates usage and situations, rather than 'la langue', according to Saussure's classification (ivi: 82-84 and 109-110).

As an individual-related experience, the different language levels that make up the continuum are theoretical and possible levels. Theoretical means that not everyone has the appropriate expertise to use all the different shades of the continuum; only the most educated can master a wide selection of language levels. We adopt a probabilistic model in identifying and categorizing these levels, for it is difficult to find in practice the same strong evidence as in theory.

Certain contexts often witness the overlapping of standard and colloquial, for answering two needs simultaneously. The hotel is a typical example: while we fill a form in the standard language writing our personal information, we also listen, or we interact in spoken Arabic to receive information about the time for breakfast and the room number. We interact in colloquial Arabic and write in standard because these are the most appropriate choices.

A variety (spoken) occurs more often because statistically more appropriate than others. Functional asymmetry is now highlighted; most of the functions, roles, or fields are covered by only SA in everyday communication. Ultimately the adequacy reveals the actual relationship between language and action. The sensitivity for the most appropriate language level improves by use; grammar and knowledge of rules, instead, give only abstract instructions for grammatical accuracy. It is in the name of the mentioned appropriateness that a speaker adopts colloquial Arabic, instead of the standard. In

practice, this choice means making changes at the phonological, morphological, and syntactic levels.

2.5 - Mechanisms of variations and change in Arabic.

The main studies on motivation, operational modalities, and strategies

During the interaction, speakers make choices and follow habits. They move across the already mentioned continuum and place their speech in different positions. In so doing, speakers combine within the same sentence different levels of the same language, yet sometimes they find different languages too. Weinreich (1953), the father of sociolinguistics, first investigated the motivations for these language shifts (variationism) and explained the theory of contact between languages, in the context of specific events and situations. Observing bilingual speakers, he posed a set of criteria for establishing the dominance of one of their two languages. In detail, he considered these factors: level of proficiency; mode of use, oral or written; order of learning and age; usefulness in communication; emotional involvement; literary-cultural value.

It emerged that, by each of the mentioned factors and on a case-by-case basis, “one the bilingual’s two languages may be termed dominant”.

If we analyze Arabic according to the criteria of Weinreich, the spoken variety seems to play a prioritarian or dominant role over MSA. In particular, for what concerns proficiency of the general speaker, order of learning and age, usefulness in daily communication, emotional involvement and cultural value- if we admit that any spoken variety holds a stronger power for individual emotions and sense of belonging to a specific culture .

The change of code is called code-switching. Myres-Scotton (Myres-Scotton 1993: 31) specifies that it would be appropriate to talk of diglossic-switching for Arabic. Anyway, it remains correct naming it code-switching, for the mechanisms that drive both is identical. Speakers turn on or off the standard or dialect, or a mixed proportion of the two, exactly as if they were using an on-off switch; the timings of these switch positions are different in any episode of interaction. There are hypotheses that consider this phenomenon to have always been present in the Arabic language. For example, Lipinski

(1997)²⁴ claimed it was in place since the 6th century, when poetry was recited in an archaic language, different from the one then in use.

Bassiouny highlighted four reasons for change and variation of Arabic, due to historically recent factors (2009: 122-123):

- the discovery of oil and the related changes in the Gulf and life in the oil-producing countries, such as Bahrain, Oman, Libya, and Saudi Arabia;
- contact between Arabic speakers of different origins, following the uprisings and subsequent protests after the First World War;
- regional wars, particularly in Lebanon and Jordan, with a significant movement of population;
- the young age of the Arab population, which facilitates the occurrence of changes, in general.

In addition to the above, it is necessary to recall, as Labov (1994) pointed out, that language is used to express identity. Probably, the identity of Arabs varies as their language does, and for no reason will they leave their identity.

Gumperz (1982) stated that modalities of code-switching may be determined by the situation or the individual's creative choice and willingness to characterize himself and his way of speaking. This factor makes code-switching unpredictable because it is based on human individual factors and not on external factors, easily observable and measurable. Bassiouny in line with these considerations suggests that the speaker, thanks to changes, negotiates his various identities (Bassiouny 2009: 70). The scholar classifies the variables classically responsible for the changes in two categories, fixed and flexible, as follows (ivi: 123, 124):

²⁴ Lipinski 1997

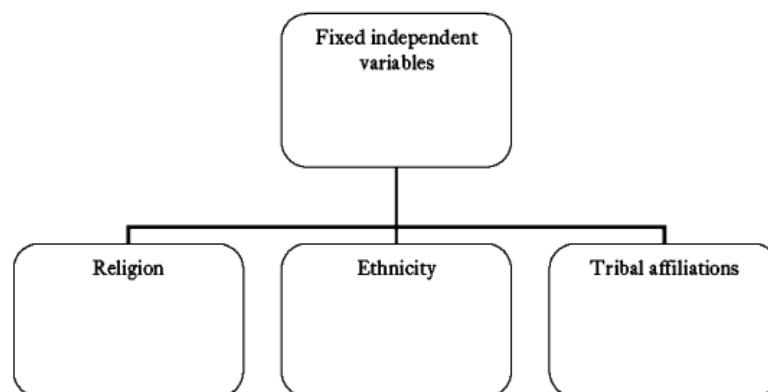


Chart 3.1 Fixed independent variables

The fixed variables are those that do not depend on the person's will but are status related; for example, being a Muslim and Arabic native to Palestine, or a Berber born and living in Morocco.

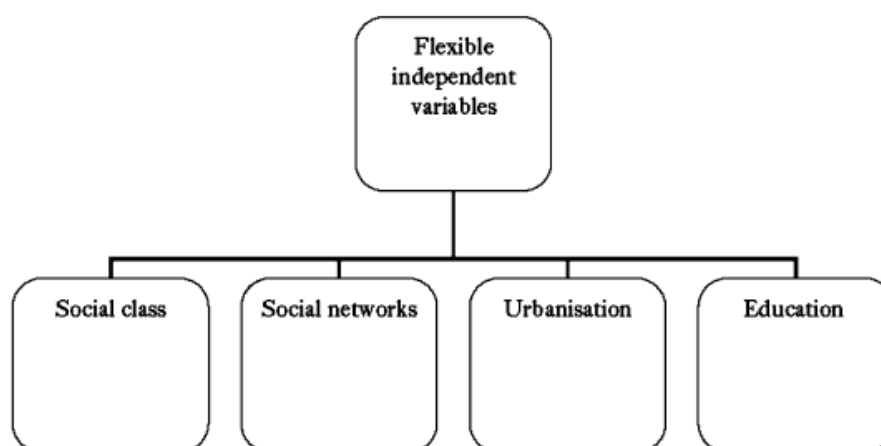


Chart 3.2 Flexible independent variables

The flexible or more flexible variables, for example, are schooling or urbanization. They are processes instead of status, at the end of which changes occur in lifestyle and speaking style.

There are then two additional transversal parameters that do not fit into any of the above categories: age and gender. They interact with both fixed and flexible variables and give rise to different profiles of speakers.

In fact, speakers adopt precise strategies with different grades of processing, to which linguistic research gives several names: accommodation, levelling, coinization, Middle Arabic. The following paragraph addresses these topics.

2.5.1 - Accommodation, levelling, coinization, Middle Arabic: key mechanisms for interaction between native speakers

The *Speech Accommodation Theory* (SAT) was originally drafted by Giles in 1987.²⁵ The accommodation takes place in interaction, configuring itself as convergence or divergence, so marking different attitudes of the speaker, collaboration or rejection. Myers-Scotton²⁶ defines code-switching as a communicative competence of the speaker, learned from his community to interact more effectively with other members of the group. The researcher thus suggests a total naturalness of this linguistic and psychological process, remarking that is not only intentional but partly automated. Accommodating one's speech as to converge as much as possible toward the others' would work toward the effectiveness of communication, and for the atmosphere, hopefully friendly and collaborative enough to receive the interlocutor's approval.

Levelling was defined by Blanc (1960) in order to explain the convergence among dialects of different countries. Speakers here tend to substitute elements of their dialect with the other's dialect, especially if that is reputed a most prestigious one. Holes (1995: 39) added that levelling means the 'elimination of very localised dialectal features in favor of more regionally general ones.' He wanted to emphasize by this definition that levelling is an operation that remains in the field of Spoken Arabic; there is no replacement of informal elements with classicisms.

Versteegh (2001: 65) argues that, upon the completion of levelling, the differences among regional registers basically disappear, and the new language has different characteristics compared to the two original components. This is called coinization, and the scholar sees it triggered by contact between Arabic speakers of different backgrounds, as a result of lige chance or main historical events and movements of populations.

Holes (1995: 294) states, in this regard, that speakers 'in a heterogeneous group tend to level their speech in the direction of a pan Arab dialectal form.' The content of such

²⁵ Giles, Howard, Anthony Mulac, James Bradac Patrici & Johnson, "Speech Accommodation Theory: The First Decade and Beyond" in *Communication Yearbook* ed. by Margaret McLaughlin, 10: 13-48. Newbury Park, CA, Sage Publishers

²⁶ The scholar refers in particular to the relationship between MSA and the Tunisian register.

levelling was defined by Gibson (2002).²⁷ He said that morphology and phonology are the most resistant features, both facing other dialects and the standard. The syntax of dialect prevails; however, the lexicon can be a mixture of lexemes belonging to acrolect and basilect.

A separate paragraph is dedicated to the analysis of Middle Arabic.

2.5.2 The so-called Middle Arabic: clarifications

Middle Arabic is the definition for the variety of Arabic that, in the words of Al-Batal, “is believed to exist between MSA and the dialects” (Al-Batal in Rouchdy 1992: 296). Some believe it is a real register, although without spontaneous use. It is rather an occasional urban register, used individually and discretionally by each speaker. Ultimately, there is not an appropriate and specific context of utilization for it. Actually, it is employed in formal and non-authentic contexts, such as TV debates, formal occasions, and based on scripts, program schedules, or palimpsests. It is artificial as the standard, and its features are hard to be detailed. Some of these can be briefly listed:

- phonological level: it keeps the pronunciation of interdental, of *qāf* and *hamza*;
- morphological level: *ʾiʿrāb* and *tanwīn* are abolished; the markers of indefiniteness are not used; it does not use the preverbs; demonstratives are the same as for MSA;
- syntax level: uses the *ḥal*, the subordinating particles; adopts both *ma* and *la* to express negative meaning and for the negative form of the verb; it expresses indirect complements with *li-*, without agglutination;
- lexical level: lexemes mainly come from the standard.

The previous description shows that Middle Arabic implies a simplification of MSA, with considerable convergence toward the colloquial register, but without complete acquisition of its characteristics. This results in a hybrid language, difficult to categorize, and described on the basis of presence or absence of specific features, sometimes in comparison to MSA (*ʾiʿrāb* and *tanwīn*) sometimes to SA (the preverbs). Originally, Middle Arabic was a definition for the written language of the Middle Age times, found

²⁷ The scholar refers in particular to the relationship between MSA and the Tunisian register.

in official documents and in non-Arab lands, written by non-natives and badly-educated bureaucrats.

Larcher (Larcher 2001) explains that Middle Arabic is a 'category' between Old Arabic and Neo-Arabic, and it constitutes a link between the two. The same scholar does not collocate Middle Arabic in a restricted and precise chronological space. The definition 'middle' is the result of a historical process and it is also read from a sociolinguistic point of view. In fact, Middle Arabic is transversal to different ages, users, and contexts.

Given the ambiguity of this level of Arabic and considering that it is used according to personal initiative of the performer, it is necessary to train students to recognize it. However, confusion with informal spontaneous spoken Arabic or with the Standard in pausal form must be avoided. MSA and Middle Arabic differ because the latter is too close to spoken informal registers. This characteristic makes it unacceptable for linguistic orthodoxy, especially if native specialists are involved in the evaluation.

2.6 - Summary analysis of the main changes between standard and colloquial: initial issues

The distinction between standard and spoken not only implies a change of register²⁸, but above all substantial changes in vocabulary, phonology, morphology, and syntax. These changes represent real markers of informal Arabic. They are quickly mentioned below and will be resumed in the second section of the project.

Lexicon: high frequency lexemes are different in MSA and SA. For example, the verbs to see *šāf*, to go *rāḥ*, to bring *jāb*, to come *ijā'*, to do *sawwa*; also adverbs differ: 'now', 'what', 'also'.

Phonology: the absence of short vowels reduces the number of syllables. Consonant epenthesis and clusters occur; we hear different sounds, most of them found in SA only; in particular, for consonants: only one of the allophones available in Standard Arabic is adopted; for vowels: some change of timbre occurs; the diphthongs undergo monophthongization; for the pronunciation, *tā' marbuta* is pronounced -et after front consonants.

²⁸ Here onward, 'register' refers to a linguistic habit marked by a certain routine, regardless of the level of language.

Morphology: sounds or syllables may be added or fall. In particular, for the derivational morphology: few morphological classes of verbs recur; IX and VI are very rare. For inflectional morphology:

- *ʔirāb* disappears in almost all parts of speech, except in the adverbial and farewell forms ending with -an;
- metathesis of vowels happens in the suffix pronouns (eg. -ka > -ak)²⁹
- the endings of the dual and plural masculine are reduced to only their genitive form;
- the feminine plural is abolished and replaced by masculine, with loss of genre markers; several templates are adopted for broken plurals;
- the dual is largely abolished and replaced by the plural;
- for the present tense, nunation is abolished at the second person, feminine singular and plural.

Furthermore:

- the suffix -ay of the perfect, for the verbs with a weak consonant in final position is replaced with -ē (*ramaytu* > *ramēt*);
- the relative pronoun becomes invariable, *əlli*;

Syntax: changes occur to express possession, the negative form, the relatives, interrogatives pronouns, conditional clauses, passive voice, modals; verbs are juxtaposed in series, mainly using prepositions.

2.7 Which dialect? (which standard?)

First, the corresponding question should have been posed for ‘which standard?’, but that didn’t happen. On closer inspection, there are indeed several standards, the study of which is equally problematic. It may be considered the standard used for religious

²⁹ Owens, Cantineau, and Birkeland provide deeper explanation for the presence (or absence) of non-stem suffixal vocalic material. Vowels may have a flexional role or an epenthetic status. If we consider the above mentioned case of -ka > -ak, /a/ may be read as a flexional element. However, it is not clear why vowel /a/ is maintained, with the exclusion of other flexional vowels in its place (Owens 2006: 235-236).

worship; unwritten official media, TV, and radio; written on-line official media; official profiles in social media, both written and audio-video; printed media; ancient, modern or contemporary literature; government-written directives and regulations, procedures, and protocol; and formal interpersonal relationships. Now, in front of such a wide variety of different standards, rather than the single one we expected to find, could we still define formal Arabic a standard language? Usually, the definition of ‘standard’ evokes the appropriateness of one single tool or procedure for multiple purposes, which is polyfunctionality. It is clear that our traditional Standard Arabic works in reverse; it detains a restricted polyfunctionality, and this narrowing results in its loss of the right to be a defined standard. Mejdell described it “a standard with restricted polyfunctionality” and noted that:

“The ‘polyfunctionality’ of Fuṣḥa is not really ‘poly’. Although theoretically it may be (and ideologically it should be) used for a range of everyday purposes as well.” (Mejdell, 2006: 43)

In interaction, the so-called standard probably does not exist at all, in fact all the speakers slide down toward the colloquial, with a kind of unconditioned/involuntary reflex; in any case, they prefer informal Arabic, and their ‘cleaner’ register can be a mixed Arabic.

Watson (2007: 8) comments:

“No one in the Arab world is brought up speaking Standard Arabic as their mother tongue; an Arab child’s mother tongue will be the regional or social variety of Arabic of its home region, while Standard Arabic, if it is mastered at all, is learnt formally at school or at home as part of the child’s education. Standard Arabic is confined to formal written and spoken occasions, and the regional/social variety of Arabic is used at all other times. Standard Arabic now differs considerably from regional and social colloquial varieties of Arabic in terms of its phonology, morphology, syntax, and lexicon.”.

However, returning to the original question of ‘which dialect?’, we can be at ease because providing an exhaustive explanation does not represent an unsolvable problem; it is only a choice to be argued. The best choice, in a start-up stage, will be to teach the

registers of the major urban centers of the Levant or the Cairo one, as those are phonologically more stable and use a more complete set of markers³⁰; besides, they are also spoken by a larger number of speakers, considering the inhabitants of those areas. Our first option may later be refined, and it is also possible to waiver from it, in consideration of the best appropriateness for the specific case. Any case by case evaluation comes after the analysis of the needs and/or situations, supposed to be closer to the learner. Therefore, both at the initial and at more advanced stages of learning, a different curriculum can be elected, if focused on the teaching of alternative dialects from the ones suggested above. Content planning and election of the spoken variety to teach is led by the careful evaluation of:

- precise needs of people who study Arabic, for the purpose of working in a certain geographical area or in a particular field.
- skills of the teacher available – which dialect s/he knows best?
- types of resources or input that a learner or group needs to study for carrying out tasks according to his/her professional profile

It becomes evident that needs and appropriateness, again, must direct action, and practice of instructors. It is advisable, during the initial planning, to minimize the most problematic issues. This allows us to make an initial first choice, which will be refined gradually, adding or removing details. It is neither possible nor necessary to satisfy immediately and exhaustively all the facets for this field of study. Moreover, it has not been possible even with the traditional methods, which left pending not only sociolinguistics matters but the very basic communication skills, above all. These arguments may be taken as a renewed invitation not to heel supporters of ‘dialect’ with pressing questions, nor condemning their work to failure, before observing the actual implications of their proposal.

Tracking back to the issue of ‘choice’, we remember that the dialectal registers correspond to geographical macro-regions, and within these, the varieties of the major urban centers have always enjoyed greater diffusion and prestige. Cities like Cairo,

³⁰ A marking system means a kit of elements that can be added in front, in and after a number of lexemes. They mark the morphosyntactic structures explicitly, so their result is easy to use and recognize.

Damascus, Jerusalem have a culturally valuable meaning, well-established across centuries, for being capitals of great empires and governments. The spoken registers of these areas share features that make them mutually intelligible and oppose them, in block, to formal Arabic. Specific markers help us to illustrate the peculiarities of informal Arabic, and we may decide to teach those at first. In that case, it will be easy to grasp informal interdialectal Arabic. It is valid for mutual intelligibility, and really in use with Arabic speakers of different origins, interact. They spontaneously implement a ‘de-dialectization’ to accommodate each other for the sake of communicative effectiveness and on an informal level, well avoiding the recourse to formal Arabic (Durand 2009: 83).

2.8 - Brief remarks on the historical route to the “spoken interdialectal Arabic”.

Motivations for the existence of an Arabic for mutual intelligibility

The process of standardization of SA, which gave birth to an interdialectal Arabic, has existed in the Arabic-speaking environment for millennia. Periodically it has been triggered by several episodes of migration-settlement-integration of newcomers in the new environment. Here are some crucial stages:

- displacement of populations from Palestine and Mesopotamia, in the pre-Islamic period;
- the Islamic conquests of the 7th and 8th centuries;
- the conquest of the Maghreb in the 12th and 13th centuries by the troops belonging to the Banū Hilāl tribes;
- the migration away from Andalusia in the 15th and 16th centuries;
- the Ottoman rule and later European colonization in the 20th century, although these are not taken into account in this research because they mainly involve non-Arabic speakers.

Each of the above stages testifies to the movement and settlement of newcomers, Arabic-speaking or not, in different territories. In the beginning, migrants kept for themselves their spoken language. They successively integrated into the host society and held different positions in it, shifts that have favored the spread of their spoken language. Finally, a new language arose, different from both the previous original and the imported variety. The new variety yielded a significantly contaminated version in phonology, vocabulary, idiomatic expressions, and expressive styles, due to the newcomers’

linguistic habits. They were distinguished between nomadic or sedentary people from the city or countryside, but in any case contributed to the shuffling of these same categories, no longer strictly comparable in pairs. It happened that nomadic people became sedentary and resettled in newly emerged towns. Some of these new towns acquired political relevance, and the language spoken there too, by consequence. An original nomadic register, therefore, became a sedentary-urban one. Ultimately, it is proven that a new language may arise even independently from ethnic roots, but according to historical circumstances and reflecting power and politics. This helps to explain the mutual intelligibility among several varieties of Arabic over a wide geographic area or macro-region. It is the consequence of the ancient migration of people, later grouped around the same center of power, such as the capital of Greater Syria or Egypt; subsequently the same people left the center and resettled in remote areas, still keeping in touch with the capitals. This process continues today, and its effects are shown in the Arab world by the so-called ‘linguistic globalization’. It intensifies and accelerates the movement of people, who in turn quickly modify and spread their speaking features, habits, and styles.

The levelling of an informal spoken variety, starting from many similar but still different sub-codes, was cyclically repeated (Miller 2004):

- with the spread of a capital city dialect to the neighborhood (the dialect of Cairo, Damascus, Baghdad);
- inside capital cities (Algiers, Sana‘a, Beirut) subject to recent significant migrations
- in old cities where new elites were established, creating a new shared spoken register (Fez, Tangier, Rabat, Tunis);
- in emerging cities, whose populations were already mixed, giving rise to a new spoken language (Amman, Nouakchott in Mauritania);
- in cities with a high number of non-Arabic speakers, but local (Khartoum) or foreigners (Dubai, Kuwait City); in this case pidginization occurred.

The route for the final arrival to a regional spoken standard, after levelling among various colloquial registers, didn’t meet only standard Arabic and dialect along the way; rather, different dialect codes were at stake, each one contributing to the final result. Identifying the basic features of this mentioned ‘result’ is the immediate goal of

this research, in order to firstly select all that repeatedly occurs in many colloquial Arabics, and secondly studying in depth the single dialect characteristics. The last section of the thesis focuses on this aim.

2.9 - Nomenclatures attributed to the different Arabics

The Badawi classification for different levels of Arabic remains the main reference, based on which different levels were later drawn. He referred originally to the situation in Egypt, in 1973. Five levels of Arabic are identified: 1) *فصحى التراث* *fuṣḥā at-turāt*, ‘heritage classical’, the Classical Arabic of Arab literary heritage and the Qur’an, 2) *عامية العصر* *fuṣḥā al-‘aṣr*, ‘contemporary classical’, the so-called (MSA); 3) *عامية المثقفين* *‘āmmiyyat al-muṭaqqafīn*, ‘colloquial of the cultured’; 4) *عامية المتورين* *‘āmmiyyat al-mutanawwarīn* ‘colloquial of the basically educated’; and 5) *عامية الأميين* *‘āmmiyyat al-‘ummiyyīn*, ‘colloquial of the illiterates’.

The border of the cultured people marks the entry into the territory of spoken Arabic. Blanc in 1960, before Badawi, had already identified five levels, observing speakers of different origins. He noticed that they interact making use of common colloquial Arabic, conversational koinic Arabic, half-literary Arabic, modified classic Arabic, and classic standard Arabic. Blanc pointed out that rarely does the communication flow of a speaker remain enclosed in a single category, but rather there is a continuous fluctuation among levels.

Meiseles in 1980 summarized the classification of Badawi by merging the two classical registers into one single ‘literary Arabic’ and naming the two median dialects as ‘substandard Arabic’ and ‘Arabic of the educated speakers’. The latter is better known as Educated Spoken Arabic, and Meiseles emphasizes its value for the mutual intelligibility it facilitates between different colloquial registers, to be later confirmed by Mitchell in 1986, and Ryding in 1991, who preferred the term Formal Spoken Arabic.

Additional classifications were developed by:

- Cadora in 1965: Modern Standard Arabic; spoken Arabic for mutual intelligibility; spoken dialectal Arabic;
- Haddad in 1985, who called ‘*arabiyya maḥkiyya*’ a sort of Middle Arabic, where declension and modality are abolished;

- Ibrahim in 1989, naming ‘supradialectal Arabic’ the spoken register of the major urban centers of Cairo, Damascus, and Jerusalem.

Apart from the thorny debate about how difficult and how many nuances we find among dialects, it is important to observe that the SA we usually take as a reference are the Levantine and Cairo ones. Their importance has been argued in the previous paragraph. In particular for the Levantine, it has been proven that it offers a wider compatibility with other registers and also with formal Arabic. This enhances its high value for mutual intelligibility, which Cadore measured with precise percentage, as the data below shows.

Table 1.1 (Cadore 1979 “Table 1.1 The average of non-contrastive compatibility between the Syro-Lebanese varieties on the one hand and the other five varieties”)

	Classical Arabic	Cairo	Baghdad	Jidda	Casablanca
Syro- Lebanese	91%	86.2%	84.9%	80%	68%

2.9.1 Additional alternative denominations to replace the word ‘dialect’

The various terms found to name SA do not represent a word pun, but the real effort to find a meaningful definition, to replace as soon as possible the stale word ‘dialect’.

The ability to understand SA is undoubtedly the more desirable skill for a non-native speaker. Additional complications, resulting from difficulties in acquisition of complementary abilities, need a case by case examination and explanation to students. In doing so, the target is to avoid giving all explanations at once and reduce learning attrition to the minimum during the acquisition of Arabic, to not affect the strength of teaching effectiveness. The second section of this research details the general content of the aforementioned spoken Arabic and analyzes SA region by region.

The crucial point to highlight is that alongside formal standard Arabic, we can identify an informal standard Arabic, which is not reflected in one single dialect, nor falls within the categories of formal or classical Arabic. The standardization of the informal variety may involve wider or smaller geographic areas: a single nation or a whole

macroregion. Standardization or levelling rules, do not exclusively affect official written language. Informal spoken Arabic is also concerned to some extent, and this process of standardization of the informal registers is worthy of study, for it works with its precise rules and gives different results, Cairo Arabic, Levantine or Maghrebi Arabic, to name but a few.

The supradialectal informal Arabic also defined as interregional Arabic coincides with spoken registers typical of the major Arab capitals and consists of some main recurring patterns, vocabulary and grammatical structures, found in several local micro-codes. For this reason, it takes priority to introduce the teaching of one urban variety, since the content learned will be useful to learn a different urban dialect as well. This urban Arabic is merely a kind of spoken standard, as prestigious as the written standard, but occurring during interaction. Speakers that live in the capital city, but see in it a cultural and political reference, adopt this spoken standard during informal communication. (cfr. Ibrahim Badawi, Wahba). For the aforementioned urban varieties, valid even beyond the walls of the city, Holes introduces the definition of ‘national non-standard standard’ (Holes 2004) as an effective label that desecrates formal Arabic and raises the status of colloquial Arabic.

2.10 - New writing practices: the dialect in Arabic script

To conclude, the overview of the various issues related to SA is presented here in a recent debate: the use of Latin and non-Arabic characters to transfer spoken dialects in writing. This practice has imposed itself and spread mainly by two factors: the boom of information conveyed by blogs and social networks, and the growing presence of private media.

The phenomenon itself is not new. In literature and poetry, since the 11th century, spoken dialects entered written works. However, today the phenomenon deserves our attention, for the scope and the number of ‘authors’ and ‘messages’ it conveys.

It is inevitable to remember that the wide range of use, the frequency, and ease of utilization are winning factors for the emergence of both a variety and a linguistic habit. If SA has the power to impose itself even in writing, this means that the perception of its usefulness is absolutely high and it plays a relevant linguistic role. There are no detailed guidelines about the orthographic rules of this new practice, so we may find

noun alterations, errors in transcription, and remarkable ambiguities. There are many instructional tools for the teaching of the dialect, written in Arabic characters. Unfortunately, most of those are available only at the language institutes headquarters, as unpublished handouts for the internal teaching of dialects.

Below is a sample of discussion on writing dialects in Arabic characters, particularly for what concerns Morocco and Egypt.

2.10.1- Morocco

The case of Morocco is investigated because of the recent attention dedicated to the relationship between ‘official language and other languages’. Taking the events of Arab springs as input (or excuse?), the king gave a significant speech on March 9, 2011. He made explicit reference to the different identities of Morocco, expressing his will to valorize them. This must be read as a smart political move, more than anything else. His majesty wanted to pose the matter as a pure identity issue, minimizing any political and economic demand. At the same time, the king demonstrated his openness to diversity in general, though without detailing if referring to admission of the diversity or its real recognition. This ambiguity has not vanished even when the draft for a new Constitution was presented in July 2011³¹. However, it is appreciable that it takes into account other linguistic realities of Morocco, in addition to standard Arabic. Article five is important in this regard, because it defines both Arabic (*al-ʿarabiyya*) and the *am ā zīgiyya luga rasmiyya*, official language; undertakes the preservation of (*ṣiyāna*), the spoken *ḥassāniyya*; and vaguely guarantees protection (*ḥimāya*) to dialects (*lahğāt*).

³¹ Cfr. The Constitution published in the Official Gazette of July 30, 2011

الفصل 5

تظل العربية اللغة الرسمية للدولة.

وتعمل الدولة على حمايتها وتطويرها، وتنمية استعمالها.

تعد الأمازيغية أيضا لغة رسمية للدولة، باعتبارها
رصيدا مشتركا لجميع المغاربة بدون استثناء.

يحدد قانون تنظيمي مراحل تفعيل الطابع الرسمي
للأمازيغية، وكيفية إدماجها في مجال التعليم، وفي مجالات
الحياة العامة ذات الأولوية، وذلك لكي تتمكن من القيام
مستقبلا بوظيفتها، بصفتها لغة رسمية.

تعمل الدولة على صيانة الحسانية، باعتبارها جزءا
لا يتجزأ من الهوية الثقافية المغربية الموحدة، وعلى حماية
اللهجات والتعبيرات الثقافية المستعملة في المغرب، وتسهر
على انسجام السياسة اللغوية والثقافية الوطنية، وعلى
تعلم وإتقان اللغات الأجنبية الأكثر تداولاً في العالم ؛
باعتبارها وسائل للتواصل، والانخراط والتفاعل مع مجتمع
المعرفة، والانفتاح على مختلف الثقافات، وعلى حضارة
العصر.

Of course, the demands of the Arab Spring concerned politics, rather than linguistics. The King and his apparatus, however, preferred to show openness towards the linguistic and cultural diversities, and in this, trying to win the consent of the people living in peripheral areas, subject to poor control and always perceived from central power as a threat to the territorial integrity.

Apart from the usual maneuvers of the rulers and their ‘know how’ in shuffling cards, Moroccan intellectuals and the Youngs debate over the dignity of *dāriġa* (the Moroccan dialect) and its writing in Arabic characters. Abderrahim Youssi (‘Abd al-Rahim Yusi)³²

³² Moroccan linguist and retired English teacher. His remarks refer to Moroccan spoken Arabic, Dariga. Cfr. Abderrahim Youssi, “The Moroccan Triglossia: Facts and Implications,” *International Journal of the Sociology of Language* , 112 (1995): 29-48.

invites the promotion of the creation of a standard form for the writing of Moroccan Arabic that would “help to facilitate access to the world of reading by a greater number of people, in the hope of lengthening the bridge between the two shores of Arabic”. A similar opinion is shared by Murad Alami translator and teacher of German, who defines the *dāriġa* “*al- luġa maġribiyya*” (language of the Maghreb), able to express any meaning, even in writing. It elevates the role of the *dāriġa* to a national language, calling it the “language of the future, clarity, youth and freedom.”³³ Alami also added “We cannot make it without being frank with ourselves and the next generations. The languages of the future are Moroccan (*maġribiyya*) and Amazigh (*amāzīġiyya*). In so doing only we will be able to stop the deterioration of our schools, and we could take advantage of all our energies and our talents for the purpose of modernization and innovation and intellectual production. Thus, Morocco will join the club of industrialized and advanced nations.”³⁴

The statements of these authors maybe too enthusiastic. They are worth mentioning because they transmit a common growing feeling, which defines a deep rift between the unifying language of standard Arabic and the language fully and easily intelligible by the majority of citizens – the dialect.

2.10.2 Egypt

Due to the presence of several media production centers in Egypt, spoken Arabic here has always experienced a wide distribution. This has been reinforced by new IT and media, which offer countless spaces for informal communication. Research conducted by Shalaan et al. (2012) investigated the writing of the Egyptian dialect in Arabic characters, trying to identify the issues related to ‘characters and their alteration’ (*tahṛīf*). The latter concerns³⁵

distortion of verbs

بَلَيْتُهُ مِنْ بَلَيْتِهِ – ضَرَبْتِيهِ مِنْ ضَرَبْتِيهِ - حَاكْتَبَ مِنْ سَاكْتٍ مَا تَأْعَدُ مِنْ أَمَا تَقْعَدُ

³³ See “The Manifesto” by Alami (The Alami Manifesto, Alami 2011)

³⁴ See *ibidem*

³⁵ Here are the main variations that the research of Shalaan has inventoried. The Arabic dialect word is followed by: ‘min’ and the MSA term, in the place of which dialect is systematically adopted.

vocabulary distortion

خايف من خائف - الخير من الخير
جَمهر من جُمهور - مين من مَن - فين من أين.

distortion of pronouns

هُو من هو - احنا من نحن

distortion in word structure

اتأوب من تتأوب \ التأوى من أوى \ بغبغان من ببغاء
تلات شهور من ثلاثة شهور

displacement and substitution of characters

تعبان من ثعبان - توم من ثوم - سقب من ثقب

The researchers aimed to organize in a database the most recurring correspondences between formal and informal writing, for creating an automatic decryption system. In addition to the main ones already mentioned, it is also interesting to note other Egyptian systematic alterations:

- replacement of the standard *fatha* with *kasra*, eg. ‘*id*’ for ‘*iad*’;
- alteration in the writing of pronouns, eg. ‘*iḥna*’ for ‘*naḥnu*’;
- replacement *al/am* of classic Arabic with *im*, eg. *al-bāriḥa* > *imbāreḥ*;
- full replacement of certain letters with other, eg. *sulḥafā*’ > *zuḥlafa*;

distorting the structure of words. The eighth form, template *ifta‘ala*, places *-ta-* before *-fa-*, eg. : *ibtal* > *itbal*, *irtama* > *itrama*, *iftadah* > *itfadah*

Investigations like the one shown here are useful for decoding and studying the mechanisms of writing a dialect. Learning them is the key for reading any text, including informal and private ones that sometimes contain safety-related info as well.

CHAPTER 3 – MAIN CRITERIA AND NEEDS FOR TEACHING ARABIC

3.1- Becoming capable of communication: the importance of the sequencing

One becomes able to communicate maximizing practice and interaction, in Arabic as in any other language. The main stumbling block teachers can encounter is the reluctance of learners to freely participate in talking. However, it is comprehensible that they remain silent, not knowing how to start a conversation. The teacher's role is to promote mechanisms that facilitate students in taking the floor, so that practice and production can be gradually automated. For example, it has been proven that learning entire segments, useful to the conversation, are much more functional than single words without examples of use.

Blocks or pre-packaged segments ready for use or for decoding, the so-called *chunks* stored in memory, have been of great help for beginners. It is essential to have them already practiced in the classroom and have given various examples of use. Later, with the improvement of autonomy in interaction, the same blocks may be disassembled and the single components recombined and reused in different sequences. The initial formal education should help to delineate precise and recurrent protocols of conversation, which use a relevant vocabulary and precise interaction strategies. Those are of help to students, and they can easily recognize in real life the same topics addressed by the protocols. This procedure aims to equip students at an early stage with an *organizational criterio*, in order to start a way forward to communication as soon as possible. If adequate training is provided, it will allow students to gain sufficient confidence to encourage practice and develop greater autonomy.

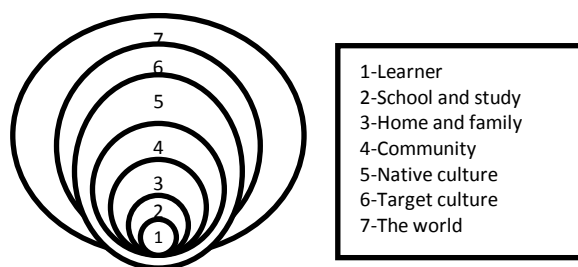
Defining these protocols is also useful to set “minimum performance standards” (cf. Alosch1997: 137), which represent the ultimate goal, to keep well in mind when teachers choose how to initiate students to the Arabic language.

The wording adopted by Alosch contains the meaning of minimum procedural and essential skills in practice, minimum sensitivity development for using the studied language in real communication situations, and minimum level of performance, intended as “know how.” This “minimum” will be reached through precise planning, setting in advance a specific sequence to cover all the required aspects for skill development. The second section of this project details content of phonology, morphology, and syntax.

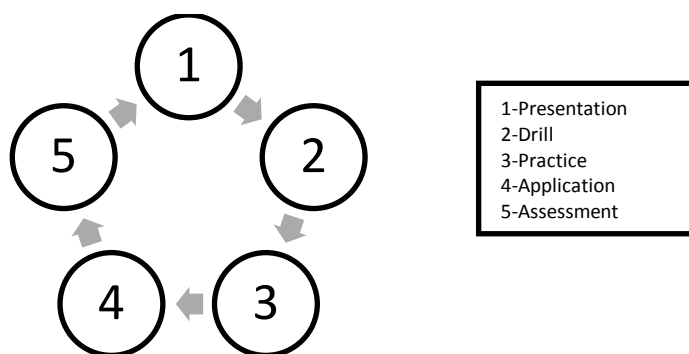
The foundation for the mentioned organizing principle is knowledge of vocabulary (nouns, adjectives, verbs) that play a primary role in the construction and understanding of meaning. Lexicon, even without much grammar, makes possible the codification and decodification of single chunks. This vocabulary, useful for speaking, must be selected from colloquial Arabic. The teacher has to choose and present and practice it in the classroom, meeting the following requirements:

- frequency of words, but also of structures;
- availability and coverage, high and generic;
- statistical occurrence, preferably measured as a percentage;
- appropriateness, considering different functions for different levels of competence;
- priority for most used items;
- compliance with the communicative targets.

It is then crucial to contextualize these materials and content, presenting them in an appropriate manner for encouraging practice and production. The specific sequence for instruction, as mentioned some lines above, involves on the one hand, the communicative competence, which means how to use language, starting from domains close to the speaker, informal as the variety of language that this requires, up to gradually more formal and abstract domains, as schematically shown in the figure below (Alosh 1997: 261 “Hierarchy of Topics”):



On the other hand, the method for organizing classes means a series of procedures, designed to enhance students' abilities and the mastery of content, as shown in the following figure (Alosh 1997: 268 “The Structure of an Instructional Cycle”):



Both figures are circular: in fact every single step is linked to the others and the whole learning and teaching process should be seen as a cycle, repeatable and unfinished because there is not a terminal step of instruction. In summary, then, the sequence of an instructional cycle should include three phases:

1. introductory phase: sounds and vocabulary
2. building phase: grammar combined with practice and real life situations
3. application phase: free communication, as in real life.

3.2 From sound perception to decoding: how does the processing of language work?

Before planning an instructional intervention for developing pragmatic competence, with priority assigned to listening, understanding, and communication in general, it is crucial to give a definition for ‘language’.

‘Language’ is both relational and logical; it refers to a communicative *practice*, not to a theory. This practice is inter-individual and personal at the same time. Language is linked with practical use: immediately when we speak, we speak in a dream, we read an informational or liturgical text, or we joke and play with words. Language use can also be delayed, if we leave a message on someone’s voice mail. Moreover, we use language as a tool for both talking and listening.

Speakers use language in different ways and for different functions because it can cover multiple functions. Language consists of linguistic, cognitive factors, and movement (physical articulation of sounds) that co-occur together.

This thesis mainly addresses language as an individual behavior, and not intended as a cultural and historical heritage. The focus, therefore, is on the daily, more accessible language, such as colloquial Arabic, and not on the abstract one as literary

Arabic. Consequently, the focus of investigation are situations of interaction, where the individual succeeds in socialization through listening, understanding, and communication in general.

All the above implies a context and some input, but *which ones catch our attention?* Linguistic research shows that we are able to hierarchize input received from the environment, in particular we can do this if similar input has already been processed in our past experiences. In any case, we make individual decisions, choosing whether to pay more or less attention to certain episodes or to others.

The input processing itself can occur according to two classical models: the serial (Fodor) or the parallel (Selfridge). According to the first, the processing takes place per stages, each stage corresponding to an operative processing module, precisely. The procedure stops and starts until it reaches completion. The second model takes place in parallel, as it is a multi-channel one. Processing follows many paths at the same time, and goes through with the most productive, abandoning the unresponsive ones. This processing progresses per focal nodes and marking systems. It never moves back over the last successful threshold achieved, so that the strength of connection increases for each new focal node conquered. The nodes themselves are home to the processing activities, little by little more advanced.

Furthermore, processing can have a visual or aural nature. The first is facilitated by the fact that we can go over and repeat the input, if we are watching a video for example. The second one is more complex per se; it requires faster processing timings and is more subject to ambiguity or error.

The functions of the language for processing input resemble, in complexity and structure, the various activities carried out by the cell. We can identify multiple levels and phases of analysis³⁶ for language processing, and they all differ on the cognitive level: prelexical (collection of signals), lexical (word identification), and postlexical level (semantics).

³⁶ For a deeper explanation see: Igoa 2009; Sacrestán Hernández, Gallardo Paúls 2010; Dahan, Magnuson (2006); Cortese and Balota 2012

There is an initial step when *access to information takes place*: now I perceive a signal, and I have to determine if it is a word or not, still without recognizing its meaning. This phase is then automatic, prelexical, and the time devoted to it should not exceed 80 milliseconds. *Priming* then follows, also called facilitation process; it begins between the first two stages and finishes in the lexical one: I make a decision and associate the sound to a precise lexical entry, exploiting semantic or associative connections or both. Since this phase is carried out in a very short time, it should be considered an associative process, which later becomes semantic. In fact, it becomes semantics-related after I have sorted out any doubt or uncertainties by integrating the original stimulus with my past experiences or splitting the stimulus itself in several mini-clues (*grating*). The real recognition of meaning is the final stage, which I achieve thanks to *shadowing* or projection, that is, I associate the word with a meaning, with no risk of error; ambiguity has already been solved, as a prerequisite for obtaining the final step.

In detail, the initial phase of “acoustic contact” takes place by means of the syllable, preferably tonic or “syllable of content”: understanding the first syllable helps to decipher the word. This is explained by the rule of “word supremacy”; it is easier to define what a word is instead of defining what it is not. Moreover, there is a “word recognition point” that helps us in comprehension; a word cannot be anything but that. The speed of this decryption operation, starting from a syllable, is determined by the frequency and previous exposure to a similar input, which facilitates access to information on the aural level. After this step, I move to the lexical level, to choose the exact target word, though without its meaning for now. Both the intermediate lexical phase and the final post lexical phase include access to our wider memory archive, which makes possible combinatory operations in order to disambiguate and recognize words. In details, the lexical phase is in charge of ambiguity resolution and the post lexical phase of associating a sound with its meaning.

3.3 - Listening and understanding: a game action in defense

A key role in communication is played by ‘listening & understanding’. Production is not enough; we need comprehension more than anything, in order to interact.

Listening and understanding is a game action in defense, so to speak, since we do not only have an active role, but a receptive one. A speaker chooses what to use in terms

of nouns, adjectives, and verbs, and he usually uses the ones he knows better. Instead, a listener is exposed to the unpredictable; his/her interlocutor could use only words and structures that s/he does not know or cannot yet decipher.

There are two types of understanding: passive for a general announcement, and active, where the sender addresses us. The first case only requires a specific focus, for a certain period of time, and to understand the instructions; the second case is more complex because it implies the ability to reply.

Listeners decrypt information not just based on what they understand at the time of interaction, but also benefiting from past experiences and prior knowledge. In this regard, the teacher can give a decisive help, providing patterns of examples and references for content, both on the grammatical level and with situation-related vocabulary. Thus, facing a listening and comprehension task, students will be able to reactivate the learned patterns and their competence will benefit from what they already learned. This allows them to gain extra time for focusing on the current context. Lexicon plays a very important role during listening, since several studies have shown that we focus much more on individual words than on their mutual ties, for decoding a message (Van Pattern 2007: 118-119). Therefore, in the classroom, it is crucial to practice and master basic vocabulary for different situations, or recurring segments of information in use; the habit to imagine the meaning of what is still unknown. It is undeniable, however, that listening and understanding pose particular difficulties, especially in Arabic, including:

- the lack of marking boundaries between words;
- the speed of utterances and the consequent reduction in the available time for processing single words, with demand for more intense concentration in a short time;
- the level of language that the interlocutor is free to choose, (dialect or standard);
- the greater or lesser complexity and completeness of the sentence structure, which can hinder our understanding;
- the surrounding environment: noisy or quiet, which may interfere with our listening skills.

The most effective remedy for not falling into difficulty is training. The teacher must train listening and comprehension as a regular activity, no longer a source of anxiety. Therefore, it will be worth it to dedicate a special space for listening exercises, preferably organized in three phases, as recommended by Ryding (Ryding in Wahba 2006 : 160):

1. pre-listening: a phase of orientation to what we are going to listen to, for framing general ideas about the *schema* of probable activation;
2. listening: after giving exact instructions on the purpose of listening, ask to understand the general meaning and a couple of particular details, to facilitate the writing of notes and minutes; allow to reiterate listening several times;
3. post-listening: discuss and check comprehension, analyze problems, survey the degree and type of perceived difficulty, clarify solutions, and listen again for further verification.

A specific and repeated *ritual* helps familiarization with the task of understanding and reduces anxiety, which frequently accompanies it. Training leads us to the acquisition of skills, as shown by several studies, and most recently by Elkhafaifi (Elkhafaifi 2005). He proved that it is not because of anxiety that we have poor ability, yet the opposite. In particular for Arabic, phonology and diglossia are both factors that generate anxiety. Audio tracks with comprehensible input should be presented first, sometimes more simple than expected. Students, then, can experience small successes, gain more confidence, and become more “risk loving” in listening and less concerned with the embarrassment of understanding or not understanding. In addition, as recommended by the European Framework and other international monitoring agencies for language skills, a separate assessment should be scheduled for the skills of listening and comprehension, with specific exercises, tests, distinct evaluations, and grading systems.

3.4-The need for a “procedural grammar”

Even grammar, as stated in paragraph 3.1, deserves a place in the teaching process. However, it is important to clearly define what is meant here by ‘grammar’. I propose to see it as *a set of rules that hold all the possible ways in which words can*

be combined together in order to produce meanings.³⁷ These meanings concretely manifest with the production of speech. If levels of competence and expressive complexity increase, grammar plays a greater role. Consequently, grammatical accuracy can be mastered with time, when students learn to express more complex meanings. However, explaining grammar content in the class does not guarantee that learners master it, as that is made possible only by use. The teacher's greatest fear remains, however, that if the grammar is not explained directly, students will never learn it. Allen writes about this point (Allen in Rouchdy 1992: 249):

“Indeed, since it is the learner who comes to the realization that the elements of grammar are required for certain functions, grammar, traditionally the least popular aspect of language learning, is placed into its appropriate role within the acquisitional process and is seen as a means whereby learners can improve their ability to communicate and receive information.”

Therefore, a path is really conceivable, in which the prescriptive grammar, as a list of rules, steps into the background, giving way instead to the use and acquisition of rules intuitively. Later, when facing more complex interaction needs, grammar can be valorized, and students will appreciate a grammatical refining for their speech, for better self-management of their communication. From this stage onward, grammar will be perceived as necessary to succeed in the more complex context; thus, studying it will not represent a burden at all, but it will be accepted as a necessary integration for strengthening the pragmatic competence.

The most useful grammar suggested here for planning is a procedural grammar, which is constantly contextualized. In this version, grammar is an immediate and accessible resource for communication. Presenting grammar as a set of *procedures in use* facilitates access to it by beginners and helps memorization of rules, always linked to a context. This reduces the workload for the memory and minimizes the occurrence of errors, by keeping in mind correct examples.

³⁷ A part my personal attempt to define grammar, an exhaustive portrait is offered by Ryding (Ryding 2013: 207-217)

The above description is the contrary to what has been done so far, that is, considering grammar as a set of prescriptive rules for *what* you should do, rather than *how*. Instead, learners become aware of rules with use, observing and remembering mechanisms about “how” language works, then gradually automating them through trial and repetition, memorization, and practice, increasing the number of input decrypted and categorized as previous experiences. For such an approach, urgent priorities are the grammar rules of agreement (noun and adjective-subject-verb), the negative markers, the verbal inflectional morphology, and main irregular plurals, essential to enumerate and describe.

3.5 - How to resolve the conflict between the different approaches to the teaching of standard and dialect

In summary, there are different approaches to teaching Arabic, based on:

- classical Arabic, exclusively;
- MSA exclusively, i.e. without inflection,
- colloquial Arabic, the local dialect only
- Middle Arabic
- simultaneous introduction of the standard and a precise local dialect for special needs, but the two varieties are addressed by separated lessons or class times, in the face of a high amount of daily hours
- integration of MSA and one regional dialect (eg. the Levantine) within each single lesson.

The importance of the growing reflection on diglossia (sometimes polyglossia) has helped to rule out the idea that we should only teach *fusha* or only dialect. Rather, there is agreement on the need to think in terms of cycle of instruction, whatever its duration, so setting priorities in content; even assuming that we must teach two different varieties of Arabic, which one is first and which one comes later?

This is useful to eliminate ambiguities, and consequently avoiding a solution like teaching Middle Arabic. It is a register decontextualized from any geographical reference; to date, it appears as a level of language too ambiguous and hybrid, vague and not very defined, although it can exist in certain contexts. At this point, only the last two proposals on the list for teaching approaches remain valid.

Among these two, it may be more useful to choose the integrated approach, and within this, to estimate the time available for completing the course, setting clear priorities. A course project with an equal and simultaneous introduction of standard and dialect is feasible in the face of a large number of instruction hours and requiring an extended daily concentration of learners. In this situation, it will be adoptable.

Nevertheless, since university teaching never extends beyond the threshold of ten hours per week, between the professor and the lecturer, I personally prefer the integrated approach, provided that:

- 1 – we address early literacy with SA, by default the Levantine or Cairo variety; other registers are justified by specific needs, in specific contexts, or in case the teachers available are skilled with particular dialects;
- 2 – at the beginning, MSA is presented and practiced during short listenings and readings of simple text, to be discussed in SA;
- 3 – one adopts the regional variety as a base, and little by little during the studies' progression, the percentage of standard increases;
- 4 – the rigorous study of cases, vocalization, government and agreement, is left to those who specialize in Arabic, or to those who elect Arabic as a major and primary foreign language.

A closer look reveals that it is the opposite of what has been done to date, where a reverse order was followed, from 4 to 1. The ability to speak was the final result and grammar the starting point. This path has shown to be inappropriate because colloquial Arabic learned at the end of the cycle did not have enough 'testing time'; instead, grammar was forgotten during the course and studied in blocks just to pass exams, not by a desire to deepen knowledge or for the increasing complexity of the communication needs.

This thesis's proposal outlines an *integrated approach, per stages*. To begin implementing this approach in a class of absolute beginners, instruction can follow these steps:

- introduction to the alphabet and chunks for conversation (30 hours)³⁸: there is not a period of time exclusively dedicated to the alphabet, letter per letter. The characters are learned together with vocabulary, which is practiced in conversation drills. During this introductory step, writing takes place as a group exercise and for isolated lexicon. The study of the alphabet and the initial step (below) partly overlap.
- initial (60 hours): starting early literacy with SA.
Topics addressed: the alphabet and the oral practice of critical phonemes; enhancement of competence in phonetics with listening activities aimed at developing discrimination sensitivity. Training in the recognition of single phonemes, isolated vocabulary, brief conversation strings. Minimizing the exposure to MSA, in favor of a first pragmatic interaction in informal Arabic, centered on listening, comprehension, and conversation. Using transcription in Latin characters for the first 20 hours or two weeks; writing in Arabic characters can be trained as a cool-down activity at the end of every lesson; transition to writing only with Arab characters after the first 30 hours of this module, training to speak out different pronunciations for the same written character or text.
- medial (120 hours): with enhancement of SA, to listen and understand speeches at a faster pace, alongside a gradual increase in the percentage of MSA to achieve good reading and writing skills;
- terminal (120 hours): dedicated only to those who have Arabic as a first language and/or with non-discontinuous previous study for at least 150 hours. It is targeted to achieve complete grammatical competence; therefore, not only pragmatic skills, but also academic knowledge of the so-called standard Arabic. Such skills (and not those of the earlier stages) can be elicited with readings and translation of literature, both ancient and modern.

³⁸ I had the chance to ask prof. Woidich about the best time for introducing writing in Arabic characters only. In reference with his work *Kullu Tamam* where Cairo Arabic is trained with Latin characters, he suggested me to make use of transcription for the first 30 or 40 hours of instruction.

CHAPTER 4 - SELECTION OF SIGNIFICANT ELEMENTS AND STRATEGIES ON THE FUNCTIONAL LEVEL

4.1- Introduction: the concepts of 'markedness' and 'saliency'

Research clearly shows that, in the transition from formal to informal Arabic, changes appear repeatedly and constantly on the phonological, morphological, and syntactic level, as well as in grammar. Effectively, some elements and structures are pragmatically more relevant than others, for what concerns effectiveness and communication. These structures play the role of *indicators of linguistic functions* and are more eloquent than others; therefore, they deserve the definition of *markers*. Speakers use markers in a conscious manner and intentionally³⁹ because they associate them with specific functions, more powerful and quite different from any possible alternative. Paired with the concept of markedness, we should introduce the concept of *relevance or saliency*: the most important and the most salient indicators detain it.

The above-mentioned relevance describes phonological, morphological, and syntactic or lexical aspects. It is connected with the practice of spoken languages, the content to be conveyed, and the setting. In the following paragraphs are a few observations already mentioned in this research. The choice of a precise element, or its variant, responds to different functional styles: transmitting information to the general public or personally interacting with others, as a main distinction.

