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CONGRESS

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Panel 79

Perspectives on the didactics of Arabic as a foreign language

Although the didactics of Arabic as a foreign language is now a recognised field, as shown by the numerous articles and publications devoted to it, it is nevertheless regrettable that a structured field of research has not yet really emerged. The needs in terms of scientific studies are real, for example in psycholinguistics, neurolinguistics, corrective phonetics or in the field of the acquisition of the grapho-phonological system, of the lexicon and of the syntax, and would allow the didacticians to develop more adapted and efficient tools. This panel, followed by a round-table discussion, aims to bring together very different approaches, both theoretical and practical, around the teaching of Arabic as a foreign language.

During the panel, researchers and professionals will present their research; the round table will then give the floor to teachers.

During the panel, Élie Fabiani and Jean-Luc Velay will take a neuroscientific look at the learning of writing, by presenting the current state of research on the cognitive processes at work during the writing and reading of Arabic script. Catherine Pinon will take stock of the missing research in the didactics of Arabic as a foreign language. Saïda Belkadi will focus on Arabic sign languages and the concrete problems of the transition to learning written Arabic for deaf and hard of hearing people. Mathilde Chèvre, a bilingual editor, will offer a reflection on translation based on her experience of panels with students over the past few years.

These presentations will feed the discussions during the round table, where Maha Barakat and Karima Gouaïch will share their experience about the place of dialects in the learning of Arabic. Mohamed Hraga and Catherine Pinon will present the latest materials in Arabic didactics (textbooks, digital media, educational games and literary offerings), while Ahmed Khalifa will focus on the place of the cultural heritage of immigration in the Arabic classroom.

Convenor and discussant : Catherine Pinon (IREMAM, Aix-Marseille Université)

Program

Elie Fabiani (LNC, Aix-Marseille Université)

Jean-Luc Velay (LNC, Aix-Marseille Université)

Learning the Arabic language in the light of cognitive neurosciences.

In recent decades, cognitive sciences have made great advances in our knowledge of the cognitive and cerebral processes responsible for the perception and production of written language. However, the vast majority of studies have been carried out on Western languages and those devoted to the Arabic language are still too rare. Consequently, we are not in a position to say whether the psycholinguistic and neuroscientific models that have been proposed for reading and writing English or French are valid for Arabic. Are there universal cognitive and cerebral mechanisms, therefore valid for all languages, or

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are there specificities for certain languages, in particular those which, like Arabic, are read and written in the opposite direction? These cross-cultural comparisons are important from a pedagogical point of view because they should make it possible to say whether learning disabilities (dyslexia, dysgraphia...) are different in Arabic and French, and therefore if their diagnosis should be specific. Finally, in a world where the norm is evolving from monolingualism to plurilingualism, what do we know about possible interferences in the writing of Arabic and French and what are the cognitive and cerebral processes of 'bigraphic' individuals?

Saïda Belkadi (IREMAM, Aix-Marseille Université)

Bimodal expression and multilingualism of deaf people, which perspectives for teaching Arabic as a foreign language?

This communication proposes to analyze the question of teaching Arabic as a foreign language from the specific, that of deafness. How is written Modern Standard Arabic taught to deaf people? Starting from the case study of the association « al-Fath pour enfants sourds de Meknès » in Morocco, we will examine how teaching written Arabic to deaf people is carried out. It will also be studied the plurilingualism specifically referred to deafness, which relies on three modalities: oral, signed and written. How does the cross between multilingualism and bimodal expression manifest itself in deaf people? Through a description of the teaching methods based on multiple exchanges between some European and Arabic countries, many issues will be discussed: which sign languages are used? Which «Arabic « sign languages are taught? What are their learning approaches and methods?

Mathilde Chèvre (éditions Le port a jauni, IREMAM, Aix-Marseille Université)

The place of translation and the use of bilingual editions in teaching Arabic

Le port a jauni editions publish children's albums and bilingual French-Arabic poetry which are also available in audio form. In the classroom, these resources can be used in a number of ways, whether for the simple pleasure of discovery or to lead to creative expression activities. The bilingual edition makes it possible to understand the materiality of languages (the reverse reading and writing directions), but also to lead to reflection on the role and means of translation. In this communication, after recalling the recent history of the emergence of the field of children's literature in Arabic, we will see how these supports can help students in their learning, but also to allow them to access Arab culture.

Catherine Pinon (IFPO, IREMAM, Aix-Marseille Université)

The state of play in the didactics of Arabic as a foreign language: what research is missing

Despite the concrete needs of teachers, the didactics of Arabic as a foreign language is not represented in France by a really established research stream. Researchers and didacticians who, for example, study the mechanisms at work in the learning of literacy, pronunciation, lexicon, syntax, or who observe the pedagogical practices of teachers and the materials available, are few and far between. In this paper, I will argue for a proposed «research agenda» in the didactics of Arabic as a foreign language, by categorizing the current gaps in this field.

