

International Conference  
*Variation in the Teaching of Arabic:  
Grammar and Lexicon*

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IULM University, via Carlo Bo 1, Milan  
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## Abstracts

**Mahmoud Alashiri**, Qatar University (Qatar) and **Magdalena Lewicka**, Foreign Language Academy, Torun (Poland), “**Islamic Multiword Expressions and Designing Curriculums for Arabic as a Second Language Learners: Towards a Corpus-based Linguistic List**”

The aim of this study is to compile a list of religious Collocations (i.e. referring to Islam) and to present the proposed methodology for their classification. Classification not based on syntax pattern, linguistic structure, or lexical core, but based primarily on didactic goals. This is to help in the creation of curricula for teaching Arabic as a foreign language, considering the importance of knowing these collocations for the learner and the legitimacy of presenting it to him at a given level of language learning. Through this study, the author attempts to compile the broadest possible list by means of manual assembling and semi-automatic computer work. The manual method is understood as extracting collocations from dictionaries, specialist religious books and Arabic language textbooks, while semi-automatic computer work is understood as extracting them from a corpus containing eighty-one million words. In this way, a list of collocations will be created, and the basis for their classification will be significant linguistic and functional patterns.

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**Noor Alkasseer and Luca F. Battanta, IULM University - Milan (Italy), “Teaching and Learning Arabic through IULM University integrated approach”**

In our presentation, we discuss Students’ perceptions about acquiring the Arabic language in a first-year course at IULM University, i.e. learners’ impressions regarding the teaching of Syrian Arabic for oral purposes, integrated by the teaching of Modern Standard Arabic for written purposes in the same IULM classroom. Teacher’s perceptions about acquiring Arabic in a first-year course at IULM University are monitored by interviewing the teacher regarding the results of the integration of oral language skills activities and written Arabic, as well as the role of collaborative interaction among students and teacher. Our work also discusses learners’ perceptions of the importance of interaction for memorization and mutual correction. Finally, within the integrated approach, the contribution recommends techniques of teaching and learning Arabic for beginners which respond well to learners’ preferences and what they believe aids the acquisition of Arabic grammar.

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**Leon Yousif Barkho, University of Sharjah (UAE), “Generative grammar of newspaper headline writing and the teaching of Arabic as second or foreign language”**

Generative grammatical rules are yet to be adopted in the teaching of Arabic in general. In fact, the literature in Arabic is scanty when it comes to studies drawing on generative syntactic structures. This paper leans on generative grammar to devise some generative rules for classes in which Arabic is second or a foreign language. The data is based on a corpus of hundreds of English and Arabic news headlines. The study finds that some of the most commonly employed rules for the writing of headlines in Arabic are loan translations from English in which their authors pursue the same generative rules in terms of the order of sentence elements and their generation in English. Explained and practiced generatively, the generative rules can be an effective tool to the teaching of Arabic to non-native speakers.

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**Chahrazed Benyounes, University of the Brothers Mentouri Constantine 1 (Algeria), “Teaching Arabic grammar to speakers of foreign languages: An analytical descriptive reading of the current electronic education”**

This research aims to address the educational problems caused by the reality of teaching Arabic to foreigners through electronic media. This is by diagnosing the methodological

mechanisms adopted in e-learning and examining its pros and cons, as well as approaching and describing the Arabic language - then the target language - in terms of teaching its rules. A real and objective perception of the linguistic levels of the Arabic language for the foreign learner. What are the approved teaching methods and the resulting learning difficulties, and what are the proposed solutions? To answer these questions, we adopted the descriptive approach based on description, investigation and analysis of the taught educational materials in addition to teaching methods. We have divided our intervention into two axes; The first of them was unique by adjusting the concepts of the key terms for the study, while the second axis was an applied and procedural study, and we took two teaching models, one of them is the video lessons provided by some teachers, and the second is the Duolingo program for language teaching.