The individual behavior of each speaker, in performing a speech act, is based on the needs of the specific situation and must be analyzed with various descriptors, including: $\pm$ spontaneity / $\pm$ formalities / $\pm$ conventionality. There are different degrees of spontaneity, formality, conventionality, and their mutual combination. These differences in the used language place speech closer or farther to dialect. Changes to this initial placement can constantly occur, directed both toward the standard or the spoken. In addition, SA may contain different percentages of standard and dialectal elements, to be analyzed sentence by sentence, resulting in a different degree of cohesion for the general structure of speech. Of course, changes may proceed from formal to informal and vice versa; furthermore, different language levels coexist

³⁹ The awareness from those who use the mentioned structures, makes the difference between indicator and marker.

together in a single utterance. This is the case of the example presented by Mejdell (Mejdell, 2006: 66), with the simultaneous presence of two different phonetic realizations for the same letter *qāf*:

‘aret il qašida I read the poem.

The presence (or absence) of specific elements and structures mark different language levels, selected on purpose and used to package the information to be transmitted. Identifying marked and relevant structures, typical of spoken Arabic only, allows us to draw up a dialect grammar.

4.2 Explanations concerning the greater significance of some features compared to others

Some indicators are perceived more important than others, if we take into account the awareness and sensitivity of the users. In any case, every speaker is able to produce as many changes to his speech to the extent of his awareness. It is generally perceived as ‘relevant’ for an element that shows the most contrast between ‘how to write it’ and ‘how to pronounce it’ (eg. the relative pronouns); the same for a sound pronounced in a very different way between standard and colloquial (eg. the pronunciation of *qāf*, as cited above). Speakers usually emphasize, or mark, significant elements and structures, adding morphemes⁴⁰, as below (‘the man’s car’, Beirut variety):

sayyārat ar-rağul vs. es-siyyāra tab‘īt er-ražul

SA adds something extra (*tab‘īt*) compared to MSA. The same goes for verbal conjugation in dialect (eg. in the Levant or Cairo), which prefixes *b-* to the present tense. Thus, an explicit marker differentiates between subjunctive (without *b-*) and indicative (with *b-*):

adrusu vs. b-ə-dros

⁴⁰ Mostly by adding rather than removing. Removing or replacing elements, for example. final vocalization of the verb in various modalities, is not considered sufficient in itself to demarcate the shift from one variety to another. For example, the absence of final vocalization for verbs is a regular phenomenon in the MSA.

The added elements, defined as ‘focal points’ by Eid (‘focal points’, Eid 1982: 66), are actually used to mark specific structures typical of SA. They are investigated in this research, which from now on wants to identify, analyze, and follow them within the different dialect registers.

4.3 Identifying and using the best expressive strategies: an innate ability?

We can state, with a good margin of certainty, that every speaker possesses a sort of ‘markedness assessment device,’⁴¹ which enables him to make choices based on cost-benefit analysis when speaking. Human beings always try to minimize efforts, for example with a low number of words used, and maximizing the effectiveness of communication, in order to convey a precise meaning. This strategy represents the best choice. The point now is to motivate why certain constituents – constructs or elements – have the power to mark an utterance, while others do not have this property. The answer is that constituents are subject to a reciprocal hierarchical order. There are different features, morphemes, or matrix-like as Bassiouney calls them, which can be classified as follows⁴²:

- System matrices, such as pronouns, time markers, negative markers, prepositions, active or passive verb vocalization;
- Complementizers or complementary matrices, such as verbs, nouns, adjectives, various complements

The system matrices are relevant for framing the syntax and grammar of communication. It has emerged from empirical research that standard Arabic affects complementizers, while colloquial Arabic affects system matrices. It is yet another piece of evidence that for native Arab speakers, the mother tongue is really the informal register. Bassiouney notes that in mixed styles, where standard is mixed together with dialect, we usually find “informal negation + a standard verb”, but not

⁴¹ ‘marked’ is used here as opposed to ‘ambiguous’, so referring to the effectiveness of a communication shift. Marking means creating relationships that did not exist before, as noted by Woolard (Woolard in Duranti 2004: 88).

⁴² Bassiouney 2009: 53-62. Further reference on the matrices model in Myres-Scotton 2004

the reverse. In fact, dialect governs negations, which are system matrix as already said. For example (Bassiouney 2009: 44)⁴³:

Negative markers:

(23) il-ʔi:ma:n miš ka:fi:

det-belief neg enough

‘Belief by itself is not enough.’

System morphemes:

il definite article ECA

miš negative marker ECA

Content morphemes:

il-ʔi:ma:n noun (‘belief’) MSA

ka:fi: adjective (‘enough’) MSA

The explanation of the matrix system recalls the classical theory of “government and agreement”, *ʿamal wa muṭābaqa*, but it is different. Both provide an explanation to the word order in Arabic and justify to greater extent, for example, starting from the usual order VSO, V and S can interchange; V and O cannot because the verb assigns the accusative case and governs the complement. Likewise, the components of a prepositional structure have a fixed order because the preposition governs the noun, which is inflected to the requested case.

In summary, both the standard and dialect are governed by hierarchical mechanisms, internally and mutually.

⁴³ Transcription is retained as from the author

4.4 Selection of morpho-syntactic elements and structures for an ‘interdialectal Arabic grammar’

After the decision to select the ‘focal points’, that is, the necessary elements and structures to build an interdialectal grammar, we need to explain ‘what and why’ we choose. We justify ‘what’ we choose in demonstrating that our preferences always falls on highly recurrent elements and with a greater contrastive value in the standard/spoken pairing. We illustrate ‘why’ a choice happens on the basis of conversational evidence; if native speakers are observed, it emerges that their speech is mainly influenced by dialect, their real mother tongue or source language.⁴⁴

Some informal cross-dialectal elements, relatively stable, can also be isolated listening to native speakers of different dialects. The mentioned elements are stable, because they are resistant to change, even under the daily pressure coming from a ‘different language’ like MSA, and it is important to select them because they cover the same expressive needs, albeit with alternative workarounds across different dialects.

The phonological field remains subject to several variations and at a quick rate. However, to isolate the recurring elements of a interdialectal grammar, it is necessary to analyze the morpho-syntactic aspects because they convey grammatical relationships. A few phonological elements are listed for now, as a deeper exploration will take place in the section dedicated to syllabi concrete drafting.

4.4.1-Phonemes subject to change between standard and spoken Arabic

The pedagogical need for analyzing the different pronunciation of certain phonemes is coupled, by contrast, with the stillness of the standard language. Over the centuries, the latter has too many understated pressures coming from the colloquial varieties. During the early stages of instruction, it is essential to focus with care on the phonemes that originate from different pronunciations, a selection of which is offered

⁴⁴ The definition of ‘source’ language as opposed to ‘target’ language applies to the original language of a native speaker exposed to two codes, for example the standard and colloquial Arabic. The source language always affects the speech. On this subject, see Van Coetsem 2000, and Guy, 1990.

below. Class practice must exercise the pronunciation of the dialect(s) studied, with examples of minimal pairs, presented in syllables and in words.

Apart from the list provided, in any case native Arabic pronunciation is subject to extreme variation and characterized by the speaker's style, according to his mother tongue dialect. Therefore, any schematic generalization has very little value, compared to real practice.

Vowels

There are six vowels, originally. We can classify them according to their front / center / rear position, and their long or short quantity. SA adds two timbers /e/, /o/, both long and short in quantity. These appear in particular consonantic contexts. For example, /e/ is the pronunciation for the final *fatha* of the feminine, when preceded by front consonants:

madrāse مدرسة, *qannīne* قنينة, *siġġāde* سجادة, *šarīke* شركة, *dirāse* دراسة.

ē, *ō* in dialect may correspond to *ay*, *aw*, in formal Arabic.

The pronunciation of the *alif* may tend towards vowel /e/, according to the phenomenon of palatalization called *imāla*.

Moreover, when some consonants such as *qāf*, *rāʾ*, *xāʾ*, *ġayn* and *ʿayn* undergo pharyngealization, the timbre of adjacent vowels also changes.

Consonants

The following consonants are useful to classify the different dialects.

The uvular *qāf* in sedentary dialects: as voiceless uvular / q /, voiceless laryngeal / ʔ / or velar voiceless stop / k /;

The uvular *qāf* in nomadic dialects: velar voiced stop / g /, or post-velar fricative voiced / ġ / or uvular plosive voiced / G /.

Interdentals *tāʾ* and *ḍal*: retained in nomadic dialects and merged into the respective occlusives / t /, / d / in sedentary dialect.

The emphatic *ḍaḍ* and *ḍā*: usually they converge into a single phoneme; *ḍā* for dialects that retain the interdental; *ḍaḍ* for those that abolish interdentals.

The affricate *ǧīm* in nomadic dialects:

affricate voiced / ǧ /

The affricate *ǧīm* in the sedentary dialects: palatal fricative voiced / ʒ /; among other possible realizations, there is the veil voiced stop / g /, typical of Cairo.

The case of Iraqi dialects

Without prejudice to other differences, usually we group the Iraqi-Mesopotamian dialects in the *qeltu* or *gilit* category, depending on the pronunciation of the Arabic verb *qultu*, *I said* قلت.

The *qeltu* pronunciation has a voiceless uvular / q / for *qāf* and adopts a -*tu* suffix for 1st person singular in the past, so highlighting sedentarian speakers.

The *gilit* pronunciation, has a veil voiced stop / g / for *qāf* and adopts the suffix -*t* for 1st person singular in the past, so highlighting nomadic speakers. In the city of Baghdad, both variants can coexist; the north generally has sedentarian characteristics, and the south nomadic.

4.4.2 Morpho-syntactic elements: generalities

The elements here analyzed and the related strategies are adopted by natives for precise communication needs, like packaging information styles and placing emphasis on specific speech segments. This research is not intended to fully describe the grammar of the dialects, nor is it a manual. The goal, rather, is to provide guidelines and content for teaching practice. Keeping this in mind, some suggestions are offered. In particular:

- choose specific structures and analyze them, that is, select ‘what to teach’;
- set an order and method for presenting topics in class, with regard to ‘how to teach’; for the previous points, provide an initial overview of recurring elements and strategies; then informal Arabic insights, considering the various dialects, to elaborate on the syllabi of dialects organized into teaching units.

This is an introductory paragraph to the next specific part, dedicated to the drafting of syllabi. Here, a first explanation is given, which provides a concise description of properties and functions related to: markers⁴⁵ of definiteness; number and agreement; suffix pronouns; question words; prepositions; complementizers; morphological templates (for adjectives and their grades, name of agent, place, instrument); markers of possession or genitive construction; relatives; demonstratives; negative markers; markers of time, aspect and modality; existential constructions; if clauses.

4.4.3-Morpho-syntactic elements: description

Markers of definiteness

Definiteness is generally assigned by the article. Although without an article, in any case it is defined as the first term of the annexation or an element that possesses a suffix pronoun. The distinction between the definite and indefinite articles and simple specification has to be explained in greater detail. The simple specification is expressed by annexation or suffixes; indefiniteness with the use of nunation. Formal Arabic teaches us that only ‘*al*’ has the power to attribute definiteness. SA uses precise methods to express indefiniteness. It thus introduces nuances of $\pm$ (in) definiteness that goes beyond the rigid opposition of MSA, but responds to specific needs and is more subtle. To this end, both the Eastern and Western dialects use *waḥed* /*aḥad* or *šī* / *išī* or *fadd*. They can clarify quantity and variety, or place emphasis on people and things. *Waḥed* itself indicates units, so we do not use the plural with it, and it requires to be followed by a definite noun; *šī* is also used with plurals and always without the article; *fadd* (Iraq) is used with the singular, for people.

Number and agreement

The dual

Every dialect prefers to avoid using the dual; in fact, it is always replaced by the plural. Each dialect has a periphrastic dual (made with ‘two’ of something *iṭnēn*, *žōž*),

⁴⁵ The term ‘markers’ is used here as a generic macro category and refers to various elements. This endorsement, for now, seems effective to emphasize the function: to attract the attention of the listener on a segment of information, in the most direct and less ambiguous way.

as an alternative to the suffix morpheme. The exception to the abolition of dual comes from time expressions, space or costs, money, and other quantities.⁴⁶ The dual also remains in adverbial expressions: *ahlēn*, *marḥabtēn*, *ṣaḥḥtēn*, *ba‘dēn*.⁴⁷

Masculine and feminine, singular and plural

The agreement is established according to human/not human. The plural of things requires the feminine singular. If these general rules are not applied, explanation is provided by the agreement neutralization, typical of informal Arabic. For example, between a noun and its adjective, the agreement is often neutralized in common words and expressions, as *qahwa* ‘*arabiyy* (*Arabic coffee*). The adjective undergoes neutralization when it marks nationality, affiliation, or membership, perhaps because this information is deemed not specific enough to deserve agreement. Regarding the agreement between the verb and its subject, instead, changes to the general rule occur, according to: the degree of characterization⁴⁸ of the subject; and the presence of a collective noun as subject or whether it tracks back to a collective noun. A plural subject highly characterized requires agreement in the plural; on the contrary, a collective has agreement in the feminine singular. The plural of human beings, compared to other, is always much more characterized.

Markers of possession or genitive constructions

Possession, specification, and relation between two terms are generally expressed with the synthetic annexation in formal Arabic. It has already been pointed out that the shift from standard to a dialect often occurs adding morphemes, where before there was nothing (cfr. 4.2 above). It is true that, even in this case, the various dialects add a morpheme, with masculine, feminine, or plural agreement⁴⁹: for example ‘*and*, *māl*, *tabā*’, *bitā*’, *dyāl*.

⁴⁶ For example: *yomēn*, two days; *sa ‘atēn* two hours; *kilometrēn* two kilometers; *dinārēn* two dinars.

⁴⁷ However, for these adverbs, it would be possible to read the dual -en as an *imala* phenomenon from an original suffix *alif* + *nun*; However, in *marḥabtēn*, this wouldn’t explain the pronunciation of *marbūta*.

⁴⁸ ‘characterized’ is used here as the opposite of ‘collective meaning’, for example for a noun.

⁴⁹ So, adding ‘t’ (ﺕ) for the feminine; ‘ū’ (ﺅ) for the plural.

We name those as markers because they have the function of focusing attention on specific information, such as possession or relation itself, the specification provided, and the description of material, number, time, and quantity.

Questions words

The interrogatives in use in colloquial Arabic are very different from those of the standard, especially for phonetics. They mostly derive from the merger of interrogatives + pronouns or prepositions + interrogatives. We always hear the ‘š’ sound (ش) too, that tracks back to ‘šay’ , *thing* شيء⁵⁰ . For this reason, they require to be inventoried and analyzed in detail, dialect by dialect in order to understand the original components. This matter is addressed in the section dedicated to syllabi drafting.

Suffixed pronouns

Standard Arabic also employs some simplifications in the use of suffixed pronouns, like the abolition of short vowels in pausal form. However, this remains tied to individual style or choice. Instead, as a rule, colloquial Arabic, implements certain changes; first of all, it does not use the dual suffixes, and it uses only the masculine plural suffixes.

Comparing standard and spoken Arabic, we notice morpho-phonetic changes, and the related strategies operate especially on the vowel level: lengthening or shortening, fall or introduction of epenthetic vowel. Some specific factors and contexts trigger these changes, for example reciprocal positions and types of consonants and syllables. It is critical to observe if suffixes come:

- after a consonant or after a vowel;
- after consonant clusters, with use of an epenthetic vowel;
- after final vowels, with lengthening in the vowel pronunciation;

⁵⁰ See for the Levant, *leš*, ‘why?’; for Morocco *kīfaš* , ‘how?’ This happens by different mechanisms in many languages, including Italian.

- to a syllable preceded by a long vowel, so causing its shortening in pronunciation;
- to a syllable containing a long vowel, so causing its shortening in pronunciation

After these general observations, more details are found in the the section dedicated to Syllabi

Demonstratives

A description for SA demonstratives must consider several facets. For example, its position before or after the noun (Egyptian) or the fact that both forms exist with marked gender (singular) and unique forms for male and female (plural). We find some stability factors, like the morpheme *hā*, which is present in all of the dialects, both in the proximity and the distance relative. Long (*haḏā*) or shortened forms (*ḏā*) exist. These last ones have suppressed the morpheme *ha* - in the proximity deictic (eg. Moroccan, Egyptian).

Negative markers

A first distinction is necessary between negative markers for verbs or nouns / adjectives. The former adopts the discontinuous morpheme *mā* + *š*; the latter *miš* / *māši*; or respectively *mā* and *mu* (eg. urban dialect of Syria). Dialects operate simplifications for the use of negative markers, without providing the same high number of adverbs as in formal Arabic. Categorical negative meaning is generally conveyed by *mā* for verbs and *la* for nouns or adjectives. Deviations from these general descriptions are possible; for example, we can find that a participle is preceded by both *miš* and *mā*. In the latter case, its verbal relevance is accentuated. Sometimes, the future negative marker is *miš* (eg. in Cairo), which proves the tendency to widely generalize the use of one single marker, the one adopted for nouns and adjectives.

In addition, the MSA negative copula *laysa* is replaced by dialects with *miš*. Alternatively, informal Arabic enters the personal subject pronouns in the middle between “*maš*” or adds suffixed pronouns after *man-* or *mal-*.

Relatives

Dialect reduces the numerous standard relative pronouns to *əlli*, invariable. The difficulty of this pronoun is not concerned with the form, but with use. The general rule is that the relative can only refer to a definite term, yet colloquial Arabic often uses *əlli* both with an indefinite antecedent and preceded by a verb. This occurs when the relative functions as conjunction, connector, or if it has adverbial valence.⁵¹ For example, if I said: “*ṭāra liyy əlli mā-šəft-ō-š*, I am upset because I didn’t see him.”

4.4.4 Recurring morphological templates

Morphological templates allow us to create and recognize vocabulary from the three-consonant root. Each dialect follows similar templates, for adjectives and participles, without too many differences compared to the standard skeleton. It should be noted that, for adjectives, short vowels fall in pronunciation. Short vowels in general typically undergo neutralization. For example:

I. adjectives

$C_1 a C_2 \bar{i} C_3 kab\bar{i}r > kb\bar{i}r$ كبير ‘big’ – the short ‘a’ without stress usually falls;

II. participles

$C_1 \bar{a} C_2 i C_3 \bar{t}alib > \bar{t}alab$ طالب ‘student’ – the short ‘i’ is usually neutralized;

III. participles of intensive form

$C_1 a C_2 C_2 \bar{a} C_3 na\check{g}\check{g}\bar{a}r > na\check{g}\check{g}\bar{a}r$ نجار ‘carpenter’, the same pronunciation remains between standard and dialect;

IV. participles of all the derived forms

$muC_1 a C_2 C_2 i C_3 mu^{\prime}allim > mu^{\prime}allam$ or $m^{\prime}allam$ (Moroccan⁵²) معلم ‘teacher, boss’, the vowel of the prefix can be dropped and/or other vowels undergo neutralization changing into ‘ə’;

⁵¹ In cases where *əlli*, ‘that’, is used to mean ‘when’, ‘since’ and similar meanings.

⁵² Here and from this point forward, examples of the Moroccan lexicon are taken from Aguadé, Benyahia 2005. To demonstrate the fall and neutralization of vowels, I choose the Moroccan as a

V. passive participle

ma C1 C2 ū C3 *maʿlūm* > *məʿlūm* (Moroccan) معلوم ‘known’, and the ‘*mu*’ prefix may lose or neutralize its vowel toward ‘ə’;

In addition, some of the templates listed above, such as adjectives or participles, are polyfunctional. In fact, they can express both of those grammatical functions, and others too. For example:

C₁ a C₂ ī C₃ is both a participle / name of agent and an adjective:
ṭabīb “doctor”, *ḡamīl* “beautiful”;

C₁ ā C₂ i C₃ its values are:

nominal, *kātib* “writer”;

adjectival, *bārid* “cold”;

verbal, *fāhim* “(The one) who understands”;

prepositional / adverbial, *xāriḡ* “outside”;

VI. name of place

ma C₁ C₂ a C₃ (ə) *maṭḥaf* > *mətḥəf* (Moroccan) “museum”, short vowels can be neutralized in ‘ə’;

VII. name of tools and instruments

mi C₁ C₂ ā C₃ *miftaḥ* > *məftāḥ* (Moroccan) ‘key’, the vowel of the prefix is neutralized in ‘ə’;

Ultimately, even in the dialect as in the standard, the morphological templates guide us in building vocabulary and make it easier to recognize word roots, eliminating what has been added and identifying the three original radical consonants.

borderline case because it offers many examples of neutralization and tolerates consonantal clusters more than other dialects.

4.4.5 Basis for verb conjugations

A common feature of different dialect registers is the conjugation of the verb, especially with regard to the structure of the verb stem, to which various prefixes and/or suffixes are added.

We distinguish between regular and irregular stems. The latter are divided into assimilated, hollow and defective ones; then we find geminates roots too. At the present tense (imperfective), when the verbal stem begins with two consonants, the prefix is followed by a vowel (neutral timbre): for example, “he writes”, *yāktob* or “you throw”, *tārmi*. Instead, when the prefix is followed by only one consonant, as in medial weak verbs, there is no need of the epenthetic vowel: eg. “he says”, *yqūl*. In front of these persons of the verb, we usually put *bi-*, a kind of marker of reality, to create our indicative present tense. The addition of an initial morpheme results in the restructuring of the syllable, with adjustments that will be exemplified inside the different Syllabi. The SA of Kuwait does not have this marker.

It is useful for now to offer a first categorization and isolate a *prototype of dialectal basic verb stem* for the conjugation of the past. The following chapters, dedicated to single registers, will provide deeper explanation.

Regular bases: C₁ C₂ V C₃ like to write, *ktab-*;

geminates bases: C₁ V C₂ C₃ like to replicate, *radd-*;

Irregular basis:

- assimilated: V₁ C₂ V C₃ like to arrive, *ūsəl -*;
- hollow: C₁ V₂ C₃ like to be, *kān -*;
- defective: C₁ C₂ V₃ like to walk, *mšā -*.

C₁, C₂, C₃ are the three radical consonants; V stands for vowel and in the transition from the past to the present and from dialect to dialect, the vowels are subject to changes of timbres and quantity; the V numbered are actually semi-vowels, radicals of the weak verbs. When they are assigned a number, it corresponds to that of the missing consonant radical. The conjugation of persons that require long suffixes causes retraction of the vowel, which moves one position back or falls, as in “they wrote, *katbū*”. An exception to this is made by geminated root verbs.

Hamzated verbs need a dialect-to-dialect based analysis. At the moment, just remember a few general observations about the *hamza* behavior. In summary (Durand 2009, *infra*):

- initial *hamza* is mostly retained in the Levant and falls in SA of the Maghreb;
- medial *hamza* is usually realized as a semi-vowel; thus, verbs look like medial weak verbs; final *hamza* preceded by a vowel falls and causes lengthening of the previous vowel; final *hamza* preceded by a consonant falls and causes a doubling of the previous consonant.

4.4.6 The verb to arrive/to come, *ʔaža* and its recurring idiomatic uses

The verb *aža* (or *ʔaža*) has to be conjugated as a medial weak verb, but with special attention to the orthography of *ʔhamza*. *Aža* recurs in all of the dialects, both in its basic meaning and idiomatic uses. It may mean:

- how (a dress) suits, *eg. kif ʔažet l- iyy?* “How does it suit me?”;
- how much (the mathematical operation), *eg. 5+1, kam btəži ?* “5+1, how much does it come?”;
- something is difficult to someone, *eg. ʔaža šaʕb liyy* “I found it hard”;
- where (a place) is, *eg. wēn ʔažet el-maḥaṭṭa?* “where is the station?”;
- to get a meaning, *eg. btəži w ma btəži ?* “did you get it or you didn’t you”⁵³

It is conjugated as follows:

	PAST (alternative)			PRESENT
	A	B	C	
I	<i>ažēt</i>	<i>ʔžīt</i>	<i>ižīt</i>	<i>bəžī</i>
II	<i>ažēt</i>	<i>ʔžīt</i>	<i>ižīt</i>	<i>btəžī</i>
II ^f	<i>ažēti</i>	<i>ʔžīti</i>	<i>ižīti</i>	<i>btəžī</i>
III	<i>ažā</i>	<i>ʔaža</i>	<i>ižā</i>	<i>byəžī</i>
III ^f	<i>ažāt</i>	<i>ʔažet</i>	<i>ižāt</i>	<i>btəžī</i>
I	<i>ažēna</i>	<i>ʔžīna</i>	<i>ižīna</i>	<i>mnəžī</i>
II	<i>ažētū</i>	<i>ʔžītū</i>	<i>ižītū</i>	<i>btəžū</i>
III	<i>ažū</i>	<i>ʔažu</i>	<i>ižū</i>	<i>byəžū</i>

The B variant is mainly found in Damascus. The A and C variants differ for the kind of prothetic vowel they use

⁵³ I heard this expression in Jordan, during a conversation between friends of Palestinian origin. However, I have no evidence that this has spread elsewhere.

4.4.7 Conditional sentences: particles and verbs

In SA and MSA, the kind of conditional sentence is described by the particle that introduces the apodosis; the verb is in the perfect tense. In its place, Levantine and Egyptian registers accept the imperfect without a preverb. The Moroccan⁵⁴ prefers the perfect both in the apodosis and the protasis; here, the imperative too is possible.

The main particles in use are:

- real protasis:

iza, in the Levant and Egypt;

ila, in Morocco and sometimes in the Gulf;

- contrary to reality protasis:

kūn, for Morocco;

law, or *lō* elsewhere.

The perfect tense verb is used to mark a greater degree of uncertainty, the imperfect for higher probability. In fact, when we can choose between perfect and imperfect, the latter is used for expected events or perceived as possible. *kān* may appear in the apodosis, real or unreal, to emphasize a higher degree of uncertainty; it also points to the discrepancy between the utterance stated and the speaker effective prediction. In this particular use, the conjugation of *kān* does not agree with the logical referent subject. Here, *kān* holds the function of particle and not a verbal one⁵⁵.

As already noted for the feature of definiteness (cfr. § 4.4.2.a above), even the conditional sentence may express lighter nuances, compared to a rigorous real/unreal binary opposition (as it was the case for definite / indefinite) .

⁵⁴ For the conditional sentences-reality, I asked my teacher of Moroccan Arabic in Rabat (2015) what it could mean using the *muḍāriʿ* in the apodosis. At first, she said that it **is an error**. Returning over her previous explanation, she later explained to me that with the *muḍāriʿ* would no longer be a hypothetical period. Simply, *ʿila* does not mean ‘if’ anymore, but ‘when’ (عندما بالفصحى). This suggests that in Morocco, using the *muḍāriʿ* after *ʿila* moves away or weakens the hypothetical nature of a sentence, at least in the intentions of the speaker. For further reference on the conditional Moroccan period, see Aguadé (Aguadé 1995: 149) and Durand (Durand 2004: 325).

⁵⁵ See. Brustad (2000: 260): “/ *kān* / as frozen hypothetical marker”

An additional consideration is related to the analysis of the verb, which in the hypothetical period is used with attention to different perspectives:

1. tense/time related, with little significance and conveyed by adverbs or determinators;
2. modality related, subject to subclassification in: punctual, stative and habitual. It gives rise to as many types of conditional sentences as the possible modalities.

The past (perfective) expresses extremely specific and unmodifiable actions, and as such, they are perceived unreal; the present (imperfective), instead, is used to express habits or medium term actions, so very likely to take place;

3. aspect related, with the imperfective verb that conveys a reality meaning; aspect related but with a perfect verb, that convey a contrary to reality meaning.

In summary, a protasis can start with *iza* or *law*. This first distinction between real and unreal is not strict, indeed remains subject to further negotiation. SA reveals to be very flexible. In fact, after *iza* (possibility) we could still find *kān*, which gives a touch of unreality. This could also be followed by the perfective verb, which in turn emphasizes unreality and remarks distance from the speaker expectations and punctual action. The previous observations are well summarized in an example provided by Brustad (Brustad, 2000: 260) for the Syrian Arabic:

iza kān laʔet wāḥed ʿat-tariʔ halli ʔal-lak sʔīni, xallī yəšrab

If you meet someone on the road who says to you “Give me water”, let him drink.

We find: the particle *iza*, indicating reality, followed by *kān* that introduces a higher shade of uncertainty; lack of agreement between the subject and *kān*, which works as a particle and not as verb; verb in the perfective, denoting low probability; punctual action ‘to meet’, *laʔet*, which by itself expresses a lower degree of probability. In brief, the conditional sentence with its various degrees, each time introduced by the appropriate particle, uses the verb as follows:

CONTRARY TO REALITY	PROBABILITY	REALITY
perfect, sometimes preceded by <i>kān</i>	perfect, with punctual action	imperfect or no verb, respectively for an habitual action or a verb describing status or condition (perfect in Moroccan)

These observations about the verb in the conditional sentence, with its various shades, introduce the analysis of verbs modality and the need to verify how it is expressed across dialects.

4.4.8 The modality of the verb

Modality defines the opinion and attitude of the speaker, his/her perception of a given action as a real, possible, desirable, necessary, and the like.

Modality is not only related to the verb but to the whole statement, of which it changes the meaning. In colloquial Arabic, modality is performed with mechanisms that insist on the verbal voice itself and without any regard to MSA rules. The various dialects may differ for the type of morphemes used in assigning modality. This depends on the different origins of these functional morphemes, having a verbal or lexical nature. However, they adopt the same methods in modifying the verb. Dialectal specificity remains, but it is reduced to minor issues that do not heavily interfere nor hinder the understanding of meanings.

The starting point for verbs analysis is represented by the imperfective, modified by the presence or absence of specific markers, which change the morphological appearance and impart different grammatical functions.

The typical marker is *bi-*⁵⁶, used to emphasize a real action, expected, intentional. Potential events, instead, are expressed by verbs without *bi-*, unmarked,

⁵⁶ *Bi-* is the typical marker for the Syrian dialect. Egyptian Arabic rather uses *b-*. Its possible origin is: if verbal, from *ʿabiyy* ابي 'I want'; if lexical, from the preposition *bi* ب.

mostly in subordinate clauses. This observation draws a close correspondence *between modal function and syntactic occurrence of certain verbal forms*: a syntactically subordinate clause usually contains a verb without any marker of modality. The same for primary propositions with nuances of probability, optative, hortatory, courtesy.

Bi- is found if the speaker wants to denote intention or expected events, otherwise the verb indicates a potential action. The presence or absence of this *bi-* shows the ‘speaker propensity for concreteness of fact’(Brustad, 2000: 241)

Based on that, almost always recurs *bi-*, especially with the so-called mental verbs (know, know, remember, like, etc.), which in fact imply speaker involvement, expectation, and opinion. This is particularly true for the first person singular of verbs: speaking in the first person, remarking intention, purpose, inclination. On the contrary, there is no modality marker together with indefinite pronouns and negatives forms because they already convey uncertainty to the statement of whoever speaks or describes.

4.4.9 Overlapping functions between modality and tense?

The marked imperfective is not the only way to assign modality.

For example, after indefinite pronouns and question words, which means followed by *mā*, the perfective is used in the place of our conditional. Then we find a perfective after pronouns such as:

kull mā, ‘everything, *man mā*, ‘anyone’; *šu mā*, ‘anything (Siria); *fēn mā*, ‘everywhere’ (Marocco); *mahmā*, ‘whatever.’ (Egitto).

The verb that follows is a past (perfective), without any marker. The past tense conveys here modality, which is the conditional. Seeking traces of the modality marker, we may conceive that it is disconnected from the verb and represented by morpheme *mā*, just added to pronouns.

Another overlapping emerges when observing the construction of the conditional sentence. You may sometimes find the marked imperfective in the apodosis, following *iza*. This is a typical case of overlapping; the function generally carried out by the indicative, past tense, is now played by a marked present tense. As usual, *bi* denotes the expectations of the speaker and underlines the possibility already introduced by the

hypothetical particle. The reason for choosing the *bi-* verb form lies in the expectation of the speaker and in the verb tense nuance, close to a future, contained in hypothesis like the one here below (Brustad, 2000: 250)

iza btəstannāni ši yōmēn

if you wait for me (you will wait) for a couple of days

Finally, the overlapping of functions, in some verbs (future and conditional), is probably due to the use of similar methods to build them. Usually *functions and methods* to create a verbal voice go hand in hand. Considering that both future tense and conditional modality are realized by the same method, adding a marker, it is then possible that their functions overlap, as in the example above.

SECTION B

SUGGESTIONS FROM PRACTICE AND RESEARCH

CHAPTER 5: Questionnaire on the field

5.1 Specifications

The whole period of my Ph.D duration would have been required to implement a comprehensive questionnaire, totally reliable and valid, both for the construct and the outcome. Rather than attempting to implement such a complex questionnaire, I have attempted to survey the needs and perceptions of students, who will be the final recipients of the Arabic lessons.

The sample consisted of 133 university students that attend Arabic courses in different European locations: Rome, Florence, Cádiz, and Leipzig. They have been asked to fill out an anonymous questionnaire, useful for this research. These 133 students agreed to fill it out and returned it to me. In every class, I introduced myself and briefly explained that my project is “aimed at defining content and methods for teaching Arabic,” but without explaining in detail my orientation. I aimed to motivate them, highlighting the relevance of their opinion and their experience of study for my work. Less than ten people refused to participate. It was encouraging that almost everyone was willing to fill out the questionnaire, and I deeply appreciated taking part of a ‘research momentum.’

Among the sampled students, age and social class⁵⁷, the classical sample indicators, do not constitute significant variables, nor does gender. The male sample scarcely reaches 10%, as historically typical at the Faculty of Languages. Furthermore, I verified that being male or female didn’t give rise to any significant difference in answers. Instead, it is interesting to observe in detail the responses of Arabic native speakers, opposite of those who are non-native. In any case, my work is not a demographic investigation. It is only concerned with the experiences, perceptions, and opinions of students, not with their status. In sum, students’ gender has been irrelevant to my research.

⁵⁷ Occupation, class, status was practically the same or extremely similar for all, that is “student”. The only exception is represented by “Arabic native speaker students”; in fact I consider their answers separately in the data analysis.

5.2 Why did I choose a questionnaire?

A questionnaire is a “method that makes use of an instrument or a printed form that is filled out by the surveyed people and aims at obtaining answers related to the object of study”⁵⁸.

A questionnaire as a research tool has some advantage: it is inexpensive; it can survey a large number of people simultaneously and in a short time; its results are easy to collect; it does not require specialized personnel to administer it (eg. computer technicians, programmers, etc.); it keeps anonymity; and it eliminates or diminishes the influence and role of the persons that have elaborated it, for example compared to a face to face interview.

Disadvantages are also present: it is not very flexible and sometimes provides little depth; it does not compel subjects to complete or return it; it offers few or no chances to provide clarification regarding doubts that may arise during its completion; it is difficult to obtain complete questionnaires, containing an answer for each question; and it works better with large samples.

Faced with the inherent disadvantages, I have tried to compensate for the weakness of depth by inserting control questions, written in a different form (see questions #4 and #5, #24 and #26). Fortunately, almost everyone fully completed the questionnaire, and almost all attendees returned it to me. This was able to happen with the much appreciated assistance of the professors, who recognized the value and the importance of my research, and strongly motivated students to cooperate. Therefore, I thank Prof. Casari (Sapienza Università di Roma), Prof. Ferrando (Universidad de Cadiz), Prof. Schulz, the PhD student Charlotte Schmidt (University of Leipzig), and finally my supervisors Prof. Aguadé and Prof. Durand.

⁵⁸ I thank prof. Luis Morera Escoriza, University of Cadiz for this definition and the details I have summarized here and what I learned attending his classes (February 2016 *Metodología de la investigación social*), included this definition,

“Cuestionario: método que utiliza un instrumento o formulario impreso, destinado a obtener respuestas sobre el problema en estudio y que el sujeto investigado llena por sí mismo.”

5.3 Guiding factors for preparation of the questionnaire

Initially, I was concerned with how to give instructions for filling out the questionnaire. I decided to summarize the guidelines in a few lines at the beginning of the page. Then, in the classroom, I repeated that information aloud. I set a maximum time limit for delivery between 15-20 minutes, depending on the availability of the professors to host me during their lessons.

In drafting the questions, I selected the topics addressed by my thesis, starting with simple and general questions, and gradually integrating requests for insights, confirmations, and explanations. I tried to formulate short questions and I provided several alternative answers, so as to reduce the risk of receiving back incomplete questionnaires. At times, I simply asked “yes or no” questions. In the majority of cases however, I provided a wide range of choice, up to five options, and I avoided ambiguity while maintaining a neutral tone in the formulation of both the questions and the answers, all in an effort to prevent influencing students’ choices.

In a very few cases, I requested a free compilation, asking students to write a short list of motivations or main issues (see questions #19, #20, #28). I tried to limit the request for writing details and explanations so that each student could primarily focus on selecting the most appropriate choice among those offered.

5.4 Ethical issues

I respected the confidentiality, anonymity, and legal requisites during my fieldwork. I have not investigated nor asked for any sensitive or confidential detail - only to write general information such as age, course and year of study, mother tongue, and languages studied. The questionnaires were only accepted if returned by hand. Papers cannot be tied to specific persons, unlike delivery by e-mail (although there is opportunity to see who turned what paper in) Moreover, it was clearly explained that in no way was the questionnaire mandatory or related to receiving credit. It was presented as an extra opportunity of the course program, and that anyone, even after having received the questionnaire, could decide not to return it.

5.5 Validity and relevance for this research

If validity measures a good and functional relationship between different variables, then the objective was reached, and the correlation was high.

Regarding internal validity, the data have proven to be based on independent variables and not overly dependent on moods, status, time of data collection, or type of investigation. The analyzed sample showed to be adequate to the type of investigation.

Regarding external validity, the subjects are highly representative of my target audience: students enrolled in Western higher education institutions. Therefore, the results obtained and the subsequent conclusions can be generalized and considered valid for places, times, and persons other than those surveyed.

With construct validity, there was full congruence between the results and the theoretical basis of my research.

With statistical validity, understood as the possibility of false positives (differences that do not actually exist) and false negatives (no differences, when in reality they exist), indeed, due to the difficulty in providing clear questionnaire instructions, there is a certain margin of statistical measurement error. For example, in describing the course year, a student put the calendar year 2015 instead of the year of his/her study (1st, 2nd, 3rd). Another student answered all of the questions, including those not related to his previous choice. For instance, after selecting “yes” to the main question, he continued answering “why yes” and “why no”, when the second answer was not asked for. In this case, the answers were considered void. I found this last error among the final questions. I can assume that at the end of the questionnaire a student was maybe tired or distracted and gave inconsistent answers. Actually, after having started from a general question, it is toward the end of the questionnaire that more detailed answers are requested. In fact, I first wanted to investigate the general responses and then the particular responses, gradually increasing in specificity as with a magnifying glass or zooming process. This rationale prompted the final format selection of questionnaire.

The overall collection of data, made possible by the procedures followed, has revealed to be valid, not contradictory and generalizable. Homogeneous results emerged in different contexts; students from different European universities, different persons in many respects, however have expressed very similar opinions and manifested the same issues and sensitivity, sometimes identical.

The data collected and their analysis indeed supported the theoretical principles and guidelines of the hypotheses, thus promoting confidence and encouragement to translate the theory into practice, i.e. editing the Syllabi.

Chapter 6 shows a selection of the data collected

CHAPTER 6- Presentation of the results

6.1 My informants and the system for presenting the results

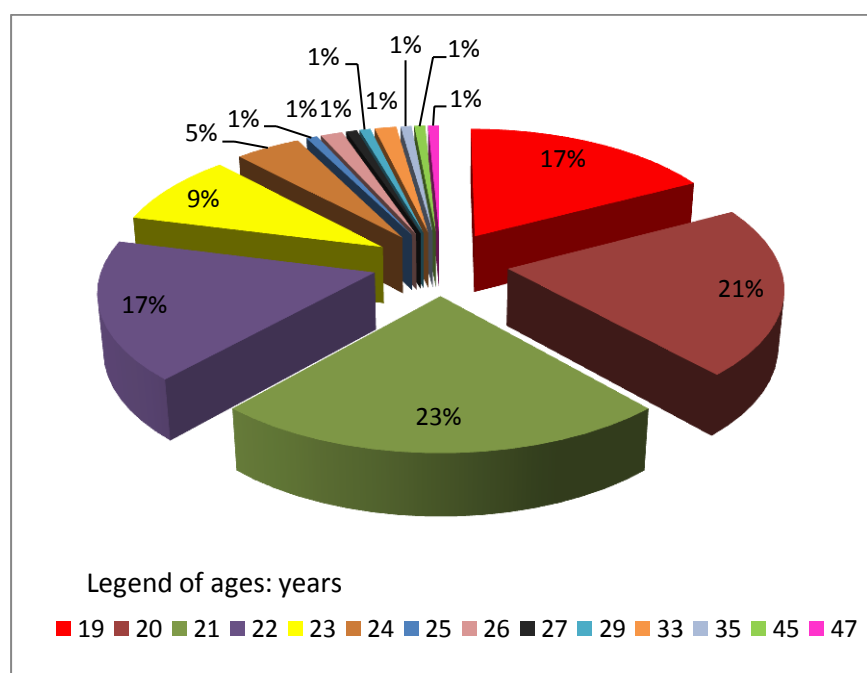
The students who took part to this survey belong to four European Universities: Sapienza Università di Roma, Universidad de Cádiz, Università di Firenze, and Universität Leipzig, for a total of 133 persons. Among them, only ten have declared to be Arabic mother tongue or bilingual with the combination Arabic+Italian or Arabic+Spanish. In this regard, I remark that Leipzig seems to have the highest number of students belonging to the so-called third and fourth generations. In fact, many of them didn't write Arabic as mother tongue but felt the need to better explain their linguistic status, addressing me with words like this: "I am German but my parents are Arab. I cannot speak nor write Arabic, but...what do you think?". I didn't take any decision for them, I just invited those students to tick the alternative with which they were more comfortable. Almost the opposite happened in Cadiz, where Moroccan students asked me if Moroccan would be accepted as mother tongue. In that case I replied that they were the only ones who know which is their mother tongue, and that I could not help them in deciding. The students of Rome included workers that attended the Arabic course for their personal interest and not only for obtaining a degree. Effectively at Sapienza I found persons older in age, compared to the other samples. They showed more interest in receiving a general instruction without a specific focus on Spoken Arabic and chose "personal interest" as the reason for studying the language (#6). It is due to their different orientation: they already work and look for a cultural dimension, being less concerned with practical skills.

I offer here a selection of data collected by the questionnaires. The most eloquent and significant outcomes are displayed by pie-charts. I dedicated particular attention to the natives' opinion. Occasionally, they revealed to share the same concerns of nonnatives (#28), although with some key-differences. In general, European students strongly agree on many critical points.

Before presenting the results, I clarify that sometime students did not provide an answer to every single question. This explain why for some acrivations I collected 130 or 129 answers, for example.

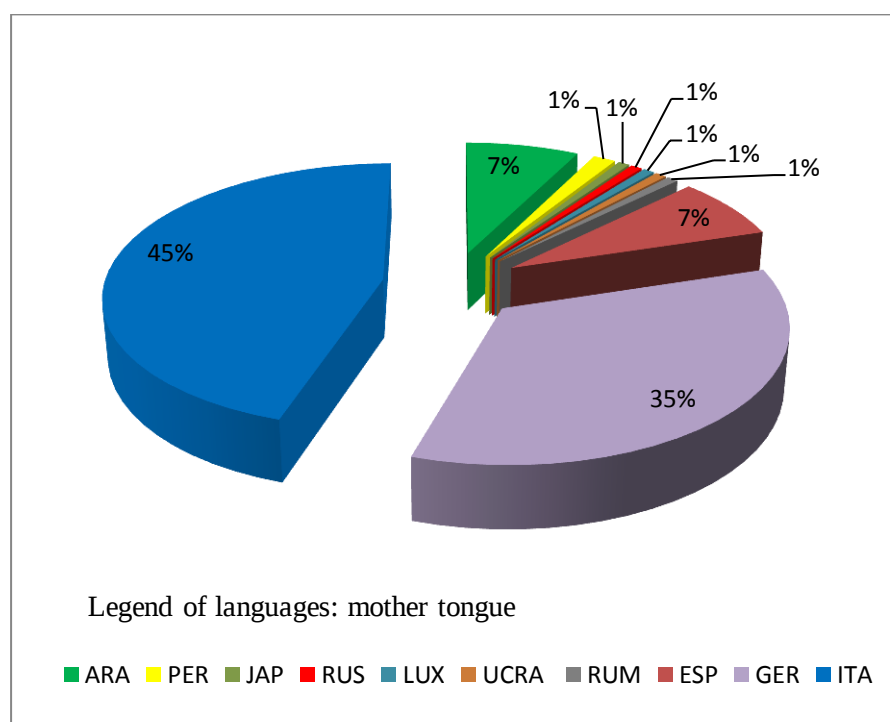
6.2 Age and mother tongue

Chart 1: “Age”



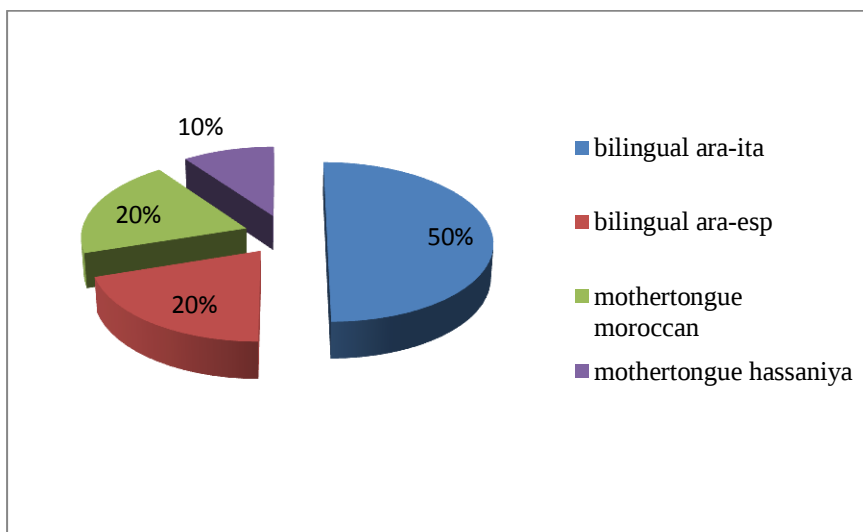
Comment: the four people over thirty belong to Sapienza Università di Roma. The majority is made by peer-students. Nobody is 28 y.o.

Chart 2: “Mother tongue”



Comment: it is particularly interesting to notice that Moroccan students indicate “Moroccan” as mother tongue. This, compared to all the rest of the Arabs that simply wrote “Arabic”. I met this linguistic patriotism only in Cadiz. I explain this with the importance and space dedicated there to Moroccan Arabic, taught by professor Aguadé, and also with the geographical proximity to homeland that contributes to slow down the process of detachment from the original culture, language included.

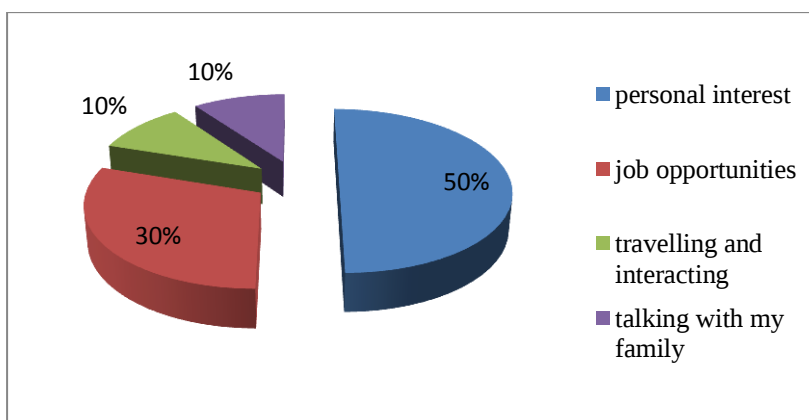
Chart 2a: “Arabic Language Natives: details”



Comment: while in Italy and Spain some students declared to be bilingual, in Germany this didn't happen, among the people I surveyed.

6.3 Insights into the natives' opinion

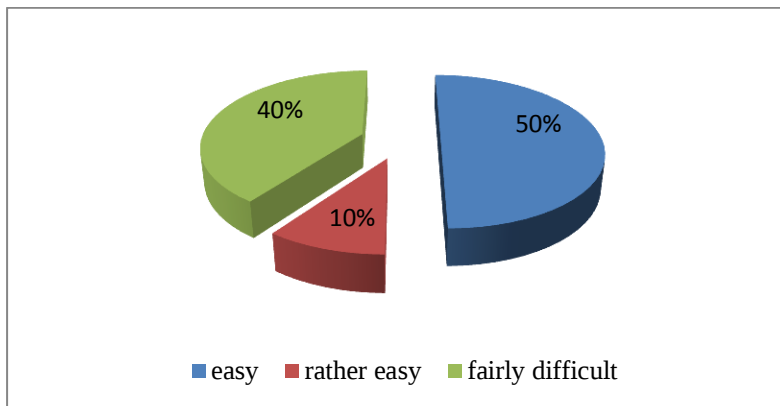
Chart 3: “Why did you chose Arabic?” (#6)



Comment: Two choices with a clear indication of priority (A or B) were permitted here. A couple of students wrote for personal interest+job opportunity, giving priority to

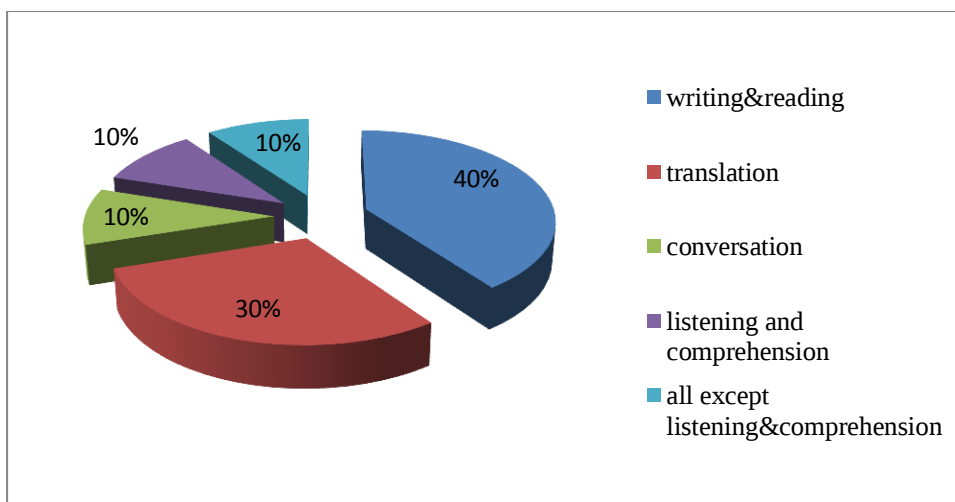
personal interest. Other two chose job opportunities as first motivation and travelling as second one. Only one selected “for talking with my family”, probably because his skills in Arabic are not strong enough to interact with relatives.

Chart 4: “How do you consider Arabic?” (#2)



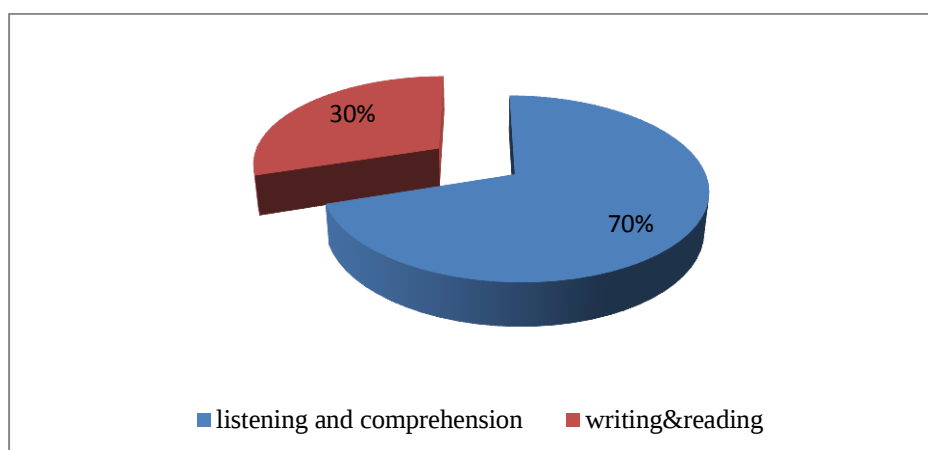
Comment: if asked to evaluate Arabic in general, the 60% of natives consider Arabic “easy”, and only the 40% states it is “fairly difficult”. I suppose that the majority intended Arabic as their mother tongue only, and not as a foreign language to learn.

Chart 5: “The hardest skills” (#4)



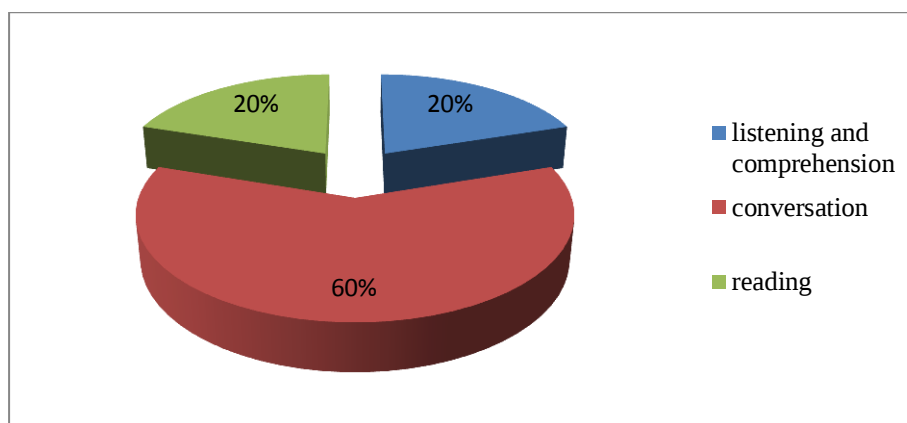
Comment: it seems that evaluating difficulties requires a more detailed answer. In any case, natives confirm: 1) they do not consider listening & comprehension or conversation critical skills; 2) they associate difficulty with tasks involving standard Arabic, such translation, writing, and reading.

