

**The 4th Biennial Conference on Arabic Language Teaching & Learning in Higher Education  
18 April 2024, The University of Cambridge**

<b>08.45 - 9:30</b>	<b>REGISTRATION</b>		
<b>09:30 - 9:40</b>	<b>WELCOME TALK</b> Professor Amira Bennison Professor of the history and culture of the Maghreb, The University of Cambridge Acting Director of The Centre of Islamic Studies		
<b>09:40- 10:20</b>	<i>Keynote speaker: Professor Clive Holes</i> <i>Emeritus Professor for the Study of the Contemporary Arab World &amp; Emeritus Professorial Fellow, Magdalen College</i> <i>Chair: Farida El Keiy</i>		
<b>10.20 - 1030</b>	<b>Q&amp;A</b>		
<b>10.30 - 10.45</b>	<b>BREAK</b> <b>TEA &amp; REFRESHMENTS</b>		
	<b>ROOM</b> <b>PERCEPTIONS OF TRANSLANGUAGING</b>	<b>ROOM</b> <b>LINGUISTIC VARIETIES</b>	<b>ROOM</b> <b>APPROACHES TO PEDAGOGY AND ASSESSMENT</b>
<b>10.50 - 11.10</b>	Multidialectal and Multilingual Practices in L2 Arabic: Insights from Heritage and Content-Based Contexts  <i>Mahmoud Azaz</i> <i>University of Arizona &amp; Qatar Foundation International (QFI)</i>	The Seven Writing Styles of Arabic in the Digital Age  <i>Saussan Khalil</i> <i>The University of Cambridge</i>	Time for a change: Personal Development Portfolio Assessment-Diverse, Inclusive and Personalised Assessment  <i>Dr Jumana Ghannam Nottingham Trent University</i>

<p><b>11.15 - 11.35</b></p>	<p>Multidialectal Translanguaging Practices in L2 Arabic Classrooms <i>Nasser Abdullah Bin Ghali College of Language Sciences, King Saud University, Riyadh, Saudi Arabia</i></p>	<p>Lexical and Lexical-Semantic Comparisons of Classical Arabic and Dialects <i>Hosamuddin Abouzahr The Living Arabic Project</i></p>	<p>Approaches to assessments Placement Tests: between Academic Standards and Communicative Functions <i>Mahmoud Elshehawy TAFL Alexandria University</i></p>
<p><b>11.40 - 12.00</b></p>	<p>Attitudes towards Translanguaging among bilingual Arab Speakers: University Students, Teachers and Children <i>Afaf Bataineh American University in Dubai</i></p>	<p>UK Arabic Schoolteachers' Perceptions on Including Dialectal Variation in their Classrooms <i>Dr Rasha Soliman; Dr Melissa Towler The University of Leeds</i></p>	<p>Do we teach translation to learn languages? Or do we teach languages to learn how to translate? <i>DR Orieb Masadeh-Tate The University of Manchester</i></p>
<p><b>10 MINUTES Q&amp;A</b></p>			
<p><b>12.10 - 12.25</b></p>	<p><b>BREAK TEA &amp; REFRESHMENTS</b></p>		

	<b>ROOM APPROACHES TO PEDAGOGY: TECHNOLOGY</b>	<b>ROOM APPROACHES TO PEDAGOGY: HERITAGE, HISTORY AND CULTURE</b>	<b>ROOM APPROACHES PEDAGOGY: TRANSLANGUAGING AND ASSESSMENT</b>	<b>ROOM LIGHTENING TALKS 12.30 – 13.40</b>
<b>12.30 - 12.50</b>	Use of Artificial Intelligence in Developing Speaking Skills <i>Amira Mills and Dr Sara Al Tubuly King's College London and Al-Maktoum College for Higher Education</i>	<i>Narrative Ethnography: Negotiating Intercultural Competence with Advanced Arabic Learners</i> <i>Laila Al-Sawi</i> <i>Syonara Tomoum</i> <i>The American University in Cairo</i>	Approaches to assessments Translanguaging as a Tool of Equity in the GCSE Arabic Language Assessment <i>Luma Hameed</i> <i>Goldsmiths, University of London</i>	<b>12.30 – 12.40</b> Using ePortfolios to Demonstrate the Achievement of AFL Course Learning Outcomes <i>Iman Saad El Din Nahla</i> <i>The American University in Cairo</i>
<b>12.55 – 13.15</b>	Students' Perceptions of Intercultural Knowledge and Sociolinguistic Diversity in Telecollaborative Exchanges <i>Mohamed Hassan</i> <i>Amherst College</i>	The "Seven Sieves of Intercomprehension" in the Arabic Classroom: An Approach to the Teaching of Linguistic Diversity <i>Peter Konerding</i> <i>University of Münster (Germany)</i>	Translanguaging Through the PRS Approach (Preview, Read and Summarise): The Case of Arabic-Speaking Learners in the EFL Classroom <i>Nada Bin Ghali</i> <i>King Saud University</i>	<b>12.44 -12.54</b> Students' and teachers' attitudes towards Modern Standard Arabic or Algerian Arabic as medium of instruction in science courses in Algerian universities <i>Imene Medfouni</i> <i>Middle East University, Jordan</i>
<b>13.20 - 13.40</b>	Teletandem in TAFL Teaching Arabic as Foreign Language. How to expose learners to the Arabic variation? <i>Cristina Solimando</i> <i>Roma Tre University</i>	A Tale of Two Language Varieties; Teaching Modern Standard Arabic and Egyptian Colloquial Arabic in Tandem in the Novice AFL Class- from Perceived Malpractice to Acknowledged Best Practice <i>Shereen El Ezabi</i> <i>The American University in Cairo</i>	Investigating the Impact of Pedagogical Translanguaging Approach in Virtual Exchanges: NYU and AUC Students' Perspectives <i>Ghada Badawi &amp; Shahira Yacout</i> <i>New York University</i> <i>The American University in Cairo</i>	<b>13.00- 13.10</b> Addressing "the other" in Spoken Arabic: The Case of Saudi Arabic <i>Fatima Alkohlani</i> <i>King Abdulaziz University</i>