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**Marta Campanelli**, Roma Tre University (Italy), “**The Defence Language Institute corpus of military spoken Arabic: issues in teaching and certification**”

Considering that corpora are large databases of a language and, therefore, reflect the actual usage of this latter, their use in disciplines such as language teaching and lexicography has grown considerably in the last years. In this respect, the purpose of this talk is to present the work conducted on a multidialectal Arabic corpus of military terms, which is part of a wider national project started in 2020 and aimed at creating a “lexical corpus-based model of Contemporary Written Arabic”. The corpus consists in a series of “Language Survival Kits”, a learning product developed by the DLIFLC and intended to instruct international military students. It contains texts translated in 14 Arabic dialects for up to 3000 mission-related phrases. This resource highlights the importance of pedagogical materials that can concretely help students in daily-life and emergencies related contexts.

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**Hristina Chobanova**, Sofia University St. Kliment Ohridski (Bulgaria), “**Teaching the grammar of Arabic as a foreign language at the beginner level**”

The present study compares the introduction of basic grammar units in a group of prestigious traditional and integrated textbooks. The author offers her view on the principles of developing a grammar program for the beginner level of Arabic as a foreign language, from the positions of the integrative learning approach and with an attempt to adapt the acquired skills to the CEFR descriptors. A leading pedagogical principle in the

development of such a program is the arrangement of grammatical units progressively through the successive levels of learning, parallel to the thematic vocabulary, with the aim of adequately performing tasks in a real linguistic context. The author proposes, with some rearrangement and postponement of certain forms for a higher level, a model of presentation of the basic grammatical units for the standard and one of the spoken variants of the Arabic language at the beginner level. Grammatical forms are tailored to the socio-communicative tasks that learners of this level are expected to perform and to an approximate thematic scope and cultural-lexical minimum with which they correspond.

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**Farida El Keiy, The University of Cambridge (UK), “Teaching Arabic grammar using the integrated approach at the University of Cambridge”**

At the University of Cambridge, we have been teaching Modern Standard Arabic (MSA) and a spoken dialect from day one, beginning at an initial level, for 30 years. Our current curriculum is our own, made in house through years of dedicated research and practice. We currently teach MSA and Egyptian Colloquial Arabic (ECA). Our approach is to introduce each grammar point in ECA first, before introducing it in MSA. We have found this enables students to grasp the similarities and differences between MSA and ECA well, and we extend this approach to vocabulary learning as well. The approach is based on the hierarchical structure of similarity and difference between MSA and ECA as exemplified in *Arabic Writing in the Digital Age: towards a theoretical framework* (Khalil, 2022). Student feedback has been extremely positive, stating they find this approach to be well-structured and organised, and useful for their language learning.

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**Andrea Facchin, Ca’ Foscari University of Venice (Italy), “Arabic Language Varieties: a Variety of Teaching and Learning Methods?”**

Learning Arabic with the integrated approach implies the study of Modern Standard along with one (or two) spoken varieties, a choice that can be considered a challenge for learners, as well as for teachers. From the viewpoint of classroom practice, does this study likewise imply a variety of learning (and teaching) methods? The presentation will tackle the question of Arabic language learning and teaching strategies, including how we can learn lexicon of both Standard and Colloquial Arabic more efficiently through the integrated

approach, besides grammar, reading and writing also – but not only – in the early stages of language learning.

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**Laila Familiar**, New York University in Abu Dhabi (UAE), “**Methods and Challenges in the Design of an Arabic Corpus-Based Frequency Dictionary**”

In this paper I will discuss the rationale behind compiling the contemporary literary corpus that lead to the publication of *A Frequency Dictionary of Contemporary Arabic Fiction: Core Vocabulary for Learners and Material Developers* (Routledge 2021). I will share some details about the corpus, the methods used in extracting a reliable frequency list, the challenges encountered, as well as some limitations encountered in current lemmatizers and its impact on the construction of corpus-based frequency dictionaries. After discussing the centrality that lexicon plays in reading comprehension and the relevance of the frequency factor to develop in learners of foreign languages what is called *sight vocabulary* or *core vocabulary* and designing efficient Arabic teaching materials, I will examine the challenges of organizing headwords in Arabic frequency dictionaries and the processes that might guide lexicographers. I’m interested in showing that issues of derivation, semantic transparency, and lexicalization might help establishing better criteria for organizing headwords from pedagogical and corpus linguistics standpoints.