Chart 6: “The easiest skill” (#5)



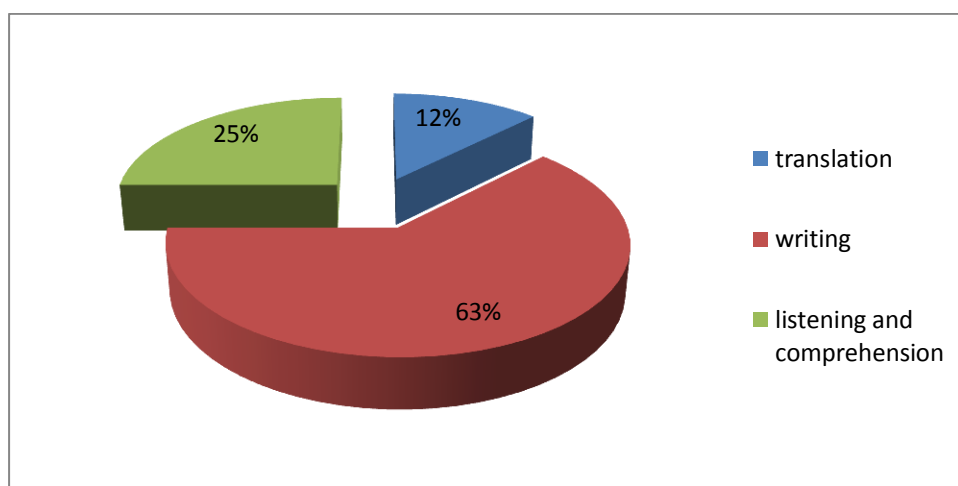
Comment: it emerges that the skills related to standard Arabic are perceived as the hardest. These students live in European countries and did not attend Arab schools, so they are only competent in the informal Arabic of their families.

Chart 7: “ You are stronger in...” (#24)



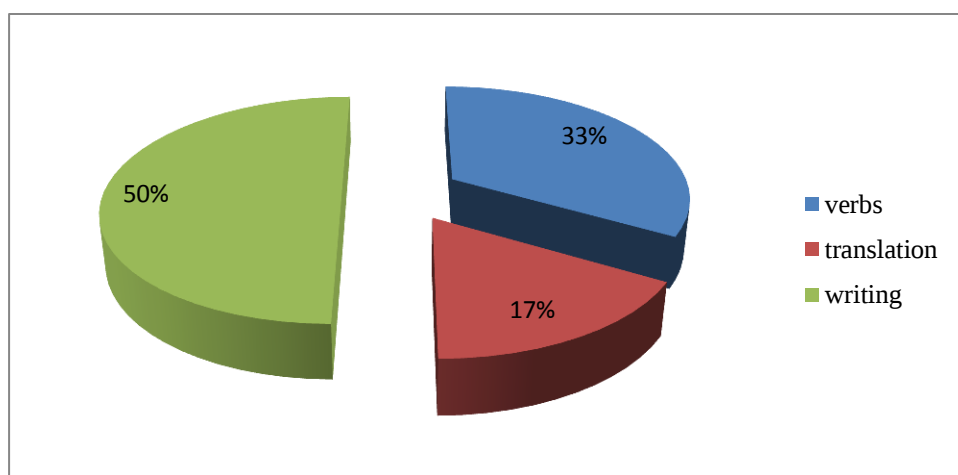
Comment: students feel much stronger where informal Arabic is at stake.

Chart 8: “You are weaker in...” (#26)



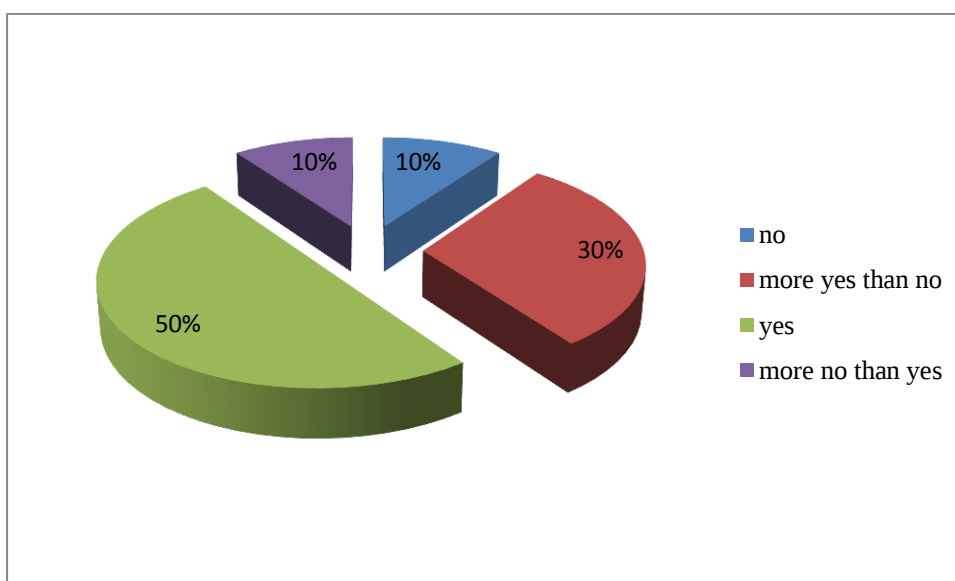
Comment: as expected, where Standard Arabic is required, natives feel weaker. Their difficulty in listening and comprehension could depend on the difficulty in listening to different varieties. Two persons did not indicate any weak competence.

Chart 9: “ A particularly hard topic” (#28)



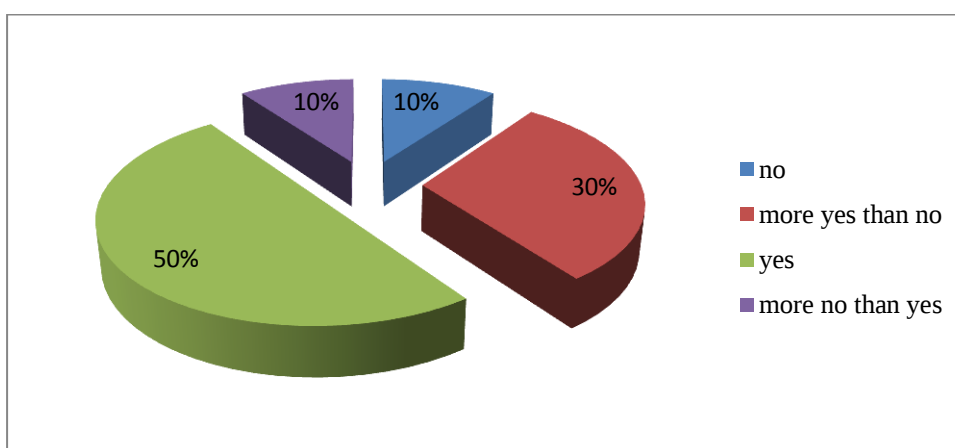
Comment: verbs and writing emerge as the hardest topics. Surely, for different reasons, but this is something in common with the opinion of nonnatives. Four students did not indicate any topic.

Chart 10: “Would it be worthy to spend more time on dialects?” (#12)



Comment: natives seem to welcome an approach centered on spoken Arabic her. Or they just hope that the University better reward their strong skill? Both are valid motivations.

Chart 11: “Do you think Arabic should be taught differently compared to other languages?” (#17)



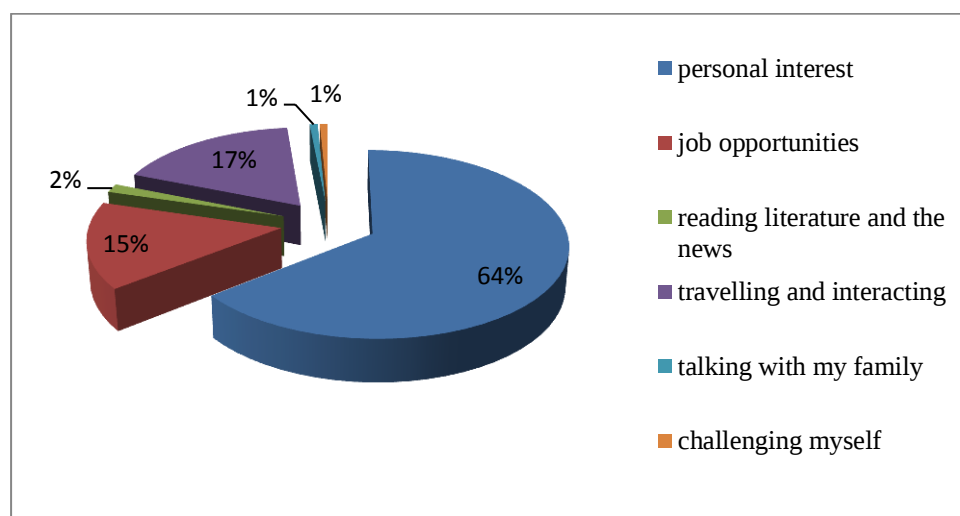
Comment: the characteristics of Arabic induce natives to favor a different teaching approach. This is something in common with the opinion of nonnatives.

6.4 Global results

The following data and charts display results without making any distinction between natives and nonnatives. Being numerically overwhelmed, the natives' point of view lose power in the frame of global results.

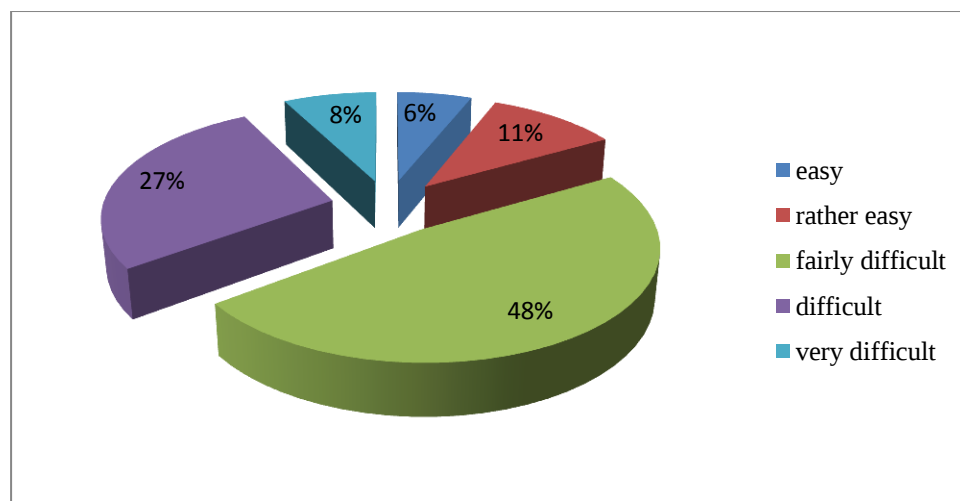
The 100% of the sample knows that Arabic has a standard and a dialectal register, as emerged from #7, and Arabic is perceived as difficult by a large part of learners. Consequently, "dialects and difficulty" seem to be interlinked in the learners' opinion.

Chart 12: "Why did you choose Arabic?"



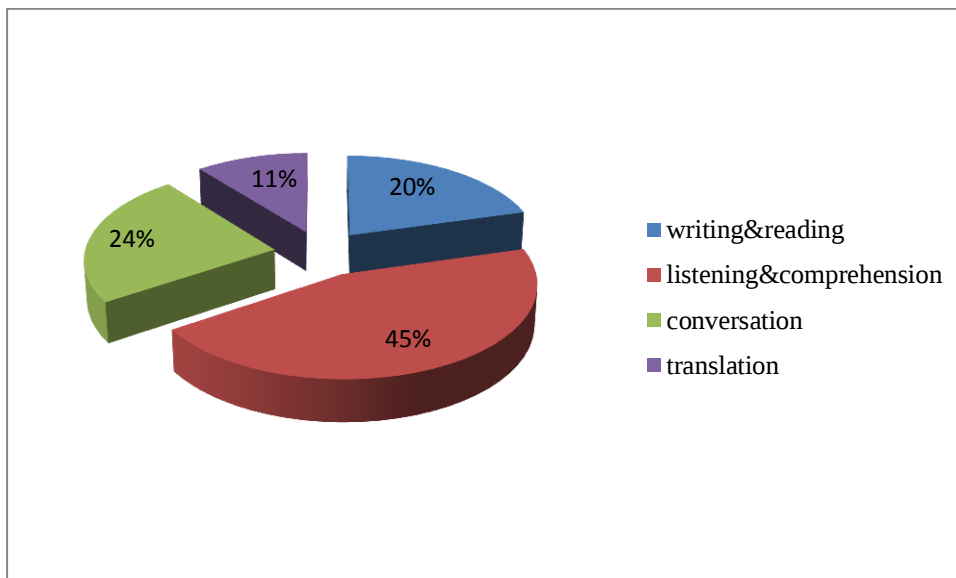
Comment: the highest percentage of students is animated by personal interest; many of them wish to learn Arabic for travelling and interacting with people. Contrary to expectation, only a few chose Arabic considering job opportunities.

Chart 13: "How do you consider Arabic?" (#2)



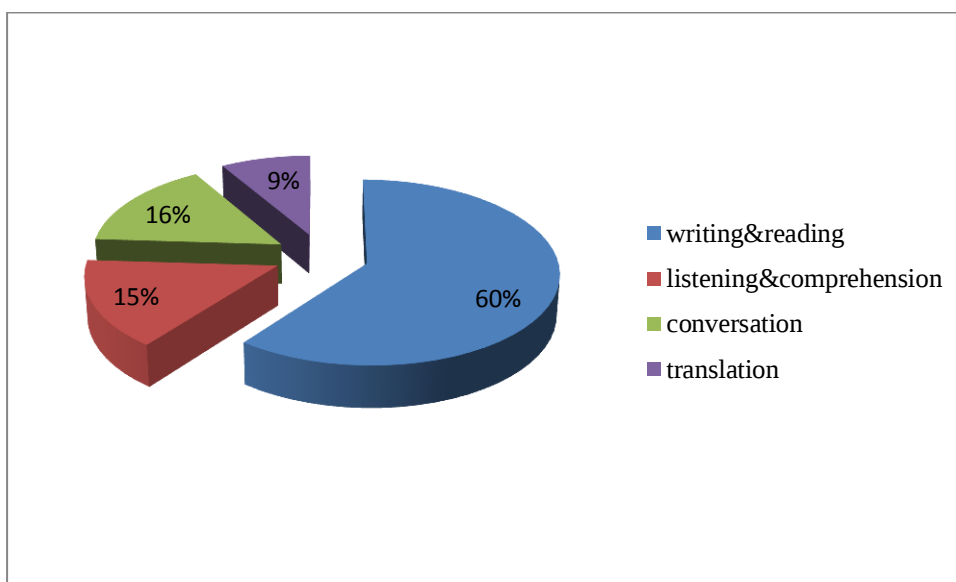
Comment: the global opinion resulting from the majority of students is that Arabic is difficult. This is exactly the opposite of what natives believe.

Chart 14: “The hardest skill” (#4)



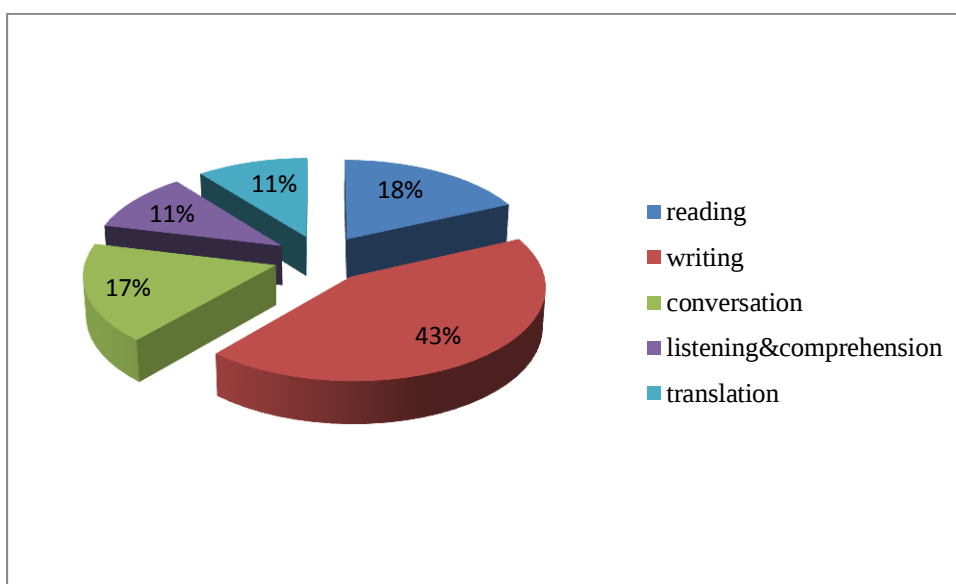
Comment: the opinion of the majority is the contrary to what natives believe.

Chart 15: “The easiest skill” (#5)



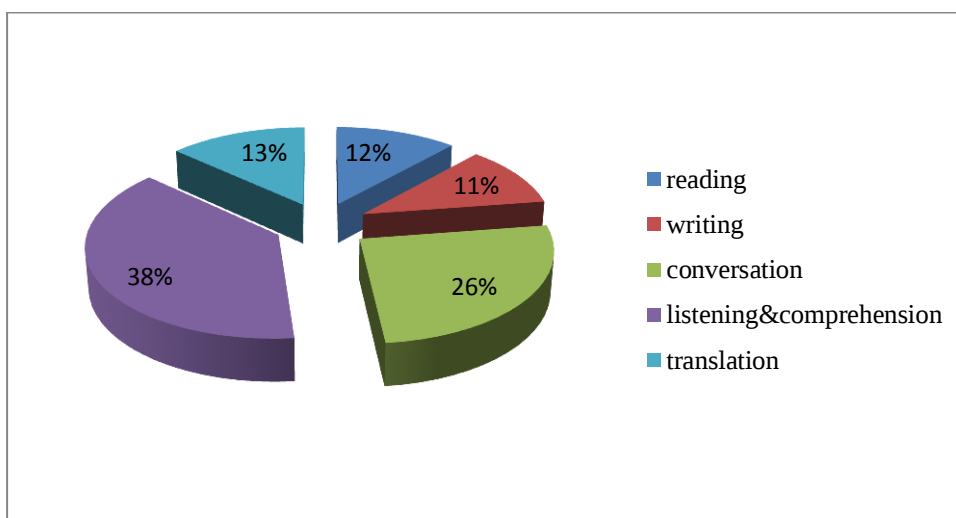
Comment: writing and reading are the skill with which nonnatives are more familiar, comparing to others competences.

Chart: 16 “ You are stronger in...” (#24)



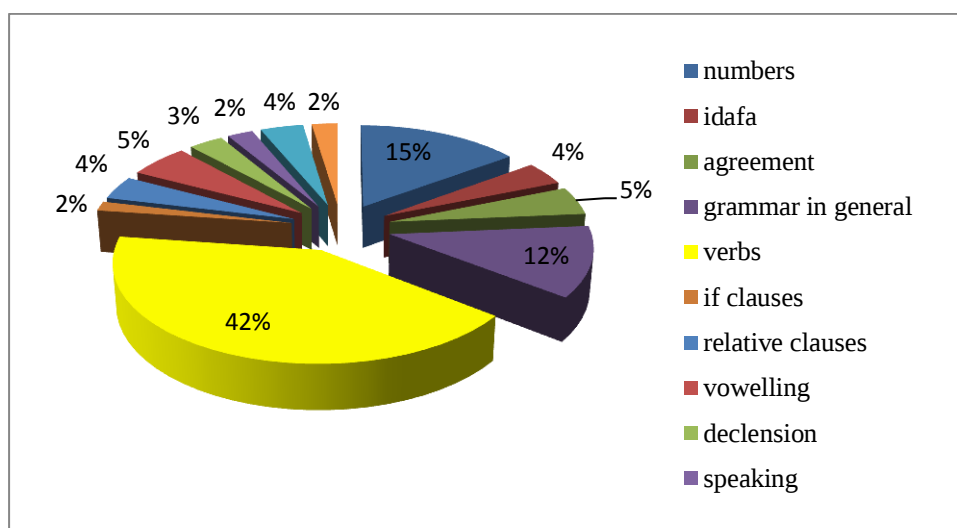
Comment: the self-evaluation confirms the opinion expressed at the perception level (#4 and #5). Writing is indicated as easier than reading, of course.

Chart 17 “You are weaker in...” (#26)



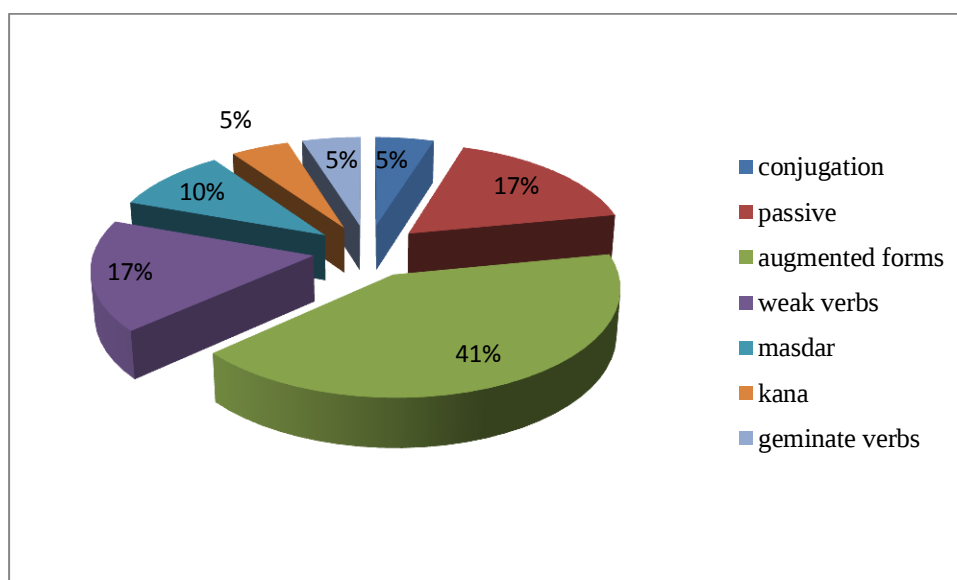
Comment: conversation and listening&comprehension, key-skills for the measurement of competence, are declared as the weaker abilities. As much as spoken Arabic is involved, weakness emerges.

Chart 18: “ A particularly hard topic-macroanalysis” (#28)



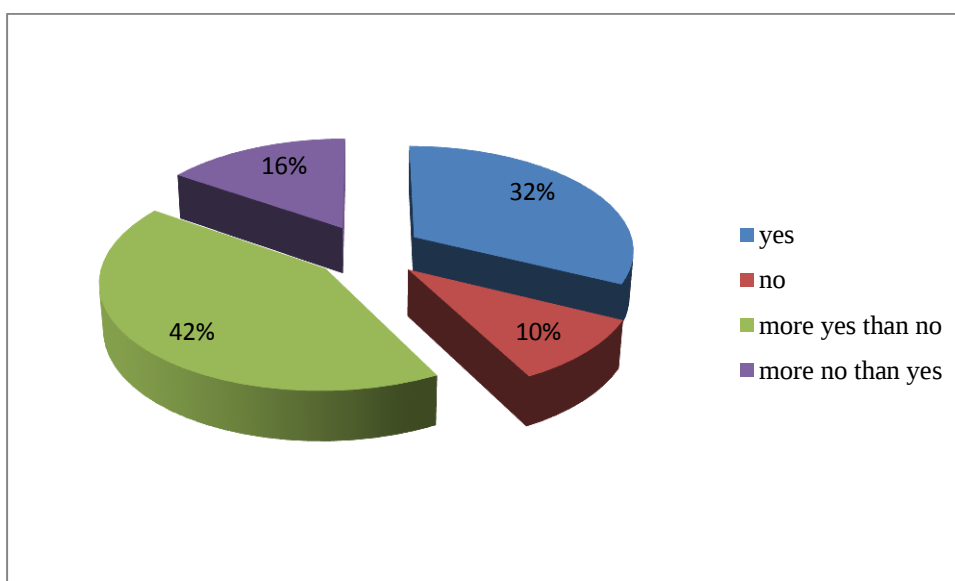
Comment: verbs occupy the top position both among natives and nonnatives.

Chart 19: “Detailed difficulties concerning the verb”



Comment: augmented forms, weak verbs, and the passive represent the hardest obstacle to learners.

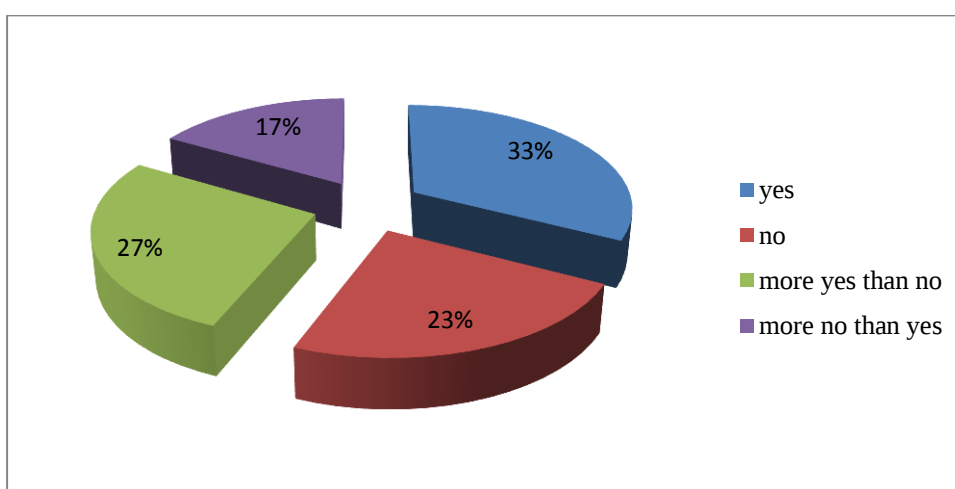
Chart 20: “Would it be worthy to spend more time on dialects?” (#12)



Comment: students clearly ask for a focus on spoken Arabic. If asked to motivate their opinion (#13), the majority of students reply for interacting with people or for having more job chances.

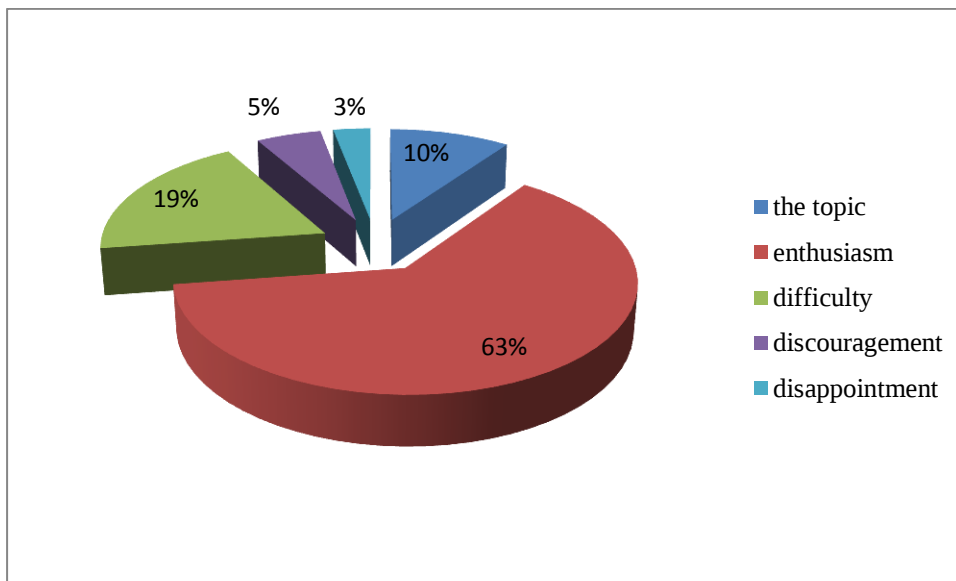
The 10% of the surveyed students do not agree on the necessity to spend more time on ‘dialects’. They motivate their choice ticking (#13) that is ‘it is hard’ or ‘I do not have time’. Data show that those people study Arabic as second or third language, not as their field of specialization. This is extremely coherent with the selection of ‘I do not have time’.

Chart 21: “Do you think Arabic should be taught differently compared to other languages?” (#17)



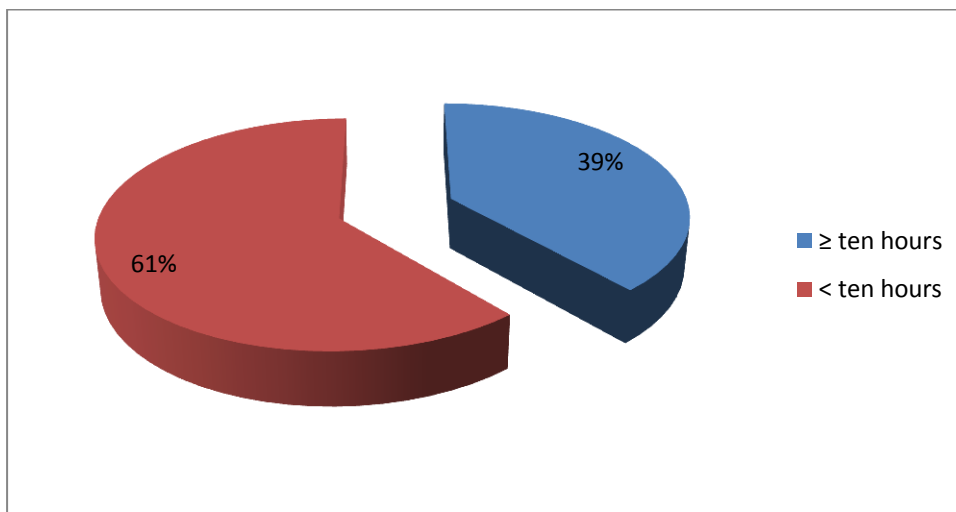
Comment: learners are conscious that Arabic deserve a specific instructional planning.

Chart 22: “What do you remember of the first day of Arabic?”



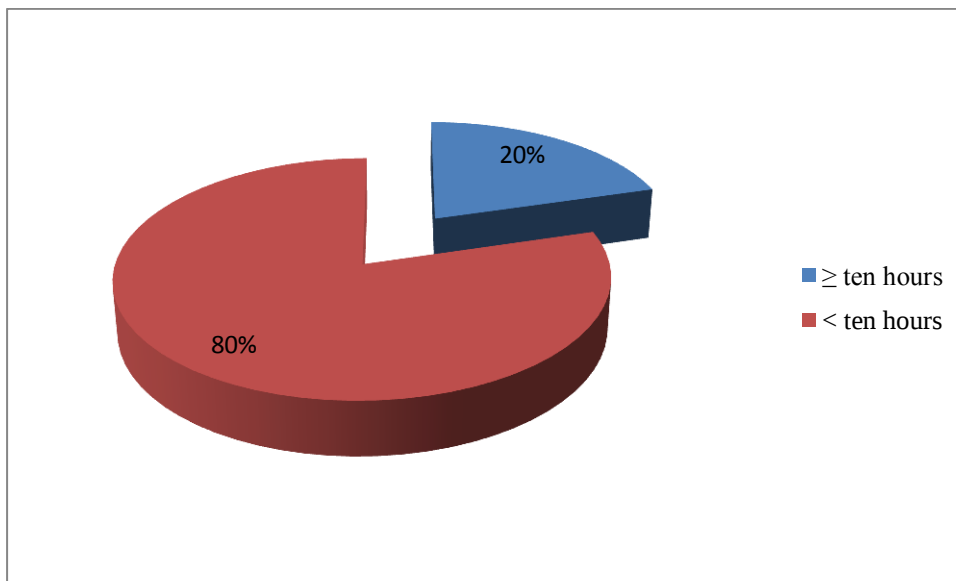
Comment: students of Arabic are animated by positive enthusiasm toward the subject, thing that instructors should better exploit during the first approach to the discipline.

Chart 23: “Hours of Arabic at the University”



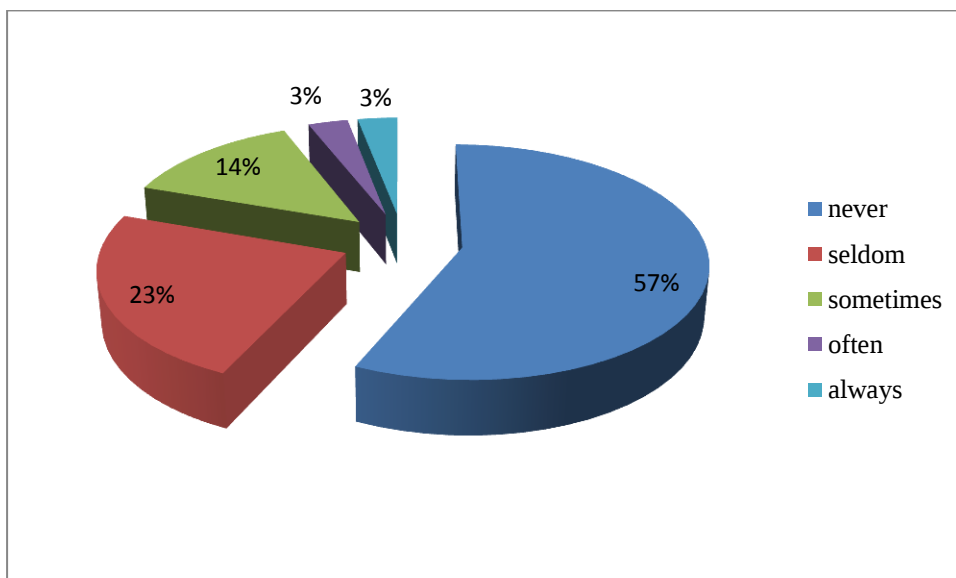
Comment: the number of hours indicated may not represent reality. I know for sure that no less of then hours of class is offered to students. Anyway, the greater percentage of the sample states to receive less than ten hours of instruction. This data are interesting because indirectly allow us to evaluate the percentage of attendance. Probably, student got confused between the amount of hours offered and the time they really spend in the class. These results call for a better monitoring of attendance.

Chart 24: Chart 20: “Hours of Arabic at home”



Comment: hours dedicated to the studying of Arabic at home are even less than those spent at the university. This may depend on the fact that learners are not tasked with specific activities of preparation at home, to be activated in the class. Students are not helped in planning their spaces of self-studying.

Chart 25: “Do you meet the instructor/professor during his office hours?”



Comment: the lack of monitoring and feedback is confirmed by this chart

6.5 Final considerations

I began this chapter with a separate paragraph dedicated to data collected from natives, from which emerged important indicators. First of all, natives and nonnatives agree on the top difficulty of the Arab verb. By the way, I the natives' point of view lose power in the frame of global results, where nonnatives play an heavy influence on the sample. In fact, the percentage that measure the hardest and easiest topics seems to forget the arabophones' opinion. It emerged that writing is easier compared to other skills, while natives found it more difficult than conversation, their stronger ability.

It is significant that the 100% of the sample knows that Arabic has a standard and a dialectal register. Students seem to be prepared to Arabic bi-dimensionality, and this can facilitate the introduction of different variety in the class.

Conversation and listening&comprehension key-skills for the measurement of competence, worry learners. It is a good point to motivate the need for an instructional development centered on Spoken Arabic.

Learners too proved to be conscious that Arabic deserve a specific instructional planning. More, they are animated by positive enthusiasm toward the subject, thing that instructors should better exploit during the first introduction to the discipline. After a first period of familiarization, a rigorous method must be adopted in the monitoring of attendance and the preparatory activities to be carried out at home. The lack of control and feedback for sure slows down the learning process.

PART II

PRACTICE

SECTION C

TEACHING PRACTICE

General frame

This last section is dedicated to instructors and students. It is urgent for learners to become aware of the existence and necessity of implementing specific strategies during their learning path. In this regard, the scholar Mendelsohn stated that specific activities are needed to “convince the students of the value of strategy instruction. Proving to the students that using a strategy (or strategies) is helpful appears to be much more convincing than simply trying to tell them and asking them to ‘trust’ the teacher in this.” (Mendelsohn, 2002: 84).

However, before defining the specific tactics for the development of the different abilities in Arabic, it will be helpful to reflect on the definition of a language , its components, and its extra-linguistic relationships.

A language is a system of sounds, usually expressed by voice and (expressed by) conventional, by which people communicate. Language is an oral fact, and it works with a system of symbols and models of reference that build meanings. These meanings, in turn, express the relationship between two or more elements. There is an effective interplay between the semantic and syntactic structures of a language, as its system of sounds (or symbols, if written) builds meanings according to precise models of reference.

Given that the mother tongue itself, so spontaneous and natural in use, is gradually learned, for more reasons a foreign language asks for graduality. Then, learning and teaching require well-defined paths and according to growing degrees of difficulty. It is essential to follow calibrated methods and precise steps of acquisition, from simple to more complex structures. The components of a language are phonology, morphology, and syntax, or grammar, and finally the vocabulary.

Each component cooperates with the others to produce meanings, in order to describe situations, emotions, experiences, and opinions. The context frames and enriches a language with a set of traits. These are extra-linguistic factors, related to the surrounding environment, to the specific situation, to the geography of a territory, or to more complex cultural elements such as religion, politics, individual choices, and personal orientations. The language is not immune from emotions and the way each speaker, after experiencing, wants or does not want to report them.

The various components of the language must be learned not by themselves, but in order to know how to perform an interaction: listening, speaking, reading, and writing. Some of these abilities are receptive and some productive. Indeed *reading* is receptive if silent, and productive if aloud. *Writing* involves a mechanical skill: moving your hand over the sheet. *Understanding and speaking* are crucial competencies that come first in the acquisition of a language, mother tongue included. If we observe the four skills in pairs (writing-reading vs. speaking-understanding), we notice that each couple includes one receptive and one productive skill, with a perfect internal and reciprocal balance.

The difficulty of a foreign language remains that it requires us to change our 'settings'. Starting from the sounds, we have to follow less automatic and more energy-consuming mechanisms compared to our native language. This is particularly true for Arabic, the phonetic inventory of which contains some sounds that can hardly be associated with the ones of non-Semitic languages. However, this must not be a source of discouragement, but of enthusiasm and curiosity.

The Basics: from the alphabet to phonetics

It is interesting to dedicate a very brief reflection to the genesis of alphabetic writing, where each grapheme corresponds to a phoneme. The Arabic alphabet, the one more similar to the version we know today, is the heir of Phoenician writing, which appeared between 1700 BC and 1500 BC in the Sinai, and then along the Syrian coast dominated by the city of Ugarit. The Phoenicians in the 1300 BC contributed to simplifying writing. Writing, from the Phoenicians, arrived to other populations in the area, including the Arameans, the Assyrians, and the Persians. The Arameans, whose language was Aramaic, spread their writing to Syria and Palestine. Then, from there, this writing system reached Petra in Jordan, headquarter of the Nabatean dynasty. The Nabatees in the year 106 AC were overrun by Rome, but their civilization lasted well past the Roman conquest. In the Nabatean area, between Petra and other Jordanian sites, numerous inscriptions have been found, direct relatives of Arabic.

Arabic writing was formalized in 650 AC, when the caliph 'Uṭmān consecrated the Qur'ān in writing. It is from that time on that Arabic became the language of Islam. As to the graphic form of Arabic letters, they derives from the mechanism of generalization: a sound, initially used to indicate a whole pictogram, became a phonetic regularity and linguistic law. It seems that some letters derive from the hieroglyphics of the Egyptians,

who adopted a sign for a concept. Subsequently, other words starting with the same sound with which a precise concept began were written with the same stroke, from then on a grapheme.

For example, the grapheme □ ‘ra, mouth’ started to indicate not only ‘mouth’ but the syllable ‘ra’ inside other unrelated words that contained this same syllable. Other examples can be seen in the grapheme for the Egyptian word ‘betu, house’ ▢, which came to mean the initial syllable ‘ba’ inside other unrelated words that contained this same syllable. The symbol γ for ‘alfu, ox’, began to be drawn upside down, resembling the letter ‘x’ and then simplified into a single bar, originally from right to left. It was adopted for the initial sound ‘a’ and the alif letter, without any reference to its original meaning. The symbol ◇, indicating and corresponding to the design of an eye, was adopted for an isolated sound, corresponding to letter ‘ayn, instead of representing an entire syllable or word.

At present, the greatest difficulty of writing Arabic is in the form that the letters take when they are connected. It is supposed that all letters were initially isolated, like writing in print, and words were written one after the other. This would explain the existence of diacritic marks (dots) over letters of identical form, to distinguish among them.

From a phonetic point of view, Arabic is complex for consonant clusters may happen, like in *madxal*, *madrassa*, *ihtamma*, *aḡlam*. Arabic is also complicated because it has voiced-voiceless-emphatic triplets as well as several dental-interdental pairs that require an extra effort for pronunciation. Concerning vowels, we must consider that quantity has phonemic value for vowels, so it causes changes in meaning: learning proper pronunciation implies paying the due attention to the long-short opposition. Because of a similar mechanism, doubled consonants also give rise to different meanings.

In conclusion, we are reminded that letters are the basic units for writing, and their discipline is spelling; sounds are the basic units of the articulation and are studied by phonetics; phonemes are the minimal meaningful sound units, and their discipline is phonology.

CHAPTER 7- DEFINITION OF SPECIFIC TACTICS FOR THE DEVELOPMENT OF SINGLE SKILLS

7.1 Lexicon

Unfortunately, the lexicon must be memorized, associated with precise meanings and grammatical uses in structures that are formally correct; there are no significant facilitations.

The distinction between active and passive knowledge applies to lexicon too. In fact, I can use a word actively or just recognize it. I am usually able to recognize a wider vocabulary than the one I make use of. Instructors are required to first teach generic lexicon, antonyms included; then, it is necessary to widen the knowledge with synonyms, and on to the study of contextual vocabulary. However, the latter may have priority in particular contexts: political, commercial, military, and healthcare. It is estimated that to gain easy recall of a word, and to remember it well, a language learner has to repeat it 6 to 120 times, depending on its relevance to the person and accordingly to its power to activate their motivation and interest.

The Arabic lexicon should also be learned taking into account: 1) di- or multiglossia: the same meaning, as far as the basic daily sphere is concerned, is conveyed by different lexems in the various dialects; and 2) forestierisms, anglicisms or frenchisms, yet mispronounced and adapted to an Arabicizing pronunciation - the source of the greater confusion because if not immediately identified and related to the western language, they are quite impossible to decode; 3) identical pronunciations between standard Arabic and dialect with differences in meanings.

In consideration of the above mentioned complications, one learning facilitation for Arabic lexicon is in taking advantage of visual memory. Showing the image of the object with a video, a real object, or a picture. Presenting a word in its context and providing many examples from the very beginning helps learners.

Additionally, it is important to emphasize that an exact translation cannot exist, so trying to convince students to learn words in contexts. Effectively there are nuances of meaning from language to language, which you must learn to take into account. The relationship between the starting and arrival language is never a perfect match 1:1. Words are significant in series with other words that better specify and define them.

The mastery of morphological templates for nouns and adjectives is an insuperable guide for storing the lexicon.

Chunks and collocations: a method for the acquisition of lexicon

Chunks are blocks or segments consisting of several lexical elements, preconfigured and ready for both use and decoding. A common combination of couples or triplets of words, when very recurrent, gives a chunk the status of collocation. In other words, collocations are lexical combinations, which statistically always appear in the same version to express certain meanings. Each semantic sphere has its own chunks and collocations. The teacher has to present them to students, encouraging their practice, acquisition and use. Formulated and prefabricated combinations of words are a resource to be valued for the purposes of the lexicon acquisition. Santillán (2009) dedicated a punctual study to these structures for the Arabic language, and outlined nine explicit reasons to justify its usefulness.

Thanks to the usage formulas, like the one offered by Santillán, we can better understand the definitions of words, and the whole set of definitions we collect makes us aware of meaning. We can be sure of having grabbed the exact meaning only by verifying the occurrences in which a certain word expresses the meaning we initially understood; the frequency rate of a word with its collocation makes it part or excludes it from the essential vocabulary. It is hard to forget collocation because they are extremely expressive, context-sensitive, and challenging to substitute with more general expressions; it is better to know many collocations for one word, than many different words without examples of use. Word strings are a sensible, ready, and effective combination, and they allow us to save time for other abilities. Learning a combination of words facilitates the learning of the right pronunciation in the context; each learner, suitably guided by the teacher's work, can build his own collocation dictionary.

The question to be solved at this point is: what collocations should we prioritize?

During the teaching of Arabic, we do not have endless time and resources. For this reason, we have to choose what to teach with urgency, including the lexicon and their semantic spheres. It would be useful to select a list of common nouns and verbs and then for each of those, a sub-list of the most recurring collocations. This would lead to the expansion of the initial list and the widening of possible meanings. After this first phase, the teacher may also lead to the discovery of a list of collocations ineffective or impossible (Lewis, 2000: 133 and Woolard, 2000: 30-31), which then represent a list of prohibitions, to keep in mind for avoiding mistakes.

This learning procedure, if appropriately encouraged, will make the student sensitive to the recognition of collocation and capable of grasping the key expressions applicable in multiple contexts. The development of this awareness is the end of the method proposed for the acquisition of the lexicon. In this area, the teacher is recommended to make strategic use of corpora linguistics and databases, as well as computer tools. Additionally, each teacher should prepare instructional materials for their students; knowing their needs and profiles, the instructor will succeed better than others in creating the more suitable materials, to facilitate learners in their study.

7.2 Pronunciation

Preamble

Given the complexity of its practice, it is evident that pronunciation comes from a multisensory procedure. Pronunciation is the manifestation of a function of the brain, which directs and controls the operations. These do not depend solely on organs, but on the brain above all.

According to this complexity, repeating a pronunciation many times is not effective for learning. Pronunciation is a complex mélange of cognitive and sensory processes, which involve many sub-levels: thinking, comparing, analyzing, memorizing, listening, collecting info, moving our organ to articulate sounds, and decoding the others' input. Considering all the above factors, an effective teaching of pronunciation must abide by the so-called multi-cognitive and multi-sensorial approach (MMA, Oisho 2003). It is then essential for an instructor to be experienced in linguistics, phonetics and phonology, as well as grasp the sciences of education. Those who teach must lead to the consciousness of pronounced sounds, even making use of body movements of the eyes, lips, and cheeks. These movements are helpful and guide pronunciation. If integrating the physical and the cognitive level became an habit, then pronunciation improves. Students cannot be corrected in group at this stage, but hopefully can one by one.

“Repeat after me” is the traditional expression of many instructors that tells us how pronunciation was considered tied to the auditory dimension only. Unfortunately, if a sound is not part of my inventory, I will not have the psycholinguistic sensitivity to pick it up or even reproduce it. Sounds should be taught as either isolated phenomena and in series as well as by macro categories. Summing up, a workout path for teaching

pronunciation includes the following six steps: cognitive orientation, auditory orientation, visual orientation, kinesthetic orientation, cognitive reinforcement, internalization, and follow up procedures.

Unfortunately, the teaching of pronunciation has traditionally been overlooked, preferring the teaching of grammar rules to it. However, training pronunciation must become the teacher's priority to avoid fossilization of erroneous pronunciation in the learners, and in order to facilitate the automation of the correct pronunciation. To do this, it is imperative to educate people to perceive the sounds clearly so as to reproduce them. The most useful exercises are those for minimal pairs, but strictly preceded by an introduction to mechanics of articulation. The awareness of the sound to pronounce is fundamental. At this stage, the oral audio method can be partially recovered to facilitate, and after awareness is built, automation. Rather than correcting explicitly, it is preferable to expose the students to repeated examples of correct pronunciation, and elicit reproduction of the sound.

A good method is to start from toponyms, and arabisms found but mispronounced in our mother tongue. Correct pronunciation of these widespread words is a first good exercise for phonetics: burka, Aden, Sinai, madrasa, Ramadan, medina, Islam, Baghdad, to name just a few.

In the pronunciation training session, the use of writing is excluded. It is necessary to enhance the creation of an acoustic image, to be automated. Only the step after this first access includes the study and explanation of morphology, until we arrive to the writing of short sentences.

Sounds must be presented from a productive and receptive point of view, always in contrast. In training the receptive competence, for example, offer a listening of two phonemes, called '1' and '2' respectively. After the listening, we will ask the students whether they heard sound '1' or '2'. The use of audio files is highly recommended because listening to the voice of a teacher, who is always accommodating to beginners' needs, is not a true test for the skill of recognizing phonemes.

Training the productive competence aims at learning how to pronounce the same phoneme in initial position, inside the word, at the end, doubled, or in a cluster of consonants. Repeating pronunciation is crucial in acquiring the productive skill. Therefore, every student is invited to practice in class, for his/her benefit and for the benefit of others. It is useful to recall the attention of students to the consonants around

the single phonemes so as to maintain pronunciation accuracy throughout the segment and not merely on a single sound. The sensitivity to the quantity of vowels also deserves attention and care. It can be trained by focusing on contrastive pronunciation of long and short sounds.

A teacher should keep in mind that for no reason should the teaching of pronunciation result in an inhibitory factor. At this initial stage, it is not necessary for a non-native to pronounce as a native; it suffices to maintain the necessary contrast between the distinctive features of the phonemes in order to preserve the different meanings of the different words.

7.2.1 Key factors for teaching pronunciation

A correct pronunciation requires us to study sounds, not letters or names of letters. This is especially true for short vowels. Consider the typical example of the English word “umbrella”: the letter ‘u’ and its name, are not of help in pronunciation. I move now to Arabic, where names of the vocals, for example, ‘*fatha*, *damma*, *kasra*’ do not even remotely remind you of the sound. This preliminary observation is needed to make clear that on a phonological and practical level, it is correct to say that some language does not have the same sounds. Instead, phonetically and theoretically, all languages have all the sounds, so they can be articulated in any language. Simply, some sounds are not used because they are not conventionally associated to the transmission of meanings. In fact, the decoding of what is heard takes place on the basis of phonologically relevant traits. Beginners, with zero or little previous exposure to the new language, do not identify as relevant to their receptive device many specific Arabic sounds, so they cannot decipher them due to their inability to decode sounds not stored in their linguistic memory, which is mainly occupied by the mother tongue. Training, by which we practice and save new sounds to memory, makes us acquire this missing decoding ability.

Pronunciation originates from a flow of air that comes from the lungs. It encounters various obstacles along its path, caused by moving organs and fixed obstacles (lips, teeth, hard palate, and springs) that originate different sounds and amplify them differently, depending on their resonance case (pharynx, larynx, nose, or oral cavity).

Pronunciation and its mechanisms deserve a multiple-level analysis. The first level is called phonetical, where an utterance is considered correct or incorrect, without observing its cross-effect. Then, the phonological level follows, and it concerns the

relation between pronunciation and changes in meaning. Together with these two parameters, we must consider segmental and supra-segmental factors. The segmentals is for evaluating erroneous pronunciation of consonants or vowels; the supra-segmentals, prosodies, and rhythm are basically rooted in vowel length, which is critical for grammar and meaning.

Pronunciation is a multifactorial process and meets many stages of failure: mistakes related to meaning, general mistakes, mistakes related to consonants, and mistakes related to vowels. In most cases, a failure first occurs in perception, which then affects pronunciation.

Correct pronunciation can be very complicated to utter because of the organs and parts of the body it involves. There are parts of the vocal tract that move, and others that are stationary. Both create obstacles, obstructions, and canalize the airflow. Mechanical articulation, defined by a place and a manner of articulation, permits the variety of sounds. Obstructions (*maxrağ* مخرج), then sounds, are created when the tongue approaches to:

- lips, for bilabials (*uṭna šafawiyy* اثنا شفوي)...
- lips and upper teeth, for labiodentals (*šafawiy 'asnāniyy* شفوي أسناني)
- lower + upper teeth, for interdentals (*hurūf 'ibra asnāniyya*, حروف عبر أسنانية)
- alveolar ridge, for alveolars (*hurūf liṭawiyya*, حروف لثوية)
- posterior of the alveolar ridge, for post alveolars (*hurūf xalf liṭawiyya*, حروف خلف لثوية)
- highest section of hard palate, for palatals (*huruf gāriyya*, حروف غارية)
- the soft palate by the back of the tongue, for velars (*huruf ṭibqiyya*, حروف طبقية)
- the uvula, for uvulars (*hurūf lahawiyya*, حروف لهوية)
- the pharynx, pushing back the root of the tongue, for pharyngeal (*hurūf ḥalqiyya*, حروف حلقية)
- the glottis for laryngeals (*hurūf ḥanğariyya*, حروف حنجرية)

It is critical to detail the manner of articulation, which means explaining the type of obstruction; in other words, explaining the degree and size of the stricture with which I utter the sound. Such different strictures allow us to name consonants as plosives (*infiğāriyya*, انفجارية), affricates (*murakkiba*, مركبة), fricatives (*iḥtikākiyya*, احتكاكية), and approximants (*mutadāniyya*, متدانية).

Moreover, a consonant can be voiced or voiceless, aspirated or unaspirated. At the end, a consonant has two names (depending on obstruction and stricture) and two surnames (voice and aspiration), for a total of four labels.

7.2.2 A methodology for teaching pronunciation

Consonants

The standard sequence for teaching pronunciation will present the main consonant categories. Surely, some sounds do not present difficulty (plosives), while others require special attention (emphatics). The back nature of many Arabic consonants constitutes the hardest difficulty in pronunciation.

