# The 4th Biennial Conference on Arabic Language Teaching & Learning in Higher Education

**18 April 2024, The University of Cambridge**

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<td>08.45 - 09:30</td>
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| 09:30 - 09:40 | Chair: Paul Anderson  
**WELCOME TALK (RECORDED)**  
Professor Amira Bennison  
Professor of the history and culture of the Maghreb, The University of Cambridge  
Acting Director of The Centre of Islamic Studies |
| 09:40 - 10:20 | Chair: Farida El Keiy  
**Keynote speaker:** Professor Clive Holes  
*Emeritus Professor for the Study of the Contemporary Arab World & Emeritus Professorial Fellow, Magdalen College* |
| 10.20 - 10:30 | Q&A |
| 10.30 - 10:45 | BREAK  
TEA & REFRESHMENTS |

### ROOM 1: PERCEPTIONS OF TRANSLANGLUAGING

**Chair: Yomna Helmy**  
Multidialectal and Multilingual Practices in L2 Arabic: Insights from Heritage and Content-Based Contexts  
*Lama Nasif*  
*Mahmoud Azaz*  
*University of Arizona & Qatar Foundation International (QFI)*

### ROOM 2: LINGUISTIC VARIETIES

**Chair: Salwa Mohamed**  
The Seven Writing Styles of Arabic in the Digital Age  
*Saussan Khalil*  
*The University of Cambridge*

### ROOM 3: APPROACHES TO PEDAGOGY AND ASSESSMENT

**Chair: Abla Ouda**  
Time for a change: Personal Development Portfolio Assessment-Diverse, Inclusive and Personalised Assessment  
*Dr Jumana Ghannam*  
*Nottingham Trent University*
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| 11.15 - 11.35 | Multidialectal Translanguaging Practices in L2 Arabic Classrooms  
Professor Nasser Bin Ghali  
College of Language Sciences, King Saud University, Riyadh, Saudi Arabia |
| 11.40 - 12.00 | Attitudes towards Translanguaging among bilingual Arab Speakers: University Students, Teachers and Children  
Afaf Bataineh  
American University in Dubai |
|        | Lexical and Lexical-Semantic Comparisons of Classical Arabic and Dialects  
Hosamuddin Abouzahr  
Mohammad Abouzahr  
University of Michigan |
|        | Approaches to assessments Placement Tests: between Academic Standards and Communicative Functions  
Mahmoud Elshehawy  
TAFLEX Alexandria University |
|        | UK Arabic Schoolteachers’ Perceptions on Including Dialectal Variation in their Classrooms  
Dr Rasha Soliman; Dr Melissa Towler  
The University of Leeds |
|        | Do we teach translation to learn languages? Or do we teach languages to learn how to translate?  
DR Orieb Masadeh-Tate  
The University of Manchester |
|        | **10 MINUTES Q&A**  |
| 12.10 - 12.25 | BREAK  
TEA & REFRESHMENTS |
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<th>Time</th>
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<th>Approaches to Pedagogy: Heritage, History and Culture</th>
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<td><strong>Chair: Farida El Keiy</strong></td>
<td>Use of Artificial Intelligence in Developing Speaking Skills</td>
<td>Narrative Ethnography: Negotiating Intercultural Competence with Advanced Arabic Learners</td>
<td>Approaches to assessments</td>
<td>Translanguaging Through the PRS Approach (Preview, Read and Summarise): The Case of Arabic-Speaking Learners in the EFL Classroom</td>
<td><strong>Chair: Orieb Masadeh-Tate</strong></td>
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<td>12.55 – 13.15</td>
<td>Students’ Perceptions of Intercultural Knowledge and Sociolinguistic Diversity in Telecollaborative Exchanges</td>
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<td>Translanguaging Through the PRS Approach (Preview, Read and Summarise): The Case of Arabic-Speaking Learners in the EFL Classroom</td>
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<td><strong>Chair: Tony Calderbank</strong></td>
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<td>The “Seven Sieves of Intercomprehension” in the Arabic Classroom: An Approach to the Teaching of Linguistic Diversity</td>
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<td>Investigating the Impact of Pedagogical Translanguaging Approach in Virtual Exchanges: NYU and AUC Students’ Perspectives</td>
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<td><strong>Chair: Jonathan Featherstone</strong></td>
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| | | | | | | **13.08 – 13.18**