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**Laila Familiar**, New York University in Abu Dhabi (UAE), **Rasha K. Soliman**, University of Leeds (UK), and **Geri Atassanova**, The Ohio State University (USA), “**Creating a CEFR Arabic Vocabulary Profile: A frequency-based multi-dialectal approach**”

This paper aims to discuss the design, construction, and validation of an Arabic Vocabulary Profile that will serve as a scientific tool for Arabic language practitioners in a variety of pedagogical contexts. The authors will discuss the selection and ranking criteria that guided them in the creation of this emerging Vocabulary Profile, such as word frequency, multi-dialectal lexical commonality, grammatical and linguistic complexity, and relevance to the CEFR proficiency descriptors. The researchers will provide details on how the criteria above helped them benchmark the vocabulary items, while taking into account the validation feedback received from over 65 experienced Arabic language teachers from around the world. For this conference, the presenters will focus on the process and methodology applied in the design and construction of the Arabic Vocabulary Profile, and

they will share specific examples of the criteria followed and the validation feedback received from the participants.

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**Wael Farouq**, Catholic University of the Sacred Heart in Milan (Italy), “**Preserving grammatical accuracy within a functional and communicative approach in TAFL**”

The grammar and translation method, which focuses on linguistic rules at the expense of meaning, making learners unable to communicate fluently with the “context” of the language, and the communicative approach, which focuses attention on meaning and fluency at the expense of accuracy, have revealed shortcomings that require rethinking the role of grammar in Teaching Arabic as a Foreign Language. Thanks to the contributions of cognitive psychology and L2 language acquisition theory, a new approach to teaching grammar has developed, known as focus on form. Although its theoretical foundations have been established, the development of solid scientific methodologies that allow its effective application is still lacking. This contribution intends to remedy this lack, presenting methodological principles and teaching techniques that are fundamental for achieving the goals of a communicative approach without sacrificing grammatical accuracy and the cultural dimension embedded in the Arabic grammatical system.

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**Jonathan Featherstone**, University of Glasgow (UK), “**The teaching of a ‘levelled’ dialect in the international environment**”

This paper will propose a possible solution to the continuing issue of how to integrate spoken Arabic into the Arabic curriculum in Western higher education institutions. The issue of when and how to introduce a spoken Arabic dialect into the Arabic classroom at university level in the West has yet to be resolved. Many institutions continue to teach only Modern Standard Arabic, leaving students’ exposure to Spoken Arabic dialects to their period spent in the Arab World. A minority of institutions on both sides of the Atlantic have started to allocate time for the teaching of a specific Spoken Arabic dialect prior to being sent to the Arab World. This is usually taught separately from Modern Standard Arabic, and often a dialect course is offered as an option and in some institutions is neither assessed nor are any credits awarded to students. Some universities have started to integrate both Spoken Arabic with Modern Standard Arabic but the number of institutions adopting this approach is still relatively small. The continuing resistance of the majority of institutions to