Regarding the emphatics, it behooves teachers to present them in contrast with a vocalic sound. This will show how the emphasis affects vowels too, so proving the strong effect of emphatics. Eventually, emphasis marks the whole word and not only the single consonant. The vowel that better fits an emphatic consonant is /a/, as it is the most pharyngeal vowel.

Explaining what “emphatic” means is made easier if we consider first the consonant ‘l’. It is clear and dark versions, as in “limun” and “allah”, usually work as clear exemplification. Nevertheless, effective training for the hard-to-pronounce letter “ṭa” is obtained if we explain that its sound correspond to the /t /in the English s+t chain, eg. in st-op.

Apart any explanation, exposition to listening facilitates perception and recognition, which leads to correct production. Exercises with minimal pairs are critical and must be provided during the training of perception.

After the training in production, the recognition step consists of uttering the critical consonants together with a vowel in random fashion. Then we may ask students, for example, if utterance #1 was plain or emphatic. The same will be done for #2 up to the end of the list. Without correcting mistakes, we can have a second round of listening, exclusively dedicated to consonants previously misunderstood. When instructors have tested an acceptable discrimination skill in their students, they can move to the production step, still using the same list. This exercise has to be performed by students immediately after the teacher – or hopefully after an audio file – offering a model to follow. Occasionally we can re-practice minimal pairs if confusion or mixing together

among different sounds occurs. Pronunciation, more than other skills, absolutely needs to follow a cyclical sequence for instruction.

The uvular

Uvular general characteristics become clearer in contrast to velars /k/ and /g/. The curiosity of students can be stimulated by explaining that the word we know as “calif” in reality is xalif and that kedive is xedive. The challenging step, however, is to mark the opposition between /x/ and /gh/, by minimal pairs. Present first a list of syllables, then a list of words. In so doing, pronunciation is better assessed and can be better adjusted.

Teaching the uvular /q/

Training of perception requires teachers to present the uvular /q/ in contrast with the velar /k/. We explain that the tongue moves to a very back position up to the uvula with /q/, while touching the palate in /k/. Recognition is trained uttering /q/ and /k/ plus a vowel, then asking students for the nature of every single utterance. If the instructor has tested an acceptable discrimination skill in his students, then s/he can move to the production step following the same list. It is advisable to allow students with weak pronunciation a suitable margin of time and expose them to more listening of their skilled peers/classmates. Then, come back again to the first weak group and ask to perform the pronunciation of the misspelled consonants. The pronunciation of /q/ in Spoken Arabic is addressed in the relevant section dedicated to Syllabi.

Teaching affricates

Affricates are made up of a plosive + a fricative, usually according to this pairs: t+sh, ‘d+z’. The /z/ is the most critical sound of this group, so it deserves special focus, before performing it together with /d/. The other three sounds are not very challenging, and we can master their performance just following the above-mentioned perception, recognition, and reproduction steps, through minimal pairs.

Teaching fricatives

A good starting point is teaching numbers as they offer a targeted chance for practicing fricatives. The interdental fricatives do not represent the hardest pronunciation: not at all for English natives or English-skilled speakers that have confidence with those sounds.

The pharyngeal

Perception of pharyngeals is made easy by the act of coughing: both sounds come from the very rear of the vocal tract. During this step and the recognition step, instructors are recommended to use lists of minimal pairs, where the consonants are preferably coupled with vowel 'a' to form just syllables. A second round for training of recognition could be carried out with minimal pairs made of whole words instead of sounds. The same lists will be used for production, but it can be postponed to a following class time, in order to facilitate deeper student intake.

Teaching the approximants

Approximant consonants that deserve special focus are /r / and /l/, in their clear and dark versions. In addition, /r/ can also be geminated and lead to a change in meaning. /r/ can correspond to a rolled, tap, or retroflex sound. In any case, the sound is articulated in the anterior section of the mouth, so it does not require extra effort in getting a remote point of articulation. The rolled /r/ comes from a repeated tapping of the tongue over the alveolar ridge; the tap /r/ is performed by the tongue approaching the alveolar ridge, but without any rolling; and the retroflex /r/ asks for the tongue to retreat and move to a rear position, in this without producing noise.

Clusters of consonants

Clusters are created by reciprocal juxtaposition, pertain to the same syllable, and impact the whole syllable structure. The combination of vowels and consonants has effects on rhythm and intonation, prosodic factors. They require more care and awareness during pronunciation. It is also critical to understand how spoken Arabic breaks clusters, in order to decode the regional pronunciation and for tracking it back to the original root and meaning. These clusters mainly occur in Arabic dialects, and the cluster is broken, avoided, or reduced by introducing a vocalic element, called an ultra-short vowel. Spoken Arabic usually breaks a cluster according to one of these templates:

original	final
CCVC	VC.CVC
CCVC	VC.CVCC
CCV	VC.CV
CCVCC	VC.CVCC

CCVC	CVC.CVC
CCVC.CV	CVC.CVC.CVC
CCVC	CVC.CVCC
CCVCC	CVC.CV.C(V)C

Two vowels at the beginning of a word receive a vowel in front of them; in a cluster of three elements, the vowel is inserted as epenthetic, so two distinguished new syllables are created. Clusters may occur in medial position too:

VC.CCCVCC	VC.CVC.CVCC
VC.CCCVCC	VC.CVC.CVCC
VCC.CCV	VC.CVC.CV
VCC.CCVC	VC.CVC.CVC

Vowels

Differently from consonants, vowels are not described on the basis of contact between the tongue and parts of the vocal tract. In practice, vowels are sounds realized with minimal stricture, compared to consonants. They are described by length (quantity) and their acoustic timbre (quality). Visually, we can teach vowels focusing on lip positioning and its roundness/shape.

Different combinations of quality and quantity give the full vocalic inventory. In practice, when pronouncing vowels, our tongue lays in different places, between the palate and the pharynx, and at different heights. Thanks to those dynamics, we hear the contrast among vowels. Pronunciation of vowels across Arabic dialects is consistent. Dialects in general add two extra sounds, positioned in a middle position between two MSA adjacent vocalic sounds.

From /a/, /i/, /u/ we obtain /a/, /e/, /i/, /u/, /o/, where /e/ and /o/ are the new vowels

Dialects show these two extra vowels also as the result of a monophthongization of MSA diphthongs. In dialects, we find two new vowels halfway between the original components, but of long quantity. In fact: *aw* > *ō* /o:/ as in *lawn* > *lōn*; *yawm* > *yōm*; *nawm* > *nōm*

Ay > *ē* /e:/, as in *bayt* > *bēt*; *layl* > *lēl*; *zayt* > *zēt*

More than this, spoken Arabic often uses an epenthetic ultra-short vowel, neutral in sound, to facilitate pronunciation in clusters. The original limited vowel range of Arabic

expands in dialect, yet the matching in between Arabic vowels and European languages vowels, like English and Italian, is not easy. Due to such difficulty, we must take into proper consideration matching, near matching, and approximation; this, in relation to quality, quantity, and their respective dynamics like reduction, lengthening and monophthongization (Oisho 2005:80-84).

The first aspect of concern is that most Arabic vowels are long, and long vowels attract the stress. This is well attested by verb conjugation, where long suffixes attract the stress, like in *yadrusūna* or *sakatū*.

Another example is offered by plural suffixation, which attracts the accent too, like in *mudarrisūna* and *talibāt*

Nouns can be inflected, but this does not affect the stress position, but merely modifies the syllabic structure – lengthening it – in the chain of sounds. Verbs and plural suffixes help and fasten the perception, recognition, and production sequence more than theoretical discourses.

In contrast, a second aspect is that Arabic vowels undergo a reduction and neutralization process in the spoken varieties, the results of which have to be learned for discriminating resulting sounds and meanings.

The most useful technique here is to provide critical models for perception, for successfully training recognition. Repeated drills under the guide of the instructor will hopefully lead to an adequate production. The same procedure, from perception to drills, must be followed at the syllable level and at the word level. Perception is easier when just one syllable is involved, but it only constitutes the starting point toward the perception of entire words, with their proper stress.

7.2.3 Prosodic features and syllable restructuring

The main prosodic component is the pitch. If rising, it denotes completeness (statements); if falling, incompleteness (questioning). Prosodic features also require the perception, recognition, and production levels of analysis. Imitation of native teacher utterances does not constitute a method of teaching. The pitch, as well as the stress, are related to vowel length, with impacts on rhythm. Essentially, rhythm is the alternation of stressed and unstressed syllables. Respect of the vocalic quantity allows us to find and follow the proper rhythm.

Both MSA and SA are subject to syllable restructuring. In MSA, it occurs, for instance, with the article. Because of *alif waṣla*, we only keep the -l- of the original -al-. In addition, we also assimilate -l- to solar letters, then losing the original components of the article. Article assimilation and doubling of the following consonant underpins syllable restructuring, and so participates in rhythm creation. It is crucial to master the ability of doubling consonants, for not every language doubles so many consonants as Arabic does. Prosodics need special care as cannot be learned without receiving explicit training from instructors. Misperception of vowel length causes wrong prosodic production at the speech level, orthographic mistakes at the writing level, and semantic misunderstandings at the listening and comprehension level.

7.2.4 Priorities in correcting pronunciation

Correcting mispronunciations that carry a phonological impact retains priority. Some causes of mispronunciations are found in not doubling the consonants, not maintaining the opposition plain vs. emphatic, incorrect articulation of pharyngeal and uvulars, confusion between the two interdentals /th/ and /dh/, and reduction of changes in quality and quantity of vowels.

After the mentioned mispronunciation examples, there are also mistakes due to misplacement of stresses. They obscure meanings but do not change it. In any case, the pronunciation is heavily affected and needs correction. Here are some examples of these most common mistakes. For example, when one says:

ʿAlì for ʿAlī, Khalìd for Khālīd, Yasìr for Yāsīr, Hassàn for Hasan, Qatàr for Qatar, Al-Qaìda for Al-Qāʿida, Mosùl for Moṣul, ìslam for islām.

7.3 Writing

There are no people who write exactly the same way although they do it in a sufficiently similar way to be mutually intelligible.

Acquiring the skill of writing from right to left is as problematic as reading. There are Arabic letters that are written with one stroke, and others that are written with two or more. Moreover, some letters are written totally over the line, while others stay partially above and partially below it.

Among the difficulties, the most frustrating one is learning how to assign the right space to each letter, then becoming sensitive to the correct height from which to start writing,

positioning all the letters correctly in their position, remembering to move from the top to the bottom, and sometimes reversely.

Writing skills might be divided into two phases. One is the receptive phase, combined with reading, where students read authentic texts, discuss them, extract from them the lexicon, and analyze the structures, the type of text, and the speech. The other phase is productive, where one tries to practice, attempting to (re)produce a written work, as the passage already read shortly before. Each cycle, for various levels of competence, includes the two phases mentioned, and the various activities must be related to a specific event or context. Writing, combined with reading, gives the opportunity to address culturally specific topics.

The selection of texts and topics should be restricted to authentic and real sources: forms, emails, chats, announcements, articles from the web, literary or political essays, poems and novels for the most advanced courses. Any sensitive and private data will be canceled, and texts useful for their content, but too complex for grammatical structures, will be modified so as to change their status to semi-authentic. The teacher is recommended to take an article from the web, then to cut, modify, and simplify certain hard passages or expressions so that the original text becomes ‘tailored’ to students’ level. In fact, there is not a perfect resource ready for use, but each teacher must make an effort to select and adjust the most suitable teaching material.

Style, cohesion, and consistency are specific characteristics of each writer. However, anyone can try to reproduce a style when s/he writes. The topics covered by the materials used for learning writing should follow this hierarchy, from simple to complex:

1 – *posts online, sms, postcards, letters, e-mails to friend and partners with fixed formulas for opening and closing our writing*

Grammatical structures in Arabic: prepositions, negations, basic verbs, ‘not to be’

2 – *formal letters or announcements.*

Grammatical structures in Arabic: the future, the present and the past, some persons of the weak verbs, some masdars and participles, recurrent formulas for expressing prohibitions

3 – *procedures, instructions and prescriptions, office memos*

Grammatical structures in Arabic: imperative and negative imperative of the basic and derived form; passive statements for some recurring expressions

4 – detailed descriptions and comparisons providing argumentation

Grammatical structures in Arabic: deepening and reviewing the morphological templates for adjectives and elatives; the relative clause and its pronouns

5 – narrate, maintain a diary, report an episode or an event

Grammatical structures in Arabic: use of *kāna* in composed times, the *ḥāl*, observations concerning the word order

6 – expose and argument opinions in a brief column, a short essay or article

Grammatical structures in Arabic: use of conjunctive, use of connectors

7 – present and defend a study or work project: introductions, state of the art, cause-effect relationships, hypotheses and evidence, conclusions and verification

Grammatical structures in Arabic: conditional sentences, in their affirmative and negative forms, both real and unreal.

7.3.1 Between writing and reading: orthography and spelling as mixed skills

Orthography and spelling are inseparable abilities. They consist of several composite subcompetencies: writing, pronunciation, and reading. Spelling can be understood as written or oral spelling. The first is based on the correct correspondence between graphemes and phonemes.

It is crucial for both abilities to provide guidelines to students for reading correctly. Reading can take place: silently, when comprehension and the speed rate of the receptive ability are key factors; aloud, as a productive activity, mainly centered on phonetics and the grapheme-phoneme association.

As for writing, proceeding to left is very problematic at the beginning. This proves to be especially true when we arrive to the end of a line, that is to the left margin, and we are tempted to simply slip down, on the same left side, without restarting from the right. Therefore, it is strategic to cover the different lines of a written text and uncover one line at a time, or to drive our reading with a finger under the line, to avoid focusing on individual letters and for directing attention to the whole segment.

At the very beginning, to avoid reading isolated letters by their names, it is important to read by syllables (and in parallel to write), for example:

Ba-bu-bi instead of “ba”

Tu-ta-ti instead of “ta” etc

At first, to prevent discouragement, present texts for which the vocabulary is already known; it is a very pleasant surprise and very encouraging for learners to discover that they can read and write a word previously heard or pronounced.

Early reading and writing are to be proposed without vocalization. Missing vocalization is a further complication, but it is manageable with a good command of morphological templates and adequate awareness of the tri-consonant root system.

Reading and writing improve with practice, both in speed and understanding. Nevertheless, it is not possible to develop any reading or writing skills until the student has reached a minimal competence in listening and comprehension. In monitoring the improvements, instructors must make sure that a good balance is kept between speed of processing and comprehension, and that nobody has become stronger on one side at the full expense of the other. In fact, both should proceed in parallel.

7.3.2 Orthography and spelling for enhancing the accuracy

The main issue here concerns the correspondence between letters and sounds, together with their possible multi-matching, especially in regional accents, which may originate mismatching. The pronunciation (rendition) of a sound is not always letter-based. In fact, the same sound may correspond to more than one grapheme or a combination of graphemes.

For this reason, Odisho (Odisho 2005: 127) states that there is a “drastic difference in the speed of change between writing (which is static in nature) and speech (which is dynamic in nature).”

Orthography, mispronunciation, and meaning are deeply interconnected. The main guideline, and complication at the same time, for orthography are diacritics, where dots mark consonants only. Concerning long vowels, the only tip is that *waw* and *alif* interrupt the line of writing, so it is visually easier to identify them.

An interesting aspect in orthography is the transliteration of foreign names and nouns with Arabic characters. Too often inconsistency, incompatibility, inaccuracy, or distortion occurs because we lack rules or conventions. Considering the risk of diacritics omission, and that short vowels are written as diacritics, we overuse long vowels, with the result of over-articulation. In general, a phonetic rendition is preferable, and long vowels are to be used only if they carry primary stresses.

Spelling

Starting from an Arabic written text, we can obtain an accurate spelling if we pay attention to a number of key factors and abide by some general rules. It is useful to observe the extensive use of dots and the different shape of letters, depending on their placement within the word and in connection to previous and following letters. If we recognize them in different positions, and we identify the vowel they carry, we can decipher words and meanings. This implies to us a cognitive effort, still hard for native speakers too. It has been proven that Arabic native speakers need more time than English native speakers for processing the visual recognition of words (Bentin & Ibrahim 1996). Saigh Haddad (Saigh Haddad 2007) formulated the linguistic affiliation constraint hypothesis, and investigating the mechanisms of pronunciation, has found that the main difficulty is due to the back nature of many Arabic sounds.

Additionally, research has shown that Arabic natives up to 9th grade have difficulties in associating phonetics to graphemes, especially with regard to long vowels, the opposition between sin-šad and ta-ṭa that carry a phonological relevance (Abu Rabia and Taha, 2004 and 2006; Abu Rabia and Siegel, 1995).

7.4 Reading in Arabic :specific difficulties

Eviatar and Ibrahim (Eviatar and Ibrahim in Haddad, Joshi, 2014: 77-98) introduce their reflection on reading in Arabic, presenting its undiscussed hard nature and stating:

“Previous research has shown that reading in Arabic is a slower process than reading in other languages, even among skilled native Arabic speakers. In addition, the process of reading acquisition by beginning readers is slower than in other languages.”

Not only in research but also in the classroom, the relationship between Arabic sounds and letters, and their undeniable visual complexity deserve special attention. The first concern is related to the diglossic nature of Arabic. Sounds may exist in SA and not in MSA, or sounds found in MSA are neutralized or abolished in SA, a fact that impedes a direct and transparent relation between written letters and pronounced sounds. The second aspect, visual complexity, is mainly due to the multiple shapes that a letter can take. The majority of Arabic letters (23 out of 29) may appear in four different shapes: isolated, initial, medial, or final. Moreover, they are connected with “neighbors”, thus giving the impression of a unique line of writing, where characters are distinguished only by dots. Effectively, letters share a few recurrent structures, made different by existence, number (one up to three), and position (above or below the line) of dots. In practice,

reading in Arabic does not mean to automatize the recognition of letters, yet it means the recognition of the different shapes that each letter can take. Research has found (Abdulhadi et al. 2011) that Arabic words are not processed as a whole but stroke-by-stroke: general structure of the letter, dots, and connection to other letters. It emerged that the reader's brain, including the brains of native speakers, does not follow different strategies nor differentiates enough⁵⁹, when processing words or non-words. It means that Arabic seems to be not significantly influenced by "the word supremacy effect", by which it should be easier to recognize a word than its single components. This reality negatively impacts accuracy and quickness in reading. The slowness in reading an Arabic passage may partly stem from here. The Arabic system of writing and its reading complexity effectively require a higher level of attention and pose an obstacle to prediction, while students attempt to establish correspondences between phonological and lexical representation of words. The same difficulty charges, with extra work, the psycholinguistic and neurolinguistic functions of our brain, while trying to elaborate Arabic reading strategies. The above observations are presented in comparison to reading in a language with Latin characters; it introduces two different issues of identification: one for letters and one for words.

7.4.1 Letters and words identification

Arabic letter identification is carried out by both hemispheres, in a percentage that varies from person to person and is affected by the visual field. The mentioned study of Eviatar and Ibrahim revealed that the right visual field, connected with the left hemisphere, processes detail and needs a longer time; the left one, connected with the right hemisphere, processes the general aspects and works in faster time. For this reason, there is a heavy interference from the right hemisphere that wins over the other, taking its faster time as an advantage. The negative consequence of this mechanism is that letter ta' and ba', differing for details and absolutely similar from a general point of view (i.e. the structure and shape of the letter body) are initially understood as identical, and no difference is perceived at first. This factor affects the ability, accuracy, and quickness in Arabic word recognition. It has to do with the word superiority effect and with the way

⁵⁹ In reality, words made of connected letters are processed slightly faster, yet this fastness is not strong enough to significantly affect the task results (Asad 2011)

morphological complexity impacts the hemispheric activity. The left hemisphere that is in charge of processing details, when not busy with its own stimulus, has shown to cooperate with the right one. If this happens, the Arabic lexical decision task renders higher performances for what concerns accuracy and time of response. The reverse is not valid. In fact, the right hemisphere, which processes global aspects, is not of help in enhancing the performance of the left one for Arabic recognition.

The reason is that the right hemisphere works better with languages that are visually simple, like the ones written in Latin characters. Indeed, here the distinction among letters and the related word recognition is based on global aspects, which are supervised by the right hemisphere. The left hemisphere is more independent and efficient for processing Arabic, and it also integrates the right hemisphere tasks.

As a consequence, reading in Arabic can fully rely on one hemisphere only because the nature of the other is not appropriate enough for the visual complexity of Arabic language writing. Moreover, Arabic diglossia causes a frequent mismatching between written words and their pronunciation or substitution with a different vocabulary. Non-natives and natives both are misled by the mentioned factors while reading. Natives in particular find themselves reading in a language in which they are not fluent, for it is not written in Modern Standard Arabic, the real mother tongue.

Reading is part of the language instruction process, where learner anxiety, stress, and motivation affect performance. The impact of these challenging factors is inversely proportional to the competence of the teacher in managing the classroom environment. Sadly, for teaching this key skill, there is no specific recipe, as it heavily depends on the instructor's personality and on how much s/he devotes to class work. In summary, anxiety, stress, and motivation of the class often reflect the anxiety, stress, and motivation of the instructor. Being adequately trained, keeping abreast of new pedagogical findings and techniques, staying updated with the daily changes of the language to teach, both in and outside Arab countries, being informed of new teaching materials and resources, and hopefully participating in the creation of new ones are all factors that mark the best instructor practice. Students are extremely able to recognize their teachers' competence and are proud to follow good examples. A highly motivated and well-informed instructor almost always elicits students' best performances. If learners feel that their teacher is extremely reliable and offers them updated content, their motivation increases, and they participate more intensely to class activities, and

consequently, anxiety decreases. Team building at the very beginning and establishing a welcoming feeling in class are equally important, as well as the choice of content for each single lesson, in order to develop the best of our students' skills.

7.4.2 'Meaning' and its comprehension: tasks and steps

Developing reading skills involves active and passive tasks because it can be performed aloud, as production, or silently, focused on comprehension only.

Many factors can serve as obstacles in reading a foreign language, especially if this is typologically different from the mother tongue. Morphology, syntax, orthography rules, and conventions constitute significant obstacles to the reading process. In fact, it mainly implies the comprehension of meanings, which is made possible by the mechanisms of association and elaboration. Association is grounded on "direct links" resulting from a student's previous experiences, which allow them to link a new word to something they already know. Elaboration is more complex and implies a set of extra information that is of help in recalling a meaning. It requires additional time for processing, but the knowledge the student obtains is more stable and reliable. The material stored by processes of elaboration becomes available for production too, while this is not said for the resources the student recognizes by association.

It is important to plan a preparatory *pre-task* activity, introductory to the task of reading itself, with a brainstorming on words and verbs most likely to be found in the text passages. The title, pictures, or videos that usually accompany the written object of study provide a great help in this direction. Of course, an integrated approach asks for carefully designed and efficiently integrated teaching materials. In particular, the materials for training reading skills must be generally brief and suitable to undergo several steps like analysis, inference, elaboration and compensation, and synthesis. Furthermore, the first reading activity cannot aim at a full comprehension of the text nor of each single word. Demanding from our students too much at once will lead to a sense of frustration, thus resulting in a lower level of performance.

During the *task* of reading, analysis starts from the general frame and context, usually suggested by the title itself. Later, details and specific words are approached, and finding out known words deserves priority. Lexemes must be analyzed at different levels in Arabic – by roots, prefixes, suffixes – trying to associate them to words made from the same root and already encountered. Identifying the root is critical to the comprehension

of the general meaning. Then, suffixes and prefixes may require the guidance of the instructor, depending on the degree of grammar complexity. It is not necessary at all to decipher the whole grammar structure to understand a text, and it cannot be demanded of our students.

Additionally, as a *post-task* step, the same reading can be re-processed a second time, within the same day or later on, when formal command of the language rules has become more advanced and allows a total comprehension. Discovering today that a text read some weeks ago can be understood without difficulty, compared to the first time, reinforces the motivation and self-confidence of learners. This kind of approach, with difficulty and complexity gradually distributed over time, facilitates student creativity and better activates all of their cognitive schemata in order to retrieve any available knowledge or information. It is not conceivable to add new pieces of knowledge for every new text read. Instead, it is essential to practice constantly and in different contexts what they have previously learned. A reading becomes highly critical to the learning process when it suggests a new way of combining old words together, instead of just offering new words.

Practice and teaching observation really prove that even beginners can adequately understand a reading of intermediate level when they are well-trained in identifying and following the crucial passages, guessing the meanings they miss and figuring out the general big frame of reference. Inference in reading Arabic has a two-fold relevance, for the recognition of words and for the comprehension of meanings.

On one hand, written words do not show all the necessary information; for example, they do not display short vowels, *shadda* or *sukun*. These elements, not represented in writing, must be inferred from the morphology, lexicon, and context. For this reason, speed in recognition is slowed and consequently the automatization of reading is negatively affected.

On the other hand, inference together with analysis helps to negotiate meanings. Sometimes semantically relevant information is not given openly, but just suggested or hinted at. Individuating cues is essential to developing the reading ability, but it is a tricky operation at the same time. Its highly abstract nature exposes to misunderstandings and mistakes. In any case, it offers a good training for negotiation, which is indispensable for comprehension. Every time guessing activities take place, verification is to follow. The student is then compelled to process and re-process the

reading passage and s/he must take into account many facets: explicit and implicit information, its confirmation, changes, substitutions, and fixing of any misleading element. Now, s/he can formulate hypotheses and possible solutions. In other words s/he is deeply involved in elaboration of the linguistic data, trying to compensate for the items that show to be inconsistent with more valid alternatives. Instructors have to monitor and mentor students during this process, as it constitutes the hardest step and cannot happen automatically. On the contrary, it requires a very specific training and a high level of awareness.

At the end of the previous steps, synthesis begins. Students are now able or are encouraged to build a number of different chunks for conveying the same meanings. Moreover, the linguistic data they have previously encountered now become available with examples of use in phrases, clauses, or sentences. In so doing, reading and production prove to be two interrelated creative tasks. In detail, production based on the new learned materials is to be intended as both oral and written. Learners may “recycle” the nouns, verbs, and structures of the analyzed text for striking out a conversation, writing a short story, or composing a dialogue made of sentences. Furthermore, this is an appropriate occasion for introducing Spoken Arabic side by side with the standard, as it happens in real life. In fact, a text written and read in MSA may be discussed in SA, and elaboration and synthesis may focus on the practice of the different levels of language for expressing the same meanings. Such a process requires time and the constant supervision of the instructor, but research and observation have demonstrated it leads to a quicker development of autonomy in learners. At the same time, students can become acquainted with the real nature of Arabic “as one language” though including different “flavors” like Prof. Al-Batal has recently renamed its varieties, substituting the old-fashioned tag of “dialects”.

7.5 Listening comprehension

Daily interaction, as recalled many times, constitutes one of the best strategies in carrying out listening tasks. It is typically associated with top-down processes. It is worth explaining the difference between top-down (TD) and bottom-up (BU) activities. Basically, top-down activities are driven by the context (e.g. a conversation or a reading passage) and the bottom-up activities by perception. A top-down orientation identifies a word before the phonemes (or graphemes), while the contrary is valid for a bottom-up

analysis. The two modalities are interdependent and deserve equal training. TD aims at semantics by associative mechanisms, and BU remains at the word recognition level. In practice, beginners who make wider use of BU care too much about the signal or the input and spend too many resources with this concern. It is interesting to observe that TD and BU compensate for each other with the interactive-compensatory mechanism⁶⁰. In fact, when a BU listener or reader finds the decoding of the input difficult, s/he activates the TD canal, and so gathers as much information as possible from the context. Besides, the context can result as misleading if the student is not adequately trained to read it.

It is essential to conduct class training in a way that reflects reality. Real situations demonstrate that neither listener nor reader understands 100% of a given input, of which they decode fragments in a variable number according to their competence.

The role of the teacher is fundamental in building student self-confidence and for enabling them to rely more on guessing, for strengthening their TD strategies. Research found that “learners seem to place more confidence in their preformed schema than in incoming data from the speech-stream” (Field 2004: 369), so they often try to adapt the input to their first impression/orientation, whether right or wrong, instead of substituting an initial misleading idea.

7.5.1 General suggestions

Listening embodies the missing bridge between theory and pedagogy, requested by the proficiency based approach. It must become a routine in teaching, hopefully in the place of current writing and reading exercises.

Research has shown an incongruence between an instructor’s statements – they admit that listening is a crucial skill, and real practice, as it was found that they do not train enough listening skills. So, how can we assess the true situation? A first and easy indicator of teachers’ practice is provided by the kind of instructional materials they use. Is it updated to the recent findings for training listening? Does it provide special sections with listening activities? Is it paired with companion websites rich in audio and video resources?

⁶⁰ For further reference see Field 2004

Very often instructors lament that ‘class time is not enough’ to train students well; perhaps a more effective planning of class time, dedicating priority to listening instead of reading and writing, may represent the best solution. Time will never be enough if course planning, content, and the choice of materials are not adequate.

7.5.2 Main listening difficulties and a specific proposal for teaching

The main difficulties⁶¹ that one meets in decoding an audio track or a real utterance can be summed up: processing a fast spoken discourse; deciding what constitutes relevant information and identifying it, to be intended both as words and concepts; inferencing and completing information; and elaborating a quick and relevant response. The listening process is affected by several characteristics, those of the text (or track), the interlocutor, the task, the listener, and the process. Then, it is important to consider how many people are involved, the degree of consistency of the information transmitted and their level of abstraction, so requiring more or less inference.⁶² Sequencing the listening activity in distinct steps (i.e. pre-listening, listening and post-listening) helps to enhance students’ competence.

Whatever the strategy we adopt, it is essential that students know the strategy well, know how to implement it, and are confident that it will bring positive effects. Instructors must dedicate sufficient time to the preparatory step for developing learner consciousness. In fact:

“A strategy-based approach is a methodology that is rooted in strategy instruction. It sees the objective as being to teach students how to listen.

This is done, first, by making learners aware of how the language functions and second, by making them aware of the strategies that they use—i.e., developing “metastrategic awareness.”

Then, the task of the teacher becomes to instruct the learners in the use of additional strategies that will assist them in tackling the listening task.” (Mendelsohn 1995:134)

For what concerns the teaching materials, the length of each track should not exceed two minutes for the beginner and low intermediate levels. The high intermediate level can be

⁶¹ For further reference on this topic Lynch 2011

⁶² Deeper explanation is provided by Mendelsohn 1998

exposed to tracks of up to eight minutes of duration, and the advanced students can complete a listening of over a minimum of ten minutes of conversation. Combined audio plus video files are the best tools because they offer a situation closer to reality: the listening passage presented by a video provides the learner with linguistic, paralinguistic, and extralinguistic signals as real life does.

Apart from the strategies and the sequencing during classroom training, a large amount of exposure to exercises of listening significantly facilitates the improvement of this critical competence.

Prelistening activities

As part of this prelistening phase, instructors must teach their students to react to data pressure with selective attention⁶³. It has been demonstrated that listeners decide how to distribute their attention, selecting a number of topics. The first choice is the nouns, especially the familiar ones. Probably, it happens because all nouns have a stressed syllable, where the stress works as a marker and marks the syllable. In second position, we prefer to focus on verbs, then prepositional phrases, adjectives, and adverbs, and last modal expressions and the modality verbs. These last aspects leave room for our interpretation; for example, we wonder “what does this subjunctive mean? Is this imperative a real order or a courtesy form?” Interpreting compels us to make a decision, then asks us for a longer time of processing. Our selective attention gives priority to faster operations and leaves the more complicated ones at the end.

Even if the noun appears to be processed first, we cannot forget that crucial information to comprehend may not be conveyed by nouns. Training the recognition of prosodic cues is an essential exercise too, although it may work better for natives and is not always of help for non native learners. These cues enhance the performance and facilitate a deeper concentration on phonology, if lexicon is already known.

Prelistening tools: pictures, video without audio, key words for guessing the most useful lexicon for the context, previewing the questions, reading brief texts on a related topic, discussing the topic in general, explaining unfamiliar expressions.

Listening

⁶³ On selective attention, see also Brown 2008

We find here a number of cognitive strategies to be activated: inferencing (guessing), elaboration (making complete), prediction (anticipating), contextualization (establishing relations), translation (finding the equivalent within the same language or in the mother tongue), fixation (focusing attention), visualisation (mental mapping), reconstruction of meanings. Elaboration is a critical step because if it takes the wrong orientation, the whole process will result negatively. Reconstruction is made harder if there is a high percentage of key words whose meaning is not clear at all. For what concerns the metacognitive strategies, related with planning and managing student learning in general, the main one is phonetically identifying a word, whose meaning is unknown.

Listening tools should be authentic material, tailored or not tailored. If not tailored, the required tasks must be simplified. The material could be semi-authentic, meaning that the instructor has modified some critical hard passages to make it suitable for the level of the students. In fact, a too hard task causes frustration, but at the same time “while we are protecting our students from the frustration of extended speech we might also be denying them the satisfaction of being exposed to and understanding real speech.” (Bacon 1989:545). A good balance then is reached on a case by case base, and it is a teacher’s responsibility.

Listening activities are often equivocated with dictation, role play, general speaking with the teacher, simply answering questions, and summarizing information read in a text. It must become clear to instructors that listening tasks are those based on audio and video files, and are measured by exercises of comprehension, related to the specific file. Listening tasks must elicit and train the skill and attitude of a student outside the classroom, so such tasks are reliable only if they go “reasonably beyond” course content (Van Pattern 1995).

Postlistening activities

They require making use of what has been listened to and learned, with special focus on comments about weaknesses and strengths of the previous listening task itself, as with debriefing. The postlistening momentum is not the place for a general assessment of the global achievement of course content. On the contrary, particular difficulties that emerged from the concrete exercise have to be sorted out, and the new findings must be practiced, preferably in the form of conversation. This allows us to remain on a non-

written level, which distinguishes listening from any other skill except conversation, as a complementary activity to listening.

The best tactics to activate the strategies for listening are interaction (interactive listening) or negotiation of meaning, and retrospection. The former means that a listening works as a basis for further conversation and not only to gather information at present. The latter happens after processing a plethora of data when we recover the single pieces of information, and we ‘look back’ at their meanings in context. Goh (Goh 2002) differentiates between strategies (or mental mechanisms) and tactics (or operationalization of a strategy). Goh then poses a distinction between consciousness, as a sign of strategic behavior, and goal-directedness, or comprehension goals. The goals motivates: why do I want to listen to tracks and what is my purpose; what is the purpose of the track itself; which cause-effect relation does it express, and which are its main topics.

Key skills are word recognition and syntax analysis. Comprehension improves as much as they are automatized because automatization frees resources for inferencing and high level decoding.

7.6 Speaking and interacting

Preamble

Dealing with speaking activities recalls two main issues: the mechanisms by which the processing of input takes place and the diglossia of Arabic that requires addressing a spoken variety during instruction. Both of these topics have already been covered in chapter 3.

It is important to note that teaching a spoken register does not mean to teach all its facets together. On the contrary, by selecting a number of topics, the aim is to accelerate and maximize exposure to ‘real linguistic life’ in Arabic, thus significantly contributing to a linguistic enrichment of the students’ ability. Again, instruction in a dialect doesn’t mean to address all its complexities at once, but facing some of them from the very beginning remains crucial. The selection of topics to be covered is up to the individual teacher, and this dissertation, according to experience in the field, gives specific suggestions in its last section.

Speaking constitutes the key skill for any learner for different reasons. First, it represents the most evident proof that someone really ‘knows’ the language; second, it is

immediately and extremely useful to start up a conversation; and third, international agencies and the monitoring of teaching standards strongly recommend promoting the development of this practical skill during classroom time. For what concerns Arabic, goals are complicated by the need to master one spoken variety, so to achieve a solid competence in at least one ‘dialect’. In reality, several teaching experiences, many of which I actively participated in, have demonstrated that introducing more than one dialect in the same classroom environment enhances learners’ skills. Surely, it is hard at the beginning to cope with different varieties of the same language, but the sooner we put students inside the real picture, the better they cope with any supposed complication. The difficulty of the language is well overcome by the motivation and sense of gratification that a learner feels when s/he perceives her/his improvements in interaction. After all, the mentioned difficulty mirrors reality in Arab-speaking contexts, so we can name it ‘real life’ without any reference to general and senseless categories like “hard or easy”.

7.6.1 Methods and practice

The turning point here is how to teach ‘speaking’, and this gives rise to the question of how to balance between the target language and the native language, in particular for beginners. In this regard, some scholars support the full immersion into the target language. Then, according to a “swim or sink” logic, this immersion is adopted as a “method of foreign language instruction in which the regular school curriculum is taught through the medium of the language.” (Met 1993: 2)

Met again clarifies the two goals of foreign language immersion programs as: (1) developing a high level of proficiency in the foreign language; and (2) developing positive attitudes toward those who speak the foreign language and toward their culture(s) (ibidem).

Substantially, learning the language in the target language itself aims at increasing the quantity of input in Arabic, for example, so stressing the absolute and immediate necessity of the language studied. Following the previous argument, we immediately encounter the question: can the instructor make use of a sort of code-switching (CS) for teaching purposes, with the scope of maximizing the *understanding of students*?

First of all, ‘understanding’ cannot occupy the first concern in the language instructional cycle, especially when we explicitly want to dedicate time to speaking and not to

listening. In fact, a student of languages is successful when s/he interacts, although not completely understanding the utterance of the interlocutor. The crucial ability for conversation is to create and feed a communication flow. The focus, then, needs to be moved from receptive to productive skills, with a very dynamic orientation in education. Actually, if the quantity of the lexicon required (or introduced) by speaking tasks is adequate, students will activate their creativity, inference, and deduction skills, and they will not ask the teacher for translation nor CS. What we need is a precise and consistent schedule, and a rigorous planning that avoids demanding too much lexicon beyond students' control. This will make CS from the instructor unnecessary. However, on a limited number of occasions, translation or code switching or code mixing between Arabic and Italian for example (or English) is useful, merely to unlock a communicative block or disambiguate misunderstandings that will take too long to be sorted out without a bridge-language. If clarity and practicality are not differently reachable, and considering that they remain the main concern, instructors may exceptionally make use of CS or translation.

An option that has proven to be very effective and that constitutes natural and environmental full immersion is that of residential programs. It is essential for students that universities offer these opportunities and provide them with adequate funding. Nevertheless, we cannot discharge on these programs the entire development of speaking skills. A third and reasonable action could be introducing Arabic in high schools, for developing a higher competence at the university level, as it happens with western languages.

7.6.2 How to conduct a speaking and conversation training

Exactly like the training of other skills, a well-built schedule and a tailored syllabus are the most important tools. Additionally, time planning plays a critical role: how much time do we dedicate to pronunciation drills, exercises focused on the lexicon, role-play, free conversation? Instructors should plan well in advance the distribution of time among activities, finding the most suitable recipe and avoiding complaints of time scarcity.

It is important to recall that the training process has to care as much as possible about students' feelings and their opinions toward the training process. Do they feel bored, overloaded, confused, or in contrast, enthusiastic, lively, productive? No planning will succeed if student's needs are neglected.

Whatever the level of the class, an operative rule to follow is to ask students to concentrate on pronunciation, with no rush in performing speaking. Secondly, any time a word is found in a recurrent chunk, it is critical to emphasize it and invite everyone to create a new string of conversation with the new chunk.

Learners must be required to close books and notes, remarking that during speaking there is no room for reading texts or notes. This compels them to interact, asking a peer for a missing word, for example, or attempting to explain the same concept in a different way.

A common traditional procedure is to base speaking on reading a text. Instead, it is preferable to use a picture or a video as grounds for discussion. The conversation can follow a previous activity for sure, but preferably it will be listening without captions, not a reading. It is a wise habit to ask students to complete a pre-listening at home, to be discussed and covered again in class.

During the lessons, what are the steps that elicit learner interaction? It obviously depends on their different personalities and interests, but a warm-up operation that starts with easy and general questions offers opportunity to everyone. Teachers could set as a rule to open every new class with a protocol of questions to follow. It doesn't matter if students repeat similar things many times; the target is to say it in a better Arabic compared to the previous utterance or practice session.

Example of general questions for beginner learner warm-up

What day is today? (day and time)? What's the weather like? How is your friend today? (tired, happy, sleepy etc..) Why? And you... (referring to a different person, to change interlocutor) how are you today? Why? Really, is it true? (then asking another student to change interlocutor) Do you agree with him/her?

Example of general questions for intermediate learner warm-up

Students at the intermediate level must be trained to 1) report procedures and opinions , 2) sum up events, including the correct use of the past, 3) ask for confirmation, reasons, and support agreement or disagreement in front of their colleagues. In practice, we must train them to address some key topics, like in the following examples.

Describe and explain how to cook today's plate; describe your favorite travel, hobby, city etc. (*ma ahla.....*); talk about the most important person in your life and explain

why (*ṣāhib al-faḍl al awwal fi ḥayyātiyy...*); talk about the news of the previous day or sum up the weekly news (*axbār-el-yom, axbār el-ʿusbuʿ*)

Example of general questions for advanced learner warm-up

Advanced students are expected to interact without difficulties in ‘cocktail party environments’, so in noisy places where the environment may disturb the “quality of sounds” because everyone speaks with a different peer. Advanced students are expected to find arguments to defend an opinion, for example. If the roleplay technique is adopted, we suggest some typical pairs of characters and ask students to perform in their place to strike up a conversation.

Examples of characters to be performed in couples:

Marco Polo and Colombo discuss their travels; discussion between a husband and wife; a mother and son; a taxi driver and passenger; a soldier and prisoner; a doctor and patient; travelers that meet on a plane.

The above topics are ice-breaking suggestions for opening a conversation. After that, any other subjects can be discussed, increasing in complexity. The instructor works as a moderator, and although asked for it, does not supply lexicon on demand. This happens for two reasons: first because supplying lexicon may inhibit the autonomous recovery of it; and second, because if we provide students with any word they need, we introduce hundreds of words in little time. Instructors and not students plan and decide the content and the lexicon to be learned for each lesson.

CHAPTER 8-TEACHING OBSERVATIONS AT THE UNIVERSITY OF TEXAS-AUSTIN

8.1 Preliminary considerations

This chapter presents a selection of teaching observations resulting from a period spent at The University of Texas, with the status of Visiting Ph.D. and under the temporary supervision of prof. Kristen Brustad. The planning, the methodology, and the practice observed at Austin have decisively contributed to the shaping of my work. I do not mean that Texas is the only place where professors believe in an effective instruction, and aimed at the development of practical skills. In fact, almost every professor or scholar expert in both MSA and Dialectology shares a common idea: one spoken variety at least is essential to students' instruction in Arabic. Regretfully, there is not an intensive teaching planning that goes beyond this general agreement, so it is evident that nowhere theory is so much translated into practice like at Austin. This is due to many factors, first of all the detailed sequencing and the continuous monitoring of the practice in class, operated there by the titular professors.

Secondly, I observed a high degree of team-level coordination, where every instructor works toward the same direction, that is teaching “Arabic as One Language”.⁶⁴ It implies that from the very first approach to the language, Arabic is presented without emphasizing its critical aspects, such as multiglossia, irregularities or hard phonetics. Complications are addressed of course, but with a perfect ‘posology’: a sort of carefully calibrated dosage of difficulties, presented side by side with more regular facets, which facilitate a gradual familiarization. “As One Language” means that the theoretical introductions to the language are considered outdated from a strongly methodological point of view. The step change of the approach adopted at Austin stays in reduplicating the mechanism of acquisition followed by natives during the instruction of nonnatives, but directed and monitored by a teacher experienced in both linguistics and pedagogy of foreign languages acquisition. Teachers are required to be trained explicitly in the more advanced teaching techniques and are subject to the evaluation of their performances. Being native or having a degree in Arabic is not enough for taking part to the teaching

⁶⁴ Cfr. Al-Batal 2018, in print at the time of writing this thesis

staff. Arabic is taught by native and nonnatives, American or European instructors, selected on the only base of their mixed-ability: Arabic and Pedagogy, Linguistics and a good command of the most advanced ICT tools for teaching. Arabic language natives without teaching qualifications, as well as top-scholars or super-expert in one specific field, whose pedagogical aptitude is not proven, are not considered the ideal candidates for teaching to students' in their twenties.

Of course, in implementing such an orientation it is of great help the availability of a numerous team of instructors, that allows the sub-partition of Arabic 1, for example, into subgroups. Then, the resources dedicated to Arabic are a helpful plus, the equipment of rooms and labs with functional and updated tools constitutes a fundamental facilitation to the success of the 'mission'.

It is also true that nobody can aspire to receive funding and tools before proving that his practice is more effective than another.

The first month I spent at Austin can be considered a familiarization period, for myself and for students that became gradually acquainted with my presence in the classroom; the second month was the most productive one, as I partially became a referent for students, who asked me for details, further explanations, and help when tasked with an activity; the third month was a debriefing period. I took that time to ask professors and instructors for clarifications about their method, they provided me useful insights concerning the selection of teaching materials and resources, and I monitored specific aspects of learners' difficulties. I attended the courses of beginners', intermediate and advanced level, no less than two hours each per week. I list below a selection of notes taken in February, March and April 2017, during my participation to class activities. In presenting my observation I adopt the sequence of a diary, following the order of my real activities as teaching assistant.

8.2 Beginners' class⁶⁵

Month 1, 21st February

Activity -1 The superlative

Task: given a root, make the superlative

akbar, aḡmal, aṭwal

aḥla, aḡadd

Target difficulty: the superlative of deaf and irregular roots

Practice is led by pronunciation and sensitivity to sounds.

Students are invited to guess the superlative of *ḥelw* and *ḡadīd*. Someone arrives to *aḥla* and *aḡadd* by trial and errors.

Activity-2 Conversation

Task: ask your friend (or reply to) the following questions

šu aḡmal madina fi d-dunia?

šu akbar binaye fi Austin?

šu aṣḡar tari' fi-l-ḡāmi'a?

š asra' siyyāra fi-l-mustawḡa'?

min aqrab šaxṣ la-k fi-l-'usra?

Target difficulty: pay attention to pronunciation

Month 1, 27th February

Activity-1 Reference from the book

Task: listen and discuss the topic in pairs (Al-Kitaab 1, un.7 drill 16)

Target difficulty: listen and negotiate meanings without recurring to translation or the dictionary.

Month 1, 28th February

Activity-1 Listening

Task: listen to the song *ḥabībti minēn* from Youtube and ask your friend “*ente minēn?*”

Then, ask where the *ḥabīb/a* of your friends comes from.

Target difficulty: agreement m/f and choice of the correct suffixes

⁶⁵ If not differently indicated, the Spoken Arabic adopted here is the Levantine one

Month 2, 1st March

Activity-1 Conversation

Task: the use of *kān*

Students have to ask and reply to

šū kān mbāreḥ? e.g.: *mbāreḥ kān yōm-l-xamīs*

šū kān awwal-mbāreḥ? *awwal mbāreḥ kān yōm –l-arbe‘a?*

min kānet ustaza-l-‘arabiyya mbāreḥ? kānet Ġada!

The instructor says: *mbāreḥ ana kunt fi-s-sinama. W ente, wēn kunt?*

Target difficulty: the conjugation of *kān*

Activity-2 Adjectives

Task: remember the different adjective to say “good, well, ok”

Try to write them at the blackboard and your colleagues correct you.

Target difficulty: correspondence grapheme-phoneme

Month 2, 10th March

Activity-1 Nouns, the article and the *tā’ marbūte*

Task: read out some chunks, containing nouns with and without the article

Target difficulty: pay attention to the pronunciation of the *tā’ marbūte*, isolated or in *iḍāfe*

Month 2, 22nd March

Activity-1 The use of *laysa*

Task: given an affirmative sentence, put it at the negative form

Muḥammad fi hada as-ṣaff → *laysa Muḥammad fi hada as-ṣaff*

‘Ali ma‘a-l- ustāz

Huwe zamīlna min ṣaff al-‘arabiyya

Maha fi hada aṣ-ṣaff → *laysat Maha fi hada aṣ-ṣaff*

Target difficulty: agreement and conjugation of *laysa*

Activity-2 The use of 'an

Task: build a sentence using 'an

Yurīd 'an, yastaṭī' 'an, yuḥibb 'an, qabla 'an, ba 'da 'an

Target difficulty: distinguish between the main verb+ 'an+ verb or the main verb+ masdar

At this stage verbs are accepted without the explicit vowel for *manṣūb*

Activity-3 Reference from the book

Task: watch the video and do the relevant drill (Al-Kitaab 1, un.9 drill 5)

Target difficulty: the use of some persons of the medial weak verb: e.g. *fāq, yafīq*

Month 2, 24th March

Activity-1 Reference from the book

Task: review of *awzān* IV and V (Al-Kitaab 1, p.187)

Arāda, axbara, takallama, takala, taxarraḡa, ta'arrafa

Target difficulty: conjugation of the verb

29th March

Activity-1 Methodological debate

Task: talk about your method for the analysis of an audio-video track

e.g.: *aṣ-ṣura al-kabīra, al-kalimāt, qirā'a al-as'ila*

Target difficulty: explicating a suitable method for listening activities.

Activity-2 Reference from the book

Task: watch the video track and do the relevant exercises (Al-Kitaab 1, un.9 drill 17)

Target difficulty: learn how to collect as much information as possible in a short period of time

Month 2, 31st March

Activity-1

Task: *al-awzān* V, VI, VII

Tazakkara, takallama, tabādala, tašāraka, inkasara, inqata'a

Target difficulty: morphology and conjugation of the verb

Activity-2 Reference from the book

Task: read the lesson and do the relevant exercises (Al-Kitaab 1, un.9 drill 21)

Target difficulty: use of the verbs

Month 3, 5th April

Activity-1 Cultural competence

Task: watch the video about the Omayyads Mosque in Damascus from Youtube, and try to describe what you have seen.

Target difficulty: making descriptions and summing up.

Activity-2 Cultural competence

Task: learn the *bēt el-ʿēle* tradition

Target difficulty: develop sensitivity to different cultures

Activity-3 Reference from the book

Task: listen the track about *bēt el-ʿēle* and do the relevant exercises (Al-Kitaab 1, un.10 drill 6)

Target difficulty: develop sensitivity to a regional accent (Levantine and/or Egyptian).

10th April

Activity-1 The use of *liann-* and *li-*

Task: use *liann-* with clauses and *li-* with verbs or masdars

Target difficulty: remember the difference between *al-ğumla al faʿliyya wa al-ğumla al-ismiyya*

Activity-2 Methodological debate

Task: talk with your colleagues about listening strategies and steps

Guess useful words for the context; try to get the general picture; list all the words/sounds you don't know, proceed with a second and third listening.

Target difficulty: become aware of the necessary steps in order to analyze a track

8.3 Intermediate

Month 1, 23rd February

Activity-1 Cultural competence

Task: an Islamic funeral, formulas for condolences

Target difficulty: discourse appropriateness

Activity-2 Listening

Task: listen a poet that performs his piece on a dedicated Youtube channel, and try to catch as many words as you can. Write your words down and exchange information with your partner.

Target difficulty: starting from known words, try to follow the context in order to understand the new ones.

Month 2, 2nd March

Activity-1 The passive

Task: listen to an audio track and find out some passive voices (*wulida*, *'uxida*, *kutiba*)

Try to use those passives, speaking about yourself (*kutiba ismiyy*, *'uxida minni*) or a friend (*wulida Peter fi Texas*)

Target difficulty: m/f agreement in the passive voice.

Activity-2 The use of *kull*

Task: combine *kull*+ a noun with or without the article, for conveying different meanings

Target difficulty: associating precise functions to the article, and singular or plural forms.

Month 2, 7th March

Activity-1 Conversation

Task: students look at some pictures, then reply to the following questions:

kīf kān at-ṭaʿs mbāreh?

kīf tanḡaḥ fi ṣaff-l-ʿarabiyya?

šu bedd-ak taʿmel fi-l-ʿoṭle?

Target difficulty: verb conjugation and choice of the tense

Activity-2 The root

Task: given some words, find the root

e.g.: *istanğah*, *mawḍuʿ*, *maṭaʿim*, *waḍīfa*, *mušāraka*

Target difficulty: identifying the skeleton of the word, remembering the *awzān*

Month 2, 8th March

Activity-1 Medial weak verbs

Task: the conjugation of *kān*. Work with *kān*, *šāf*, *rāh* and strike out a conversation

Target difficulty: the verb conjugation

Activity-2 Cultural competence

Task: watch a video about Morocco traditional culture, then talk about this country

Month 2, 10th March

Activity-1 Listening

Task: listen to the audio track in MSA and transcribe it in Levantine or Egyptina Arabic.

Then, exchange information with your colleagues.

Target difficulty: familiarization with different varieties of Arabic and writing practices.