				<p><b>13.14 – 14.24</b> translanguaging practices in the EMI/E medical school in the Saudi context <i>Hind Mashrah</i> <i>University of Southampton</i></p> <p><b>14.28 – 14.38</b> أهمية الذكريات الأسرية في تعلم اللغة العربية <i>Saleh Alnusairat Retired</i></p>
<b>10 MINUTES Q&amp;A</b>				
<b>13.50 - 15.00</b>	<b>LUNCH</b>			
	<b>ROOM PERCEPTIONS OF TRANSLANGUAGING WORKSHOP</b>	<b>ROOM LINGUISTIC VARIETIES WORKSHOP</b>	<b>ROOM APPROACHES: PEDAGOGY AND ASSESSMENT WORKSHOP</b>	
<b>15.05 - 15.50</b>	Integrating Language Variation into the Intermediate Classroom using the Communicative Approach <i>Jonathan Featherstone</i> <i>University of Edinburgh</i>	Using the integrated approach for communicative reading <i>Farida El Keiy</i> <i>The University of Cambridge</i>	Turning Teacher Centered Culture Hour into a Collaborative, Dynamic, Intercultural One <i>Hazem Osman</i> <i>Defense Language Institute Foreign Language Center</i>	
<b>15.55 - 16.05</b>	<b>BREAK TEA &amp; REFRESHMENTS</b>			

	<b>ROOM APPROACHES TO PEDAGOGY: APPLYING TRANSLANGUAGING</b>	<b>ROOM LINGUISTIC VARIETIES</b>	<b>ROOM APPROACHES TO PEDAGOGY: DECOLONISATION AND SOCIOLINGUISTIC APPROACH</b>
<b>16.10 - 16.30</b>	Being Transformative by Translanguaging: Arabic varieties in post-method TAFL practices <i>Letizia LOMBEZZI</i> <i>The University of Bologna, Italy</i>	Thinking Out of the Box: Unconventional Teaching Methods for Enhancing Arabic learners' Fluency and Speaking Skills <i>Ruba Khamam-FHEA</i> <i>The University of Leeds</i>	Decolonising Arabic language teaching <i>Tanya Linaker</i> <i>King's College London</i>
<b>16.35 - 16.55</b>	Learn the Arabic Language Through History (LALTH): Impact of Using Translanguaging in Project-Based Learning Framework <i>Eman Sudik Ismael</i> <i>King's College London</i>	The Influence of Bolded Keywords in Online News Texts on Reading Speed and Comprehension for Heritage+ Learners of Arabic <i>Marwah Khost</i> <i>The American University in Cairo</i>	How do students of Arabic feel about autonomous learning strategies for building vocabulary? <i>Mohamed Firgany</i> <i>The American University in Cairo</i>
<b>17.00 - 17.20</b>	Balancing Revitalization and Translanguaging in a Heritage Arabic Classroom <i>Mohammed Muqbel</i> <i>New York University Abu Dhabi</i>	Language practices and language attitudes among Tunisian university students: negotiating local monoglossic ideologies from a global multilingual perspective <i>Giacomo Iazzetta</i> <i>University of Essex</i>	Supporting the Sociolinguistic Repertoire of Emergent Diglossic Speakers: Multidialectal Practices of L2 Arabic Learners <i>Lama Nassif &amp; Dr. Khaled Al Masaeed</i> <i>Carnegie Mellon University</i>
<b>10 MINUTES Q&amp;A</b>			
<b>17.30- 17.45</b>	<b>CLOSING</b>		