**Room Approaches to Pedagogy: TECHNOLOGY**

**Chair: Farida El Keiy**
- Use of Artificial Intelligence in Developing Speaking Skills
- *Amira Mills and Dr Sara Al Tubuly*
- King’s College London
- Al-Maktoum College for Higher Education

**Chair: Tony Calderbank**
- Narrative Ethnography: Negotiating Intercultural Competence with Advanced Arabic Learners
- *Laila Al-Sawi*
- *Syonara Tomoum*
- The American University in Cairo

**Chair: Jonathan Featherstone**
- Approaches to assessments
- Translanguaging as a Tool of Equity in the GCSE Arabic Language Assessment
- *Luma Hameed*
- Goldsmiths, University of London

**Chair: Orieb Masadeh-Tate**
- Using ePortfolios to Demonstrate the Achievement of AFL Course Learning Outcomes
- *Iman Saad El Din Nahla*
- The American University in Cairo

**12.30 - 12.40**
- Using ePortfolios to Demonstrate the Achievement of AFL Course Learning Outcomes
- *Iman Saad El Din Nahla*
- The American University in Cairo

**12.43 - 12.53**
- Students’ and teachers’ attitudes towards Modern Standard Arabic or Algerian Arabic as medium of instruction in science courses in Algerian universities
- *Imene Medfouni*
- Middle East University, Jordan

**12.56- 13.06**
- Addressing “the other” in Spoken Arabic: The Case of Saudi Arabic
- *Fatima Alkohlani King Abdulaziz University*

**13.08 – 13.18**
- أهمية الذكريات الأسرية في تعلم اللغة العربية
- *Dr Saleh Alnusairat*
Translanguaging in teaching Arabic for university students in multilingual cities like Kirkuk is an example.

Dr Amer Sultan Qader

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<th>Room Approaches to Pedagogy Workshop</th>
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<td>15.05 - 15.50</td>
<td>Chair: Sherif Mohamed</td>
<td>Chair: Paul Anderson</td>
<td>Chair: Rahsa Soliman</td>
<td>Chair: Amira Mills</td>
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<td>Integrating Language Variation into the Intermediate Classroom using the Communicative Approach Jonathan Featherstone University of Edinburgh</td>
<td>Using the integrated approach for communicative reading Farida El Keiy The University of Cambridge</td>
<td>Turning Teacher Centred Culture Hour into a Collaborative, Dynamic, Intercultural One Hazem Osman Defense Language Institute Foreign Language Center</td>
<td>Workshop: “Assessing the Effectiveness of Large Language Models (LLMs) in Providing Feedback on Arabic Student Writing” Attia Youseif Indiana University</td>
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<td>15.55 - 16.05</td>
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<td>16.10 - 16.30</td>
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<td><strong>APPROACHES TO PEDAGOGY: APPLYING TRANSLANGUAGING</strong></td>
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<td>Chair: Lydia Collings</td>
<td>Being Transformative by Translanguaging: Arabic varieties in post-method TAFL practices Letizia LOMBEZZI The University of Bologna, Italy</td>
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<td>16.35 - 16.55</td>
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<td>Chair: Paul Anderson</td>
<td>Thinking Out of the Box: Unconventional Teaching Methods for Enhancing Arabic learners’ Fluency and Speaking Skills Ruba Khamam-FHEA The University of Leeds</td>
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<td><strong>APPROACHES TO PEDAGOGY: DECOLONISATION AND SOCIOLINGUISTIC APPROACH</strong></td>
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<td>Chair: Amira Mills</td>
<td>Decolonising Arabic language teaching Tanya Linaker King’s College London</td>
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<td>How do students of Arabic feel about autonomous learning strategies for building vocabulary? Mohamed Firgany Osama Osman The American University in Cairo</td>
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