Month 2, 23rd March

Activity-1 Listening

Task: listen two songs from *xalīǧiyy* singers and pay attention to the realization of /q/ and the negative markers

Target difficulty: develop sensitivity to the Gulf spoken variety

Activity-2 Ism fāʿil

Task: find out the root of each *ism fāʿil*

ṭābʿa, *ṣāhib*, *qādi*, *ʿālim*, *ʿāʾid*, *qāṭiʿ*, *kāmil*, *mustašriq*, *mutanaqqil*, *nāšir*

Target difficulty: remembering the *awzān*

Activity-3 Reference from the book

Task: work with quadrilateral roots (Al-Kitaab1, un.7, exercise 7)

Target difficulty: vowelizing the quadrilateral verb and nouns

Month 2, 28th March

Activity-1 Cultural competence

Task: use of *ḥamdillah* 'a-s-salāma after a trip, an accident, an illness

Target difficulty: discourse appropriateness

Activity-2 Methodological debate

Task: talk about your method for decoding a sentence in Arabic

e.g.: *wēn -l-fā'il?* *Wēn-l- maf 'ul?* *leš hunā maḡrūr?*

Target difficulty: understand the function of *taskīl* and 'i'rāb

Activity-3 Listening

Task: listen to a selected song and pay attention to the Levantine accent of the performer

Target difficulty: develop sensitivity to the Levantine spoken variety

Month 2, 31st March

Activity-1 Reading

Task: read the provided semi-authentic text and find out the *ism maf 'ul, fā 'il, māḍi, muḍāri'*

Target difficulty: focusing on key elements in order to get the meaning

Activity-2 Methodological debate

Task: talk about the key-elements you look for in order to understand a text

e.g.: *maṣādir, awzān, ḡumla ismiyya, ḡumla fi 'liyya, ḥurūf*

Target difficulty: become aware of the necessary steps for the analysis of a text

Month 3, 30th March

Activity-1 Conversation

Task: say who is *ṣāhib al faḍl al-awwal fi ḥayyātak* and explain why

Target difficulty: motivate a statement

Activity-2 Cultural competence

Task: list all the terms that contain the root *f-ḍ-l* and explain their use

Faḍl, tafaḍḍal, min faḍlak, mufaḍḍil, bi-faḍl, 'andiyy faḍl kabir 'and... Allāh yzīd faḍlak

Target difficulty: learn how to exploit the multi-significance of a root

Activity-3 Conditional sentences

Task: create unreal conditional sentences

Target difficulty: the use of *law* and *la*+past tense

At this stage, the prothesis may contain a noun without verb, and the following is accepted: *law la iadiyy maksūr*, *la-ruḥt ‘a-s-sūq*

Month 3, 31th March

Activity-1 Cultural competence

Task: watch a video about the Tuareg and talk with your colleagues about the topic

Target difficulty: become aware of the different identities inside the Arab world

Activity-2 Cultural competence

Task: the pillars of *ad-dīn* and of *al-islām*

Target difficulty: develop sensitivity to cultural and religious diversity

Month 3, 3rd April

Activity-1 Work on literature

Task: read the text and debate about Ibn Battuta. Conversation in spoken Arabic and without full *ʔi rāb* is accepted

Target difficulty: choice of vocabulary, verb tenses and conjugation

Month 3, 4th April

Activity-1 Reading

Task: given a text, find out all the personal and adjectival suffixes and look back for their referent

Target difficulty: understand the structure of the sentence, word order or reversal order in Arabic.

Activity-2 Reference from the book

Task: read the text and find out all the accusatives (Al-Kitaab 2, Un.8 drill 20)

Target difficulty: become aware of the role of *ʔi rāb*

Activity-3 Demonstratives

Task: use demonstratives with or without the article

e.g.: *hada-l-yōm, hada yōm, hada huwa al-yōm, hada huwa yōm-l-ğum'a*

Target difficulty: learn how to convey different meaning using a same element

Month 3, 6th April

Activity-1 Reference from the book

Task: listen to the track and do the exercises (Al-Kitaab 2, un.7, drill 16)

Target difficulty: proceed from a general to a detailed listening in order to collect the information you need

Activity-2 Review of pronunciation

Task: the pronunciation of doubled consonants

inšallāh tatahannu, ya sitti, ṭawwil bālek, kull ši, Allāh yixallik

Target difficulty: retain an accurate pronunciation for isolated words, clusters and the whole sentence.

Month 3, 7th April

Activity-1 Listening

Task: given a list of key-words, listen to *Xallik bi-l-bēt* by Fayruz

Target difficulty: get the meaning of an audio track, following some key elements.

Activity-2 *Muḍāri' manṣūb*

Task: practice the *muḍāri' manṣūb* with a list of verbs and prepositions (*li, ḥatta, 'an*)

Target difficulty: remember the singular and plural persons of the *manṣūb*

Month 3, 10th April

Activity-1 Reading

Task: given an article about *ḥalat-et-ṭawāri' fi Maṣr*, first read it silently and then try to read with *'i'rāb*

Target difficulty: become aware of grammar structures and functions

Activity-2 The genitive and the accusative

Task: given some sentences, observe the function of the genitive and the accusative

Target difficulty: recognize the *idāfa* and the different elements of a sentence

8.4 Advanced

Month 1, 22nd February

Activity-1 Media Arabic

Task: discuss the topic *al-muhāğirīn*

Students are invited to list words related to the context, then they receive a text to read. After the reading activity, they have to discuss the topic in Spoken Arabic, both Levantine and Egyptian of Cairo are accepted.

Target difficulty: performing a brain storming as pre-task activity. Translation is not provided, unknown words are explained by synonyms or antonyms only.

Month 2, 3rd of March

Activity-1 Cultural competence

Task: given some historical dates, discuss the related event

Target difficulty: choice of lexicon, use and conjugation of the past tense.

Month 2, 21st march

Activity-1 Conversation

Task: watch a video from a tv channel about sexual harassment and debate on this topic with your colleagues.

Target difficulty: focusing on key-words and developing sensitivity to the different accent of the interviewed people

Month 2, 3rd March

Activity-1 Work on literature

Task: prepare one question for each page of the chapters read during this week from *Sayyidi wa ḥabībti*. Then, write the questions on some flashcards and exchange it with your colleagues. Get ready to answer too.

Target difficulty: use the description of facts as a base for your opinion and interpretation

Month 2, 28th March

Activity-1 Giving a presentation in Arabic

Task: chose a topic, collect information, and try to give a presentation about it.

Target difficulty: conveying ideas, explanations and argumentations; the choice of lexicon; conjugation of the verb.

Activity-2 Cultural competence

Task: read basic information and discuss about Sunnism, Shiism and Sufism

Target difficulty: develop sensitivity to different cultures and religions

Month 3, 4th April

Activity-1 *Ṭabxa-l-yōm*

Task: watch a video from Youtube about *ṭabxa-l-yōm* and try to understand the recipe.

Then, ask (or reply to) your colleagues about the topic

Target difficulty: develop sensitivity to the regional accent of the speaker-*ṭabbāx*

Activity-2 Cultural competence

Task: learn the islamic formulas to be used before and after eating

Target difficulty: develop sensitivity to different cultures and religions

CHAPTER 9-TEACHING OBSERVATIONS AT THE AMERICAN UNIVERSITY OF BEIRUT

9.1 Preliminary considerations

This section shows a limited selection of the most relevant teaching observations collected during the period of one month in Beirut. I took part to the teaching practice and had the chance to discuss, both before and after the class activities, methods and contents for addressing the needs of nonnative learners of Arabic. I sum up below the most relevant practices and advices I got, after having added my personal contribution. The activities here described work as a general reference and suggestion for the real implementation of an effective instruction, centered on the teaching of spoken Arabic. I personally verified that the approach adopted in Beirut (as well in Austin) works well and accelerates the learning rate of beginners, specifically for their listening, comprehension and interaction skills. I remark again that the teaching process, as intended here, is independent from books⁶⁶ and notes, while is totally dependent on participation, cooperation and interaction among students, and between the class and the instructor. Books are used as a reference, in a sort of cool-down exercise.

In the class, students sit at different round tables, the instructor and the assistants preferably do not sit but stand and walk in the room, trying to dedicate enough time to each small group. There are many blackboards, so to facilitate a dynamic attitude of the teacher. Every lesson comprehends several activities. This contributes to keep high the level of participation and prevent from boring our learners. The specificity of this teaching practice is partly due to the contents (spoken Arabic+ elements of standard Arabic), and partly depends on the style adopted. A description of the class environment and of the sequence for instruction can only give an idea of the real context, without being up to portrait adequately its results. The degree of participation and involvement of students, their flexibility in following the teacher guidelines and the general cooperative atmosphere can only be understood participating in a 'live' observation.

I was teaching assistant and I attended the classes of beginners, of the intermediate and advanced levels. The beginners' classes open with a warm up conversation; the

⁶⁶ I remember well my colleagues Rawad and Carla in Beirut. Rawad punctually invited students to say all together "*ma'a as-salāma kitāb!*". Carla always spoke in Arabic and the only English she used was: "Close books, please!"

intermediate and the advanced levels do not need a warm up activity as they are used to interact in Arabic, thing that they learned when beginners.

I proceed below week per week and level per level⁶⁷, following this pattern of description: activity and task; difficulties met; devices, structures and lexicon used. It is true that the style of teaching is something very personal and cannot be learned from others. By the way, I invite my reader to take the practice I describe as a successful example of effective methods and suitable contents.

9.2 Week 1

Beginners' class 29th June (A)

Beginners still need to learn and practice the alphabet. This fact does not prevent from striking out a simple conversation: instructors strive to find words and expression that only contain the studied letters. There is not a space or time dedicated exclusively to the alphabet, as traditional introduction to the language. Here is an example of a dialogue performed from the very beginning. Facial expressions and gestures accompany the first steps in Arabic. For example, the instructor regularly pairs gestures with expressions (e.g. thumbs up with *mumtēz* or *bravo 'alek*, and s/he indicates a smiling face while saying *tamēm*. Once set a very essential list of lexemes, working with synonyms results very easy and of help in widening our vocabulary.

Activity 1-Warm up conversation

Task: basic rules for agreement

-*ṣabāh –l- xēr*

+*ṣabāh en-nūr*

-*šū ism-ak/ek*

+*Ismi-yy Tom*

- *šū ism-o/a?*

+*Ism-o Peter*

-*kīf-ak/ek? šlōnak? mumtēz?*

+*mumtēz!*

-*mēši –l-ḥāl! Ktīr-e-mnīh/a ḥamdilla! nuškur Allāh/tamēm*

+*meši-l-ḥāl*

⁶⁷ Letters (A) and (B) indicate two periods of class time, with a different teacher on shift

-w ente Peter? Miš mēši??

+ miš mēši!

-etc..

Activity-2 Conversation about “what do you like?”

Task: the instructor says *b-ḥebb chocolata* while drawing hearts next to its picture.

This way students understand and practice of the use of *b-ḥebb*, to be repeated with other objects, food, cities. Then, everyone says what “*b-ḥebb*”..

Students now ask each other what they “*b-ḥebb*”, and they discover they need the 2nd person of the present tense.

Target difficulty: agreement and choice of the masculine or feminine verb prefixes.

At this stage, masculine is accepted for feminine reference too. Looking at the picture of some traditional dishes, the instructor says:

-ana *b-ḥebb* -l-ḥommos. Ente/i su *bet-ḥebb/i?*

+ana *b-ḥebb*...

Now everybody can report about his tastes and enquire about the others' ones. It is then time for asking about a third friend's taste

-ana *bḥebb ḥommos*, anta *betḥebb balilla*.. Wa huwa?

+huwa *bḥebb* (accepted)

-ente *šu ma betḥebb?*

+ana *ma betḥebb eš-šob!* (accepted or a correction is suggested: *ente betḥebb???*

Aaana beḥebb!)

Activity 3- Listening to a commercial advertisement

Task: understand and keep in mind isolated words or sounds. After two or three rounds of listening students are invited to exchange information about the words heard. The instructor preferably chooses audio+video tracks, so that the video can lead the discussion following the listening step.

Difficulties : the pronunciation of long and short vowels; the /q/ in Lebanese and Standard Arabic

Activity 4- Reference from the book

Task: listen and read word in pairs, then try to talk using new words (Alif Ba: p.58)

Example: *šu axbārak? wēn bētak? ente šu bethebb?*

Target Difficulties: adding a second verb after the over exploited *b-hebb*

Example: *šu bethebb ta'mel?*

Activity 5-Cultural competence

Task: use of *ḥamdillāh*. Use of formal expression like *ḥaḍert-ak, tafaḍḍal, tasarrafnā ḥaḍertak, (ahlan) ahlēn bi-ḥaḍritak*. Show pictures or simulate a situation suitable for each formula.

Target difficulty: discourse appropriateness

Activity 6-Dictation

Task: two volunteers are asked to write three words each. The rest of the class checks if they wrote correctly.

Difficulties: associating graphemes with phonemes , with special focus on /ḥ/ and /h/

Beginners' class 29th June (B)

Activity 1-Warm up

The usual conversation, enriched with new words, works as a warm up. A short track with some Arab music can be offered too, without analysis at this stage.

Activity 2-Numbers

Task: pronunciation of numbers 0-5. Everyone receives a flashcard with his assigned phone number and has to tell it to friends “*namret tilifūn-iy...*” Then people ask reciprocally for phone numbers “*šu namret tilifūn-ak?*”

Everyone is asked to take note of his number before flashcards are collected by the instructor and shuffled. Once done this, everyone picks a card up and asks: “*la-min namret tilifūn ra'm....*”

Target difficulty: remembering the numbers and pronouncing correctly

Activity-3 Conversation

Task: talk in pairs, starting from greetings until you arrive to ask his/her number

Target difficulty: the *idāfa* rules represent a complication at this stage. It is easy to break the *idāfa*, making use of *fi-* or using the suffixes . Example: *ṭālib fi -l- ḡāmi'a* , *ism raḡiyy*

A second relevant target difficulty is the agreement. Instructors accept expression like: *nahnu ḡamīl// Peter bhebb "beef"//sab'a ṭāliba w itnēn ustāz//Rawad bhebb xebez ma'a 'awarma// huwe bethebb hommos w asrab laban*

Activity- 4 Dictation

Task: listen and write at the blackboard three words each, then check it and switch with other colleagues

Target difficulties: writing words "starting per vowel" (according to students' sensitivity, e.g. *'abiyy* or *'oxt*) and the place of hamza

Beginners' class 30th June (A)

Activity 1- Warm Up Listening

The teacher invites to close the books and shows an audio-video track to the class

Task: each student is asked to write new words on the blackboard.

Target difficulty: remembering the writing system in Arabic. Transcription with Latin characters is accepted at this stage

Activity-2 Conversation

Task: first, pointing at some pictures the instructor says: *huwe xayy-e Maḥmūd*, *hiyye ixt-e Zenab*; then, students are invited to talk about their families.

Target difficulty: talking about brothers and sisters, someone discovers the need for 'to have'. It will be easily introduced making examples: the instructor takes something from his bag and says "*'and-e*"

Activity-3 Use of ‘to have’

Task: students must prepare three sentences expressing what they have.

Formulas like *ana ‘and-e ġdīd rfi’* are accepted at this stage

Target difficulty: pronunciation needs monitoring and correction, a peer-to-peer correction is preferred

Activity -4 Dictation

Task: write new vocabulary, never heard before

Target difficulty: catch the difference between *šadda* and long vowels

Activity 5- Reference from the book

Task: practice of minimal pairs

Target difficulty: distinguish between plain or emphatic dentals (Alif Ba, p. 85)

Activity-6 Cultural competence

Task: how to use titles like *sayyd, sayyda, ‘anisa, ustāz, doktūr, ḥaḍert-*

Target difficulty: discourse appropriateness

Beginners’ class 30th June (B)

Activity -1 Warm up

Task: the use of *badd-*

Target difficulty: adding the appropriate suffix “to conjugate” the pseudo-verb

Activity-2 Reference from the book

Task: pronunciation of sounds and syllables (Alif Ba, p.92)

Target difficulties:

-the use of *šadde*: da-ras vs. dar-ras xa-raġ vs. xar-raġ

-the difference between *sukun* and *šadde*

-the difference between *šadde* and long vowels

Activity-3 Pronunciation

Task: every group receives some flashcards. Students have to pick a card up and read the word. The others write it down. Then, they switch roles.

Target difficulty: performing an appropriate pronunciation

Activity-4 Dictation

Task: write down as many words as you can

Difficulties: writing of *šadde*, *sukun*, long and short vowels

Activity -5 Review of adjectives

Task: say all the adjective you remember and create a sentence for each one

Target difficulty: the position and agreement of adjectives

Activity-6 Reference from the book

Task: listen and repeat strings of conversation containing verbs (Alif Ba, unit 5 Drill 6)

Target difficulty: separate verbs from nouns

Activity 7- Cultural competence

Task: use of *tafaḍḍal*, *ʿan iznek*

Target difficulty: discourse appropriateness

9.3 Week 2

Beginners' class 3rd July (A)

Activity-1 Warm up listening

Task: listening of an audio-video track

Target difficulty: identify sounds and associate meanings to sounds

Activity -2 Descriptions

Task: the instructor shows a picture (city, food, families, class) and asks:

šu fi? šu ma fi?

Target difficulties: pronunciation and emphatics. Remember that emphatics have the strength to modify the vowel after them.

Activity 3- Reference from the book

Task: perform a sketch with a friend, asking him a favor (Alif Ba, Un. 5 drill 19)

e.g.: *min faḍlak/min faḍlek*

Target difficulty: rules of agreement

Activity-4 Dictation

Task: write down as many words as you can

Difficulties: sensitivity to emphatic sounds

The teacher makes examples of the emphatics and the division in syllable

Activity 5- Reference from the book

Task: numbers after ten (Alif Ba, unit 5, exercises 9, 13, 16)

Target difficulty: pronunciation and agreement

Beginners' class 3rd July (B)

Activity-1 Warm up conversation

Task: students have been tasked with some vocabulary to prepare at home. In class, they are free to start up a conversation. The instructor monitors their reciprocal performances and adopts the *fish and feed* technique for everybody's participation

Target difficulty: use vocabulary in a coherent and acceptable way

Activity 2-Reference from the book

Task: work with roots (Alif Ba, p. 115)

Target difficulty: identify the three root consonants and discover new meanings

Activity-3 Dictation of minimal pairs

Task: recognize the emphatics (Alif Ba, p. 124 drill 5)

Every group appoints a reader who chooses one word in each pair. The colleagues say if he read the emphatic or plain letter.

Target difficulty: incorrect reading triggers misunderstandings. Students become aware of the misunderstandings that may arise from an incorrect pronunciation

Beginners' class 4th July (A)

Activity-1 Warm up conversation:

Task: feeding a conversation with a colleague

e.g: šu tešreb? šu takol?

Target difficulty: verb conjugation

Activity-2 Reference from the book

Task: listen the video-audio track and try to get: 1.the general picture; 2. new vocabulary. (Alif Ba, un. 6 drill 13)

Target difficulty: recognizing vocabulary

Activity-3 Debate on grammar

Task: discuss with your friend- what you know about the *tā' marbūte*?

Target difficulty: awareness of morphology and grammar rules

Activity-4 Review of lexicon

Task: write all the nouns and adjectives you know.

Target difficulty: correspondances grapheme-phoneme. If students cannot write in Arabic, Latin characters are accepted at this stage.

Activity-5- Description

Task: try to describe the picture you see

Target difficulty: words order and agreement, especially for adjectives and demonstratives

Activity-6 Reference from the book

Task: given a list of words 1.look for the feminines among them; 2. write the feminine of each masculine found (Alif Ba,129 drill 12)

Target difficulty: recognize the *tā' marbūte* and *tā' maftūḥe*

Beginners' class 4th July (B)

Activity-1 Warm up conversation

Task: use the lexicon you know to greet/ask a friend for information

Target difficulty: combine the use of old and new words

Activity-2 Methodological debate

Task: talk about your methods for studying vocabulary (e.g.: flashcards, listen&repeat, write etc.)

Target difficulty: adopting a combination of various methods.

Activity-3 Writing

Task: four people go to the blackboard and write all the new vocabulary they know.

Then, every group receives a picture and has to use the words on the board to describe it.

Target difficulty: combining words in meaningful clusters, describing

Activity-4 Dictation

Task : vowels and minimal pairs

Target difficulty: distinguish short and long vowels ;distinguish between *xāʔ* and *ḡayn*

Activity-5 Conversation

Task: speak with two people at least and address the following topics (translate questions into Arabic, doing your best):

Where do you want to go? Where do you like to drink coffee?

How do you like to drink coffee?

Do you have a car? Big, new, good?

Is there a in your house?

Do you have.....?

Target difficulty : use of the verb and verb-subject agreement

Beginners' class 6th July (A)

Activity-1 Warm up conversation

Task: use all the formulas you know for “how are you”, be ready to reply too

Target difficulty: use of adjectives ending per *-ān*

Activity-2 Conversation

Task: pick two flashcards up and build a meaningful sentence with the words they contain.

Target difficulty: widening your vocabulary, associating a synonym to old words (every flashcard displays both the old word and its synonym)

Activity- 3 Dictation

Task: recognize long and short vowels

Target difficulty: sensitivity to the quantity of vowels

Beginners' class 6th July (B)

Activity-1 Warm Up conversation

Task: make a request to your friend starting with *iza betrīd/i*

Target difficulty: use of masculine or feminine prefixes

Activity -2 Methodological debate

Task: discuss about reading strategies

Target difficulty: suggesting the best method for a specific kind of text

Activity-3 Reading

Task: given a list, identify Western words transliterated with Arabic characters

Target difficulty: develop sensitivity to the context, while reading

Beginners' class 7th July (A)

Activity-1 Warm up conversation

Task: using nouns and adjectives for addressing these topics:

šu tešrebu? (ʔahwe) kīf ʔahwetkon?

šu takolu? kīf al-akl?

ya šabāb, šu akalton?

Target difficulty: use of plurals

Activity-2 Reference from the book

Task : sun and moon letters (Alif Ba, p.194 and p.195)

Target difficulty: combining the article with the different letters, paying attention to the point of articulation of sounds

Activity-3 Methodological debate

Task: tell your friends what you know about *al-*.

Target difficulty: distinguish solar from lunar letters.

Activity-4 Dictation

Task: listen to a list of words, decide if those words have the article or not, and write all down.

Target difficulty: recognize moon and solar letter

Activity-5 Description

Task: look at some picture and describe *šu minšūf*

Target difficulty: remembering nouns and adjective to give a description

Activity-6 Conversation

Task: ask your friends (transalte into Arabic, doing your best)

what do they like to do in the week-end

where they might go in the week-end

what they like to drink/eat

how they are feeling today

whether they like tall or short persons-make an example!

whether they like to watch tv

which movie is a 'must see' (*lāzem tšūf*) in their opinion

Target difficulty: combining modals + verbs, and the agreement

Activity-7 Listening

Task: listen a sound and decide if it is a sun or a moon letter

Target difficulty: understanding if the word has or has not the article

Activity-8 Cultural competence

Task: use of *ma‘aleš* (مع عليهش)

Target difficulty: familiarize with the use in context

Beginners' class 7th July (B)

Activity1- Warm up conversation

Task: describe Beirut or AUB

Target difficulty: making use of as many adjectives and verbs as you can

Activity-2 Hamzat-l-waṣl

Task: after having received some flashcards with key words, listen a track

Target difficulty: recognizing *hamzat-l-waṣl*

Activity-3 Listening and comprehension

Task: the instructor pronounces some words, students chose the corresponding one out of three offered in a working sheet.

Examples:

في الصفّ/في صفّي/ في صَفِ

البيتُ الكبير/البيتُ كبير/بيتُ الكبير

الشباك الغرفة/شباك الغرفة/ شباك غرفتي

قصة قصيرة/القصة القصيرة/القصة قصيرة

البنْتُ اللطيفة/البنْتُ لطيفة/بنت اللطيفة

Target difficulty: discrimination between plain/emphatic, and solar and lunar letters

Activity -4 Debate on grammar

Task: list all the prepositions you know

Target difficulty: identifying common features (e.g. they all “end per vowel”)

Activity-5 Reference from the book

Task: work on lexicon and prepositions (Alif Ba, drill 8 p.202)

Target difficulty: combining words with prepositions, and the article

Activity-6 Lexicon and roots

Task: consider the following pairs or triplets and find their root consonants

Examples:

كتابات, كتاب, مكتب, مكتوب, كتيب, مكتبة, إمتحان, ممتحن, سيرة, سيارة, سير, مسير, مسaire, رحاب, رحبة, ترحيب,
مرحب, مُقْتَصِر, قصور, قصير, تقصير

Target difficulty: identifying the root in augmented forms; associate patterns with meanings

Activity-7 Tanwīn

Task: read out the *tanwīn* in مساءً, مرحبًا, شكرًا, عفواً, اهلا و سهلا

Target difficulty: function of the article and the *tanwīn*

Activity-8 Article and *tanwīn*

Task : rewrite the given sentences, add the article where there is not or remove it if present.

Target difficulty: remembering that article and *tanwīn* are alternative each other.

9.4 Week 3

Intermediate class 10th July (A)

Activity-1 Use of suffixes pronouns

Task: given some sentences, rewrite all using suffixes

Target difficulty: agreement

Activity-2 Conversation

Task: Ask your colleague (translate into Arabic, doing your best)

Do you come to class before and after lunch every day?

Did you meet your classmates before arriving to Lebanon?

Did you see the last Spiderman movie?

Do you write your homework on your notebook?

Did you study all the vocabulary in chapter 10? Did you memorize it?

Do you think that your childhood friends remember you?

Can you read the Qur'ān?

Do you want to go to AUB next time? Why or why not?

Do you want to become a parent? When?

What are three boring things in your opinion?

Target difficulty: verb conjugation

Intermediate class 10th July (B)

Activity: conversation about the topic 'Revolutions'

Task: use an appropriate lexicon (Spoken Arabic)

Target difficulty: remembering suitable cluster of words to convey meanings and express ideas

Example of key- lexicon:

الثورة
الشعوب تغلي في الغضب > يُعاني الشعب من العنف
مُعاناة الشعب:
-من السياسة
=من عدم العدالة
-من الاقتصاد, الحالة الاقتصادية تجعل الشعب زعلان
اسباب لكي الشعب يقوم بالثورة

Activity-2 Methodological debate

Task: during a reading exercise, try to read questions first, and then the text

Target difficulty: how to recognize and understand *tarkīb al ġumla*, *al-kalimāt*, *wa as-siyāq*

Activity-3 Listening about the topic "Gender violence"

Task: given some key-words on the blackboard, try to identify them in the audio track that includes interviews in spoken Arabic.

Target difficulty: developing a listening strategy, focusing on elements you know

Intermediate class 11th July (A)

Activity-1 Create a tale

Task: pick a word up from a bag of flashcards, build a sentence, and contribute to our oral tale

Target difficulty: use of verbs and vocabulary

Activity-2 Writing a composition

Task : write down the tale you have created with your colleagues

Target difficulty: orthography in Standard Arabic

Intermediate class 11th July (B)

Activity-1 Conversation about social issues

Task: given some lexicon with flashcards, talk about Martin Luther King (lexicon in spoken+standard Arabic)

Target difficulty: using appropriate vocabulary in a precise context

Activity-2 Write a composition

Task: starting from the result of activity-1, write down the tale (guided writing with the help of the instructor)

Target difficulty: the structure of the sentences, verb conjugation, agreement in standard Arabic

Example of a composition written by students

Martin Luther King

هو مشهور لانه دافع عن الحقوق المدنية و قال خطاب يسمي عندي حلم. كان قديس بالكنيسة البروتستنتية عارض على شكل ابرع خلال/عبر/عن طريق الاحتجاجات السلمية. هو شاهد كثيرا من العنف و ساهد على اعمال العنف و رجل شجاع. هو رجل مهم بالمقاومة, صاحب الفضل الاول بالمقاومة. دافع عن الحقوق المدنية للسود بشجاعة. الشرطة رقبه و بعد شخص مجهول قتله. تمتع بشجاعة كبير جدا, هو على قدر كبير للشجاعة

انشئ في فترة الثمانيات. في اوائل الثمانيات. في حرك سقط كثير من الشهداء. يعارض الاحتلال الاسرائلي. حكم جنب لبنان خلال الحرب الاهلية. آخر حرب مسلح بلبنان . هو يقاوم واقع دولة اسرئل. يعتبر حزب ارهابي من بعض البلدان الغربية و يقال عنده مشروع ايراني.

Mahmoud Darwish

محمود درويش

هو شاعر. كتب و نشر قصائد عن فلسطين. عنده اقوال مشهورة تحاولت الى اغاني. هو عبر عن المقاومة ضد الاحتلال من خلال قصائده. فاز على جائزة نوبيل. تقدم المساهمة في الحركة الفلسطينية. تُرجمت قصائده الى لغات اجنبية كثيرة. هذه القصائد تُؤثر في الشعب العربي و الفلسطيني. على هذه الارض ما استحق الحياة

Activity-2 Reference from the book

Task: initial and medial weak verbs (Al-Kitaab 1, 359 ex. 1)

Examples

وجد وصل وصف وضع وقف

كان قال خان حاج نام قام

وصل اوصل يوصل ايصال

وجد اوجد يوجد ايجاد

وقف اوقف

اتصل يتصل اتصال

اتصف يتصف اتصال

اتحد يتحد اتحاد

دور ادار يدير الادارة

اراد يريد الارادة

طوع استطاع يستطيع الاستطاعة

ضيف استضاف يستضيف الاستضافة

قول استقال يستقيل الاستقالة

حوج احتاج يحتاج الاحتياج

بيع ابتاع يبتاع الابتاع

Target difficulty: irregularities in conjugations

Intermediate class 12th July (A)

Activity -1 Making hypothesis

Task: build conditional sentences in spoken and standard Arabic

Target difficulty: tense and aspect, conditional particles in spoken and standard Arabic

Intermediate class 13th July (B)

Activity-1 Conversation

Task: describe your last trip (Spoken Arabic)

Target difficulty: conjugation of past tense verbs

Activity-2 Review of the *iḍāfa*

Task: *iḍāfa* with adjectives and demonstratives

Target difficulty: *iḍāfa* and determination

Activity-3 Conversation about the topic: “The role of the media”

Task : providing comments and arguments (spoken+ standard Arabic)

Target difficulty: presenting an opinion; mixing together standard and spoken Arabic like a native speaker.

Intermediate class 14th July (A)

Activity-1 The relative clauses

Task: use of the relative pronoun. Write three sentences with or without a relative clause (Spoken Arabic)

Target difficulty: the use and agreement of the relative pronoun, and word order

Intermediate class 14th July ()B

Activity-1 Conversation about one Arab country

Task: give a presentation to the public

Target difficulty: choice and use of an appropriate lexicon and sentence structure

Activity 2- Connectors

Task: using connectors and *mā al-ğisr*

Examples of connectors:

عندما/ربما/طالما/كلما/إنما/حينما/حيثما/قبل ما/بعد ما/غالبا ما/كثيرا ما/قليل ما/نادرا ما

Target difficulty: the appropriate use of *mā al-ğisr*

9.5 Week 4

Advanced class 17th July (A)

Activity-1 Review of connectors

Task: chose a connector and give an example

Target difficulty: combining connectors with pronouns or demonstratives or verbs or nouns

Activity-2 Reading and analysis

Task: given a selection of pages from a book, look for connectors and motivate their use.

Target difficulty: awareness of meanings and structures of the sentence

Advanced class 17th July (B)

Activity 1- Proofreading

Task: find mistakes and rephrase sentences

Target difficulty: rephrasing a sentence without mistakes

Advanced class 18th July 7 (A)

Activity -1 Listening about the topic “Women’s rights in Tunis”

Task: after having read some key words, listen and sum up

Example

حقوق المرأة في تونس

تناقض او توسيع

تحليل على المستوى الواقعي/الحقيقي, العلمي, التطبيقي

علامات تمييز عرقي,عنصوري,جنسي, لوني,ديني,توجه جنسي او سياسي

Target difficulty: recognizing some lexicon in the audio track, augmented verb forms

Advanced class 20th July (A)

Activity 1- Conversation about the topic “Censorship”

Task: provide argumentation and comments

Examples :

واقع الصحافة و حرية الاعلام في العالم العربي

سَجَن كل الصّاحفيين

اعتقل

الصّاحفي يُطرَد

مجلس الأمناء Board of Trustees

Target difficulty: using an appropriate lexicon and the passive voice of the verb

CHAPTER 10-SYLLABI

10.1 A concrete proposal for the instructional development

I conclude my thesis with a concrete proposal. I offer here four *syllabi* for introducing Spoken Arabic in the class from the very beginning, and as core content. Standard Arabic too has its space, but on a slower track. I remark again that the dialect deserves more room during the first familiarization step with the language because it allows to cope better with immediate real-life tasks. MSA is initially addressed for simple reading and writing activities, which remain percentually limited if compared to speaking and listening. MSA is gradually integrated in the curriculum and adopted for any suitable purpose, depending on the stage of language acquisition.

According to the following *syllabi* and the approach they reflect, learners are not considered students, but speakers. They must experience “Arabic as One Language”⁶⁸ in the class, so they are invited to simulate interaction in authentic contexts. The multidimensionality of the language is not perceived nor presented as an obstacle, but a matter of fact. MSA and dialect(s) are integrated in the teaching method, so our learners-speakers are not concerned about the formality or informality of a conversation, they just try to take part of it and accommodate each other while interacting. This is exactly what happens in real life situations.

Thanks to my experience at Austin and Beirut, I personally verified that a careful selection of precise grammar elements, lexicon, and topics allows such an approach, with appreciable learners’ outcomes in the field of communication. All the four abilities can be trained with a dedicated micro-teaching, but setting priorities so to keep the instructional plan realistic. Speaking (SA with priority, MSA gradually), listening and comprehension (SA with priority, MSA gradually), and reading and writing (MSA, SA as familiarization with social platforms practices) are included in the instructional sequence, which is planned well in advance and accurately implemented in the class.

Of course, in addition to these *Syllabi*, the web and social media provide plenty of audio and video materials that mix together MSA and dialects, especially the Levantine and Egyptian ones. It is up to the instructor the selection and presentation of short and adequate tracks to his students, in order to train their listening skills. Many audio books

⁶⁸ Cfr. Al-Batal 2018, in print at the time of writing this thesis

are also available, which provide appropriate listening exercises. Anyway, the quantity of free resources published on-line is extremely useful and much more authentic.

It is not true that the focus on spoken Arabic totally forgets writing, but the teacher carries a heavy responsibility in this. I assisted to teaching practices where writing was successfully addressed as a fixation or debriefing activity: dictation in order to remember vocabulary or for learning the correspondences grapheme-phoneme; short and simple sentences or descriptions for consolidating some grammar rules. Writing is trained more slowly than speaking of course, but I cannot remember of any traditional method that succeeded faster in pairing both skills. Starting from *madīne* or *kbīre*, then remarking that *ʾahwe* and *ʾasīr* have initial /q/, until the verb *kēn*: beginners consolidate their writing skill from isolated lexicon to the writing of past tense conjugation.

Grammar does not detain anymore an exclusive space during class time, rules emerge from communication needs. The teacher leads and monitors communication, as he is in charge of a punctual scheduling that covers any aspect of the instructional period, homework included.

Pronunciation and phonetics are crucial to the command of spoken Arabic. Instruction dedicates a particular care to these facets.

The ideal planning includes two modules of dialect per week. Every module must be introduced (or followed) by listening and comprehension activities with a selection of audio-video tracks, chosen by the instructor.

A *murāğgaʿa* takes place every five modules.

One module per week could be dedicated to MSA: reading a simple text in standard Arabic with discussion in spoken Arabic, for instance.

The design of the syllabi is a challenging operation, because asks for an adequate balance between topics and difficulties, in the general frame of the time available and with a target to be reached. For this reason I limited my mission to the aim of designing syllabi suitable for teaching to beginners (A1) up to intermediate classes (B1). A pilot project must prioritize the instructional design for beginners' and intermediate levels, in fact starting with a focus on higher levels would not make any sense.

Because of the peculiarity of my pedagogical orientation, the drafted syllabi must be implemented from the very beginning of the instructional cycle, otherwise they may lose power with the result of disorienting a learner already used to a different methodology. The fundamental key for the success of my syllabi is consistency in their implementation.

It is then critical to the success of this project the organization of workshops and conferences, and considering the birth of specific masters' degree, dedicated to the preparation of teachers and instructors skilled for the challenges of this educational objective.

10.2 How may a teacher use these syllabi?

They are composed by separated modules and each one is subdivided in "contents and task" followed by a choice of "linguistic elements and structures", suggestions for "activation", and a final "fixation" step. A syllabus is not a descriptive grammar, so a full explanation of the rules is not provided. The utility of a syllabus is in providing a model for the sequencing of instruction, and for offering a selection of contents ready for implementation.

From the teacher's side, the instructional activity, ideally, has to follow the sequence *presentation-practice-production*: 1-present the new elements; 2- encourage practice within the activation period; 3-induce autonomous production by students. Steps nr. 1 and 2 include listening exercises from audio-video tracks. During step nr. 3 the initial contents may be enriched, for example adding vocabulary and synonyms. Sometimes I suggested additional lexicon, which does not strictly belong to the target contents of the module, as an anticipation. The distribution of time among the various steps depends on the feedback received from the class, but it is proved that a concise presentation together with a cyclical practice keeps an higher level of concentration and work more effectively for the development of functional abilities.

A fundamental role is played by the new vocabulary. It must be introduced by pictures, video tracks, flashcards, and associated with gestures. It is no more conceivable a classroom without ICT or a black and white blackboard, without a screen. Students must experience a multiple exposition to stimuli: audio and video, colors and sounds, movement and gestures as the embodied perspective suggests⁶⁹, sense of commitment and hopefully humor, but with the firm target of becoming competent in interaction.

The teacher must also encourage the *fish and feed* mechanism. The more competent students "feed" the weak ones, who take the performances of their colleague as an example, so they "fish" competence from others. Instead of correcting a mistake of

⁶⁹ Cfr. Liora Bresler 2004

pronunciation made by a student, for example, the instructor may ask a different and more skilled person to pronounce the same word. This will generate a sort of *peer-education* process, and contribute to enhance cooperation among learners.

From the students' side, every module should abide by the triple partition *preparation-activation-fixation*. Homework are essential to class activity, and preparation must be carried out at home. A selection of lexicon or a first familiarization with a rule must take place before class time, which is mainly dedicated to activation. Having already a general idea of the lesson content, students can better follow the instructor's mentoring and their difficulties or doubts emerge during the practice. This way, any problem will be sorted out soon and for the benefit of the whole group.

Such a previous work done by students allows to implement the so called *flipped classroom*. It means that first exposure to new materials happens for the first time at home, so in the class students focus on assimilation. It will result more effective, because during class time learners receive support from the instructor, who answers their questions and with whom they talk through problems.

The selection of the new material to be prepared at home is crucial to the success of the method. Audio-video tracks or media resources are extremely useful because of their easy access, and characterized by a higher level of interactivity compared to the traditional book. In case a teacher is up to creating and distributing a video (by Screenr and Webinaria, by Youtube and Vimeo), this provides the opportunity to use flipped contents very easy. Otherwise, many pre-existing media are available for reuse (e.g. on iTunesU or TED's). More, the development of technology from web 2.0 on, the widespread digital literacy, and recent learning theories have added value to flipped learning.



Picture elaborated by the Faculty Innovation Center, The University of Texas-Austin

The flipped classroom so results in a blended learning, in the sense that face-to-face and digital techniques are combined together. It remains crucial for the instructor to have a clear picture of the class and the course target. He also needs to identify what content do students need to know before class to successfully engage in the learning activity during class, and what practice students need inside of class to prepare them for the larger assignment that will be completed after class. Planning is essential to the success of any instructional cycle, and the teachers' commitment in this is fundamental.⁷⁰

The previous techniques could be further integrated by the *task based learning–TBL*, as far as spoken Arabic is concerned. TBL requires to use the authentic language and do ordinary tasks, with the general target of achieving fluency in communication. The specificity of this approach is that there is not a grammar syllabus, instead the syllabus details the various tasks to learn. Interaction is crucial to the development of specific tasks, whose value lays in the process and not in the result that may contain a variable number of errors. Conversation and lexicon are the keystones of TBL, toward the acquisition of a good command of the target language. The tasks involve several levels of difficulty: from listing and describing, up to problem solving and creative activities. Whatever being the level, every TBL lesson is divided into three periods:

pre-task, the instructor provides a first orientation to students, for example suggesting the context or a list of key-words;

task, the time dedicated to performing a specific activity;

post-task, the focus on language takes place. Specific aspects of the language are now addressed and further explanation is offered, on the basis of learners' requests.

The integration of the various above mentioned techniques constitutes a valide methodology for teaching Arabic, taking into consideration the focus on spoken varieties, the development of communicative skills, and the ability to interact.

⁷⁰ The flipped classroom technique is widely adopted by the Arabic professors and instructors at the University of Texas-Austin, where the Faculty Innovation Center too does research on technology and instructional strategies.

10.3 Levantine Arabic of Beirut

An essential guide to pronunciation

Phonology-Consonants

The *hamza* is *sāmita*, like in : *ši* “thing”, *ṭāira* “airplane”, *bīr* “well”, *umūr* “affairs”.

/q/ is pronounced as hamza : *ʔahwe*, *ʔalīl*, *ʔarīb taʔīl*, except for some proper names e.g *ʔIrāq*, *Qurʔān*

The interdentalals are pronounced as dentals: *tlēte*, *hayde*

Tāʔ is mainly realized as /s/

ṭawrat > *sawrat* *ṭiyāb* > *syēb* *momattīl* > *momassil*

or /t/ in a limited number of words

tūm > *tūm* *ṭalaṭa* > *tlēte*.

Dāl is mainly realized as /z/

ḍakara > *zakara* *ḍakī* > *zakī*

or /d/ in a limited number of words

ḍahaba > *dahab* *ʔaxaḍa* > *axad*

Ġīm results in /ʒ/, without affrication

Tāʔ marbūte

It is a marker for the feminine and it is spoken out when followed by a second term (cfr. in the *iḍāfe*, *madraset-əṭ-ṭaleb*) or if a suffix is added (*gorfat-e*). The *marbūte* is also pronounced as /t/ when preceded by a long alif, as in *ḥayēt*. The pronunciation of the *marbūte* is interlinked with the pronunciation of the previous vowel, short *fatḥa* or long *alef*. Both are subject to fronting in articulation, thus resulting in short /e/ or long /ē/, respectively. The mentioned fronting of /a/ and /ā/ is triggered by anterior neighbouring consonants, with some exception in the case of /r/.

Bināyat > *binēyet* *madrassa* > *madrase*

Luġat, šaṇṭa, mnīḥat retain the /a/

Siyyāra and *šūra* but *kbīre* and *šġīre*

Phonology-Vowels

The Arabic of Beirut has got two more vocalic timbers, long or short: /e/, /ē/ and /o/, /ō/

The short /e/ usually replaces *kasre* and *yāʾ* with surrounding anterior consonants or in a final syllable, e.g. *ṭālib* > *ṭāleb*, *maʿ-i* > *maʿ-e*

The long /ē/ may replace *alef*.

Alef is realized as /ā/ every time it is followed by a final *hamze* (*āṭibbāʾ*) or preceded by an emphatic or back consonant (*ṭāleb*, *āsʿār*).

Alef is realized as /ē/ with a neighbouring anterior consonant, as in *ʾustād* > *ēstēz*.

If *rāʾ* precedes or follows *alef*, two pronunciations are possible: /ā/ > /ē/ like in *rākib* > *rēkib* or /ā/ > /ā/ as in *ġār* > *žār*

Damma usually sounds as /o/ *mudarris* > *modarrris*, *ʿuḏla* > *ʿoḏle*

The final *waw* in words with more than one syllable is pronounced /ō/: *katabū* > *katabō*

Diphthongs

The diphthong /ay/ results in /ē/ and /aw/ results in /ō/

Bayt > *bēt* *ʾusabuʿayn* > *usbuēn* *yawm* > *yōm*

Pre- and post-tonic short vowels usually fall

Kabīr > *kbīr* *madrasat-iyy* > *madrast-i*

Module 1

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: prepositions; positions and reciprocal relations between things or persons

Linguistic elements and structures

<i>men</i>	<i>la, (ʔel- with suffixes)</i>
<i>ʕend</i>	<i>maʕ</i>
<i>fi-, be-</i>	<i>beyn</i>
<i>ta-</i>	<i>kermēl-</i>
<i>ʕa-</i>	<i>tabaʕ</i>

Activation

Follow the examples

Sara men Italia, Rawad men Lubnen

Men Beirut ʕa Roma be-Alitalia

Maḥmud ʕend-o Ferrari

La Fatima Rolex // Fatima la ʔel-q Rolex

El –moteur tabaʕ -l-hotel

Beirut beyn Jbeyl w Sayda

Kermēl ḥabībi bass!

Fixation

1-Write as many prepositions as you can, then ask your partner to read all. 2-Dictation of prepositions and correction. 3- Cultural competence: explain the meanings of *ḥabībi*

Module 2

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: suffixes; use some prepositions with suffixes

Linguistic elements and structures

-e	menn-e	taba ^ʕ -e	ʔel-e	ʕend-e
-ak	menn-ak	taba ^ʕ -ak	ʔel-ak	ʕend-ak
-ik	menn-ik	taba ^ʕ -ik	ʔel-ik	ʕend-ik
-o	menn-o	taba ^ʕ -o	ʔel-o	ʕend-o
-a	menn-a	taba ^ʕ -a	ʔel-a	ʕend-a
-na	men-na	taba ^ʕ -na	ʔel-na	ʕen-na
-kon	men-kon	taba ^ʕ -kon	ʔel-kon	ʕend-kon
-on	menn-on	taba ^ʕ -on	ʔel-on	ʕend-on

Activation

Follow the examples

ʕend-ak Marlboro?

Min ʕend-o Marlboro?

Lā ḥabīb-ī, mā ʕend-e Marlboro!

ʕend-e ʔalam ar-ras.

Ed-dulār taba^ʕ Amrika

Menn-e hadiyye ʔel-kon

El-Password taba^ʕ-l-computer

Fixation

1-Write as many words as you can, then ask your partner to read all. 2-Dictation and correction. 3- Pronunciation of final /a/ for the feminine.

Module 3

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the personal pronouns; use and agreement of the pronouns

Linguistic elements and structures

<i>ana</i>	<i>neḥna</i>
<i>enta</i>	<i>ento</i>
<i>ente</i>	
<i>huwwa</i>	<i>henne</i>
<i>hiyya</i>	

Activation

Students work with flashcards. They read one pronoun in English and translate it into Arabic.

Fixation

1. Write down the pronouns and ask your colleague to correct your mistakes. 2. Dictation and correction.

Module 4

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: numbers; counting and expressing quantities or time

Linguistic elements and structures

<i>wāḥad</i>	<i>ḥad</i> ^{ʿš}
<i>tnēn</i>	<i>ṭna</i> ^{ʿš}
<i>tlēte</i>	<i>ṭleṭṭa</i> ^{ʿš}
<i>arb</i> ^{ʿa}	<i>arba</i> ^{ʿaṭa} ^{ʿš}
<i>xamse</i>	<i>xameṣṭa</i> ^{ʿš}
<i>sette</i>	<i>ṣeṭṭa</i> ^{ʿš}
<i>sab</i> ^{ʿa}	<i>sab</i> ^{ʿaṭa} ^{ʿš}
<i>tmēne</i>	<i>tmeṭnta</i> ^{ʿš}
<i>tes</i> ^{ʿa}	<i>ṭes</i> ^{ʿaṭa} ^{ʿš}
<i>ʿašra</i>	<i>ʿešrīn</i>

Activation

Follow the examples

Nemret tilifūn-e

šū nemret tilifūnak?

234567 nemret Salwa?

Lā, nemret-a 89123

(looking at my watch)

Kam es-sēʿa?

(showing a clock)

Es-sēʿa xamse w ʿašra

Es-sēʿa sabʿa illā xamse;

tlēte w neṣṣ/rubʿa/telt

Fixation

1-Write numbers (guided exercise in group). 2-Dictation and correction. 3-Pronunciation of final /a/ for the feminine (repetition).

Module 5

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to want; expressing will

Linguistic elements and structures

Badd- + suffixes

<i>badd-e/i</i>	<i>badd-na</i>
<i>badd-ak</i>	<i>badd-kon</i>
<i>badd-ik</i>	
<i>badd-o</i>	<i>badd-on</i>
<i>badd-a</i>	

Activation

Follow the examples

Badd-e nemret tilifūn Husayn

Badd-a dulār

Šu *badd-on*? *Badd-on* siğāra

Badd-ek siğāra? Mā *badd-i-š*, šukran!

Badd-kom 'ahwe? Mā *badd-nā*

Badd-ak šī?salāmt-ak!

Badd-o password *taba'a-l*-computer

Kēn *badd-e* nemret tilifun-o

Yallā? Lā, mā *baddī-š*

Fixation

1-Write short sentences (guided exercise in group), then ask your partner to read all. 2- Dictation and correction. 3- Cultural competence: explain the meaning of *badd-ak šī?*

Review module nr. 1

Review of all contents from module nr.1 to module nr.5. This review could take up to five hours, listenings included.

Module 6

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: negation markers; use the appropriate negation markers for adjective, nouns and (pseudo) verbs.

Linguistic elements and structures

Miš+adjectives, participle, nouns > *miš tamēm!*

Mā+ (pseudo) verbs (+ *š*) > *mā badd-ī-š ! mā badd-a hadiyye*

Activation

Fill the blanks with *miš* or *mā*

.....*tamēm*

.....^{end-e} *Rolex*

Badd-nā siğāra.....^{ahwe!}

.....*mēši*

.....^{end-on} *Ferrari*

Fixation

1. Write three negative sentences 2. Dictation of isolated words and chunks, and correction

Module 7

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: morphological templates; learn and recognize morphological templates

Linguistic elements and structures: roots, nouns , and adjectives

C₁-C₂-ī-C₃

ṭarīʔ ṭabīb

safīr wazīr

mnīḥ kbīr

ṣḡīr ždīd

rxīs

C₁-ī-C₂-(C₂)-ā-C₃

siyyāra ṭiyyāra

sifāra wizāra

C₁.ē (ā)- C₂-ī- C₃

kētīb ṭālib

sēkin lēzim

bērid wēsix

Activation

Follow the examples

Peter moʿallim Hasan ṭālib

Sara moʿallima Hiba ṭāliba

Siyyara wēsixa Tiyyara rxīsa

Safīr ždīd Kētīb mnīḥ

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2- Agreement in gender

Module 8

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: additional morphological templates; learn and recognize morphological templates

Linguistic elements and activation: roots, nouns , and adjectives

mo-C₁-a-C₂- C₂.i-C₃

moʿallim mosažžil

modarris mofakkir

momassil momarriḍ

ma-C₁-C₂-ū-C₃

mabsūt mašğul

maktūb maftūḥ

maʿlūm mabrūk

mašhūr mašrūb

(more templates can be introduced, repeating this module many time)

Activation

Follow the examples

ʿAli mabsūt

Layla mabsūta

momassil mašhūr

moʿallima mašğula

ʿeid mabrūk

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-Agreement in gender . 3- Cultural competence: explain the use of *ʿeid mabrūk*

Module 9

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the article *el-*; combining the article with nouns and adjectives

Linguistic elements and structures: *el-*, solar and lunar letters; *el-* may change into *əl-* because of vowel shortening.

Make use of the lexicon from module 7 and 8, and put the article in front of those words.

ṭabīb mašhūr > eṭ-ṭabīb əl-mašhūr

siyyāra wāsixa

moʿallima mabsūta

safīr ždīd

Activation

You tell a word to your partner and s/he has to repeat it with the article. Correct him if the pronunciation is wrong.

Fixation

1-Write as many words as you can with the article, then ask your friend to read all 2-
Dictation and correction

Module 10

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *el-* in a sentence; use *el-* to convey different meanings

Linguistic elements and structures: the article with a noun/adjective

Activation

Follow the examples

et-ṭabīb mašhūr

et-ṭabīb el- mašhūr

ṭabīb el-bint

es-siyyāra el-wāsixa taba' (tab'it) es-safīr

siyyaret-s-safīr

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-the pronunciation of *tā' marbūte* in the *iḍāfe* .

Review module nr. 2

Review of all contents from module nr.6 to module nr.10. This review could take up to five hours, listening included.

Module 11

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the basic mechanism of agreement, the agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now.

Linguistic elements and structures: masculine and feminine, singular and plural

(more examples can be offered)

SING.	PLURAL
<i>ḡelw</i>	<i>ḡelwīn</i>
<i>zeʿlēn</i>	<i>zeʿlēnīn</i>
<i>maṣḡdūm</i>	<i>maṣḡdūmīn</i>
<i>mahḡdūm</i>	<i>mahḡdūmīn</i>
<i>moʿallim</i>	<i>moʿallimīn</i>
<i>mohandis</i>	<i>mohandisīn</i>

SING.	PLURAL
<i>ḡmīle</i>	<i>ḡmīlēt</i>
<i>bērida</i>	<i>beridēt</i>
<i>rḡfiʿa</i>	<i>rḡfiʿāt</i>
<i>xayyēte</i>	<i>xayyetēt</i>
<i>ṭalibe</i>	<i>ṭalibēt</i>
<i>marīḡe</i>	<i>marīḡāt</i>
<i>moʿallime</i>	<i>moʿallimēt</i>

Activation

Follow the examples

(The agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now)

Hasan Husayn wa ʿOmar mohandisīn mahḡdūmīn

Er-rḡfiʿāt marīḡāt

ʿende moʿallimēt ḡmīlēt

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-the pronunciation of *tāʾ marbūte*.

Module 12

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the mechanism of agreement. the agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now.

Linguistic elements and structures: duals and broken plurals
(more examples can be offered)

SING.	DUAL	SING.	DUAL
<i>bent</i>	<i>bentēn</i>	<i>walad</i>	<i>waladēn</i>
<i>siyyara</i>	<i>siyyartēn</i>	<i>yōm</i>	<i>yōmen</i>
<i>madrase</i>	<i>madrastēn</i>	<i>šahr</i>	<i>šahrēn</i>

SING.	PLURAL	SING.	PLURAL
<i>bēt</i>	<i>byūt</i>	<i>ktēb</i>	<i>kotob</i>
<i>ʿalam</i>	<i>aʿlēm</i>	<i>ʿāmil</i>	<i>ʿummēl</i>
<i>lōḥ</i>	<i>lwēḥ</i>	<i>ṭālib</i>	<i>tullēb</i>

Activation

Students work with flashcards and speak aloud. If they pick out a noun, they must find a suitable adjective and vice-versa. The agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now.