include the teaching of a spoken dialect, whether it be separated or integrated with the teaching of MSA is the result of a number of issues, some of which are pedagogical, others purely logistical. In many instances, institutions who do teach a dialect often choose pure Levantine or Egyptian, and this decision is arbitrary, often based on the nationality of the staff in the particular institution. This can sometimes present problems for both teachers and students. For example, teachers from the Levant may not feel comfortable teaching Egyptian Arabic, and non-Levantines have the same feeling when asked to teach Levantine Arabic. Additionally, students in Western universities may not all be interested in the region of the dialect chosen by their institution. As a result of the above, the thorny issue of which dialect to teach has often pushed departments to avoid adopting any dialect at all, and continue pursuing an MSA-only curriculum. Some institutions have decided to give their students a 'taste' of a number of dialects, but this falls short of any form of structured tuition in Spoken Arabic. This paper will look at a possible solution to the issue of which dialect to choose, by proposing the teaching of Standard Spoken Arabic (SSA) to its learners alongside Modern Standard Arabic. The paper will demonstrate by presenting several examples of what is meant by SSA and how it can be used both to solve the logistical problem of the presence in most Western academic institutions of a cadre of Arabic teachers from different parts of the Arab World. The paper will also demonstrate how the adoption of SSA will give students of any institution where this is adopted the flexibility they need in terms of their linguistic accessibility to different regions in the Arab World. The components of SSA will be demonstrated with samples of audio recordings from a new intermediate level coursebook (Arabiyyat al-Naas Book 2 2nd Edition) which has adopted the use of SSA alongside MSA.

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**Manuela E.B. Giolfo**, International University of Languages and Media *IULM* Milan (Italy), “**Grammar of spoken Arabic and the teaching of Arabic as a foreign language**” (Keynote Speech)

Given the regional and social variations of Arabic in terms of *fuṣḥā* and regional varieties, the talk examines what contemporary grammar of spoken Arabic is to non-native speakers in the context of teaching Arabic for communication. It discusses the role of regional varieties and *fuṣḥā* in the contemporary description of Arabic, and the role of grammar within CEFR and contemporary spoken Arabic regional vs. *fuṣḥā* features. It also clarifies that the fact of adopting a functional communicative approach to the teaching and

learning of Arabic should be based on the view that *fuṣḥā* and regional varieties of Arabic constitute a communicative resource of interrelated systems, with different types of grammatical resources, on which users of Arabic draw to create meaning within a context. It concludes by addressing general principles in selecting grammar features to be taught in a curriculum oriented towards developing speaking skills to enable learners of Arabic to communicate functionally.

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**Marco A. Golfetto**, Università degli Studi di Milano (Italy), “**Teaching with corpora. Developing semantic awareness through historic Arabic corpora**”

The Arabic language has a wide semantic stratification. The teaching of the Modern Standard variety alone facilitates the language acquisition at an initial stage. However, in the long term, it can impoverish the students’ learning experience, inhibiting the contact with and exploration of the semantic richness of Arabic as one language. Historic corpora present a wide range of vocabulary which displays changes in the concepts and use over time. The paper will assess the potential of historic Arabic online corpora through lexical samples, particularly related to the field of politics or authority, by focusing on their diachronic dimension throughout the pre-modern and modern eras. It will also evaluate what these corpora can offer to students in terms of vocabulary exploration, and to teachers for retrieving and sequencing specialized texts and for developing teaching activities focused on relevant vocabulary in context.

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**Shuwen Ju**, Shanghai International Studies University (China), “**The Role of Grammar in Arabic Language Teaching in China**”

This paper explores the grammar teaching practice in Arabic language major in Chinese colleges and universities, with a special focus on the role of grammar and its importance for most students in this major during the whole process. The paper briefly reviews the development of grammar teaching and relevant curriculum setting in Arabic language major in China. Based on the facts of the vast amount of grammar knowledge in textbooks for beginners and the high proportion of grammar questions in the China’s Test for Arabic Majors, the paper discusses the great emphasis paid on grammar in the teaching of Arabic language skills and the reasons behind it. By taking Shanghai International Studies University as an example, this paper also provides the latest information about

adjustments of syllabus for teaching grammar under the background of foreign language teaching reform in recent years.