Fixation

1-Write down chunks of nouns+ adjectives, then ask your partner to read all. 2-Dictation and correction

Module 13

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: personal pronouns and suffixes; the *ġumla ismiyya*

Linguistic elements and structures: personal pronouns

<i>ana</i>	<i>-e</i>	<i>neġna</i>	<i>na</i>
<i>enta</i>	<i>-ak</i>	<i>ento</i>	<i>-kon</i>
<i>ente</i>	<i>-ik</i>		
<i>huwwe</i>	<i>-o</i>	<i>henne</i>	<i>-on</i>
<i>hiyye</i>	<i>-a</i>		

Activation

Follow the examples

Neġna taġibēt mašhūrēt

enta rfi' el-mo'allim?

Hiyye bent maħdūme w ħelwe

henne beyn el-bank w el-barīd

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 14

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of proximity; the use and agreement of demonstratives.

Linguistic elements and structures

Demonstratives

<i>M</i>	<i>F</i>	<i>P</i>
<i>hayde</i>	<i>haydi</i>	<i>holi</i>

Activation

Pay attention to the agreement of singular adjectives with the plural of *gayr ʿāqil* .

Hayde rfīṭ

Haydi siyyāret es-safīr

Holi kotob

Haydi siyyarēt wāsixa

Haydi wizāret ždīde

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 15

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of distance; the use and agreement of demonstratives.

Linguistic elements and structures

Demonstratives

<i>M</i>	<i>F</i>	<i>P</i>
<i>haydēk</i>	<i>haydīk</i>	<i>holīk</i>

Activation

Pay attention to the agreement of feminine singular demonstratives with the plural of *ḡayr ʿāqil*.

Haydēk moʿallim zeʿlēn

Haydīk momarriḍa žmīle

Holīk tullēb mabsūtīn

Haydīk buyūt el-wazīr

Haydik aʿlēm et- ṭalib

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Review module nr. 3

Review of all contents from module nr.11 to module nr.15, with special focus on agreement in gender and in number. This review could take up to five hours, listening included.

Module 16

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: interrogatives; use interrogatives to ask questions

Linguistic elements and structures

Interrogatives

<i>min</i>	<i>kīf</i>
<i>šu</i>	<i>emta</i>
<i>men</i>	<i>ʔaddē , kam</i>
<i>wēn</i>	<i>lē</i>
<i>menēn</i>	<i>ʔayy, ʔayya</i>

Activation

Students work with flashcards. They pick a card out and read aloud the question to a colleague, who has to reply.

Šū el-yōm? El-yōm 25 aylūl!

ʔaddē ʔomr-ek? ʔomr-e ʔarb^ʕīn

Lē miš mabšūte? Hayde šoġl-i!

Šū bedd-ak min-nā? Fulūs!

Wēn maḥaṭṭet el-benzīn? Hiyye beyn el-barīd w el-bank

Kīf el-ʔumūr? El- ʔumūr kwayyise

ʔayya sēʕa bedd-ak ʔahwe ʔ_es-sēʕa xamse w neṣṣ bə-d-debt

Fixation

- 1.Strike out a short conversation in small groups. Follow the method of the “5 W”.
- 2.Dictation and correction.

Module 17

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: time and space; positioning in time and space

Linguistic elements and structures

<i>hōn/honīk</i>	<i>žuwwa</i>
<i>be-wežž/ʔeddēm</i>	<i>barra</i>
<i>warāʔ/xalf</i>	<i>ʿa-l-yamīn</i>
<i>taḥət</i>	<i>ʿa-l-yasār</i>
<i>fōʿ</i>	<i>fī-š-šimēl</i>
<i>žanb</i>	<i>fī-ž-žanūb *</i>
<i>ʔabəl</i>	<i>fī-š-šarq</i>
<i>baʿd</i>	<i>fī-l-ğarb</i>

* /ğ/ in Beirut is mostly realized as /ž/, and considered a solar letter eg. ež-žāmiʿa

Activation

Looking at some pictures/ a map students have to ask questions and reply each other

Wen -əl-maḥaṭṭa? el-maḥaṭṭa bə-wežž-əl-barīd

Eṭ-ṭullēb barra w-el-moʿallim žuwwa

Tokyo fī-š-šarq w London fī-l-ğarb

Šū fī šimēl Italia? žebel-əl-Alp fī šimēl Italia

ʔayy-əṭ-ṭrī? ʔa-l-madrassa? Šīr değrī

Wēn-əd-dokkēn? Kaff ʿa-l-yamīn, əd-dokkēn honīk!

Es-sižžāde taht-əl-kərsi

El-Pharmacie baʿd—əl-žisr w-əl-bank ʔabəl

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction.

Module 18

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: expression of time and space; positioning in time and space

Linguistic elements and structures

<i>mbāreḥ</i>	<i>bakkīr</i>
<i>ʔarīban</i>	<i>mʔaxxar</i>
<i>bukra</i>	<i>ʔabel</i>
<i>əl-yōm</i>	<i>baʕd</i>
<i>hallaʔ</i>	<i>ʔabadan</i>
<i>baʕdēn</i>	<i>dayman</i>

Activation

Pay attention to *kēn* *ʕend-e*

Emta bedd-o ʔahwe, hallaʔ willā baʕdēn?

Ašūf-ak ʔarīban!

Bukra inšallāh

Mbāreḥ kēn ʕend-e muškile.... el-yōm inšallāh bixēr!

ʕend-e dars baʕd-əḏ-dohr

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction. 3. Cultural competence: explain the use of *inšallāh*

Module 19

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: conveying negative meaning for ‘to be’ and ‘to have’

Linguistic elements and structures: the conjugation of *leysa*

<i>lastu</i>	<i>lasna</i>
<i>lasta</i>	<i>laston</i>
<i>lasti</i>	
<i>leysa</i>	<i>leysu</i>
<i>leysat</i>	

Activation

Students work with flashcards. They pick a card out and read its sentence aloud. Then they put it at the negative form using *leysa*.

(*leysa*) ‘end-on walad-ə- şgīr

(*leysa*) ‘enn maw‘id ba‘d-ēd-ḍohr

Huwe (*leysa*) ‘Omar

Hiyye (*leysa*) Farida

Sara (*leysat*) rfī‘t-ī

(*neḥna*) ṭullēb!

(*leysat*) ‘end-a siyyāra

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction.

Module 20

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: possession and specification

Linguistic elements and structures

The genitive marker

<i>taba^ʕ-e</i>	<i>tab^ʕīt-e</i>	<i>tab^ʕōl-e</i>
<i>taba^ʕ-ak</i>	<i>tab^ʕīt -ak</i>	<i>tab^ʕōl -ak</i>
<i>taba^ʕ-ik</i>	<i>tab^ʕīt -ik</i>	<i>tab^ʕōl -ik</i>
<i>taba^ʕ-o</i>	<i>tab^ʕīt -o</i>	<i>tab^ʕōl -o</i>
<i>taba^ʕ-a</i>	<i>tab^ʕīt -a</i>	<i>tab^ʕōl -a</i>
<i>taba^ʕ-na</i>	<i>tab^ʕīt -na</i>	<i>tab^ʕōl -na</i>
<i>taba^ʕ-kon</i>	<i>tab^ʕīt-kon</i>	<i>tab^ʕōl-kon</i>
<i>taba^ʕ-on</i>	<i>tab^ʕīt -on</i>	<i>tab^ʕōl -on</i>

Activation

Students read a sentence from flashcards or from the screen. They have to rephrase it with *tab^ʕa*

Hayde beyt-e > *hayde əl-beyt taba^ʕ-e*

Walad ət-ṭabīb zġīr > *el-walad taba^ʕa ət-ṭabīb əzġīr*

Haydi maḥaṭṭet əl-madīne > *haydi ēl-maḥaṭṭa tab^ʕīt əl-madīne*

Ġurfet əl-bent kbīre > *ġurfet tab^ʕīt əl-bent kbīre*

ʕommēl əl-modīr > *el- ʕommēl tab^ʕōl əl-modīr*

ṭullēb-əl-modarris > *eṭ-ṭullēb tab^ʕōl ēl-modarris*

Fixation

Students look at some picture, they say (and ask) “whose *tab^ʕa*” an object.

Review module nr. 4

Review of all contents from module nr.16 to module nr.20 This review could take up to five hours, listening included.

Module 21

Contents and task: the past tense; conjugation of the past tense, basic form.

Linguistic elements and structures: base and suffixes of the past tense

C₁-a-C₂-a-C₃-

Katab-/rakad-/ḍarab/ṭabax-

katab-et katab-na

katab-et katab-to

katab-te

katab- katab-o

katab-it

Although with a different base, the same suffixes work for

zakkar-/sēfar-/takallam-/staʿmal -

C₁-e-C₂-(i)-C₃-- (C₁-C₂-e-C₃-)

Note: at the 1st and 2nd persons the /i/ of the base disappears and /e/ takes its place.

The 3rd sing.fem. and the 3rd plural undergo a vowel shortening (deletion)

Nezil, nzel-/šerib, šreb-/rebiḥ, rbeḥ-/ʿemil, ʿmil/ʿerif, ʿrif

nzel-et nzel-na

nzel-et nzel-to

nzel-te

nezil- nezl-o

nezl-it

Activation

Students work with flashcards. They read a verb in English and translate it into Arabic.

Fixation

1. Students look at some picture and give descriptions at the past tense. 2. Dictation

Module 22a

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the present tense; conjugation of the present tense, basic form.

Linguistic elements and structures: base, prefixes and suffixes of the present tense

-C1-C2-o-C3- for *-ktob-/rkod-/drob-/tbox-* with emphatics= *bo, bto, byo*

Or **-C1-C2-a-C3-** *-šrab-/nzal-/rbaḥ-/tlaʕ-*

Or **-C1-C2-i-C3-** *-mil-/rif-*

Note: the 2nd person feminine and the plural persons undergo a syllabic restructuring

*Be-*_____

*Bte-*_____

Bte- C₁-e-C₂-C₃ *-e*

*Bye*_____

*Bte*_____

*Mne*_____

Bte- C₁-e-C₂-C₃ *-o*

Bye- C₁-e-C₂-C₃ *-o*

Although with a different base, the same prefixes and suffixes work for *-tgadd-/tkallam*.

Activation

Students work with flashcards. They read a verb in English and translate it into Arabic.

Fixation

1. Students look at some picture and give descriptions at the past tense 2. Dictation and correction

Module 22b

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *ʕam* and the continuous form; talking about actions in progress.

Linguistic elements and structures: *ʕam*+ the present tense

-C1-C2-o-C3- for -ktob-/-rkod-/-dʁob-/-tʁbox- with emphatics= *bo, bto, byo*

Or - **C1-C2-a-C3-** *-šrab-/-nzal-/-rbah-/-tlaʕ-*

Note: the 2nd person feminine and the plural persons undergo a syllabic restructuring

<i>ʕam</i>	<i>be-ktob</i>
	<i>bte-ktob</i>
	<i>bte-ketbe</i>
	<i>bye-ktob</i>
	<i>bte-ktob</i>
	<i>mne-ktob</i>
	<i>bte-ketbo</i>
	<i>bye-ketbo</i>

(*Contrary to what expected according to theoretical description of the Levantine variety,

I have evidence that Beirut speakers daily use the marker *ʕam* together with *b-*;

ʕam without the *b-* is also found.)

Activation

Follow the examples

Students ask and reply each other

Šu ʕam b-teʕmil? ʕam bedros, w ente?

ʕam beʔbox

ʕa wēn ʕam terkod?

ʕam yerbah fulūs əktir fi Amrika

Fixation

1. Create a short dialogue with your friend and write it down.

Module 23

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the imperative mood; conjugation of the imperative mood.

Linguistic elements and structures: base and suffixes of the imperative mood

C1-C2-o-C3- for *-ktob/-rkod/-ḍrob/-ṭbox-*

Or **C1-C2-a-C3-** *-šrab/-nzal/-rbah/-ilaʿ-*

Although with a different base, the same suffixes work for

sīr- rūḥ-žīb. The plural and feminine form shorten the medial vowel.

C1-C2-o-C3	C1-C2-a-C3	
<i>ktob</i>	<i>šrab</i>	-
<i>ktob</i>	<i>šrab</i>	<i>i</i>
<i>ktob</i>	<i>šrab</i>	<i>u</i>

Activation

Students work with flashcards. They read an order in English and have to translate it into Arabic

Fixation

1. Write as many imperatives as you can. 2. Dictation and correction

Module 24

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: to need, to have to, must; talking about must and needs

Linguistic elements and structures: *lēzem* and the personal suffixes.

<i>lēzem-ni</i>	<i>lēzem-na</i>
<i>lezēm-ak</i>	<i>lēzem-kon</i>
<i>lezēm-ik</i>	
<i>lezēm-o</i>	<i>lēzem-on</i>
<i>lezēm-a</i>	

Activation

Students ask questions and reply each other

Lēzemni forša

Lēzem-on siyyāra ždīde

‘end-e ’alam, *lezēmn-e dawā’*

Tfaḍḍal, šū lēzem-ak?

Fixation

1. Create a short dialogue and write it down. Try to use all the lexicon and structures you know.

Module 25a

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: to must; talking about things to do

Linguistic elements and structures: *lēzem* as invariable mood marker +the subjunctive

Note: the subjunctive is the present tense without the preverbal *b-*

<i>lēzem +</i>	<i>e-šrab</i>	<i>e-ṭlaʿ</i>
	<i>te-šrab</i>	<i>te-ṭlaʿ</i>
	<i>te-šrab-e</i>	<i>te-ṭlaʿ-e</i>
	<i>ye-šrab</i>	<i>ye-ṭlaʿ</i>
	<i>ne-šrab</i>	<i>ne-ṭlaʿ</i>
	<i>te-šrab-o</i>	<i>te-ṭlaʿ-o</i>
	<i>ye-šrab-o</i>	<i>ye-ṭlaʿ-o</i>

Activation

Students pick a flashcard out , then ask questions (and reply) each other

ente mrīd, šū lēzem taʿmil? lēzem ešrab aktar

ʿennā mawʿid, šū lēzem naʿmil? lezem teṭlaʿ-o hallaʿ

ʿend-o quiz, šū lēzem yaʿmil? Lēzem yedros əktīr

Fixation

1.Create a short dialogue and write it down. Try to use all the lexicon and structures you know.

Module 25b

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: the future; talking about the future

Linguistic elements and structures: *raḥ* as invariable marker +the subjunctive

Note: the subjunctive is present tense without the preverbal b-

<i>rāḥ</i> +	<i>e-šrab</i>	<i>e-ṭlaʿ</i>
	<i>te-šrab</i>	<i>te-ṭlaʿ</i>
	<i>te-šrab-e</i>	<i>te-ṭlaʿ-e</i>
	<i>ye-šrab</i>	<i>ye-ṭlaʿ</i>
	<i>ne-šrab</i>	<i>ne-ṭlaʿ</i>
	<i>te-šrab-o</i>	<i>te-ṭlaʿ-o</i>
	<i>ye-šrab-o</i>	<i>ye-ṭlaʿ-o</i>

Activation

Students pick up a flashcard, then ask questions (and reply) each other

ente mrīd, Šū rāḥ taʿmil? rāḥ ešrab aktar

ʿennā mawʿid, šū rāḥ naʿmil? rāḥ teṭlaʿo hallaʿ

ʿend-o quiz, šū rāḥ yaʿmil? rāḥ yedros əktīr

Fixation

1. Create a short dialogue and write it down. Try to use all the lexicon and structure you know.
2. Dictation and correction

Review module nr. 5

This review focuses on the conjugation and writing of verbs.

Module 26

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to can (to cannot); expressing ability, possibility. It is up to the instructor the introduction of *kēn* as past tense marker .

Language elements and structure: (*mā*) *fī*+ the suffixes

(mā)	<i>fī-yye/fī-ne</i>
	<i>fī-k</i>
	<i>fī-ki</i>
	<i>fī</i>
	<i>fī-yya</i>
	<i>fī-nā</i>
	<i>fī-kon</i>
	<i>fī-yyon</i>

Activation

Looking at some pictures, student say “X can/cannot...” or “Can X do..?”

El-lāʿib (mā) fī tenḏaḥ el-yōm

Fi-yya (mā) te-ṭbox pasta

Fī-kon (mā) tsēʿdo-nī?

Min fī ysēʿd haydi s-sitte?

Fiiyyon (mā) yeṭlaʿo maʿ-ak

Fixation

1.Students write down and read aloud three sentences about things they can/cannot do; then each one says what his colleagues can/cannot do. 2. Dictation and correction

Module 27

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kēn* (A), *rāḥ* (B); conjugation of medial weak verbs

Linguistic element and structures: the base and the suffixes of the past tense

A	B
<i>ken-et</i>	<i>reḥ-et</i>
<i>ken-et</i>	<i>reḥ-et</i>
<i>kent-ti</i>	<i>reḥ-ti</i>
<i>kēn</i>	<i>rāḥ</i>
<i>kēn-it</i>	<i>rāḥ-et</i>
<i>ken-na</i>	<i>reḥ-na</i>
<i>kent-o</i>	<i>reḥ-to</i>
<i>kēn-o</i>	<i>rāḥ-o</i>

Activation

Students practice conjugation of the A and B templates. Pay attention to the timber of the vowel for the 3rd persons.

A: *šēf*, *fēt*, *ḡēb*, *nēm*

B: *ṣār*, *ṭār*, *xāf*, *ʾāl*

Fixation

1. Write three sentences that contain two of the previous verbs each; Dictation and correction.

Module 28

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kēn* (A), *sār* (B), *xāf* (C); conjugation of medial weak verbs

Linguistic element and structures: the base, the prefixes, and the suffixes of the present tense

prefix	A	B	C	suffix
<i>b-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	
<i>bet-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	
<i>bet-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	<i>-i</i>
<i>by-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	
<i>bet-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	
<i>men-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	
<i>by-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	<i>-o</i>
<i>bet-</i>	<i>rūḥ</i>	<i>sīr</i>	<i>xāf</i>	<i>-o</i>

Activation

Students practice conjugation of the A, B, and C templates

A: *šēf*, *fēt*, *ʾāl*,

B: *sār*, *ṭār*, *ḡēb*

C: *xāf*, (*nēm*, */ē/* < */ā/* by the *imāla* effect)

Although with a different base, the same set of prefixes and suffixes works for *-zakkir-*, *-sēfir-*; *-staʿmil-*

Fixation

1. Write three sentences that contain two of the previous verbs each; Dictation and correction

Module 29

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *ʔāl +ele*; translations of “to say to..”

Linguistic elements and structures: *ʔāl+ele+suffixes*

In the combination *ʔāl+ele+suffixes*, *ele* is subject to assimilation and the verb undergoes syllable restructuring or may lose its final vowel, according to these general correspondences.

(u > e imperative)

ō > ū

e > ī

i > e

ā > e

from: <i>ʔul</i>	<i>ʔelle</i> , tell me!
from: <i>ʔelet</i> , the final vowel falls and the /l/ is doubled	<i>ʔelt-ell-ak</i> , I told you
from: <i>ʔelet</i> the final vowel falls and the /l/ is doubled	<i>ʔelt-ell-e</i> , you told me
from: <i>ʔelte</i>	<i>ʔelt-ī-l-na</i> you f. told us
from <i>ʔāl</i> , the /l/ is doubled	<i>ʔāl-l-o</i> , he told him
from: <i>ʔālīt</i>	<i>ʔalet-l-e</i> , she told me
from: <i>ʔelnā</i>	<i>ʔeln-el-kom</i> , we told you
from: <i>ʔeltō</i>	<i>ʔeltūl-a</i> , you pl. told her
from: <i>ʔālō</i>	<i>ʔālū-l-ak</i> , they told you

Activation

Starting from the previous templates, students try to combine the personas of *ʔāl* with different suffixes.

Eg. tell us!/ I told them/you told me/you f. told him/he told you/ she told you pl/ we told her/you pl. told me/they told us

Fixation

1. Dictation and correction of some persons of the weak verbs

Module 30

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kēn* as invariable marker of the past tense; make the past of “to want”, “to must” and “to can”.

Linguistic elements and structures

<i>kēn</i>	<i>badd- lēzem- fi/fiyy-</i>	<i>-e</i>
		<i>-ak</i>
		<i>-ek</i>
		<i>-o</i>
		<i>-a</i>
		<i>-na</i>
		<i>-kon</i>
		<i>-on</i>

Activation

Students work with flashcards. A student picks a flashcard out and reads it aloud to a colleague, who rephrases it at the past tense.

Fixation

1. Cultural competence : a list of the so-called *Allah* lexicon; 2. Dictation and correction

Review module nr. 6

This review is focused on weak verbs.

Introduction of the invariable relative *əlli*: *el-bent əlli rāḥet*, *el-modīr əlli kēn*

Module 31

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the conditional sentences; making real hypothesis

Linguistic elements and structure

Target structures

- *Iza+māḍi, b+muḍāri^ʕ → ʔiza šefet rft^ʕ-ī, brūḥ ma^ʕ-o*
- *Iza+ b+mudāri^ʕ, b+muḍāri^ʕ → ʔiza bšūf rft^ʕ-ī, brūḥ ma^ʕ-o* (concerning the future)

Additional structures:

- *Iza+ māḍi, rāḥ/badd- + subjunctive → ʔiza rže^ʕet ʔa Lubnēn, rāḥ edros aktar/badd-e edros aktar*
- *Iza+ māḍi, imperative → ʔiza rže^ʕet ʔa Lubnēn, žib ʔahl-ak ma^ʕ-ak*

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Fixation

1. Each student writes one conditional sentence at the blackboard 2. Correction of the sentence in group

Module 32

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the conditional sentences; making unreal hypothesis

Linguistic elements and structure

Target structures

- *Law+māḍi, māḍi*→ (waiting for lotto results)
Law rbeḥet el loto, žebet siyyara
- *Law+māḍi, kēn+māḍi*→ (I already know I didn't win)
Law rbeḥet el loto, kenet žebet siyyara bass ma rbeḥet!

Additional structures

- *Law+māḍi, kēn+rāḥ+subjunctive*→ (concerning the future)
law sefaret fi-l-^ʕoṭla, kēnet rāḥ es'ot fi-l-imtiḥān
- *Law+māḍi, kēn+ b+mudāri^ʕ*→
law daraset, kenet btenžaḥ

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Fixation

1. Each student writes one conditional sentence at the blackboard 2. Correction of the sentence in group

Module 33

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the passive meaning of the verb; convey a passive meaning using the augmented forms

Linguistic elements and structures: augmented forms VI, VII, VIII to convey a passive meaning. Remember:

a. Starting from a verb with more than three letters (eg. form II/III) → add the prefix *t-* to the base

tʔažžal-əṣ- ṣaff b-sabab əl-ʕotle

b. Starting from a basic verb form C₁-V-C₂-V-C₃ → add the prefix *n-* to the base

el-mayy –əl-ḥanaḥfiyye ma btenšerib

c. Any other case → use form VIII

ltağit əl ḥaḥfle baʕd əl ḥādis

Activation

Given the following verb bases, modify the base and build the passive, 3rd persons singular

<i>zakar (nzakar)</i>	<i>ʕatal (nʕatal)</i>
<i>kašaf (nkašaf)</i>	<i>semiʕ (nsamaʕ)</i>
<i>hazz (nhazz)</i>	<i>šaddaʔ (tsaddaʔ)</i>
<i>kassar (tkassar)</i>	<i>waʔʔaf (twaʔʔaf)</i>
<i>ʕāl (nʕāl)</i>	<i>ʕazzab (tʕazzab)</i>
<i>nāʔaš (tnāʔaš)</i>	<i>ḍarab (nḍarab)</i>

Fixation

1. Give advices to your colleague, using the passive voice of the verb. 2. Write the previous sentences down.

Module 34

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the final weak verb; conjugate the final weak verb

Linguistic elements and structures: base and suffixes of the past tense

C₁-C₂.i-C₃-

A syllable restructuring occurs, if the suffix begins with a vowel.

BASE	SUFFIX
<i>mšī</i>	<i>t</i>
<i>mšī</i>	<i>t</i>
<i>mšī</i>	<i>ti</i>
<i>meš</i>	<i>i</i>
<i>mešy</i>	<i>it</i>
<i>mšī</i>	<i>na</i>
<i>mšī</i>	<i>to</i>
<i>mešy -</i>	<i>o</i>

Activation

Following the same template, practice the conjugation with these bases:

ḥmī-, šfī-, bkī, bʔī-

Fixation

1. Create two sentences that contain a weak verb. 2. Write down your sentences

Module 35

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the final weak verb; conjugate the final weak verb

Linguistic elements and structures: base, prefix, and suffixes of the present tense

A) -C₁-C₂.i-C₃- or B) -C₁-C₂.a-C₃-

A syllable restructuring occurs, if the suffix begins with a vowel.

Prefix	Base A -C ₁ -C ₂ .i-C ₃ -	Base B -C ₁ -C ₂ .a-C ₃ -	Suffix
<i>be-</i>	<i>mši</i>	<i>bʔa</i>	
<i>bte-</i>	<i>mši</i>	<i>bʔa</i>	
<i>bte-</i>	<i>mši</i>	<i>bʔ</i>	<i>i</i>
<i>bye-</i>	<i>mši</i>	<i>bʔa</i>	
<i>bte-</i>	<i>mši</i>	<i>bʔa</i>	
<i>mne-</i>	<i>mši</i>	<i>bʔa</i>	
<i>bte-</i>	<i>mš</i>	<i>bʔ</i>	<i>o</i>
<i>bye-</i>	<i>mš</i>	<i>bʔ</i>	<i>o</i>

Activation

Following the same template, practice the conjugation with these bases:

A) -*hmī*-, -*šfī*-, -*mšī*-, -*štirī*-, -*ltaʔī*- B) -*lʔa*-, -*ḥtamm*-

Fixation

1. Create two sentences that contain a weak verb. 2. Write down your sentences

Review module nr. 7

This review is focused on the conjugation of final weak verbs

10.4 The Omani Arabic of 'Ibrī

An essential guide to pronunciation

Phonology-Consonants

The *hamza* is *sāmita*, like in : *ši* “thing”, *ṭāira* “airplane”, *may* “water”, *bra* “needle”.

The interdentalals are retained, like in: *ḍāk* “that” (masculine), *ḍīk* “that” (feminine), *ḍīlāk* “those” and in *ḍā* “this” (masculine), *ḍī* “this” (feminine), *ḍōl* “these”.

The /q/ results in /q/ or /g/ in a limited number of lexemes and expressions (bedouin or Gulf pronunciation): *gāl* “to say”, *gesəm* “piece”, *galam* “pen”. Anyway, in many cases /q/ is retained as such or the two realization are found side by side:

e.g.: *š-gadd ahəbb əl-qahwa!*, “how much I love coffee!”.

The /q/ is fronted in /k/ in sedentary rural variants: *fōq* > *fōk*, “above”.

The /k/ gives /-š/ in the suffix for the second person feminine singular

The /ğ/ mostly results in /g/: *gayyəd* “good”, *wāgid* “a lot”, *šāgara* “tree”, *yaqib* “it is necessary”, *yaxrug* “he goes out”.

Phonology-Vowels

/i/ replaces /a/ with anterior consonants: *kabīr* > *kibīr*, “big” and *man* > *min*, “who”.

The past tense is always *maftūḥ*: *daras* “he studied”, *katab* “he wrote”.

The present tense follows this pattern, respectively on the three prefix, the first and second root consonants: *maksūr+sākin+ maftūḥ* : *yidris* “he studies”

Diphthongs

aw > *ō* *ay* > *ē*, included *kayf* > *kēf*, “how”.

bayt > *bēt*, *layl* > *lēl* *kayf* > *kēf*, *zayn* > *zēn*, *ṣayf* > *ṣēf*, *bayn* > *bēn*

ṣawb > *ṣōb*, *lawn* > *lōn*, *ṣawm* > *ṣōm*

Module 1

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: prepositions; positions and reciprocal relations between things or persons

Linguistic elements and structures

<i>min</i>	<i>ṣōb, la-ḥad (ʿila)</i>
<i>māl (ʿand)</i>	<i>biyyā (h) (maʿa)</i>
<i>ʿaddāl (fi-, bi-gānib)</i>	<i>ḥāl, ḥal, ʿalšān (li-)</i>
<i>li-</i>	<i>bēn</i>

Activation

Follow the examples

Sara min Italia, Sayf min Oman

Min Beirut ʿa Masqat be-Alitalia

Maḥmud māl-o Ferrari

l –muwallid māl l-hotel

ʿIbrī bēn Buraymi w Nizwa

Husayn ʿaddāl markaz əl madina

ʿana w Samira biyyākum!

yallā la-ḥad əs-sūg!

Fixation

1-Write as many prepositions as you can, then ask your partner to read all. 2- Dictation of prepositions and correction. 3- Cultural competence: explain the use of *yallā*

Module 2

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: suffixes; use some prepositions with suffixes

Linguistic elements and structures

-i (ni)	ʿaddāl-i	māl-i	ḥāl-i
-ek	ʿaddāl-ek	māl -ek	ḥāl -ek
-iṣ	ʿaddāl-iṣ	māl -iṣ	ḥāl -iṣ
-o(h)	ʿaddāl-o	māl -o	ḥāl -o
-a(h)	ʿaddāl-a	māl -a	ḥāl -a
-na	ʿaddāl-na	māl-na	ḥāl-na
-kum	ʿaddāl-kum	māl-kum	ḥāl-kum
-kan	ʿaddāl-kan	māl-kan	ḥāl-kan
-hum	ʿaddāl-hum	māl-hum	ḥāl-hum
-hen	ʿaddāl-hen	māl-hen	ḥāl-hen

Activation

Follow the examples

māl-ak Marlboro? *Lā ḥabīb-ī, mā māl-i* Marlboro!

Min māl-o Marlboro?

māl-ī ʿalam ar-ras.

d-dulār māl Amrika

Minn-e ḥadiyya ḥāl-kan

Fixation

1-Write as many words as you can, then ask your partner to read all. 2-Dictation and correction.

Module 3

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *Halek-* and the suffixes

Linguistic elements and structures

<i>halek-</i> + (<i>halkīn-</i>)	<i>-i (ni)</i>
	<i>-ek</i>
	<i>-iš</i>
	<i>-o(h)</i>
<i>halkat-</i> + (<i>halkāt-ni</i>)	<i>-a(h)</i>
	<i>-na</i>
	<i>-kum</i>
	<i>-kan</i>
	<i>-hum</i>
	<i>-hen</i>

Activation

Mōh halek-ek? Say and ask three things you are sick/tired with

Fixation

1. Write down three sentences with *halek-* 2. Dictation and correction

Module 4

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the personal pronouns; use and agreement of the pronouns

Linguistic elements and structures

<i>ana</i>	<i>neḥna, naḥnu</i>
<i>ntah</i>	<i>ntūh</i>
<i>ntīh</i>	<i>ntan</i>
<i>huwwah</i>	<i>humma</i>
<i>hiyya</i>	<i>henna</i>

Activation

Students work with flashcards. They read one pronoun in English and have to translate it into Arabic.

Fixation

1. Write down the pronouns and ask your colleague to correct your mistakes. 2. Dictation and correction.

Module 5

Contents and task: numbers; counting and expressing quantities or time

Linguistic elements and structures

<i>wāḥad</i>	<i>ḥad ʿašar</i>
<i>ṭnēn</i>	<i>ṭanaʿšar</i>
<i>ṭlaṭa</i>	<i>ṭilatʿašar</i>
<i>arbaʿa</i>	<i>arbaʿtʿašar</i>
<i>xamsa</i>	<i>xamastʿašar</i>
<i>sitta</i>	<i>sittʿašar</i>
<i>sabaʿa</i>	<i>sabaʿtʿašar</i>
<i>ṭamaniya</i>	<i>ṭamantʿašar</i>
<i>tisʿa</i>	<i>tiseʿtʿašar</i>
<i>ʿašara</i>	<i>ʿišarīn</i>

Activation

Follow the examples

ragam tilifūn-i

mōh ragam tilifūnak?

234567 ragam Salwa?

Lā, ragam-ha 89123

(looking at my watch)

Kam s-sāʿa?

(showing a clock)

s-sāʿa xamsa w ʿašara

s-sāʿa sabaʿa illā xamsa; ṭlaṭa w niss/rubʿa/tilt

Fixation

1-Write numbers (guided exercise in group). 2-Dictation and correction.

Review module nr. 1

Review of all contents from module nr.1 to module nr.5. This review could take up to five hours, listenings included.

Module 6

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to want; expressing will

Linguistic elements and structures: the use of *bāgi*, *bāgya*

<i>ana</i>	<i>arīd</i>	=	<i>ana bāgi</i>
<i>ntah</i>	<i>trīd</i>	=	<i>ntah bāgi</i>
<i>ntūh</i>	<i>trīdi</i>	=	<i>ntūh bāgya</i>
<i>huwwah</i>	<i>yrīd</i>	=	<i>huwwah bāgi</i>
<i>hiyya</i>	<i>trīd</i>	=	<i>hiyya bāgya</i>
<i>neḥna,</i> <i>naḥnu</i>	<i>nrīd</i>	=	<i>neḥna, naḥnu bāgyīn</i>
<i>ntūh</i>	<i>trīdu</i>	=	<i>ntūh bāgyīn</i>
<i>ntan</i>	<i>trīdan</i>	=	<i>ntan bāgy-āt</i>
<i>humma</i>	<i>yrīdu</i>	=	<i>humma bāgy-īn</i>
<i>henna</i>	<i>yrīdan</i>	=	<i>henna bāgy-āt</i>

Activation

Given the following sentences, rephrase them using “*X bāgi...*”

Arid nemret tilifūn Husayn

trīd dulār?

mōḥ yrīdū? yrīdū sigāra

trīdī sigāra? Lā arīd, šukran!

trīdū baxūr wāgid zēn

yrīd password māl-l-computer

Kān arīd ragam tilifun-o

Yallā? Lā arid!

Fixation

1-Write short sentences (guided exercise in group), then ask your partner to read all. 2- Dictation and correction. 3. Cultural competence: the culture of incense (*baxūr*) in Oman

Module 7

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: negation markers; use the appropriate negation markers for adjective, nouns and (pseudo) verbs.

Linguistic elements and structures

ġēr+adjectives, participle, nouns > *Sayf ġēr mawġūd*

Mā+verbs| > *mā ybāl-ho šī*

Activation

Fill the blanks with *ġēr* or *mā*

.....*tamēm*

.....*māl-ī* Rolex

Neĥna bāġiy-īn sigāra..... *bāġiy-īn qahwa!*

.....*gayyed*

.....*māl-hum* Ferrari

Fixation

1. Write three negative sentences 2. Dictation of isolated words and chunks, and correction

Module 8

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: morphological templates; learn and recognize morphological templates

Linguistic elements and structures: roots, nouns , and adjectives

C₁- (a)-C₂-ī-C₃

the vowel after C₁ changes into /i/ depending on the nature of the neighbouring consonant

ṭarīg ṭabīb

karīm ṭawīl

qadīm saḡīr

wazīr kbīr

ṣāḡīr ḡaʿīf

ḡdīd raxīs

C₁-ē (ā)- C₂-ī- C₃

kātib ṭālib

sākin lāzim

bārid wāsīx

nāʿim sāriq

Activation

Follow the examples

Peter *ṭawīl*, Hasan *ṣaḡīr*

Sara *saḡīra*, Hiba *wazīra*

ʿAli *sākin* ʿaddāl markaz əl-madina

Tayyara *rāxīsa*

Saḡīr *ḡdīd*

Kātib *zēn*

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-Agreement in gender .

Module 9

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: more morphological templates; learn and recognize morphological templates

Linguistic elements and activation: roots, nouns , and adjectives

ma-C₁ -C₂- ū-C₃ (passive participle)

mašdūd maksūr

maqtūʿ mawgūd

mabrūk mašgūl

(more pattern can be introduced, repeating this module many time)

Activation

Follow the examples

l-gisr maqtūʿ

Layla mabsūta

ʿeid mabrūk

Lṭ-ṭālib mawgūd

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2- Agreement in gender . 3- Cultural competence: explain the use of *ʿeid mabrūk*

Module 10

Contents and task: impersonal and passive nuances; convey a passive meaning

Linguistic elements and structures: *stawa*+the passive participle; *stawa*+ a noun

Stawa+mašdūd got strengthen

Stawa maksūr got broken

Stawa+maqtūʿ got cut

Stawa zilzāl fi Italia

Stawa sarqa ʿaddāl es-suq

*in Oman the internal passive is found too

Activation

Given some vocabulary students must create a meaningful sentence *stawa*-. Pay attention to the agreement

s-sayyara.....fi ḥādit

l-gisrfi ḥarb

l-ʿaqd.....fi-l-intixabāt

Fixation

1. Write three sentences and read it aloud. 2. Dictation and correction

Review module nr. 2

Review of all contents from module nr.6 to module nr.10. This review could take up to five hours, listenings included.

Module 11

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the assimilation of the article *al-*; combining the article with nouns and adjectives

Linguistic elements and structures: *al-*, solar (-C) and lunar letters (-l)

Make use of the lexicon from module 8 and 9, and put the article to those words.

Activation

Al+ solar letter > *t-ṭabīb*

Al+lunar letter > *l-bāb*

Given a list of vocabulary, pronounce it with the article, paying attention to the effect of assimilation

Ras, bāb, šams, šahr, gabal, zēt, qalb, kalb, din, walad, layl

Fixation

1-Write as many words as you can with the article, then ask your friend to read all 2-
Dictation and correction

Module 12

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the basic mechanism of agreement, the agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now.

Linguistic elements and structures

Masculine and feminine, singular and plural

(more examples can be offered)

SING.	PLURAL	SING. F.	PLURAL
<i>muslim</i>	<i>muslimīn</i>	<i>muslima</i>	<i>muslimāt</i>
<i>zeʿlān</i>	<i>zeʿlānīn</i>	<i>zeʿlāna</i>	<i>zeʿlānāt</i>
<i>sāriq</i>	<i>sāriqīn</i>	<i>sāriqa</i>	<i>sāriqāt</i>
<i>ḡālis</i>	<i>ḡālisīn</i>	<i>ḡāliṣa</i>	<i>ḡālisāt</i>
<i>mahḍūm</i>	<i>mahḍūmīn</i>	<i>mahḍūma</i>	<i>mahḍūmāt</i>
<i>muʿallim</i>	<i>moʿallimīn</i>	<i>muʿallima</i>	<i>muʿallimāt</i>

Activation

Students work with flashcards. They read a noun or a name and they must pair it with an adjective.

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2.

Cultural competence: the culture of the date (*saḥ*) in Oman

Module 13

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the mechanism of agreement. the agreement of singular adjectives with the plural of *ġayr ʿāqil* is avoided for now.

Linguistic elements and structures: Duals and broken plurals

(more examples can be offered)

SING.	DUAL	SING.	DUAL
<i>bent</i>	<i>bentēn</i>	<i>walad</i>	<i>waladēn</i>
<i>muslim</i>	<i>muslimēn</i>	<i>yōm</i>	<i>yōmen</i>
<i>madrise</i>	<i>madrastēn</i>	<i>šahr</i>	<i>šahrēn</i>

SING.	PLURAL	SING.	PLURAL
<i>bēt</i>	<i>buyūt</i>	<i>layl</i>	<i>layāli</i>
<i>gabal</i>	<i>gbāl</i>	<i>bāb</i>	<i>bwāb</i>
<i>lōn</i>	<i>lwān</i>	<i>walad</i>	<i>wlād</i>
<i>laħm</i>	<i>lħūm</i>	<i>mošm</i>	<i>mawāšm</i>

Activation

Students work with flashcards and speak aloud. If they pick out a noun, they must find a suitable adjective and vice-versa. The agreement of singular adjectives with the plural of *ġayr ʿāqil* is avoided for now.

Fixation

1-Write down chunks of nouns+ adjectives, then ask your partner to read all. 2-Dictation and correction

Module 14

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: personal pronouns and suffixes; the *ġumla ismiyya*

Linguistic elements and structures: personal pronouns

<i>ana</i>	<i>-i (-ni)</i>	<i>neġna</i>	<i>-na</i>
<i>ntah</i>	<i>-ak</i>	<i>ntūh</i>	<i>-kum</i>
<i>ntīh</i>	<i>-iż</i>	<i>ntan</i>	<i>-kan</i>
<i>huwwah</i>	<i>-ho</i>	<i>humma</i>	<i>-hun</i>
<i>hiyya</i>	<i>-ha</i>	<i>henna</i>	<i>-hen</i>

Activation

Follow the examples

Neġna taġibāt zēnāt

Kēf hal-iż Salīma?

Henne bēn el-bank w el-barīd

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 15

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of proximity; the use and agreement of demonstratives.

Linguistic elements and structures: demonstratives

	M	F	P
PROX	<i>ḏā</i>	<i>ḏī</i>	<i>ḏōl</i>

Activation

Pay attention to the agreement of singular adjectives with the plural of *ḡayr* 'āqil .

ḏā ṣadīq-i

ḏī sayyārat es-safīr

ḏōl kutub

ḏī bēnt-ī

ḏōl min 'Omān

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Review module nr. 3

Review of all contents from module nr.11 to module nr.15, with special focus on agreement in gender and in number. This review could take up to five hours, listening included.

Module 16

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of distance; the use and agreement of demonstratives.

Linguistic elements and structures: demonstratives

	M	F	P
PROX	<i>ḏāk</i>	<i>ḏīk</i>	<i>ḏīlak</i>

Activation

Pay attention to the agreement of feminine singular demonstratives with the plural of *ḡayr ʿāqil* .

ḏāk muʿallim zēn

ḏīk mumarriḏa gimīla

ḏīlak itāliyīn

ḏīlak itāliyāt

ḏīk kutub gidīda

ḏīk buyūt qadīma

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 17

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: interrogatives; use interrogatives to ask questions

Linguistic elements and structures: interrogatives

<i>min</i>	<i>kēf, kama wīš</i>
<i>mōh, wīš</i>	<i>mtah</i>
<i>wēn ʿaddāl</i> <i>wen, fēn,</i> <i>hēn</i>	<i>šgadd</i> <i>kam, ʿa kam</i>
<i>ḥawīš,</i> <i>ḥmūh</i>	<i>ʾayy, ʾayya</i>

Activation

Students work with flashcards. They pick a card out and read aloud the question to a colleague, who has to reply.

mōh al-yōm? Al-yōm 25 aylūl!

šgadd ʿumr-ak? ʿumr-ī ʾarbʿīn

ḥmōh gēr mabšūt?

ʿaddal wēn əl bank?

Wēn maḥaṭṭet el-benzīn? Hiyye bēn el-barīd w el-bank

Kēf el-ʾumūr? El- ʾumūr wāgid zēn

ʾayya sāʿa ʾente bāgī qahwa ?

Fixation

- 1.Strike out a short conversation in small groups. Follow the method of the “5 W”.
- 2.Dictation and correction.

Module 18

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: time and space; positioning in time and space

Linguistic elements and structures

<i>hōn/honīk</i>	<i>dāxil</i>
<i>quddām/guddām</i>	<i>xāriġ, barra</i>
<i>warā</i>	<i>‘a-l-yamīn</i>
<i>taħt</i>	<i>‘a-l-yasār</i>
<i>fōg</i>	<i>fī-š-šimāl</i>
<i>bi-ġānib</i>	<i>fī-l-ganūb</i>
<i>qabla</i>	<i>fī-š-šarq</i>
<i>ba‘da</i>	<i>fī-l-ġarb</i>

Activation

Looking at some pictures/ a map students have ask questions and reply each other

‘addāl wēn -əl-maħaṭṭa? l-maħaṭṭa guddām-əl-barīd

ṭ-ṭullāb barra w-əl-mu‘allim daxil

Tokyo fī-š-šarq w London fī-l-ġarb

mōh fī šimāl Italia? gbāl-əl-Alp fī šimāl Italia

‘ayy-əṭ-ṭarīq ḥad-l-madrise? Sīr deġrī

Wēn-əd-dokkān? Kaff ḥad-əl-yamīn, əd-dokkān hunāk!

El-Farmacie ba‘da—l-gisr w-əl-bank qabla

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction

Module 19

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: time and space; positioning in time and space

Linguistic elements and structures

<i>mbāreh</i>	<i>bakkīr</i>
<i>qarīban</i>	<i>mʔaxxar</i>
<i>bukra</i>	<i>qabla</i>
<i>əl-yōm</i>	<i>baʕda</i>
<i>taww</i>	<i>ʔabadan</i>
<i>baʕdēn</i>	<i>dōmo</i>

Activation

Follow the examples

mtah huwwe bāgi qahwa?

Hiyya bāgiya ši taww

Ašūf-ak qarīban!

dōmo māl-i muškila

bukra inšallāh!

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction. 3. Cultural competence: the so called *Allah* lexicon

Module 20

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: possession and specification

Linguistic elements and structures: the genitive marker

<i>māl-i</i>	<i>māl -na</i>
<i>māl-ek</i>	<i>māl -kum</i>
<i>māl -iš</i>	<i>māl -kan</i>
<i>māl -o(h)</i>	<i>māl-hum</i>
<i>māl -a(h)</i>	<i>māl-hen</i>

Activation

Students read a sentence from flashcards or from the screen. They have to rephrase it putting *māl-* in between the noun and its suffix.

ḏā bayt-ī > *ḏā -l-bayt māl-ī*

walad aṭ-ṭabīb saġīr > *l-walad māl aṭ-ṭabīb saġīr*

ḏī maḥaṭṭat əl-madīna > *ḏī -l-maḥaṭṭa māl əl-madīna*

ġurfat əl-bint kibīra > *ġurfat māl əl-bint kibīra*

ʿummāl əl-mudīr > *l- ʿummāl māl əl-mudīr*

ṭullāb-əl-mudarris > *ṭ-ṭullab māl əl-mudarris*

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction.

Review module nr. 4

Review of all contents from module nr.16 to module nr.20. This review could take up to five hours, listenings included.

Module 21

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the past tense; conjugation of the past tense, basic form.

Linguistic elements and structures: base and suffixes of the past tense

C₁-a-C₂-a-C₃-*

k(a)tab-/g(a)las-/d(a)ras -

k(a)tab-t k(a)tab -na

k(a)tab -t k(a)tab -tu(m)

k(a)tab -ti k(a)tab -tan

katab- kat(a)b-u

kat(a)b-it kat(a)b-an

*The first or second short vowel of the verb base may fall. This happens to avoid the presence of two opened syllables in chain.

Although with a different base, the same suffixes work for *ʿallam-/sābiq-/axbar-/staʿmal-/rāb- /iḥtafal/infaṣal-*

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1. Reading of the different persons of the verbs 2. Dictation . 3. Cultural competence: men's traditional attire

Module 22

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the present tense; conjugation of the present tense, basic form.

Linguistic elements and structures: base, prefixes and suffixes of the present tense

- **C₁-C₂-i-C₃** for *-rsil* *-/-glis/-* *-dris/-* *-nzil/-* *-lbis-*

Although with a different base, the same suffixes work for

yi^ʕellim, *yisābiq*, *yixbir*, *yiḥtafil*, *yinfaṣil*

Note: the plurals may undergo a syllabic restructuring for avoiding clusters of consonants

A_____	Ni_____
Ti_____	Ti_____ <i>ū</i>
Ti_____ <i>i</i>	Ti_____ <i>an</i>
Yi_____	Yi_____ <i>ū</i>
Ti_____	Yi_____ <i>an</i>

C₁-C₂-u-C₃ for *-ktub-*, *-nkur-*, *-skun-*, *-rkud-*, *-ksub-*

C₂+ /u/ if the third consonant is a labial

C₁-C₂-a-C₃ for *-rqas-*, *-fḥam-*, *-z^ʕal-*

C₂+ /a/ where the 2nd or 3rd consonant is an uvular, fricative, laryngeal, pharyngeal

Activation

Students conjugate aloud the verbs according to the relevant pattern

Fixation

1. Reading of the different persons of the verbs. 2. Dictation and correction

.

Module 23

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the direct object; adding a direct object to his verb

Linguistic elements and structures: the use of the suffix *-inn*

<i>(kān)</i> <i>bağinn+</i> <i>(bağyatinn)</i>	<i>-i</i>
	<i>-ek</i>
	<i>-iṣ</i>
	<i>-o(h)</i>
	<i>-a(h)</i>
	<i>-na</i>
	<i>-kum</i>
	<i>-kan</i>
	<i>-hum</i>
	<i>-hen</i>

<i>(kān)</i> <i>yimakkinn+</i>	<i>-i</i>
	<i>-ek</i>
	<i>-iṣ</i>
	<i>-o(h)</i>
	<i>-a(h)</i>
	<i>-na</i>
	<i>-kum</i>
	<i>-kan</i>
	<i>-hum</i>
	<i>-hen</i>

Activation

Students talk about something they “*bāğinn*” or “*yimakkinn*”....

Bāğinn-ek tiglīs biyya-nā

Yimakkinn-a tifham l-ʿarabiyya

Fixation

1. Given a selection of pictures, students describe them using *bağinn-* and *yimakkinn-* with a suitable pronoun. 2. Introduce the use of *kān* as marker of the past tense

Module 24

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the future marker; talking about the future

Linguistic elements and structures: *ha+* the present tense

<i>ha+</i>	<i>arsil</i>
	<i>tirsil</i>
	<i>tirsili</i>
	<i>yirsil</i>
	<i>tirsil</i>
	<i>nirsil</i>
	<i>tirsilū</i>
	<i>tirsilan</i>
	<i>yirsilu</i>
	<i>yirsilan</i>

Activation

1. Students practice the conjugation of the future with the verbs they already know

C₁-C₂-i-C₃ for *-rsil* *-glis-* *-dris-* *-nzil-* *-lbis-*

C₁-C₂-u-C₃ for *-ktub-* *-nkur-* *-skun-* *-rkud-* *-ksub-*

C₁-C₂-a-C₃ for *-rqas-* *fham-* *-z'al-*

2. Students strike out a conversation with friends about their future plans.

Fixation

1. Write three sentences with three different verbs at the future tense. 2. Correction in group

Module 25

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the imperative; give orders

Linguistic elements and structures: the endings for the imperative

	BASE	M.SINGULAR	F. SINGULAR	M. PLURAL	F. PLURAL
suffix	C1-C2-V-C3 (masc. sing.) C1-V-C2-C3 (fem. and plur.)	(zero ending)	-i	-u	-an

Note: the masculine singular has vowel /u/ on the first root consonant, the rest have /i/

Activation

Students work with flashcards. They read an order in English and translate it into Arabic

e.g.: write! sit! shut up!

ktub/kitbi/kitbu/kitban

skut/sikti/siktu/siktan

glis/gilsi/gilsu/gilsan

Fixation

1. Students try to give orders each other. 2. Dictation and correction of imperatives

Review module nr. 5

This review focuses on the conjugation and writing of verbs.

Module 26

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: to need; talking about needs

Linguistic elements and structures: *ybāl-* and the personal suffixes

<i>ybāl-i</i>	<i>ybāl -na</i>
<i>ybāl -ak</i>	<i>ybāl -kun</i>
<i>ybāl -iš</i>	<i>ybāl -kan</i>
<i>ybāl -o(h)</i>	<i>ybāl -hum</i>
<i>ybāl -a(h)</i>	<i>ybāl -hen</i>

Activation

Students work with flashcards. They read a noun and say what “*ybāl-o/a etc..*”

As-safr ybāl-o fulūs

ybāl-kun sayyāra gidāda

ntih mariḍa, ybāli-š dawā?

Tafaḍḍal, mōh ybāl-ak?

Fixation

1. Create a short dialogue and write it down. Try to use all the lexicon and structure you know.

Module 27

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to can (to cannot); expressing ability, possibility. It is up to the instructor to decide if introducing *kān* to put the sentence at the past tense.

Language elements and structure: *rāʿim*

	Singular	Plural
Masculine	<i>rāʿim</i>	<i>rāʿimīn</i>
Feminine	<i>rāʿima</i>	<i>rāʿimāt</i>

Activation

Looking at same pictures, student say “X can/cannot...” or “Can X do..?”

Husaynyilʿab football

Hiyya mā.....!

Minyiktub bil-ʿarabiyya?

Al-mudarrisīn.....yiʿallimu zēn

Fixation

1. Students write down and read aloud three sentences about things they can/cannot do; then each one says what his colleagues can/cannot do. 2. Dictation and correction

Module 28

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kān* (A), *bāʿ* (B); conjugation of medial weak verbs

Linguistic element and structures: the base and the suffixes of the past tense

A	B
<i>kun-t</i>	<i>bīʿ-t</i>
<i>kun -t</i>	<i>bīʿ -t</i>
<i>kun -ti</i>	<i>bīʿ -ti</i>
<i>kān</i>	<i>bāʿ</i>
<i>kān-it</i>	<i>bāʿ-it</i>
<i>kun -nā</i>	<i>bāʿ-nā</i>
<i>kun -tum</i>	<i>bīʿ-tum</i>
<i>kun-an</i>	<i>bīʿ-tan</i>
<i>kān-u</i>	<i>bāʿ-u</i>
<i>kān-an</i>	<i>bāʿan</i>

Activation

Given some roots, students practice conjugation of the A (e.g.: *rāḥ*, *šāf*) and B (e.g.: *sīr*, *ḡīb*) templates.

Fixation

1. Write three sentences that contain two of the previous verbs each; 2. Introduction and practice of the invariable relative pronoun *əlli*:

l-modīr əlli kān, huwwə šadīq-ī

r-riḡāl əlli rāḥū henne aṣḍiqāʿ-ī

Module 29

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kān* (A), *bāʿ* (B); conjugation of medial weak verbs

Linguistic element and structures: the base, the prefixes, and the suffixes of the present tense

prefix	A	B	suffix
<i>a-</i>	<i>kūn</i>	<i>bīʿ</i>	
<i>t-</i>	<i>kūn</i>	<i>bīʿ</i>	
<i>t-</i>	<i>kūn</i>	<i>bīʿ</i>	<i>-i</i>
<i>y-</i>	<i>kūn</i>	<i>bīʿ</i>	
<i>t-</i>	<i>kūn</i>	<i>bīʿ</i>	
<i>n-</i>	<i>kūn</i>	<i>bīʿ</i>	
<i>t-</i>	<i>kūn</i>	<i>bīʿ</i>	<i>-u</i>
<i>t</i>	<i>kūn</i>	<i>bīʿ</i>	<i>-an</i>
<i>y-</i>	<i>kūn</i>	<i>bīʿ</i>	<i>-u</i>
<i>y-</i>	<i>kūn</i>	<i>bīʿ</i>	<i>-an</i>

Activation

Students practice the conjugation of the A and B patterns

Fixation

1. Write three sentences that contain two of the previous verbs each; Dictation and correction

Module 30

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kān* as invariable marker of the past tense; make the past of “to want”, “must” and “to can”.

Linguistic elements and structures

- *kān*+

<i>ybāl-</i>	<i>-i</i>
	<i>-ek</i>
	<i>-iš</i>
	<i>-o(h)</i>
	<i>-a(h)</i>
	<i>-na</i>
	<i>-kun/kan</i>
	<i>-hum/hen</i>

- *Kān*+*yrīd* (or a different person)
- Personal pronoun+ *kān*+ *raʿim/raʿima*+ present tense

Activation

Students pick a flashcard out and read it aloud to a colleague, who rephrase it at the past tense.

Fixation

1.Strike out a short conversation with your friend, talking about the past.2 Dictation and correction

Review module nr. 6

This review focuses on the conjugation and writing of weak verbs.

Module 31

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the conditional sentences; making real hypothesis with *ida*

Linguistic elements and structure

Target structures

- *Ida+māḍi, b+muḍāriʿ > Ida ruḥt la-ḥad s-sug bešri baxūr* (present meaning)
- *Ida+ muḍāriʿ, b+ muḍāriʿ > Ida arūḥ bašri* (intentionality)
- *Ida+ b+ muḍāriʿ, b+ muḍāriʿ > Idha baruh bashri* (future meaning)

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Fixation

1. Each student writes one conditional sentence at the blackboard 2. Correction of the sentence in group. 3 Cultural competence: the *aflāg* and irrigation

Module 32

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the conditional sentences; making unreal hypothesis with *lō*

Linguistic elements and structure

Target structures:

- *Lō+ māḍi, b+ muḍāriʿ > Law ruht bashri* (present+intentionality)
- *Lō+ b+ muḍāriʿ, b+ muḍāriʿ > Law baruh bashri* (future)
- *Lō+kān+ māḍi, b+ muḍāriʿ > Law kunt ruht bashri* (past)

Additional structures

- *ʿeb lō+ māḍi,*

l-asʿār galiya fi ʿOmān, ʿeb lō ruht ʿa-ṣ-ṣīn?

Prices are high in Oman...what if I went to China?

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Fixation

1. Each student writes one conditional sentence at the blackboard 2. Correction of the sentences in group

Module 33

Contents and task: augmented forms; learn and recognize the augmented forms

Linguistic elements and structures: the bases of forms II, V

zakkar, yzakkar

tkallam, yitkallam

tğayyar, yitğayyar

Activation

Given the previous verb base, add the relevant suffixes and prefixes so to conjugate the present a past tense

Fixation

1. Given a list of conjugated verbs, students must find out the three root consonants

Module 34

Contents and task: augmented forma; learn and recognize the augmented forms

Linguistic elements and structures: the bases of forms III, VI

sāfar, ysāfar

kātab, ykātab

tbārak, yitbārak

tdārab, yitdarab

Activation

Given the previous verb base, add the relevant suffixes and prefixes so to conjugate the present a past tense

Fixation

1. Given a list of conjugated verbs, students must find out the three root consonants

Module 35

Contents and task: augmented forms; learn and recognize the augmented forms

Linguistic elements and structures: augmented forms VII, VIII, X

nkasar, nkisir

nkašaf, nkišif

htaƣal, ihtaƣil

ftaraq, yiftiriq

ktamal, yiktimil

staʿmal, yistaʿmal

staqbal, yistaqbal

Activation

Given the previous verb bases, add the relevant suffixes and prefixes so to conjugate the present a past tense

Fixation

1. Given a list of conjugated verbs, students must find out the three root consonants

Review module nr. 7

This review focuses on the recognition and conjugation of augmented forms

10.5 Moroccan Arabic of Rabat

An essential guide to pronunciation

Phonology-Consonants

The *hamza* is *sāmita*, like in : *ši* “thing”, *far* “mouse”, *yakul* “he eats”

The interdentalals are pronounced as dentalals.

The emphaticals are retained, with the only exception of /ḏ/ that merges into /ḏ/

The uvular /q/ is retained, with a few exceptions where it is pronounced /g/: *gāl*, *bagra*,

Sibilantals /s/, /z/ may merge into their respective fricative /š/, /ž/ : *šēmš*, *žūž*

The affricate /ḡ/ results in the fricative /ž/. If the neighboring consonant is a sibilant or a lateral the original affricate result in /g/ *gləs* “ to sit”, *gəzzar* “butcher”

Emphatic consonantals spread their emphasis, like in *ḏlām* > *ḏlām*, *bəyyəd* > *bəyyəd*

Tāʾ marbūta is a marker for the feminine and it is spoken out as -ət when followed by a second term. If a suffix (beginning per vowel) is attached to a feminine term, the /ə/ of the -ət group falls

Xala > *xalət* > *xalt-i*

Phonology-Vowels

Short vowelals usually fall, so length opposition is not a characteristic of Moroccan Arabic. Both /a/ and /i/ may merge unto /ə/ or ultrashort vowel. The vowel /a/ is retained if it neighbors a rear or a labial consonant. the vowel /u/ is slightly more stable than the other ones: *gult*, *xubz* or *xəbz*, *skut* or *skət*

Vowel length is neutralized in final position, like in *mša*.

Prefixes result in unvocalized consonantals, and assimilation occurs

Long vowelals are retained /ā/, /ī/, /ū/. The diphthongals /ay/ and /aw/ merge into /ī/ and /ū/ respectively: *līl*, *bīt*, *tūm*, *ḥūt*

Short vowels are not allowed in open syllables , in fact *madīna* > *mdīna*. Metathesis or elisions occur in order to avoid the presence of a short vowel in an open syllable:

ṣāfəɾ > *ṣāfru*

In Moroccan a mismatch between the root and the expected templates is attested, in fact the input stem often has too few consonants: *akul*, *kun*, *qra*. In this cases a derivational ablaut happens, and reshapes the whole stem.

Module 1

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: prepositions; positions and reciprocal relations between things or persons

Linguistic elements and structures

<i>mən</i>	<i>ʔla-</i>
<i>ʕand</i>	<i>mʕa</i>
<i>f-(fə-), b- (bə-)</i>	<i>bīn</i>
<i>li-</i>	<i>dyāl, d-</i>

Activation

Follow the examples

Sara mən Roma, ʕAbdellāh mən Rbāṭ

Mən Beirut ʔla Roma b-Alitalia

Maḥmud ʕend-u Ferrari

Li Fatima Rolex // Fatima li-ha Rolex

ž-žellaba dyāl Fatima

Rabat bīn Murrakš w Fes

Fixation

1-Write as many prepositions as you can, then ask your partner to read all. 2-Dictation of prepositions and correction.

Module 2

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: suffixes; use some prepositions with suffixes

Linguistic elements and structures

-i, ya	mənn-e	dyāl-i	li-i, ya	ʕənd-i
-(ə)k	mənn-k	dyāl -k	li-k	ʕənd-k
-(ə)k	mənn-k	dyāl -k	li-k	ʕənd-k
-u, h	mənn-u	dyāl -u	li-h	ʕənd-u
-ha	mənn-ha	dyāl -ha	li-ha	ʕənd-ha
-na	mən-na	dyāl -na	li-na	ʕən-na
-kum	mən-kum	dyāl -kum	li-kum	ʕənd-kum
-hum	mənn-hum	dyāl -hum	li-hum	ʕənd-hum

Activation

Follow the examples

ʕənd-k Marlboro?

škūn ʕənd-u Marlboro?

Lā ḥbīb-i, mā ʕənd-i!

ʕənd-i ʔalam r-ras.

d-dulār dyaḥl Amrika

Mənn-i kado li-kum

li-Password dyāl-li-computer

Fixation

1-Write as many words as you can, then ask your partner to read all. 2- Pronunciation of final /a/ for the feminine. 3. Cultural competence: explain the meanings of ḥbīb-i

Module 3

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the personal pronouns; use and agreement of the pronouns

Linguistic elements and structures

<i>āna</i>	<i>ḥnā</i>
<i>nta</i>	<i>ntūma</i>
<i>nti</i>	
<i>huwwa</i>	<i>hūma</i>
<i>hiyya</i>	

Activation

Students work with flashcards. They read the pronoun in English and have to translate it into Arabic.

Fixation

1. Write down the pronouns and ask your colleague to correct your mistakes.
2. Dictation and correction.

Module 4

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: numbers; counting and expressing quantities or time

Linguistic elements and structures

<i>wāḥəd</i>	<i>ḥdāš</i>
<i>žūž,</i> <i>tnāyn</i>	<i>tnāš</i>
<i>tlāta</i>	<i>təḷtāš</i>
<i>rəbʿa</i>	<i>rbaʿtāš</i>
<i>xəmsa</i>	<i>xəmsṭāš</i>
<i>sətta</i>	<i>səṭṭāš</i>
<i>səbʿa</i>	<i>sbaʿtāš</i>
<i>tmənya</i>	<i>tmənṭāš</i>
<i>tsʿūd</i>	<i>tsaʿtāš</i>
<i>ʿašra</i>	<i>ʿašrīn</i>

Activation

Follow the examples

Nəmrət tilifūn-i

Šḥāl nəmrət tilifūnək?

Wāš 234567 nəmrət Salwa?

Lā, nəmrət -ha 89123

(looking at my watch)

Šḥāl s-sāʿa?

(showing a clock)

s-sāʿa xəmsa w ʿašra

s-sāʿa səbʿa qall xəmsa;

tlāta w nass/rbəʿ/tulūt

Fixation

1-Write numbers (guided exercise in group). 2-Dictation and correction.

Module 5

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to want; expressing will

Linguistic elements and structures: *bġa*, “to want”

<i>bġīt</i>	<i>bġīna</i>
<i>bġīt</i>	<i>bġītū</i>
<i>bġīti</i>	
<i>bġa</i>	<i>bġaw</i>
<i>bġat</i>	

Activation

Follow the examples

bġīt nāmrat tilifūn Husayn

bġat dulār

Šnu baġaw? baġaw garro

Bġīt garro? Mā bġīt-š, šukran!

bġītū qahwa? Ma bġīna-š

bġa-hu password dyāl-l-computer

Kant bġīt nāmrat tilifun-u

Yallā? Lā, mā bġīt-š

Fixation

1-Write short sentences (guided exercise in group), then ask your partner to read all. 2- Dictation and correction.

Review module nr. 1

Review of all contents from module nr.1 to module nr.5. This review could take up to five hours, listenings included.

Module 6

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: negation markers; use the appropriate negation markers for adjective, nouns and (pseudo) verbs.

Linguistic elements and structures

Māši+adjectives, participle, nouns > *māši māzyān*!

Mā+ (pseudo) verbs (+ š) > *mā* 'end-ī-š !

Activation

Fill the blanks with *māši* or *mā*...š

.....*bixīr*

.....'end-i.... Rolex

bġīna garro.....*qahwa*!

ana ṭalyāni*maġribi*

.....'end-hum.... Ferrari

Fixation

1. Write three negative sentences 2. Dictation of isolated words and chunks, and correction. 3. Cultural competence: Moroccan tea

Module 7

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: morphological templates; learn and recognize morphological templates

Linguistic elements and structures: roots, nouns , and adjectives

C₁-(a)C₂-ī-C₃

ṭarīq ṭabīb

safīr dʿīf

mnīḥ kbīr

ṣḡīr ḡdīd

qdīm mrīd

C₁-a/ə-C₂-(C₂)-ā-C₃

ṭabbāx xəyyaṭ

ʿəṭṭār ʿəyyān

qəṭṭāʿ gəzzār

C₁. ā- C₂-ə- C₃

kātəb ṭāləb

sākən rāžəl

bārəd sāḥəl

kāməl wāsəʿ

Activation

Follow the examples

Peter mʿəllim, Hasan ṭāləb Sara mʿəllima Hiba ṭāliba

ṭāžəl mrīd ṣəržəm ṣḡīr təffāḥa kbīra

Safīr ḡdīd ṭarīq qdīm kātiba mnīḥa

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-Agreement in gender

Module 8

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: additional morphological templates; learn and recognize morphological templates

Linguistic elements and activation: roots, nouns, and adjectives

m(u)-C₁-a/ə-C₂-C₂.i-C₃

m(u)ʕallim mufəttiš

mudərris mumattil

mužəmmid muşawwir

*The vowel /u/ of the prefix usually falls

mə-C₁-C₂-ū-C₃

məšgūl məsdūd

məktūb məftūh

məʕlūm məbrūk

məshūr məksūr

(more templates can be introduced, repeating this module many times)

Activation

Follow the examples

ʕAli məšgūl

Layla mudərrisa

mumattil məshūr

mufəttiš məšgūl

ʕīd məbrūk

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-Agreement in gender. 3- Cultural competence: explain the use of *ʕīd məbrūk*

Module 9

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the article *el-*; combining the article with nouns and adjectives

Linguistic elements and structures: *l-*, solar and lunar letters. In order to avoid a cluster of three consonant ə may be added before (*əl-*) or after (*lə-*) the article

Make use of the lexicon from module 7 and 8, and ask to put the article to those words.

mumattil məšhūr > l-mumattil^o-l-mašūr

mufəttiša mašgula

šəržəm masdud

sākən ždīd

tabība d^oīfa

tarīq qdīm

Activation

You tell a word to your partner and s/he has to repeat it with the article. Pay attention to the article (*l-*, *-əl-*, or *-lə-*)

Fixation

1-Write as many words as you can with the article, then ask your friend to read all 2-
Dictation and correction

Module 10a

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *l-* in a sentence; use *l-* to convey different meanings

Linguistic elements and structure: the article with a noun/adjective

Activation

Student read a sentence from flashcards with (or without) the article, and they rephrase it without the article (or with it).

ṭ-ṭabīb məšhūr

t-ṭabīb əl- məšhūr

ṭabīb el-bənt

š-šrəzm əl-məksūr dyāl əd-dār

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2. Dictation of solar and lunar letters with and without the article.

Module 10b

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: “indefinite articles”; expressing vagueness and uncertainty

Linguistic elements and structures: *ši*+ indefinite noun and *waḥəd* + definite singular noun

Activation

Convey vagueness and uncertainty, pairing the following nouns with *ši* or *waḥəd*

ṭabbāx xəyyaṭa

ʿəṭṭār ʿəyyān

qəṭṭāʿ gəzzārīn

muʿallimīn mufəttiš

mudərrisa mumattilāt

Fixation

- 1-Write short sentences (guided exercise in group) then ask your partner to read all.
2. Dictation of solar and lunar letters with and without the article.

Review module nr. 2

Review of all contents from module nr.6 to module nr.10. This review could take up to five hours, listenings included.

Module 11

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the basic mechanism of agreement, the agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now.

Linguistic elements and structures

Masculine and feminine, singular and plural

(more examples can be offered)

SING.	PLURAL
<i>qdīm</i>	<i>qdīmīn</i>
<i>mrīḍ</i>	<i>mrīḍīn</i>
<i>māshūr</i>	<i>māshūrīn</i>
<i>māslām</i>	<i>msālmīn</i>
<i>māsgūl</i>	<i>māsgūlīn</i>
<i>mʿallim</i>	<i>mʿallimīn</i>
<i>muhāndis</i>	<i>muhāndisīn</i>

SING.	PLURAL
<i>zwīna</i>	<i>zwīnāt</i>
<i>ṭwīla</i>	<i>ṭwīlāt</i>
<i>ṭāfla</i>	<i>ṭāflāt</i>
<i>ṭaliba</i>	<i>ṭalibāt</i>
<i>mrīḍa</i>	<i>mrīḍāt</i>
<i>msālma</i>	<i>msālmāt</i>
<i>mʿallima</i>	<i>mʿallimāt</i>

Activation

Follow the examples

(The agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now)

Hasan Husayn wa ʿOmar mhāndisīn māshūrīn

ṭ-ṭāfla mrīḍā

l-mʿallimāt zwīnāt

ʿend-i mʿallim ṭwīl

Muhāndis māslām

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2.

Dictation and correction

Module 12

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: The use of *žūž* (*dyāl*) + plural; the use of *–in* for body parts and *–ayn* for expressions of time or numbers. Learn the agreement in gender and number; learn and use the mechanism of agreement. The agreement of singular adjectives with the plural of *gayr* *‘āqil* is avoided for now

Linguistic elements and structures: duals and broken plurals

(more examples can be offered)

SING.	DUAL	SING.	DUAL
<i>yūm</i>	<i>yūmāyn</i>	<i>mya</i>	<i>myatāyn</i>
<i>marra</i>	<i>matrratāyn</i>	<i>alf</i>	<i>alfāyn</i>
<i>‘iyn</i>	<i>‘iynīn</i>	<i>yidd</i>	<i>yiddīn</i>

SING.	PLURAL	SING.	PLURAL
<i>bīt</i>	<i>byūt</i>	<i>ktāb</i>	<i>ktūb</i>
<i>bāb</i>	<i>bibān</i>	<i>sārūt</i>	<i>swārət</i>
<i>rāžəl</i>	<i>ržāl</i>	<i>mdīna</i>	<i>mdūn</i>
<i>šəržəm</i>	<i>šrāžəm</i>	<i>ṭālib</i>	<i>tullēb</i>

Activation

Students work with flashcards and speak aloud. If they pick out a noun, they must find a suitable adjective and vice-versa. The agreement of singular adjectives with the plural of *gayr* *‘āqil* is avoided for now.

Fixation

1-Write down chunks of nouns+ adjectives, then ask your partner to read all. 2-Dictation and correction

Module 13

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: personal pronouns and suffixes; focus on the *ǧumla ismiyya*

Linguistic elements and structures: personal pronouns

<i>āna</i>	<i>-i, ya</i>
<i>nta</i>	<i>-k</i>
<i>nti</i>	<i>-k</i>
<i>huwwa</i>	<i>-u, h</i>
<i>hiyya</i>	<i>-ha</i>
<i>ḥna</i>	<i>-na</i>
<i>ntūma</i>	<i>-kum</i>
<i>hūma</i>	<i>-hum</i>

Activation

Follow the examples

ḥna ṭbibāt zwināt

nta ṣaḥāb el- mu^ʿallim?

Hiyye bənt mazyana

hūma bīn el-bank w el-boṣṭa

sārūt bīt-i, māši sārūt-kum!

ṭəflatək mrīde bəzzāf

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction. 3. Cultural competence: Moroccan music and the Gnawa people

Module 14

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of proximity; the use and agreement of demonstratives.

Linguistic elements and structures

Demonstratives

M	F	P
<i>hāda</i>	<i>hādi</i>	<i>hādu</i>

* the invariable form *hād* works as adjective only.

Activation

Pay attention to the agreement of singular adjectives with the plural of *ḡayr ʿāqil*.

Hāda ṣaḥb-i

Hādi bīt ət-ṭəfla

Hādi ktūb

Hādi makla bnīna

Hādu msəlmīn

Hādi šrāžēm mašdūda

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 15

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of distance; the use and agreement of demonstratives.

Linguistic elements and structures

Demonstratives

M	F	P
<i>(hā)dāk</i>	<i>(hā)dik</i>	<i>(hā)dūk</i>

Activation

Pay attention to the agreement of feminine singular demonstratives with the plural of *ḡayr ʿāqil*.

dāk mʿəllim məšūr

dīk sārūt qdīm

dūk tullāb ždīdīn

dīk mdūn qdīmāt

dūk ržāl mrīdīn

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Review module nr. 3

Review of all contents from module nr.11 to module nr.15, with special focus on agreement in gender and in number. This review could take up to five hours, listening included

Module 16

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: interrogatives; use interrogatives to ask questions

Linguistic elements and structures: interrogatives

<i>škūn</i>	<i>kī(f)/kīfāš</i>
<i>šnū</i>	<i>fūqāš, īmta</i>
<i>fīn</i>	<i>šhāl (f-)</i>
<i>wāš</i>	<i>‘lāš</i>
<i>mnīn</i>	<i>šmən</i>

Activation

Students work with flashcards. They pick a card out and read aloud the question to a colleague, who has to reply.

Šnū smitək? smit-i Dris

Kī dāyr? La bās!

Šhāl f-‘amr-ək? ‘amr-i rəb‘īn

‘lāš māši s‘īd?

Šnū bgīt min-na? Flūs!

fīn (bqa) s-sṭasyūn? s-sṭasyūn bīn el-boṣṭa w əl-ḥanūt

šmən nhar kayn s-suq ?

Fixation

- 1.Strike out a short conversation in small groups. Follow the method of the “5 W”.
- 2.Dictation and correction.

Module 17

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: time and space; positioning in time and space

Linguistic elements and structures

<i>hna/tamma</i>	<i>daxl</i>
<i>be-wežž/gəddām</i>	<i>barra</i>
<i>wra, mor</i>	<i>‘la-l-līmən</i>
<i>təht</i>	<i>‘la-l-līsər</i>
<i>fōq</i>	<i>fə-š-šmāl</i>
<i>hda</i>	<i>fə-ž-žanūb</i>
<i>qbəl</i>	<i>fə-š-šarq</i>
<i>be‘d</i>	<i>fə-l-ğarb</i>
<i>fī wəṣṭ</i>	<i>nišān</i>

Activation

Looking at some pictures/ a map students have to ask questions and reply each other

fīn-əs-sṭasyūn? s-sṭasyūn hda blāka-t-taksi

t-tullāb barra w-əl-m‘əllim daxl

Tokyo fə-š-šarq w London fə-l-ğarb

Šnū fə šmāl Italia? žbāl-əl-Alp fə-šmāl Italia

šmen-ət-trīq dyāl-əl-mədrasa? Sīr nišān

fīn-əl-hanūt? dūr ‘la-l-līmən, əl-hanūt tamma!

r-rāžəl mor əl-gīši

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction.

Module 18

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: expression of time and space; positioning in time and space

Linguistic elements and structures

<i>l-bārḥ</i>	<i>dəgya</i>
<i>ḡədwa</i>	<i>qbəl</i>
<i>l-yūm</i>	<i>(mən) bəʿd</i>
<i>dāba</i>	<i>ʿammer</i>
<i>saʿa saʿa</i>	<i>dīma</i>

Activation

Pay attention to *kēn ʿend-e*

Fuqāš bḡa atay, daba wulla mən bəʿd?

Ašūf-ak dəgya!

Ḡədwa mezyan, inšallāh!

l-bāḥ kān ʿend-i wžəʿ.... l-yūm la bās!

ʿend-o dārs bəʿd-əḍ-dhur

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction. 3. Cultural competence: explain the use of *inšallah*

Module 19

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: conveying the negative meaning for ‘to be’

Linguistic elements and structures: the use of *ma* + *ra-* + *-š*;

<i>ma</i> +	<i>rā-ni</i>	<i>+š</i>
	<i>rā-k</i>	
	<i>rā-ki</i>	
	<i>rā-h</i>	
	<i>rā-ha</i>	
	<i>rā-ḥna</i>	
	<i>rā-kum</i>	
	<i>ra-hum</i>	

Note: the negative form of ‘to have’ follows the mechanisms explained in module nr. 6

Activation

Students work with flashcards. They pick up a card out and read its sentence aloud.

Then they put it at the negative form using *ma* + *rā-* + *-š*

Dris wuld əşğīr → *Dris ma rāhš wuld əşğīr*

ʿennā muʿid baʿd-ēd-dhur

Hiyye Farida

ṭ-ṭullāb šḥab-i

rā-ḥna ṭullāb!

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction. 3. Cultural competence: the Berbers

Module 20

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: possession and specification

Linguistic elements and structures: the genitive marker *dyāl*-+noun or suffix, *d*-+noun

<i>dyāl-i</i>	<i>diyālt-i</i>	<i>dyāwl-i</i>
<i>dyāl-ək</i>	<i>diyālt-ək</i>	<i>dyāwl-ək</i>
<i>dyāl-u</i>	<i>diyālt-u</i>	<i>dyāwl-u</i>
<i>dyāl-ha</i>	<i>diyālt-ha</i>	<i>dyāwl-ha</i>
<i>dyāl-na</i>	<i>diyālt-na</i>	<i>dyāwl-na</i>
<i>dyāl-kum</i>	<i>diyālt-kum</i>	<i>dyāwl-kum</i>
<i>dyāl-hum</i>	<i>diyālt-hum</i>	<i>dyāwl-hum</i>

Activation

Students read a sentence from flashcards or from the screen. They have to rephrase it with *dyāl*

Hāda dār-i > *hāda d-dār dyāl-i*

Wuld ət-ṭbīb ṣḡīr > *l-Wuld d-əṭ-ṭbīb zḡīr* > *l-Wuld dyāl-u zḡīr*

Hādi şaşyun lə-mdīna > *Hādi şaşyun dyāl lə-mdīna*

bīt l-bənt kbīr > *l-bīt dyāl əl-bənt kbīr* > *l-bīt dyāl-ha kbīr*

birwat-l-mudīr > *birwat diyālt əl-mudīr*

ṭullāb-əl-mudərris > *ṭ-ṭullāb dyāwl əl-mudərris*

Fixation

- 1.Strike out a short conversation in small groups, focusing on the use of *dyāl*-
- 2.Dictation and correction

Review module nr. 4

Review of all contents from module nr.16 to module nr.20. This review could take up to five hours, listenings included.

Module 21

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the past tense; conjugation of the past tense, basic form.

Linguistic elements and structures: base and suffixes of the past tense

C₁-C₂-ə-C₃-

Ktəb-/ʳəf-/rʒəʳ/xdəm/

ktəb-t ktəb -na

ktəb -t ktəb -tu

ktəb-ti

ktəb - kətb -u

kətb -āt

Note :the third persons undergo syllable restructuring

Although with a different base, the same suffixes work for

wqəf/txərrəʒʳ/awən/ səfər/suwwəl/staʳmal

C₁-ə-C₂-C₃-(ī)

rədd-, kəbb-, həss-, dənn-, hətt

həllīt həllīna

həllīt həllītu

həllīt-i

həll həllu

həllāt

Although with a different base, the same suffixes work for *xtār-, smān*. These two verbs use the suffix *-ət* for the third feminine singular

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1. Reading of the different persons of the verbs. 2. Dictation

Module 22a

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the present tense; conjugation of the present tense, basic form.

Linguistic elements and structures: base, prefixes and suffixes of the present tense

-C1-C2-ə-C3-

-ktəb-, -ftəh-, -zrəb-, -sməʕ-

n-ə-ktəb n-kətb-u

t-ə-ktəb t-kətb-u

t-kətb-i

y-ə-ktəb y-kətb-u

t-ə-ktəb

The persons with long suffixes undergo a syllable restructuring, according to the template C-C-ə-C-C, and an epenthetic vowel is inserted in the middle of the consonant cluster

-C₁-ə-C₂-C₃.

- həll-, rədd-, kəbb-, həss-, dənn-, hətt-, sədd-

nəhall nəħallu

thəll thəllu

thəlli

yəhall yəħallu

thəll

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1. Reading of the different persons of the verbs. 2. Dictation and correction

Module 22b

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the present tense; conjugation of the present tense, basic form.

Linguistic elements and structures: base, prefixes and suffixes of the present tense; mixed conjugation with internal changes.

For: *yakul*, *yāxud*

nākul *nāklu*

tākul *tāklu*

tākli

yākul *yāklu*

tākul

Note: if a long suffix is added vowel reduction occurs (deletion) in order to avoid a chain of open syllables

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1. Reading of the different persons of the verbs. 2. Dictation and correction

Module 23

Contents and task: *ka-* and the continuous form; talking about actions in progress.

Linguistic elements and structures: *ka-*+ the present tense

-C1-C2-ə-C3-

-ktəb-, -ftəh-, -zrəb-, -sməʕ-

-C₁-ə-C₂-C₃.

- həll-, rədd-, kəbb-, həss-, dənn-, hətt-, sədd-

ka+	<i>n-ə-ktəb</i>	<i>nḥəll</i>	<i>nākul</i>
	<i>t-ə-ktəb</i>	<i>tḥəll</i>	<i>tākul</i>
	<i>t-kətb-i</i>	<i>tḥəlli</i>	<i>tākli</i>
	<i>y-ə-ktəb</i>	<i>yḥəll</i>	<i>yākul</i>
	<i>t-ə-ktəb</i>	<i>tḥəll</i>	<i>tākul</i>
	<i>n-kətb-u</i>	<i>nḥəllu</i>	<i>nāklu</i>
	<i>t-kətb-u</i>	<i>tḥəllu</i>	<i>tāklu</i>
	<i>y-kətb-u</i>	<i>yḥəllu</i>	<i>yāklu</i>

Activation

Students ask and reply each other

Šnu ka-tkətb-u? ka-nkətbu ktāb.

Ka-nakul ḥūt

ʕlāš ka-te zrəb?

Ka-yšreb atay bezzāf

Fixation

1. Create a brief dialogue with you friend and write it down.

Module 24

Contents and task: the imperative mood; conjugation of the imperative mood.

Linguistic elements and structures: base and suffixes of the imperative mood

C1-C2-ə-C3 for *-ktəb-*, *-ftəḥ-*, *-zrəb-*, *-sməʕ-*

C1-ə-C2 -C3 for *ḥəll-*, *rədd-*, *kəbb-*, *ḥəss-*, *dənn-*, *ḥətt-*, *sədd-*

C1-C2-ə-C3	C1-ə-C2 -C3	
<i>ktəb</i>	<i>ḥəll</i>	-
<i>kətb</i>	<i>ḥəll</i>	<i>ī</i>
<i>kətb</i>	<i>ḥəll</i>	<i>ū</i>

The plural and feminine form shorten the medial vowel

Activation

Students work with flashcards. They read an order in English and have to translate it into Arabic

Fixation

1. Write as many imperatives as you can. 2. Dictation and correction

Module 25

Content and tasks: to need; talking about needs

Linguistic elements and structures: *xəşş-* and the personal suffixes + a noun /the present tense

<i>xəşş-nī</i>	<i>xəşş-na</i>
<i>xəşş-ək</i>	<i>xəşş-kum</i>
<i>xəşş-ək</i>	
<i>xəşş-u</i>	<i>xəşş-hum</i>
<i>xəşş-ha</i>	

Activation

Students ask questions and reply each other

Xeşşnī 'uṭla

Xəşş-hum žellāba ždīda

Xəşş-kum tāklu qəll

nti mrīda, šnu xəşş-ək? xəşşni nəšrəb bəzzāf

Fixation

1. Create a short dialogue and write it down. Try to use all the lexicon and structure you know.

Review module nr. 5

This review focuses on the conjugation and writing of verbs.

Module 26

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: the future; talking about the future

Linguistic elements and structures: *ġādi/ġādya/ġādyīn* +the present tense

<i>ġādi</i> +	<i>n-ə-ktəb</i>	<i>nħəll</i>	<i>nākul</i>
	<i>t-ə-ktəb</i>	<i>tħəll</i>	<i>tākul</i>
	<i>t-kətb-i</i>	<i>tħəlli</i>	<i>tākli</i>
<i>ġādya</i>	<i>y-ə-ktəb</i>	<i>yħəll</i>	<i>yākul</i>
	<i>t-ə-ktəb</i>	<i>tħəll</i>	<i>tākul</i>
<i>ġādyīn</i>	<i>n-kətb-u</i>	<i>nħəllu</i>	<i>nāklu</i>
	<i>t-kətb-u</i>	<i>tħəllu</i>	<i>tāklu</i>
	<i>y-kətb-u</i>	<i>yħəllu</i>	<i>yāklu</i>

Activation

Students pick a flashcard up, then ask the questions (and reply) each other

nta mrīd, Šnū ġādi tākul? Ġādi ākul d-dwa

fuqāš ġādi tħəllu l-ħanūt?

Ġādyīn yrəž'u fə-l-līl

Layla ġādya təxdəm wulla təqra?

Fixation

1.Create a short dialogue and write it down. Try to use all the lexicon and structure you know. 2.Dictation and correction

Module 27

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to can (to cannot), may; expressing ability, possibility. It is up to the instructor to decide if introducing *kān* to put the sentence at the past tense.

Language elements and structure: *yimkən*+ *li*+suffixes

<i>yimkən</i> +	<i>l-i</i>
	<i>li-k</i>
	<i>li-k</i>
	<i>li-h</i>
	<i>li-ha</i>
	<i>li-nā</i>
	<i>li-kum</i>
	<i>li-hum</i>

The negative form is made by adding *ma*+(affirmative)+ *š* to the affirmative segment

Activation

Looking at same pictures, student say “X can/cannot...” or “Can X do..?”

Yimkən li-kum tʃəθu š-šəʒəm?

Ma yimkən l-iš nākul kəksu fi-l-līl

yimkən li-k t-ʿawən hadi l-lalla?

yimkən li-na n-ʿərfu sāʿat-l-mūʿid?

Fixation

1. Students write down and read aloud three sentences about things they can/cannot do; then each one says what his colleagues can/cannot do. 2. Dictation and correction

Module 28

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the medial weak verbs; conjugation of the past tense

Linguistic element and structures: the base and the suffixes of the past tense

C -a-C. (C-ə-C -)

dār, dər-/dāz, dəzt-/ʿāš, ʿəš-/nāḍ, nəḍ/

šəf-t šəf -na

šəf- -t šəf -tu

šəf- -ti

šāf šāf-u

šāf -ət

Note: the suffix for the 3rd sing feminine is –t

gāl and *kān* follow the same template, but replace *ə* with *u* inside the verb base.

Activation

Students practice the conjugation of the different templates.

Fixation

- 1.Strike out a conversation using two of the previous verbs; Dictation and correction.
- 3.Cultural competence: *the ḥammām*

Module 29

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: medial weak verbs; conjugation of the present tense

Linguistic element and structures: the base, the prefixes, and the suffixes of the present tense

C-ū-C-

-šūf-, -gūl-, -kūn-, -sūg-, -dūz-, -fut-, -zūr-, -dūr-

<i>n-šūf</i>	<i>n-šūf-u</i>
<i>t-šūf</i>	<i>t-šūf-u</i>
<i>t-šūf-i</i>	
<i>y-šūf</i>	<i>y-šūf-u</i>
<i>t-šūf</i>	

or C-ī-C -- for *-dīr-*, *-zīd-*, *-fīq-*, *-tīq* or C-ā-C for *-bāt-*, *-xāf-*, *bān-*

C-ī-C		C-ā-C	
<i>n-dīr</i>	<i>n-dīr-u</i>	<i>n-xāf</i>	<i>n-xāf-u</i>
<i>t-dīr</i>	<i>t-dīr-u</i>	<i>t-xāf</i>	<i>t-xāf-u</i>
<i>t-dīr-i</i>		<i>t-xāf-i</i>	
<i>y-dīr</i>	<i>y-dīr-u</i>	<i>y-xāf</i>	<i>y-xāf-u</i>
<i>t-dīr</i>		<i>t-xāf</i>	

Activation

Students conjugate aloud the verbs according to the relevant pattern

Fixation

1. Reading of the different persons of the verbs. 2. Dictation and correction

Module 30

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kān* as marker of the past tense; make the past of “to want”, “must” and “to can”.

Linguistic elements and structures

marker	to want	marker	to can	marker	must
<i>kunt</i>	<i>bġīt</i>		<i>l-i</i>		<i>xəşş-nī</i>
<i>kunt</i>	<i>bġīt</i>		<i>li-k</i>		<i>xəşş-ək</i>
<i>kunti</i>	<i>bġīti</i>	<i>kān+</i>	<i>li-k</i>	<i>Kān+</i>	<i>xəşş-ək</i>
<i>kān</i>	<i>bġa</i>		<i>li-h</i>		<i>xəşş-ək</i>
<i>kānət</i>	<i>bġat</i>		<i>li-ha</i>		<i>xəşş-u</i>
<i>kunna</i>	<i>bġīna</i>		<i>li-nā</i>		<i>xəşş-ha</i>
<i>kuuntu</i>	<i>bġītu</i>		<i>li-kum</i>		<i>xəşş-na</i>
<i>kānu</i>	<i>bġaw</i>		<i>li-hum</i>		<i>xəşş-kum</i>
					<i>xəşş-hum</i>

Activation

Students work with flashcards. A student picks a flashcard out and reads it aloud to a colleague, who rephrases it at the past tense.

Fixation

1. Cultural competence : a list of the so-called *Allah* lexicon; 2. Dictation and correction.
3. Introduction to the use of the relative pronoun *lli*

Review module nr. 6

This review focuses on the conjugation and writing of weak verbs.

Module 31

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the conditional sentences; making real hypothesis

Linguistic elements and structure

- *Ila+māḍi*, imperative → *ila mšīti la-Mūrrakš, zuri l-žāməʕ*
- *Ila+māḍi*, future → *ila sāfarət, (ḡādi) nəsri kaḍo*

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Ila ʔəlbə minnək flūs, sir la-l-bank

Ila ma lqiti-ni-š f-əd-dār, ʕəyyi l-i

Ila žəbt əl-makla, ḡādi nəʕti-k š-šərba

Ila ma tərəžʕu-š ḡādi nəʕfət-kum bra

Fixation

1. Each student says one conditional sentence 2. Correction of the sentences in group

Module 32

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the conditional sentences; making unreal hypothesis

Linguistic elements and structure

- *kun+māḍi, kun+māḍi → kun sāfarət, kun gləst f-əl-utīl*
- *kun+ “kan+progressive form” , kun+māḍi, → kun kənt ka-nəxdəm hna, kun rbəḥt bəzzāf*

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Kun tʿəlləmāt d-dariža məzyan, kun kənət tāləba nāžəḥa

Kun kanət š-šəms nhar əl-ḥədd, kun mšīna la-l-bḥər

Kun kan ka-yəkmī fə-l-bīt, kun ḥəll š-šəržəm

Kun kānu ka-yʿəyytu l-i, kun ržəʿt la-d-dār

Fixation

1. Each student writes one conditional sentence at the blackboard 2. Correction of the sentence in group

Module 33

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the passive meaning of the verb; convey a passive meaning

Linguistic elements and structures: the prefix *tt(ə)-*, the past and present tenses.

Activation

Given the following verb bases build the passive with the necessary changes.

ACTIVE	PASSIVE
<i>bnə, yibni</i>	<i>ttəbnə, yittəbnə</i>
<i>ḍrəb, yḍrəb</i>	<i>ttəḍrəb, yittəḍrəb</i>
<i>fḥəm, yifḥəm</i>	<i>ttəfḥəm, yittəfḥəm</i>
<i>ḡsəl, yaḡsəl</i>	<i>ttəḡsəl, yittəḡsəl</i>
<i>ktəb, yiktəb</i>	<i>ttəktəb, yittəktəb</i>
<i>žrəḥ, yižrəḥ</i>	<i>ttəžrəḥ, yittəžrəḥ</i>
<i>səžžəl, yisəžžəl</i>	<i>ttsəžžəl, yitsəžžəl</i>
<i>kra, yikri</i>	<i>ttəkra, yittəkra</i>

.....*d-dār dyāl saḥbi*

.....*l-ḥəllāq bəl-mus*

.....*L-ḥwayəž*

.....*birwat ždīda fə-wust lə-mdīna*

Fixation

Report facts or give advices to your colleague, using the passive voice of the verb. 2.

Write the previous sentences down.

Module 34

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the final weak verb; conjugate the final weak verb

Linguistic elements and structures: base and suffixes of the past tense

C-C-ā (C-C-ī)

kma (kmi-)/kra (kri-)/ʿṭa (ʿṭi-)

mšī-t mšīna

mšī-t mšītu

mšī-ti

mšā mšaw

mšāt

Although with a different base, the same suffixes work for *kla,xla,qra, wurra, ganna,sāla,tgadda, tʿəšša, tlāqa*. More details are needed for the present tense of *qra, tgadda, tʿəšša*.

Activation

Students conjugate aloud the verbs according to the relevant pattern

Fixation

Reading of the different persons of the verbs 2. Dictation . 3. Cultural competence: Sufis, *ribat and zāwiya*

Module 35

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the final weak verb; conjugate the final weak verb

Linguistic elements and structures: base, prefix, and suffixes of the present tense

-C-C-i-

For *-bgi-*, *-žri-*, *-šri-*, *-mši-tfi*

n-ə-žri *n-ə-žri-w*

t-ə-žri *t-ə-žri-w*

t-ə-žri

y-ə-žri *y-ə-žri-w*

t-ə-žri

Although with a different base, the same suffixes work for *-wərri-*, *-gənni-*, *nəqqi-*, *-şəlli-*,

or **-C-C-a**

for *-qra-*, *-lqa-*, *-nsa-*

n-ə-qra *n-ə-qrā-w*

t-ə-qra *t-ə-qrā-w*

t-ə-qrāy

y-ə-qra *y-ə-qrā-w*

t-ə-qra

Although with a different base, the same suffixes work for *-tmənn-*, *-tqədda-*, *-tsara-*, *-tğədda-*, *-tʕəša-*, and their prefix is *maksūr*.

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1. Reading of the different persons of the verbs. 2. Dictation and correction

Review module nr. 7

This review is focused on the conjugation of final weak verbs

10.5 The Egyptian Arabic of Cairo

An essential guide to pronunciation

Phonology-Consonants

The Arabic of Cairo retains the emphatics consonants.

Interdentals are realized as their respective dentals, fricatives or occlusive.

The uvular /q/ is pronounced as *hamza*

The affricate /ǧ/ is pronounced as /g/

Hamza is *sāmīta* if under the influence of the preceding word, e.g. *bēt ibni*. Otherwise it is pronounced, e.g. *ʔamal*.

Tāʔ marbūta marks the feminine and it is spoken out as *-it* inside an *iḏāfa* or if a suffix is added to the feminine noun

Cairo Arabic does not allow a cluster of three consonants, so a short /i/ (helping vowel), is placed after the second consonant of the cluster.

Phonology-Vowels

There are three short vowels /a/, /i/, /u/, and five long vowels /ā/, /ī/, /ū/, /ē/, /ō/.

The vowel /a/ has a front and a rear sound. The last one occurs before and after of emphatics consonants and occasionally /r/, e.g. *ras*, *ruṣāṣ*.

Short vowels are not admitted in a closed syllable, in fact *kātibīn* > *kātbīn*

Long /ō/ and /ē/ mainly occur in loan-words.

The diphthongs *-ay* and *-aw* result in /ē/ and /ō/, respectively

Syllables with a long vowel attract the accent. If a word has three syllables made of short vowels only, the accent generally falls on the antepenultimate, e.g. *šāẓara*. In words made of open syllable only or made by more than three syllables the accents falls on the penultimate, e.g. *mutawaṣṣiṭ*

Module 1

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: prepositions; positions and reciprocal relations between things or persons

Linguistic elements and structures

<i>min</i>	<i>li-</i>
<i>ʿand</i>	<i>maʿa</i>
<i>fi- , bi-</i>	<i>bēn</i>
<i>bitāʿ</i>	<i>ʿa-</i>

Activation

Follow the examples

Sara min Italia, Ḥosni min Masr

Min -il-Qahira ʿa Roma bi-Alitalia

Mahmud ʿand-o Ferrari

Li Fatima Rolex // Fatima li-ha Rolex

Et-tarabēza bitāʿ-l-oḍa

Fixation

1-Write as many prepositions as you can, then ask your partner to read all. 2-Dictation of prepositions and correction. 3- Cultural competence: explain the meanings of *ḥabībi*

Module 2

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: suffixes; use some prepositions with suffixes

Linguistic elements and structures

-i/eyya	minn-i	bitā ^ʿ -i	ʿand-i	ʿaleyya	beyya	li, liyya
-ak/k	minn-ak	bitā ^ʿ -ak	ʿand-ak	ʿalēk	bīk	li-k lī-k
-ik/ki	minn-ek	bitā ^ʿ -ik	ʿand-ik	ʿalēki	bī-ki	liki lī-ki
-u/h	minn-o	bitā ^ʿ -o	ʿand-u	ʿalēh	bī-h	lu-h, lī-h
-a-ha	minn-ha	bitā ^ʿ -ha	ʿanda-ha	ʿalēha	bi-ha	la-ha, lī-ha
-i-nā	min-nā	bitā ^ʿ -nā	ʿandi-nā	ʿalēna	bī-na	li-na, lī-na
-u-kum	min-kum	bitā ^ʿ -kum	ʿandu-kum	ʿalēkum	bī-kum	lu-ku(m) lī-ku(m)
-u-hum	minn-hum	bitā ^ʿ hum	ʿandu-hum	ʿalēhum	bī-hum	lu-hum, lī-hum

Activation

Follow the examples

ʿend-ak Marlboro?

Min ʿand-o Marlboro?

Lā ḥabīb-ī, mā ʿand-i Marlboro!

ʿand-i ʿalam ar-ras.

Ed-dulār bitā^ʿ Amrika

El-Password bitā^ʿ-l-computer

Fixation

1-Write as many words as you can, then ask your partner to read all. 2-Dictation and correction. 3- Pronunciation of final /a/ for the feminine.

Module 3

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the personal pronouns; use and agreement of the pronouns

Linguistic elements and structures

<i>ana</i>	<i>iḥna</i>
<i>inta</i>	<i>intu</i>
<i>inti</i>	
<i>huwwa</i>	<i>humma</i>
<i>hiyya</i>	

Activation

Students work with flashcards. They read the pronoun in English and have to translate it into Arabic.

Fixation

1. Write down the pronouns and ask your colleague to correct your mistakes. 2. Dictation and correction.

Module 4

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: numbers; counting and expressing quantities or time

Linguistic elements and structures

<i>wāḥid</i>	<i>ḥiḍāšar</i>
<i>itnēn</i>	<i>iṭnāšar</i>
<i>talāta</i>	<i>talaṭṭāšar</i>
<i>arbaʿa</i>	<i>arbaʿtāšar</i>
<i>xamsa</i>	<i>xamaṣṭāšar</i>
<i>sitta</i>	<i>siṭṭāšar</i>
<i>sabʿa</i>	<i>sabaʿtāšar</i>
<i>tamanya</i>	<i>tamanṭāšar</i>
<i>tisʿa</i>	<i>tisaʿtāšar</i>
<i>ʿašara</i>	<i>ʿiṣrīn</i>

Activation

Follow the examples

raʾm tilifūn-i

šū raʾm tilifūnak?

234567 raʾm salwa?

lā, raʾm-ha 89123

(looking at my watch)

is-sāʿa kam?

(showing a clock)

is-sāʿa tnēn wi xamsa

is-sāʿa sabʿa illa xamse;

talāte w nusṣ/rubʿ/tilt

Fixation

1-Write numbers (guided exercise in group). 2- Pronunciation of final /a/ for the feminine (repetition).

Module 5

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to want; expressing will

Linguistic elements and structures

Pronoun/noun + *ʿāwiz*, *ʿawza*, *ʿawzīn* (or *ʿāyz/ʿayza/ʿayzīn*)

<i>ana ʿāwiz, ʿawza</i>	<i>iḥna ʿawzīn</i>
<i>inta ʿāwiz</i>	<i>intu ʿawzīn</i>
<i>inti ʿawza</i>	
<i>huwwa ʿāwiz</i>	<i>humma ʿawzīn</i>
<i>hiyya ʿawza</i>	

Activation

Follow the examples

Ana ʿāwiz raʾm tilifūn Husayn

Hiyya ʿawza dulār

inta ʿāwiz siġāra? Mā ʿāwiz-š, šukran!

Humma ʿawzīn ʾahwe?

huwwa ʿāwiz –l-password bitāʿ-l-computer

Kān ʿāwiz raʾm tilifun-ha

Yallā? Miš ʿāwiz!

Fixation

1-Write short sentences (guided exercise in group), then ask your partner to read all. 2- Dictation and correction. 3. Cultural competence: drinking coffee in Egypt

Review module nr. 1

Review of all contents from module nr.1 to module nr.5. This review could take up to five hours, listening included.

Module 6

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: negation markers; use the appropriate negation markers for adjectives, nouns and (pseudo) verbs.

Linguistic elements and structures

Miš (*muš*) +adjectives, participle, nouns > *miš kwayyes*

Mā+ (pseudo) verbs (+ š) > *mā* ‘and-ī-š

*Note: if the suffix ends per vowel, this is lengthened

Activation

Fill the blanks with *miš* or *mā*

.....*tamām*

.....‘and-*u*..... Rolex

iḥna ‘awizīn *sigāra*.....‘ahwe!

.....*hēk*!

.....‘andu-*hum*..... Ferrari

Fixation

1. Write three negative sentences 2. Dictation of isolated words and chunks, and correction

Module 7

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: morphological templates; learn and recognize morphological templates

Linguistic elements and structures: roots, nouns , and adjectives

C₁-i/a-C₂-ī-C₃

kibīr niḍīf tiʿīl biʿīd

wazīr ḥakīm safīr

gadid gamīl xafīf

C₁-ā- C₂-i- C₃

gāhiz šāṭir

sākin lāzim

ʿāwiz lāʿīb

wāʿīf wāsīx

C₁-a- C₂- C₂-ā- C₃

farrān ʿaṭṭār

kaddāb gazzār

sabbāk fallāḥ

Activation

Follow the examples

Peter ḥakīm, Hasan farrān Sara hakīma Hiba farrāna

Fallāḥ kaddāb sākin gamīl safīr gadīd sabbāk šāṭir

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2-Agreement in gender

Module 8

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: more morphological templates; learn and recognize morphological templates

Linguistic elements and activation: roots, nouns , and adjectives

C₁-u-C₂-ayya-C₃

ʔuṣayyar ʔurayyib

ṣuḡayyar rufayyaʕ

mu-C₁-a-C₂- C₂.i-C₃

muʕallim muhandis

mudarris mufakkir

mumassil mumarriḍ

ma-C₁-C₂-ū-C₃

mabsūt maṣḡūl

maktūb maftūḥ

mafhūm mabrūk

mamnūʕ maḥḡūz

magnūn muwgūd

(more templates can be introduced, repeating this module many time)

Activation

Follow the examples

ʕAli mabsūt

Layla mabsūta

mumassil maṣḡūr

muʕallim maṣḡul

ʕeid mabrūk

t-tadxin mamnuʕ!

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2- Agreement in gender . 3- Cultural competence: explain the use of *ʕeid mabrūk*

Module 9

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the article il-; combining the article with nouns and adjectives

Linguistic elements and structures: *il-*, solar and lunar letters; *il-* in front of a vowel is reduced to *l-*. *kāf* and *gīm* work as solar letters.

Activation

Make use of the lexicon from module 7 and 8, and put the article to those words.

ḥakīm kibīr gāhiz šāṭir sabbāk fallāḥ

sākin lāzim farrān ʿaṭṭār safir gadid

kaddāb gazzār wazīr gamīl

Fixation

1-You tell a word to your partner and s/he has to repeat it with the article. Correct her/him if the pronunciation is wrong.

Module 10

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *il-* in a sentence; use *il-* to convey different meanings

Linguistic elements and structures: the article with nouns and adjectives

Activation

Follow the examples

Il-ḥakīm mašhūr

Il-ḥakīm il-mašhūr

ḥakīm il-bint

sākin gadid bita^ʿ il-bēt

ʿarabeyyat is- safīr

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all. 2- the pronunciation of *tā^ʾ marbūte* in the *iḏāfe* .

Review module nr. 2

Review of all contents from module nr.6 to module nr.10. This review could take up to five hours, listening included.

Module 11

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the basic mechanism of agreement, the agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now.

Linguistic elements and structures

Masculine and feminine, singular and plural

(more examples can be offered)

SING.	PLURAL
<i>tiʿīl</i>	<i>tiʿīlīn</i>
<i>kaslān</i>	<i>kaslanīn</i>
<i>mašgūl</i>	<i>mašgūlīn</i>
<i>mahḍūm</i>	<i>mahḍūmīn</i>
<i>muʿallim</i>	<i>muʿallimīn</i>
<i>muhandis</i>	<i>muhandisīn</i>

SING.	PLURAL
<i>gadīda</i>	<i>gadīdāt</i>
<i>ʿadīma</i>	<i>ʿadīmāt</i>
<i>magnūna</i>	<i>magnunāt</i>
<i>xayyāta</i>	<i>xayyatāt</i>
<i>ṭāliba</i>	<i>ṭalibāt</i>
<i>marīḍa</i>	<i>marīḍāt</i>
<i>muʿallima</i>	<i>muʿallimāt</i>

Activation

Follow the examples

(The agreement of singular adjectives with the plural of *ḡayr ʿāqil* is avoided for now)

Hasan Husayn wa ʿOmar muhandisīn mašgūlīn

Iṭ-ṭalibāt marīḍāt

ʿandi muʿallimāt gamīlāt

Fixation

1-Write short sentences (guided exercise in group) then ask your partner to read all.

Module 12

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and tasks: gender and number; learn and use the mechanism of agreement. the agreement of singular adjectives with the plural of *ġayr ʿāqil* is avoided for now.