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**Saussan Khalil**, The University of Cambridge (UK), **“Bridging the gap between academia and schools”**

The 4th UN Sustainable Development goal is Quality Education. At the same time, low literacy and attainment levels are endemic in the Arab World, with variation in Arabic and a lack of research and evidence-based approaches identified as contributing factors. At the same time, early English literacy is dominated by the phonics method, which has been imbedded in the state school systems of the UK and used internationally. Bringing the two together, we have created a new Arabic Phonics programme to aid early literacy acquisition in young learners. The approach is based on best practice in early literacy as well as Arabic teaching. We will discuss the specifics of this approach, including how it addresses and does not shy away from variation in Arabic. Early results are promising, and a toolkit for teachers and learners has been produced and is currently available to all.

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**Ruba Khamam**, University of Leeds (UK), **“Embedding civic partnership in Arabic Language curriculum: a spotlight on enhancing learner’s speaking skills in real life situations”**

The current paper focuses on staff and students’ perceptions of embedding civic partnership in the Arabic language teaching curriculum, learning environment and student outcomes. This project seeks to explore ways to effectively embed employability by means of integrating a civic/connected curriculum in language teaching (Arabic as a case study). The project elaborates on how Arabic language teaching curriculum offered at University level could play a key role in enhancing employability provision including graduate attributes and career opportunities and making a positive impact on the local community by means of implementing a range of authentic speaking/practical activities where students have the chance to interact with native speakers of Arabic and at the same time leave a positive impact on the community by filling a gap or meeting the needs of different local and national communities. The paper will shed light on a number of practical potential examples. Staff and students’ perspectives and views taken from interviews and focus groups will be presented. Finally, attendees will be encouraged to discuss their views on the possibility of integrating such approaches in their local context.

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**Giuliano Lancioni**, Roma Tre University (Italy), “**The role of corpus linguistics in the teaching of Arabic: between variation and standardization**” (Keynote Speech)

Corpus linguistics has become an important source of data for research and inductive insights in language teaching for the last decades. However, the development of corpora and their employ in Arabic and other Middle Eastern languages has generally lagged behind, for a number of practical and political reasons. The talk proposes a general introduction to corpus linguistics and its application to Arabic and other Middle Eastern languages, together a discussion of some issues about the relation between data and linguistic teaching, especially as far as realistic, opposed to theoretically correct, linguistic data is provided to learners.

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**Letizia Lombezi**, University of Siena (Italy), “**Accommodating to Superdiversity: the way out to the challenges of TAFL?**”

TAFL consumes a lot of theory, justifying or criticizing its approaches, while observation displays a matter of fact: the emergence of superdiversity and multilingualism in various settings, classrooms included. Teachers would better align to such reality, adopting inclusive orientations open to the richness of linguistic repertoires brought by different learners: non natives, heritage learners, bilinguals, newly arrived natives, second and third generations. Their superdiverse backgrounds affect with superdiversity the teaching environment and constitute a compelling factor towards multilingualism and accommodation. Within this frame, 1) does grammar still constitute the TAFL bugbear, or it can be considered as a ‘bundle of linguistic features’, and implemented by updated strategies? 2) how to select, match with contents, and present lexicon? 3) who leads the learning process, and aligning to which criteria? This contribution tentatively sheds new light on the debate, suggests new nomenclatures for renaming linguistic concepts, and partly answers teaching practice challenges.

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**Vicente Martí Tormo**, IULM University - Milan (Italy), “**Non-standard vocabulary in the teaching of Arabic for Finance and Economics? Evidence from a corpus of computer-based communication**”

In the last decades and with the consolidation of the teaching of Arabic as a modern language, the courses of Arabic for specific purposes have been growing, aiming to give the students both communicative and translation competences in different professional fields. Specific teaching materials designed for this kind of instruction mostly rely on the standard variety of Arabic and deal in particular with written texts, even when approaching specific oral communicative events such as customer service conversations. The present contribution intends to analyse the use of lexical items proposed by this kind of materials in a corpus of online text samples produced by banking institutions operating in the Arabic World and by their customers. This analysis will point to the necessity of including other kind of informal lexical items in teaching Arabic for professional purposes.