Linguistic elements and structures: duals and broken plurals
(more examples can be offered)

SING.	DUAL	SING.	DUAL
<i>bint</i>	<i>bintēn</i>	<i>walad</i>	<i>waladēn</i>
<i>ʿarabiyya</i>	<i>ʿarabiyyatēn</i>	<i>yōm</i>	<i>yōmen</i>
<i>madrise</i>	<i>madrastēn</i>	<i>ʾoḍa</i>	<i>ʾoḍtēn</i>

SING.	PLURAL	SING.	PLURAL
<i>bēt</i>	<i>biyūt</i>	<i>kitāb</i>	<i>kutub</i>
<i>ṭifl</i>	<i>aṭfal</i>	<i>ġabal</i>	<i>ġibāl</i>
<i>ṭalib</i>	<i>ṭalaba</i>	<i>rāġil</i>	<i>riggāla</i>
<i>šarīk</i>	<i>šuraka</i>	<i>walad</i>	<i>awlād</i>
<i>bint</i>	<i>banāt</i>	<i>wiṣṣ</i>	<i>wuṣuṣ</i>

Activation

Students work with flashcards and speak aloud. If they pick out a noun, they must find a suitable adjective and vice-versa. The agreement of singular adjectives with the plural of *ġayr ʿāqil* is avoided for now.

Fixation

1-Write down chunks of nouns+ adjectives, then ask your partner to read all. 2-Dictation and correction

Module 13

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: personal pronouns and suffixes; the *ḡumla ismiyya*

Linguistic elements and structures: personal pronouns

<i>ana</i>	<i>-i</i>	<i>iḥna</i>	<i>-i-na</i>
<i>inta</i>	<i>-ak</i>	<i>intu</i>	<i>-u-kum</i>
<i>inti</i>	<i>-ik</i>		
<i>huwwa</i>	<i>-u</i>	<i>humma</i>	<i>-u-hum</i>
<i>hiyya</i>	<i>-a-ha</i>		

Activation

Follow the examples

iḥna banāt šātrāt

inta walad is-saḡīr?

huwwa rāḡil šāḡīr w gamīl

humma bīn el-bank w il-barīd

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 14

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: demonstratives of proximity; the use and agreement of demonstratives.

Linguistic elements and structures

Demonstratives

M	F	P
<i>da</i>	<i>di</i>	<i>dōl</i>

Note: demonstratives follow their referent, unless they are the subject of an equational sentence

Activation

Pay attention to the agreement of singular adjectives with the plural of *ḡayr* 'āqil .

Il-ʿarabeyya di

Ir-rāgil da kaddāb

Ik-kutub di ḡdīda

Iṭ-ṭalaba dōl šaṭrīn

Di bint il-wazīr

*note: distal demonstratives are not in use in Cairo. Occasionally *dokha*, *dekha*, *dokhom* may be found.

Fixation

1-Write down three sentences, then ask your partner to read all. 2-Dictation and correction.

Module 15

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *aho, ahe, ahum* (classified as demonstratives); pointing at something or someone with emphasis. Aho, ahe, ahum may precede or follow their referent, the first or the second syllable are accented, respectively

Linguistic elements and structures : *aho, ahe, ahum*

Àhum-l-fallaḥīn → there are the farmers

Il-fallaḥīn ahūm → The farmers are there

Àhe -l-ʿarabeyya

Il-ʿarabeyya ahé

Àho ir-rāgil

Ir-rāgil ahò

Activation

Looking at some pictures, say “there is...” and pay attention to the agreement required for *ḡayr ʿāqil*.

Ik-kutub

Iṭ-ṭalaba

Il-bint

il-wazīr

it-tarabezāt

il-muhandisīn

Fixation

1-Strike out a conversation saying what “there is”. 2- Dictation and correction. 3. Cultural competence: the Al-Azhar Mosque in Cairo

Review module nr. 3

Review of all contents from module nr.11 to module nr.15, with special focus on agreement in gender and in number. This review could take up to five hours, listening included.

Module 16

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: interrogatives; use interrogatives to ask questions

Linguistic elements and structures: interrogatives

<i>mīn</i>	<i>z-zayy</i>
<i>ēh</i>	<i>imta</i>
<i>lēh</i>	<i>ʔaddēh, kam</i>
<i>fēn, minēn</i>	<i>anhū, anhī,</i> <i>anhūm</i>

Activation

Students work with flashcards. They pick a card out and read aloud the question to a colleague, who has to reply.

Is-sāʿa kam?

miš mabṣūt-in lēh? da šoḡl-i-na!

maḥaṭṭit el-benzīn fēn? Hiyye bēn il-barīd w il-bank

zzayy-ak? ḥamdillāh

anhī sāʿa inta ʿāyz ʔahwa? Baʿd id-ḍohr

Fixation

- 1.Strike out a short conversation in small groups. Follow the method of the “5 W”.
- 2-. Cultural competence: explain the use of *ḥamdillah*

Module 17

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: time and space; positioning in time and space

Linguistic elements and structures

<i>hina/hināk</i>	<i>žuwwa</i>
<i>ʔuddām/ ʔuṣṣād</i>	<i>barra</i>
<i>wara</i>	<i>ʿa-l-yimīn</i>
<i>taḥt</i>	<i>ʿa-š-šimāl</i>
<i>foʔ</i>	<i>fī-š-šimāl</i>
<i>gamb</i>	<i>fī-g-ganūb</i>
<i>ʔabl</i>	<i>fī-š-šarq</i>
<i>baʿd</i>	<i>fī-l-ġarb</i>

**kāf* and *gīm* in Cairo are considered solar letters

Activation

Looking at some pictures/ a map students have to ask questions and reply each other

Il-maḥaṭṭa fēn? El-maḥaṭṭa ʔuddām il-barīd

Iṭ-ṭalaba barra w-el-muʿallim žuwwa

Tokyo fī-š-šarq w london fī-l-ġarb

Gibāl-əl-Alp fī šimāl italia

ʿala fēn? Xušš ʿa-š-šimāl w sīr duġrī

Il-uṭṭa taht-il-kirsi

Il-ʿarabeyya gamb il-maḥaṭṭa

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction. 3.

Module 18

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: expression of time and space; positioning in time and space

Linguistic elements and structures

<i>imbāriḥ</i>	<i>lissa</i>
<i>ʔurayyib</i>	<i>baḥdo, kamān</i>
<i>bukra</i>	<i>ʔabel</i>
<i>il-yōm</i>	<i>baʕd</i>
<i>dilwaʔti</i>	<i>ʔabadan</i>
<i>baʕdēn</i>	<i>tamalli</i>

Activation

Follow the examples

Hosni musāfir il-yom walla bukra?

Ašūf-ak ʔurayyib!

Bukra inšallāh

imbāriḥ kān ʕand-i muškile.... il-yōm inšallāh bixēr!

ʕand-i dars baʕd-iḍ-dohr

Ana lissa marīḍ!

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction. 3. Cultural competence: the Pyramids (*al-Ahrām*)

Module 19

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: conveying negative meaning for ‘to have’ and ‘to be’

Linguistic elements and structures: *ma+ʿand+ the suffixes (to have)*;

miš/muš+ noun/adjective/prepositional phrase

ma+	ʿand-ī	+ š
	ʿand-ak	
	ʿand-ikī	
	ʿand-ū	
	ʿanda-hā	
	ʿandi-nā	
	ʿandu-kū	
	ʿandu-hum	

Ma ʿand-īš kilimāt!

Ma ʿanduhumš tarabēza fəl-maṭbax

Ma ʿandūš maṣari

Ma ʿandikiš il-ʿarabeyya il-yōm?

Ana miš walad-ə-šgīr

It-ṭalaba miš f-il-faṣl

Activation

Students work with flashcards. They pick up a card out and read its sentence aloud.

Then they put it at the negative form .

ʿānd-hum walad-ə- šgīr

ʿandinā mawʿid baʿd-ēd-dohr

Huwwe ʿOmar

Hiyya Farida

Sara ṭaliba

Iḥna ṭalaba

Fixation

1. Write as many sentences as you can using the previous lexicon. 2. Dictation and correction.

Module 20

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: possession and specification

Linguistic elements and structures: the genitive marker

<i>bitā^ʕ-i</i>	<i>bita^ʕt-i</i>	<i>bitū^ʕ-i</i>
<i>bitā^ʕ-ak</i>	<i>bita^ʕt-ak</i>	<i>bitū^ʕ-ak</i>
<i>bitā^ʕ-ik</i>	<i>bita^ʕt-ik</i>	<i>bitū^ʕ-ik</i>
<i>bitā^ʕ-u</i>	<i>bita^ʕt-u</i>	<i>bitū^ʕ-o</i>
<i>bita^ʕ-ha</i>	<i>bita^ʕit-ha</i>	<i>bitu^ʕ-ha</i>
<i>bita^ʕ-na</i>	<i>bita^ʕit -na</i>	<i>bitu^ʕ-na</i>
<i>bita^ʕ-kum</i>	<i>bita^ʕit-kum</i>	<i>bitu^ʕ-kum</i>
<i>bita^ʕ-hum</i>	<i>bita^ʕit -hum</i>	<i>bitu^ʕ-hum</i>

Activation

Students read a sentence from flashcards or from the screen. They have to rephrase it with *bitā^ʕ*

di bēt-i > *di il-bēt bitā^ʕ-i*

walad iṭ-ṭabīb ṣġīr > *il-walad bitā^ʕ iṭ-ṭabīb ṣġīr*

di maḥaṭṭit –il- madīna > *di il-maḥaṭṭit bitā^ʕt il-madīna*

ʔoḍit il-bint kibīra > *il-oḍa bita^ʕt il-bint kibīra*

ṭālaba-il-mudarris > *iṭ-ṭalaba bitū^ʕ l-mudarris*

Fixation

1. Write down three sentences using *bitā^ʕ*. 2. Correction of the sentences in group

Review module nr. 4

Review of the contents from module nr.16 to module nr.20. This review could take up to five hours, listenings included.

Module 21

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the past tense; conjugation of the past tense, basic form.

Linguistic elements and structures: base and suffixes of the past tense

C₁-a-C₂-a-C₃-

samah-/katab-/dafa^ʕ-/?afal-/ʔa^ʕad/sakan-

katab-t katab-na

katab-t katab-tu

katab-ti

katab- katab-u

katab-it

C₁-i-C₂-i-C₃--

nizil, nizl- ṭili^ʕ-, til^ʕ-/ʕirif-, ʕirf-/libis, libs-/ rigi^ʕ, rg^ʕ-/ širib, širb-/ simi^ʕ, sim^ʕ-

If a suffix begins with a consonant, the stem loses its last vowel.

fihim-t fihim-na

fihim -t fihim-tu

fihim -ti

fihim - fihm-u

fihm-it

C₁a-C₂-C₂-

radd-/fakk-/bass-/xašš- /naṭṭ

ḥaṭṭēt ḥaṭṭēna

ḥaṭṭēt ḥaṭṭētu

ḥaṭṭēti

ḥaṭṭ ḥaṭṭu

ḥaṭṭit

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1. Reading of the different persons of the verbs 2. Dictation

Module 22

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the present tense; conjugation of the present tense, basic form.

Linguistic elements and structures: base, prefixes and suffixes of the present tense

-C1-C2-i-C3- for *-ktib-/-'mil-/-'fil-/-'nzil-/-'lbis-*

Or **- C1-C2-a-C3-** *-'iraf-/-'ftah-/-'tla'*

Or **- C1-C2-uC3-** (the vowel of the prefix is damma) *-, -skun-, -tlub-, -dxul-, -'ud-*

B-a- _____

B-ti- _____

B-ti- _____ *i*

B-yi _____

B-ti _____

b-ni _____

B-ti- _____ *-u*

B-yi- _____ *-u*

Activation

Students conjugate aloud the verbs according to the relevant template

Fixation

1.Strike out a short conversation using the previous verbs. 2.Dictation and correction

Module 23

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: the imperative mood; conjugation of the imperative mood.

Linguistic elements and structures: base and suffixes of the imperative mood

Given the following bases of the present tense, create the imperative.

Remember to add the prefix i- (ʔi-) , particularly when a verbs begins with two consonants. The prefix is u- if the stems contains the vowel /u/ If a verb ends per vowel, remove it before adding a long suffix

-ktib-/^ʕmil-/^ʔfil-/nzil-/lbis-

-^ʕiraf-/ftaḥ-/tla^ʕ-

-skun-, -ḥlub-, -dxul-, -^ʔ ^ʕud-

i-C1-C2-V-C3	
iktib	-
iktib	i
iktib	u

Activation

Students work with flashcards. They read an order in English and have to translate it into Arabic

Fixation

1. Write as many imperatives as you can. 2. Dictation and correction. 3. Cultural competence: the meaning of “buckshees” and Allah yxallik

Module 24

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: to need; talking about needs

Linguistic elements and structures: *lāzim* and the personal suffixes.

<i>lāzim-nī</i>	<i>lāzim-nā</i>
<i>lāzim-ak</i>	<i>lāzim-kum</i>
<i>lāzim-ik</i>	
<i>lāzim-o</i>	<i>lāzim-hum</i>
<i>lāzim-ha</i>	

Activation

Students ask questions and reply each other

Lāzimnī ‘arabeyya gadīda

Lāzim-hum waʔt ʔawīl

‘and-i ʔalam, lāzimn-i id-dawāʔ

Fixation

1. Create a short dialogue and write it down. Try to use all the lexicon and structure you know.

Module 25

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: ‘to have to’, ‘must’; talking about things to do

Linguistic elements and structures: *lāzim* as invariable mood marker +the subjunctive

Note: the subjunctive is present tense without the preverbal b-

<i>lāzim</i> +	<i>a-šrab</i>	<i>a-ʔfil</i>	<i>u-dxul</i>
	<i>ti-šrab</i>	<i>ti-ʔfil</i>	<i>tu-dxul</i>
	<i>ti-šrab-i</i>	<i>ti-ʔfil-i</i>	<i>tu-dxul-i</i>
	<i>yi-šrab</i>	<i>yi-ʔfil</i>	<i>yu-dxul</i>
	<i>ni-šrab</i>	<i>ni-ʔfil</i>	<i>nu-dxul</i>
	<i>ti-šrab-u</i>	<i>ti-ʔfil-u</i>	<i>tu-dxu-u</i>
	<i>yi-šrab-u</i>	<i>yi-ʔfil-u</i>	<i>yu-dxul-u</i>

Activation

Students pick a flashcard out, then ask questions (and reply) each other

imta mrīd, lāzim taʿmil eh? lazim ašrab aktar

ʿandinā mawʿid, imta lāzim niṭlaʿ ? lāzim niṭlaʿ di-l-waʿti

ʿand-ū quiz, lāzim yiʿmil eh? Lāzim yidris kitīr

Fixation

1. Create a short dialogue and write it down. Try to use all the lexicon and structure you know.

Review module nr. 5

This review focuses on the conjugation and writing of verbs.

Module 26

(The instructor makes a selection of tracks for listening and comprehension activities)

Content and tasks: the future; talking about the future

Linguistic elements and structures: *ha* as invariable marker +the subjunctive

Note: the subjunctive is present tense without the preverbal b-

<i>ha</i> +	<i>a-šrab</i>	<i>a-ʔfil</i>	<i>u-dxul</i>
	<i>ti-šrab</i>	<i>ti-ʔfil</i>	<i>tu-dxul</i>
	<i>ti-šrab-i</i>	<i>ti-ʔfil-i</i>	<i>tu-dxul-i</i>
	<i>yi-šrab</i>	<i>yi-ʔfil</i>	<i>yu-dxul</i>
	<i>ni-šrab</i>	<i>ni-ʔfil</i>	<i>nu-dxul</i>
	<i>ti-šrab-u</i>	<i>ti-ʔfil-u</i>	<i>tu-dxu-u</i>
	<i>yi-šrab-u</i>	<i>yi-ʔfil-u</i>	<i>yu-dxul-u</i>

Activation

Students pick up a flashcard, then ask questions (and reply) each other

inta mrīd, ha-taʕmil ēh? ha-šrab aktar

ʕandinā mawʕid, ha- naʕmil ēh? ha-neʕlaʕ-di-l-waʕti

ʕand-u quiz, ha-yiʕmil ēh? ha-yidris kitīr

Fixation

- 1.Create a short dialogue and write it down. Try to use all the lexicon and structure you know.
- 2.Dictation and correction

Module 27

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: to can (to cannot); expressing ability, possibility. It is up to the instructor to decide if introducing *kān* to put the sentence at the past tense.

Language elements and structure: (*mā*) *fī*+ the suffixes

<i>(miš)</i> <i>mumkin</i>	<i>a-šrab</i>	<i>a-ʔfil</i>	<i>u-dxul</i>
	<i>ti- šrab</i>	<i>ti-ʔfil</i>	<i>tu-dxul</i>
	<i>ti- šrab-i</i>	<i>ti-ʔfil-i</i>	<i>tu-dxul-i</i>
	<i>yi-šrab</i>	<i>yi-ʔfil</i>	<i>yu-dxul</i>
	<i>ni-šrab</i>	<i>ni-ʔfil</i>	<i>nu-dxul</i>
	<i>ti-šrab-u</i>	<i>ti-ʔfil-u</i>	<i>tu-dxu-u</i>
	<i>yi-šrab-u</i>	<i>yi-ʔfil-u</i>	<i>yu-dxul-u</i>
	<i>a-šrab</i>	<i>a-ʔfil</i>	<i>u-dxul</i>

Activation

Looking at same pictures, student say “X can/cannot...” or “Can X do..?”

Fixation

1. Students write down and read aloud three sentences about things they can/cannot do; then each one says what his colleagues can/cannot do. 2. Dictation and correction

Module 28

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: *kān* (A), *sāb*(B); conjugation of medial weak verbs

Linguistic element and structures: the base and the suffixes of the past tense

A	B
<i>kun-t</i>	<i>sīb-t</i>
<i>kun-t</i>	<i>sīb-t</i>
<i>kun-ti</i>	<i>sīb-ti</i>
<i>kān</i>	<i>sāb</i>
<i>kān-īt</i>	<i>sāb-it</i>
<i>kun-na</i>	<i>sīb-na</i>
<i>kun-tu</i>	<i>sīb-tu</i>
<i>kān-u</i>	<i>sāb-u</i>

Activation

Students practice conjugation of the A and B template. Pay attention to the vowel for the 3rd persons.

A: *rāḥ*, *ʔāl*, *ʔām*, *zār*, *xāf*

B: *bāʕ*, *šāl*, *gāb*, *ʕāš*, *nām*

Fixation

1. Write three sentences that contain two of the previous verbs each; Dictation and correction. 2. Cultural competence: the Nubians

Module 29

(The instructor makes a selection of tracks for listening and comprehension activities)

Contents and task: kân (A), sâb (B), nâm (C); conjugation of medial weak verbs

Linguistic element and structures: the base, the prefixes, and the suffixes of the present tense

prefix	A	B	C	suffix
<i>ba-</i>	<i>kûn</i>	<i>sîr</i>	<i>xāf</i>	
<i>bit-</i>	<i>kûn</i>	<i>sîr</i>	<i>xāf</i>	
<i>bit-</i>	<i>kun</i>	<i>sîr</i>	<i>xāf</i>	<i>-i</i>
<i>biyi-</i>	<i>kûn</i>	<i>sîr</i>	<i>xāf</i>	
<i>bit-</i>	<i>kûn</i>	<i>sîr</i>	<i>xāf</i>	
<i>bin-</i>	<i>kûn</i>	<i>sîr</i>	<i>xāf</i>	
<i>bit-</i>	<i>kun</i>	<i>sîr</i>	<i>xāf</i>	<i>-u</i>
<i>biyi-</i>	<i>kun</i>	<i>sîr</i>	<i>xāf</i>	<i>-u</i>

Activation

Students practice conjugation of the A, B, and C templates A: rāḥ, ʾāl, ʾām, zār, xāf

A: šāf, ʾāl, ʾām, zār, rāḥ

B: gāb, šāl, bāʿ, ʿāš

C: xāf, nām

Fixation

1. Write three sentences that contain two of the previous verbs each; Dictation and correction

Module 30

Contents and task: irregular conjugations; learn some irregular conjugations

Linguistic elements and structures: *gih, yīgi/idda, yiddi/wiʔiʕ, yuʔaʕ/wiʔif, yuʔaf*

<i>gēt</i>	<i>āgi</i>	<i>iddēt</i>	<i>addi</i>	<i>wiʔift</i>	<i>aʔaf</i>
<i>gēt</i>	<i>tīgi</i>	<i>iddēt</i>	<i>tiddi</i>	<i>wiʔift</i>	<i>tuʔaf</i>
<i>gēti</i>	<i>tīgi</i>	<i>iddēti</i>	<i>tiddi</i>	<i>wiʔifti</i>	<i>tuʔafi</i>
<i>gih</i>	<i>yīgi</i>	<i>idda</i>	<i>yiddi</i>	<i>wiʔif</i>	<i>yuʔaf</i>
<i>gat</i>	<i>tīgi</i>	<i>iddit</i>	<i>tiddi</i>	<i>wiʔifit</i>	<i>tuʔaf</i>
<i>gēna</i>	<i>nīgi</i>	<i>iddēna</i>	<i>niddi</i>	<i>wiʔifna</i>	<i>nuʔaf</i>
<i>gētu</i>	<i>tīgu</i>	<i>iddētu</i>	<i>tiddu</i>	<i>wiʔiftu</i>	<i>tuʔafu</i>
<i>guh</i>	<i>yīgu</i>	<i>iddu</i>	<i>yiddu</i>	<i>wiʔifu</i>	<i>yuʔafu</i>

Activation

Students work with flashcards. They read a verb in English and have to translate into Arabic

Fixation

1. Dictation and correction of some persons of the weak verbs

Review module nr. 6

This review focuses on the conjugation and writing of weak verbs.

Module 31

Contents and task: the conditional sentences; making real hypothesis

Linguistic elements and structure

Target structures

- *Iza+māḍi* /////imperative or modal+subjunctive or future
→ Iza šuft Ḥasan, ʔqul-li
- *Iza+ kān+mudāriʕ* or participle/nominal or prepositional phrase///// subjunctive or imperative or future
→ *iza kān guʕān lāzim yakol*

Note: both *iza* and *law* are found in the realis conditional sentence

Additional structures:

Law+ mudāriʕ/// imperative, modal+subjunctive or future

Law tihibb takol, itfaḍḍal!

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Fixation

1. Each student tells one conditional sentence 2. Correction of the sentence in group

Module 32

Contents and task: the conditional sentences; making unreal hypothesis

Linguistic elements and structure

Note: both iza and law are found in the irrealis conditional sentence

Target structures

- *Iza+kan+māḍi* or participle or adjective////*kan+ māḍi* →
→ *Iza kanu šafuḥa, kanu ʾalu laha il-hikaya*
- *Law+kan+māḍi*////*kān+māḍi*
→ *law kunti ruḥti il-muḥaḍara, kunti šuftiha*

Activation

Students work in pairs and practice the target structures: one gives the protasis and the other the apodosis

Fixation

1. Each student tells one conditional sentence 2. Correction of the sentence in group. 3. Cultural competence: the Nasser era

Module 33

Contents and task: the passive meaning of the verb; convey a passive meaning using the augmented forms

Linguistic elements and structures: augmented forms V, VI, VII to convey a passive meaning. Remember:

a. Add the prefix *it-* to the stem of a basic or augmented verb template (II, III)

it+basic template= template VIII

note: if the basic stem contains the vowel /i/, it is changed into /a/

it+template II= template V

it+template III= template VI

(*in*+ basic template= template VII for a limited number of stems and meanings, e.g. *inḍaraba*, *inkataba*)

Activation

Given the following verb bases, modify the base and build the passive, 3rd persons singular

Assimilation of the prefix takes place with dentals, sibilants, /k/ and /g/

<i>katab (itkatab)</i>	<i>ḡayyar(itḡayyar)</i>
<i>ḡassal (itḡassal)</i>	<i>šarraḡ (itšarraḡ)</i>
<i>ṭabax(iṭṭabax)</i>	<i>šawwar (itšawwar)</i>
<i>ḍarab (inḍarab)</i>	<i>ḡaddad (itḡaddad)</i>
<i>saraʔ (issaraʔ)</i>	<i>šallaḡ (itšallaḡ)</i>
<i>ẓabat (izzabat)</i>	<i>walad (itwalad)</i>

Fixation

1. Report facts to your colleague, using the passive voice of the verb. 2. Write the previous sentences down.

Module 34

Contents and task: the final weak verb; conjugate the final weak verb

Linguistic elements and structures: base and suffixes of the past tense

C-C.a-

rama, ʔara

If a verb ends with /a/ it changes into ē in front of suffixes beginning per consonants and falls in front of suffixes beginning per vowel

BASE	SUFFIX
<i>maḍē</i>	<i>t</i>
<i>maḍē</i>	<i>t</i>
<i>maḍē</i>	<i>ti</i>
<i>maḍa</i>	
<i>maḍ</i>	<i>it</i>
<i>maḍē</i>	<i>nā</i>
<i>maḍē</i>	<i>tu</i>
<i>maḍ</i>	<i>u</i>

C-C-i-

If a verb ends with /i/ it changes into ī in front of suffixes beginning per consonants and falls in front of suffixes beginning per vowel

for nisi, giri, miši

BASE	SUFFIX
<i>nisi</i>	<i>t</i>
<i>nisi</i>	<i>t</i>
<i>nisi</i>	<i>ti</i>
<i>nisi</i>	
<i>nisiy</i>	<i>it</i>
<i>nisi</i>	<i>na</i>
<i>nisi</i>	<i>tu</i>
<i>nisiy</i>	<i>u</i>

Activation

Following the same template, practice the conjugation with these bases:

rama, ʔara, nisi, giri, miši

Fixation

1. Create two sentences that contain a weak verb. 2. Write your sentences down

Module 35

Contents and task: the final weak verb; conjugate the final weak verb

Linguistic elements and structures: base, prefix, and suffixes of the present tense

A) -C₁-C₂-i- or B) -C₁-C₂-a-

If the vowel of the stem meets the vowel of the suffix, the former falls.

Prefix	Base A -C ₁ -C ₂ -i-C ₃ -	Base B -C ₁ -C ₂ -a-C ₃ -	Suffix
<i>ba</i>	<i>mši</i>	<i>nsa</i>	
<i>bti</i>	<i>mši</i>	<i>nsa</i>	
<i>bti</i>	<i>mši</i>	<i>ns</i>	<i>i</i>
<i>byi</i>	<i>mši</i>	<i>nsa</i>	
<i>bti</i>	<i>mši</i>	<i>nsa</i>	
<i>bini</i>	<i>mši</i>	<i>nsa</i>	
<i>bti</i>	<i>mšu</i>	<i>ns</i>	<i>u</i>
<i>byi</i>	<i>mšu</i>	<i>ns</i>	<i>u</i>

Activation

Practice the conjugation of *-rmi-*, *mđi*, *gri*, *-bni-*

Fixation

1. Create two sentences that contain a weak verb. 2. Write down your sentences

Review module nr. 7

This review is focused on the conjugation of final weak verbs

Conclusions

Immediate results

This thesis ends with a concrete proposal for teaching: the four Syllabi. They represent the tangible conclusion of my investigation, moreso than any other discourse. The syllabi provide a precise instructional sequence and include the contents and linguistic structures to be addressed during class time, together with a selection of drills that trigger the activation and fixation of the target content. The methodology consists of many techniques: from the flipped-classroom to task-based learning; on one side; the trifold partition of every lesson into preparation-activation-fixation as well as the fish&feed method on the other. Managing time and inverting, repeating or modifying the sequence of teaching, remains a teacher's responsibility, in consideration of his style and previous experience. The sequence and the content suggested here are not the only possibility, but they constitute a selection of the best practices directly experienced or observed from other colleagues and experienced professors. For this reason, they are presented as a totally reliable tool.

According to the structure of my dissertation, divided into two parts, the results are also separated into theory and practice.

On the theoretical level, I attempt to get out of ambiguity, taking a strong position in favor of the teaching of Spoken Arabic, as a priority. I provided many arguments and opinions to support this claim and to explain why spoken Arabic plays a crucial role since the first steps of teaching.

On the practical level, I elaborated the mentioned syllabi, one for each urban variety considered, to serve as a guide for the teacher. These guides represent a reliable, practical and ready-to-use tool. They resulted as the final product of many encounters with different scholars and professional environments engaged in investigations and education in the field of Arabic. This multilevel cooperation and discussion contributed to the enrichment, shaping, and re-shaping of my project many times.

Future Challenges

An essential component of my work has been the forthcoming *Arabic as One Language*, by the eminent scholar Al-Batal (ed.), who kindly allowed me to read it in advance. In

the section dedicated to “Dialect Integration”, Prof. Al-Batal remarks that further research is needed for the planning of an integrated model of instruction, where dialects are taught from the very beginning in full compliance with the requirements for communicative skills. The study of dialects cannot be delayed nor postponed to a later step, in fact there is no need at all to achieve a full competence in MSA *before* studying a dialect. MSA and dialects stay on the same level, though with different functions, but there is not a hierarchical link between the two. Arabic resembles a precious diamond with many facets that we cannot break into separate pieces.

Given its composition, Arabic is complex to teach, but this complexity cannot be discharged on students, so to negatively affect their proficiency. Instead, this mentioned complexity challenges the teachers’ ability to plan a course, requiring them to design appropriate and effective curricula. They can be up to such a mission only if they are aware of theoretical models, as well as recently trained and competent in the most advanced teaching techniques. Teaching in general, and teaching Arabic in particular, is a multidisciplinary activity and asks for appropriate skills in the target language, linguistics, and pedagogy.

Recently, Ryding (Ryding in Wahba 2017) has suggested substituting the term diglossia, which implies a sharp partition into high/low or standard/dialect, with the term “complex dichotomy” of Arabic. She also invites to read this dichotomy in the frame of a possible “élite closure” from the natives’ side toward the foreigner. She poses that an “ordinary spoken Arabic” is the target language to be learned by nonnative students, and she examines the closure attitude of some natives that feel a sense of discomfort if a foreigner is proficient in their dialect, thus violating a sort of protected intimacy. If that is true, it is easy to relate the weakness of Arabic curricula planning, with an old monopoly of teaching communicative skills in the hands of native instructors. In the past, it was hard to find a teacher of Arabic, and many (not every) native instructors were hired without evaluating their real teaching skills. Sadly, many native teachers began this work as a second option, originally being well prepared and extremely educated for a totally different sector (engineering, medicine, chemistry, arts). For this reason, the question of how and when to teach ordinary spoken Arabic has remained unsolved or marginal for a long time. As nonnative teachers and learners, we face the

difficulty of balancing between communicative skills and discourse appropriateness. Proficiency is our target, but we do not want to be perceived as intrusive speakers, violating the intimate space of our native interlocutor. The teaching of dialects has been investigated inside the universities, but without spreading out of the academic environment. Hopefully the results of my work will contribute to future development in the field of teaching Arabic, with special focus on spoken registers as key-competence for the learners' outcomes.

Feasibility and credibility

This research is expected to have a strong impact on teaching practices, from the very beginning. In consideration of the action-oriented approach I adopted, I consider my investigation as an on-going workshop, which will welcome further contributions from different well-qualified sides. I have no doubts about my research feasibility, still subject to improvements, because I took into account several feedbacks from students and professionals, and carefully evaluated their needs and recommendations. More, the high degree of cooperation I implemented has critically contributed to the credibility of my project. I strongly believe in interuniversity coordination and cooperation, as a key-tool for creating a consistent, solid, and shared proposal. Reasoning together with other researchers, and taking part to confrontations and seminars about the specific topic revealed to be the best tool for investigation

Further developments

A part the analysis of the actual state of art, and the concrete proposals for teaching (the Syllabi), my project looks ahead to future developments in education in the sector of Arabic language (L-OR/12 in Italy). I am referring to the elaboration and promotion of new instructional curricula and subjects like "Pedagogy of Arabic" or "Arabic as a Foreign Language". I also consider my future employability in those fields, as a person who could promote and organize the birth of such educational curricula. I therefore take the present research as a starting point toward further developments, with the aim of soon formalizing specific paths related to the Arabic Teaching Qualification, following the first attempt made in 2013 in Italy.

I consider my major, Arabic Dialectology, not only a research field aimed at providing a description of the varieties of Arabic, but as a subject interlinked with the Sciences of Education. In this regard, the mentioned action-oriented approach has been my reference. Teaching represents a science, and research is aimed at discovering new facets of the discipline, for being implemented in daily practices.

I have tried to consult a wide bibliography, with special regard to recent studies or recent remarks on previous studies. Intentionally, the majority of the consulted material dates back to the last fifteen years, with a peak of resources recently published.

I have deliberately grounded my observations in both field research and argumentations provided by eminent scholars. I have sometimes taken a strong positions, in order to characterize my investigation and to avoid ambiguity. In any case, I always referred to the direct experience of my personal practice or to the periods I spent as observer of others' teaching techniques. After I graduated in 2006 and before entering the Ph.D. program in 2014, I had many opportunities to teach and to take part in instructional planning. This previous experience has assisted me in conducting the present investigation. My practice in the field, together with my extensive discussion with experts, researchers, and scholars inside and outside Europe (Italy and Spain as mother universities, Texas and Lebanon in 2017, Germany and Oman in 2016, Morocco in 2015), have entitled me to justify some statements saying "according to my experience" or "as practice demonstrates" with a reasonable degree of credibility. Today I have concluded this research and I can support my argumentation stating "as my research proves" or "after discussion with colleagues and instructors". My greatest aspiration remains to refine the techniques, methods, and contents for the teaching of Arabic, both with further research and occasions for discussion.

Finally, after having been admitted to the Ph.D. program with an e-mail of "Welcome back to La Sapienza", I wish to take leave of my university with an encouraging "See you again".

Conclusiones

Resultados inmediatos

Esta tesis termina con una propuesta concreta para la enseñanza, que son los cuatro planes de estudio (*syllabi*). Esos planes representan la conclusión tangible de mi investigación, mejor que cualquier otro discurso. Los planes de estudio proporcionan una secuencia de instrucción precisa e incluyen los contenidos y estructuras lingüísticas que se abordarán durante las clases, junto con una selección de ejercicios que facilitan la activación y fijación de los contenidos didácticos.

La metodología comprende muchas y diferentes técnicas: desde el aula invertida (*flipped classroom*) hasta el aprendizaje basado en tareas (*task-based learning*), por un lado; la partición triple de cada lección en preparación-activación-fijación (*preparation-activation-fixation*), así como el método de *fish & feed*, por el otro. Gestionar el tiempo e invertir, repetir o modificar la secuencia de enseñanza sigue siendo responsabilidad del profesor, en consideración de su estilo y también de su experiencia previa. La secuencia y los contenidos sugeridos aquí no son ciertamente la única posibilidad existente, pero constituyen una selección de las mejores prácticas directamente experimentadas u observadas por otros colegas. Por esta razón se presentan aquí como una herramienta totalmente fiable.

De acuerdo con la estructura de mi tesis, dividida en dos partes, los resultados también se dividen entre teoría y práctica.

A nivel teórico traté de evitar cualquier ambigüedad, adoptando una postura clara a favor de la enseñanza del árabe hablado de modo prioritario. He proporcionado muchos argumentos y opiniones para apoyar esta orientación y explicar porque el árabe hablado juega un papel crucial, ya desde los primeros pasos de la enseñanza.

A nivel práctico he redactado los planes de estudio mencionados, uno para cada variante urbana considerada, de modo que puedan servir de guía para el profesor. Tales guías representan una herramienta fiable, práctica y lista para usar. Constituyen el producto final de muchos cotejos con diferentes ambientes académicos y profesionales que se dedican a la investigación y la educación en el campo de la lengua árabe. Estas

cooperación y interacción multiniveles contribuyeron a enriquecer, dar forma y re-configurar muchas veces my proyecto .

Retos futuros

Ha sido esencial para mi trabajo el libro *Arabic as One Language* (en prensa), por el prof. Al-Batal (ed.), quien amablemente me permitió leerlo con antelación. En la sección titulada “Dialect Integration”, el prof. Al-Batal señala que se necesita más investigación para la planificación de un modelo integrado de instrucción, donde los dialectos sean enseñados desde el principio, en el pleno cumplimiento de los requisitos para conseguir las habilidades comunicativas. El estudio de los dialectos no se puede retrasar ni renviar a una etapa posterior. Realmente no hay necesidad de ser plenamente competentes en árabe estándar (*Modern Standard Arabic*, MSA) antes de estudiar un dialecto. Al-Batal pone MSA y dialecto al mismo nivel y sugiere que no hay una dependencia jerárquica entre los dos, sino solamente funcional. El árabe se asemeja a un precioso diamante con muchas facetas que no se puede romper en piezas separadas.

Dada su composición, el árabe es complejo para enseñar, pero esta complejidad no puede afectar negativamente la competencia lingüística de los estudiantes. En cambio, esta complejidad desafía la capacidad de los profesores para planificar un curso. Ellos están obligados a diseñar programas de estudio pertinentes y eficaces, pero podrán ser capaces de tal misión sólo si conocen los modelos teóricos, la lengua árabe y sus variantes, si están recientemente entrenados y son competentes en las técnicas de enseñanza más avanzadas. La enseñanza en general, y la del árabe en particular, es una actividad multidisciplinar y exige habilidades apropiadas en el idioma de destino, además de la lingüística y la pedagogía.

Recientemente Ryding (Ryding in Wahba 2017) ha sugerido sustituir el viejo término “diglosia”, que implica una partición neta en alto/bajo o estándar/dialecto, por el término “dicotomía compleja” (*complex dichotomy*) del árabe. También invita a leer esta dicotomía en el marco de un posible “cerrazón de la élite” (*élite closure*) por parte de los nativos hacía el extranjero. Ello plantea que un “árabe hablado corriente” (*ordinary spoken Arabic*) es la lengua a aprender por los estudiantes no nativos, y examina la actitud de algunos hablantes nativos que perciben una sensación de incomodidad si un extranjero es competente en sus dialecto, casi violando una especie de intimidad

protegida. Si eso sucede, es fácil relacionar la debilidad de la planificación de programas de estudios árabe con un viejo monopolio de la enseñanza relacionada con las habilidades comunicativas en las manos de los enseñantes nativos. En el pasado era muy difícil encontrar un profesor de árabe, y muchos (pero no todos) lectores nativos fueron contratados sin evaluar sus habilidades reales de enseñanza ni sus niveles de especialización. Lamentablemente, muchos enseñantes nativos iniciaron este trabajo como segunda opción, siendo originalmente preparados y formados para un sector totalmente diferente (ingeniería, medicina, química, artes). Por esta razón, la cuestión de cómo y cuándo enseñar el “árabe hablado ordinario” ha quedado sin resolver o ha sido marginal durante mucho tiempo. Sin embargo, en tanto que profesores y estudiantes no nativos, nos enfrentamos a un reto: mantener un equilibrio entre conseguir las habilidades comunicativas, aunque hablando el dialecto, y aprender cómo mantener la adecuación del discurso (*discourse appropriateness*) respetando el espacio lingüístico privado de los nativos, que nos señala Ryding. La competencia es nuestro objetivo y eso significa aprender el árabe cotidiano, pero sin ser percibidos como intrusos, violando el espacio lingüístico íntimo de nuestro interlocutor nativo.

Hasta hoy, la enseñanza de los dialectos se ha investigado en algunas universidades pero sin mucha coordinación. Espero que los resultados de mi trabajo contribuyan al futuro desarrollo en el campo de la enseñanza del árabe -dentro y fuera del ámbito académico- con especial énfasis en el árabe hablado en tanto que factor clave de la competencia de los alumnos.

Factibilidad y credibilidad

Es de esperar que esta investigación tenga un fuerte impacto en las prácticas de enseñanza, desde el principio. En consideración del enfoque orientado a la acción, entiendo mi investigación como un *workshop* en curso, abierto a nuevas contribuciones de diferentes ámbitos cualificados. No tengo dudas sobre la factibilidad de mi investigación, todavía sujetas a mejoras, porque tomé en cuenta varios *feedback* recibidos de los estudiantes y de expertos del sector, y también porque evalué cuidadosamente sus consejos y recomendaciones. Además, el alto grado de cooperación con el que he actuado ha contribuido notablemente a la credibilidad de mi proyecto. Creo en el valor de la coordinación y cooperación interuniversitaria, como una herramienta

clave para crear una propuesta coherente, sólida y compartible. Reflexionar junto con otros investigadores, y participar en debates y seminarios sobre el tema específico de la enseñanza del árabe se ha revelado como la mejor herramienta para conducir mi investigación.

Desarrollos ulteriores

A parte del análisis de las teorías más recientes y con la propuesta concreta para la enseñanza (los *syllabi*), mi proyecto contempla el desarrollo futuro de la educación en el sector de la lengua árabe (L-OR/ 12 en Italia). Me refiero a la elaboración y promoción de los nuevos planes de estudio y de asignaturas como “Pedagogía de la lengua árabe” o “Árabe como lengua extranjera”. También considero mi futura empleabilidad en esos campos, como una persona que podría promover y organizar el nacimiento de dichos *curricula* educativos. Por lo tanto, tomo la presente investigación como punto de partida hacia las nuevas aplicaciones, con el objetivo de formalizar pronto vías específicas relacionadas, por ejemplo, con la habilitación para la enseñanza del árabe, tras el primer intento realizado en 2013 en Italia.

Considero mi especialización -dialectología árabe- no sólo como un campo de investigación destinado a proporcionar una descripción de las variedades de árabe, sino como un tema entrelazado con las Ciencias de la Educación. En este sentido, el mencionado enfoque orientado a la práctica sigue siendo mi referencia principal. La enseñanza es una ciencia y la investigación está dirigida a descubrir nuevos aspectos de cada disciplina, para que sean aplicados en la práctica diaria.

He consultado una amplia bibliografía, con particular atención a los estudios recientes o a recientes observaciones sobre estudios previos. Intencionadamente, la mayoría del material consultado se remonta a los últimos quince años, con un pico de recursos bibliográficos recientemente publicados.

Deliberadamente he planteado mis observaciones tanto en trabajos de campo (práctica) como en argumentaciones de eminentes estudiosos (teoría). A veces he adoptado una posición firme, con el fin de caracterizar mi investigación y para evitar ambigüedades. En cualquier caso, me he referido siempre a la experiencia directa de mi práctica personal o a lo que observé cuando asistí a clase de otros expertos. Después de mi licenciatura en

2006, y antes de matricularme en el programa de doctorado en 2014, tuve muchas oportunidades para enseñar y planificar cursos. Esta experiencia previa ha sido de gran ayuda al llevar a cabo la presente investigación. Mi trabajo de campo, junto con debates y comprobaciones con expertos, investigadores y estudiosos dentro y fuera de Europa (Italia y España como universidades madre, Texas y el Líbano en 2017, Alemania y Omán en 2016, Marruecos en 2015), me permití utilizar términos como “de acuerdo con mi experiencia” o “según lo que demuestra la práctica” con un razonable grado de credibilidad. Hoy he llegado al término de esta investigación y puedo sustentar mis argumentos afirmando “como mi investigación demuestra” o “después de la discusión con compañeros y profesores”. Mi mayor aspiración consistiría en refinar las técnicas, métodos y contenidos de la enseñanza del árabe, ambos con más investigación y debates.

Por último, después de haber sido admitida en el programa de doctorado con un mensaje de correo electrónico de “bienvenida de nuevo a La Sapienza”, quisiera despedirme con un alentador “hasta luego”.

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Annexes

Annex I

ANONYMOUS QUESTIONNAIRE FOR COLLECTING DATA FROM STUDENTS OF ARABIC

REDELIVER EXCLUSIVELY BY HAND

Age _____ field of study (e.g.: Languages, Political Sciences) _____

Male/female year of study _____ native language _____

Known languages and level (e.g.: English: fluent, Chinese: basic) _____

You may indicate up to two alternatives, when it makes sense. Please indicate A for the favourite one.

1. Number of semesters dedicated to Arabic: less than one/one/two/three/four/five/other

2. How do you perceive Arabic? easy/rather easy/fairly difficult/difficult/very difficult

3. Do you think you are skilled in Arabic? yes/no/more yes than no/ more no than yes

4. Which skill do you consider the most difficult in Arabic?

writing and reading/listening and comprehension/conversation/translation

5. Which skill do you consider easier in Arabic?

writing and reading/listening and comprehension/conversation/translation

6. Why did you choose Arabic? personal interest/ job opportunities/reading the literature/reading the news

travelling and interacting with people/talking with my family/research/challenging my self

7. Do you know that Arabic has a standard variety and various dialectal registers? Yes/no

8. In addition to the standard language, would you like to learn a dialectal register? Yes/no

9. Why yes? personal interest/ job opportunities/reading the literature/reading the news

travelling and interacting with people/talking with my family/research/challenging my self

10. Why not? No need/I do not care/ I do not have time to dedicate/ it is too hard-difficult

11. On the basis of what would you choose a dialect?

The teacher's advice/my interest/needs of my work-study-research/other

12. Do you think that it could be useful to spend more time on dialects instead of on standard Arabic?

yes/no/more yes than no/ more no than yes

13. If yes, why? personal interest/ job opportunities/ travelling and interacting /talking with my family/

14. If not, why? No need/I do not care/ I do not have time to dedicate/ it is too hard-difficult

15. How important is it for you to learn Arabic, compared to other disciplines of your career?

Very important/important/fairly important/not important/ not important at all

16. Do you think that Arabic is more difficult than other languages?

yes/no/more yes than no/ more no than yes

17. Do you think that Arabic should be taught differently from other languages?

yes/no/more yes than no/ more no than yes

18. What do you remember about the first day of class in Arabic?

the topic/enthusiasm/difficulty/discouragement/disappointment

19. Write the number of hours expected throughout your university curriculum, per week:

20. Write the number of hours spent at home for studying Arabic, per week:

21. Have you had the chance to talk with your colleagues about the difficulties you met in Arabic?

never/rarely/sometimes/often/always

22. Have you had the chance to talk with the teacher about the difficulties you met in Arabic?

never/rarely/sometimes/often/always

23. Do you meet the teacher during his office hours? never/rarely/sometimes/often/always

24. You think you are stronger in: writing/talking/listening and comprehension/translation

25. Why? It is easy/I do a lot of exercise/ I like/other

26. You think you are weaker in: writing/talking/listening and comprehension/translation

27. Why? It is easy/I do a lot of exercise/ I like/other

28. Write a topic or two which you found particularly difficult:

29. Would you like to continue your studies and to specialize in Arabic? yes/no

30. Would you like to have a job related to Arabic? yes/no

31. Do you think that it could happen? Yes/no

32. Why yes? There are many occasions/a few people know Arabic/ I will work hard to succeed in it

33. Why not? There are not many occasions/there is much competition/ it is very difficult/I do not care

Thanks for your contribution!

Annex II

Samples of texts

The following text are written in spoken Arabic and follow the rules of the dialect.

These texts represent a teaching resource and a training target, for integrating dialects with MSA in writing too.

Lebanese Texts⁷¹

أبو العبد و ست إيطالية

أبو العبد سرلو فترة على علاقة مع ست إيطالية. ليلة قالتله البيت أنها حامل. ليحافظ على سمعتو وزواجو دفعها لترجع على إيطاليا و تخلف بالسر. ووعدها إذا بتضل هونيك بأمن مصروف الولد ليصير عمرو 18. و قلها بس تولدي بعثلي بوست كارد مكتوب عليه ”سباغيتي“ , تبلىش أبعثلك مصاري. بعد 9 أشهر يوصل ”لأبو العبد بوست كارد من إيطاليا مكتوب عليه ”سباغيتي, تنين مع هوت دوغ و تنين بلا هوت دوغ. و بعثلي صلصة زيادة“. أصفرّ وج أبو العبد و غاب عن الوعي

أبو العبد والسيارة

اشترى أبو العبد سيارة وأخذ أم العبد مشوار. لما وصلو عاؤل تقاطع مرق عالضو الأحمر بسرعة, سألته أم العبد ”شو عمتعمل؟ بدك تقتلنا؟“ فلا ”روقي هيك بيسوق أبو صطيف“. عالتقاطع التالو كمان مرق عالضو الأحمر, صرحت في أم العبد شو عميصرك, هي ثاني مرة يتمرق عالضو الأحمر, فلا ”مش شغلك, عمبعل مثل ما بيسوق أبو صطيف“. عالتقاطع التالتو وقف أبو العبد عالضو الأحمر, جنت أم العبد و قالتلو طيب ”هلا ليش وقفت عالضو الأحمر يا حمار؟“ جاوب يا ”غابية, يمكن يكون أبو صطيف جايي من ثاني طريق!“

⁷¹ Cfr. Mahfoud, Georges 2009 *infra*

في محل المواد الغذائية

فاطمة / حياش أختي سالمة

سالمة / الله يحبيش ويبارك فيش فطوم

مريم / هذا المحل واجد فيه أغراض

فاطمة / حنا دومنا نقول كذاك , كل محل نروحله نشوف شيء جديد فيه

سالمة / بس يعتمد على نوعية الأغراض, كل ما كان المحل أغراضه أصلية كان أحسن ومنتبضع على راحتنا

مريم / خلا نروح قسم النعلان , أشوف أشكال واجد حلوة

فاطمة / قومن عسى أسعارهن ما غالية

سالمة / بابة اشري حل عمتي ليسه , هروح عنكن مال الملابس

مريم / صبري شوية هجي معش

سالمة / تحركي عاد نص الليل

⁷² Unpublished text. Thanks to Saif Al-Azri, my teacher of Omani Arabic in 'Ibrī

الموسيقى

فالمغرب كاين أنواع بزاف ديال الموسيقى، مثلا كاين الأغاني القديمة لي كيستعملو فيها الآلات التقليدية و الكلمات الشعبية وكتعالج مشاكل اجتماعية و لا أحداث كيعيشوها المغاربة كل يوم. وكاين أغاني كتعالج قضايا وطنية بحال المسيرة الخضراء و الاستقلال ورفض الظلم السياسي و الهجرة السرية وحتى قضايا دولية بحال قضية فلسطين. من بين هاد المجموعات الغنائية كينة مجموعة السهام، هذ المجموعة كتكلم على المشاكل ديال المهاجرين لي كايهاجرو للدول الاوربية باش يقبلو على خدمة وكيغرقو فالبحر ولا ملي كيوصلو لشي دولة اوربية ما كيلقوش خدمة مزيانة وما كيتخلصوش مزيان وما كيلقوش الحياة لي كانو كيتمناوها . هذ المجموعة كتنتقد الحكام العرب وكتشجع الحكام باش تكون عندم مواقف قوية ضد القرارات الدولية. هذ المجموعة كتستعمل ادوات موسيقية حديثة عكس مجموعة الغيوان لي كانت كتستعمل ادوات تقليدية.

وكاين موسيقى جديدة بدات كاتبان ودارت بلاصتا بحال فرقة الفناير، كتعالج قضايا شبابية بحال الهجرة السرية و الدفاع على الوطن. ماتقيش بلادي هذا عنوان ديال اغنية داروها من بعد واحد الانفجار لي وقع فالددار البيضاء. و هذ المجموعة كتشجع الشباب على الانتخابات

وكاينا فرق بحال الراي. الغناء ديال الراي غالبا كيتكلم على العلاقات العاطفية. وكاينا الغنا ديال الهيب هوب كيتكلم على مشاكل اجتماعية وسياسية فالمغرب. وكاينا موسيقى حتى هي جديدة كتكلم على الحب و العلاقات وكتجمع بين الأغاني الشرقية و الغربية و المغربية.

وكاينا الموسيقى الاندلسية، هذ الموسيقى قديمة وجات من الأندلس ملي كانو المسلمين عايشين تما، غالبا ما كتكون فالمناسبات الرسمية و فالأعياد. هذ الغناء كيتكلم حب النبي عليه السلام و على جمال الطبيعة و المرأة و العلاقات الإجتماعية و التقاليد الاسلامية. الأدوات الموسيقية لي كيستعملوها تقليدية بحال العود وآلة القانون.

⁷³ Unpublished text. Thanks to Souad El-Korchi, my teacher of Moroccan Arabic in Rabat

اسمك نادية, مش كده؟

مارك/ حضرتك اسمك نادية. مش كده؟

سامية/ لا, أنا آسفة. أنا مش نادية. أنا اسمي سامية.

مارك/ أهلا وسهلا يا مدام سامية. أنا مارك.

سامية/ أهلا بيك يا مارك. حضرتك منين؟

مارك/ أنا من أمريكا. و حضرتك منين؟

سامية/ أنا من مصر

مارك/ فين في مصر؟ من القاهرة؟

سامية/ لا, أنا مش من القاهرة. أنا من المنيا.

مارك/ امنيا؟ المنيا في جنوب مصر؟

سامية/ أيوه, المنيا في جنوب مصر.

مارك/ أيوه... أيوه, لكن منين في المنيا؟

سامية/ من بني مزار... و حضرتك منين في أمريكا؟

مارك/ أنا من ولاية مرييلاند من بالتيمور في شرق أمريكا.

سامية/ و بالتيمور دي عاصمة مرييلاند. مش كده؟

مارك/ تمام.

الشقة الجديدة

ماهر/ الشقة الجديدة بتاعتك كويسة يا حسين؟

حسين/ أه, الشقة الجديدة بتاعتي حلوة قوي في عمارة كبيرة و جديدة

ماهر/ أم, عمارة كبيرة ليه؟ ساكن في أنهي منطقة؟ وأنهي دور؟

حسين/ في مصر الجديدة في شارع الحكماء, ساكن في الدور ال12 ورا النادي و محطة البنزين. وأنت يا ماهر

ساكن في جاردن سيتي في شارع معروف نمرة خمسة الدور الثاني عمارة جديدة برضه, زي بتاعة مي.

حسين/ مي؟ عمارة جديدة؟ هو أنتي ساكنة في عمارة جديدة دلوقتي؟ مش ساكنة في عمارتكو القديمة؟

مي/ لا, أنا مش ساكنة في العمارة القديمة. أنا ساكنة دلوقتي في الجيزة. في شارع النيل, لكن بابا و ماما ساكنين في

العمارة القديمة.

حسين/ أم... أم... ساكنة في الجيزة في شارع النيل. دي منطقة شيك قوي.

⁷⁴ Cfr. Louis 2008a: 4, 104

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