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**Amira Mills**, King's College London (United Kingdom), "**Decolonizing curriculum: lexicon and grammar in Arabic resources**"

Higher Education has witnessed an increase in the demand for studying Arabic since the start of the second millennium. In order to meet this demand, Arabic language as a full degree, joint honours or short courses has appeared as an option in many UK, European and other international universities. This expansion has resulted in producing learning resources to serve as coursebooks and curriculum content. However, beside the academic purposes, "the study of the Middle East – and therefore of the Arabic language too – has frequently been policy oriented and imbued with colonial culture and attitudes" (Keskin 2018, 1). Although the movement of curriculum decolonization is very active in identifying the impact of colonialism, most of the work has been directed towards racial diversity challenges, with little research on ideological input manifested in the lexicon and grammar content. In my presentation I will be looking at what it means to 'decolonize' curricula, referring to a recently published case study on Arabic resources, presenting learners perception and critically re-examining the informative and performative impact of these resources.

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**Ghiath Rammo**, Roma Tre University (Italy), "**The teaching of non-Arabic languages in the Arab world and the contribution of corpus linguistics: the case of Kurdish**"

This talk explores the teaching of non-Arabic languages in the Arab world, focusing on the case of Kurdish and the potential contributions of corpus linguistics to this field. The Arab

world is a linguistically diverse region, with Arabic being the dominant language, and teaching non-Arabic languages have received limited attention despite them being an everyday reality. The corpus on which I worked with Professor Giuliano Lancioni, “Leveraging Multilingual News Websites for Building a Kurdish Parallel Corpus” by Sina Ahmadi, Hossein Hassani, and Daban Q. Jaff., contains 12,327 pairs of translations in the two main Kurdish dialects, Kurmanji and Sorani. We have translated 2300 sentences into Italian. These are articles and news collected by news agencies such as publishing Kurdish news in Kurmanji and Sorani, often together with translations into English, Arabic, Persian, and other languages.

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**Federico Salvaggio**, University of Udine (Italy), “**Emerging Trends in TAFL and the Destiny of Arabic Grammar**”

Grammar has been traditionally associated with the teaching of literary languages and standard varieties (and in particular with the enhancement of written skills), and conceived of as an exercise of refinement and cultivation of the mind. The communicative turn in L2 teaching has vigorously challenged the primacy of grammar in language pedagogy and redefined its range and purposes. As far as TAFL is concerned, the recent emergence of proficiency and variation driven approaches has further contributed to reshape the role of grammar in Arabic L2 teaching and even questioned the very existence of such a thing as a unified Arabic grammar. The present contribution tries to answer the question of what is left of traditional Arabic grammar teaching within emerging trends in TAFL. In doing so, it will deal with how Arabic grammar teaching needs to adapt on both the conceptual and applied level. Such an adaptation demands a re-evaluation of key elements such as the progression of grammatical contents, the presentation of inflectional paradigms, the criteria for mistake evaluation, etc. Moreover, in terms of linguistic research, it requires a theoretical effort in order to elaborate, whenever possible, linguistic models that can accommodate different linguistic phenomena from different varieties within unified descriptive representations.

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**Rasha K. Soliman**, University of Leeds (UK), “**Learners’ perception of Arabic grammar**”

This paper will present some of the findings of a research project that examined learners’ perceptions about the role of grammar knowledge in the acquisition of the Arabic language

in Higher Education. The research explored, through collected qualitative and quantitative data, the learners' attitudes and preferences towards grammar instruction (explicit *versus* implicit), methods of teaching in terms of integrating grammar instruction within language skills activities and the role of corrective feedback. The paper will also discuss learners' perceptions of the importance and usefulness of certain Arabic structures that are typically included in HE Arabic programmes. Issues examined include the learners' perceptions of the integrated approach in teaching grammar of Modern Standard Arabic (*Fuṣḥā*) with the grammar of regional dialectal varieties in class. The paper will conclude with recommendations of techniques and approaches to Arabic grammar that respond well to learners' preferences and what they believe aids acquisition of Arabic grammar.

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**Zeinab A.M. Taha**, The American University in Cairo (Egypt), “**Variation in Modern Written Arabic: corpus-based analysis of syntactic and lexical items**” (Keynote Speech)

Modern Written Arabic of the media is a variety of Modern Standard Arabic where features of the “old” and “new” linguistic trends of Arabic co-exist. The importance of this variety is its ability to spread among millions of readers and consequently spreads linguistic features that may not necessarily have existed decades ago. This on-going research on variation does not aim to explain why “new” trends have been adopted by this variety, but rather compares and contrasts the salient features and explains some of the choices of using such features. This Keynote speech addresses few syntactic, morpho-syntactic and lexical variation in written Modern Standard Arabic of the media. The paper documents variations and possible changes in the use of a few verbal /verbal noun patterns, and in fulfilling different syntactic roles by such patterns. The paper will also review some newly introduced lexical items which have experienced some kind of semantic variation/change in the last decade. The paper will concentrate on four items:

1. The semantic variation/change that has taken place with the word أريحية *aryaHiyya*
2. The introduction of the word حوكمة *Hawkama* following a trend to adopt derivation from the pattern فועلة *faw3ala*.
3. The use of noun patterns rather than adjective patterns for the role of صفة *Sifa*, in particular with the words رئيس *ra'iis*, فاعل *faa3il*
4. The use of phrasal verbs with or without the preposition ب *bi*.

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**Hanada Taha Thomure**, Zayed University (UAE), “**Arabic Grammar at the Advanced Level: A Paradigm Shift**”

In this session, the researcher will share with ideas from a chapter written in *Teaching and learning Arabic grammar: Theory, practice and research*. When linguistic forms and content work together, learners can construct their own conceptual understandings and make learning more meaningful, taking us back to the definition of proficiency that emphasizes the ability to do something meaningful with the language, which is the point of learning a language. This session briefly reviews some of the challenges current literature refers to in teaching grammar at that level, including pedagogical challenges related to strategies and approaches used in teaching grammar, where expression requirements at the advanced proficiency level become increasingly sophisticated and complex. Moreover, the session will briefly share a proposed fluid grammar syllabus at the advanced level for Arabic and proposes pedagogical principles and guidelines that are based on a sociolinguistic approach to grammar and language at large, in order to achieve coherence and fluency at the discourse level.

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**Masato Tominaga**, Tokyo University of Foreign Studies (Japan), “**Functional Sentence Patterns for teaching and learning Arabic**”

Learners of Arabic as a second language need grammar which helps them to acquire skills and knowledge to organize sentences to carry out communicative tasks in the various contexts of social situations. The aim of this paper is to shed light on the role of “sentence patterns” in Arabic language teaching and learning as a second language from the point of view of these functions. This study analyzes four series of Arabic language textbooks at the levels of Novice, Intermediate and Advanced in ACTFL Proficiency Guidelines, to describe “Sentence patterns of possession” by means of *inda*, *laam al-mulkiyya* and *ladaa* with their functions and contexts to use. In conclusion, this paper suggests a model for learners to acquire “Sentence patterns of possession” and use them efficiently at each level.

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**Kassem M. Wahba**, The American University in Dubai (UAE), “**Pedagogical Arabic Grammar in Medieval Islam**” (Keynote Speech)

In this talk, I will discuss the project of teaching and learning Arabic grammar in terms of purposes and research. Then, how pedagogical grammar was developed in medieval Islam?

How grammar in terms of grammatical knowledge and ability were conceptualized, defined, delivered and learned. This includes the following: grammar role, various levels of grammar syllabus, objectives, means of assessment. Directions for future research.

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