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# CONGRESS

Middle East and Muslim Worlds  
Studies

28 June - 2 July 2021



## Round table

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### Perspectives on the didactics of Arabic as a foreign language

The round-table will take over from the workshop to allow researchers and teachers to discuss their respective practices at greater length. The round table is organised around two main themes.

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

**Discussant : Boutros Gebeil (AFDA)**

#### *New teaching materials*

Teaching methods of Arabic have the merit of being on the market and supporting the learning of Arabic for a long time. In practice, teachers use them to varying degrees. The varied backgrounds of the students, the continuous evolution of the programs and the emergence of new technologies induce constantly renewed mixed approaches. We will offer a critical presentation of the latest research and publications specific to Arabic as a foreign language, in didactic and pedagogical terms, in the broad sense. Thus, we will focus on the latest official documents, manuals and methods recently published, as well as educational games, children's literature and existing digital offerings. We will also discuss the challenges of publishing and teaching Arabic in France. This state of the art can help researchers and teachers to take stock of the tools they have at their disposal, while at the same time making it possible to point out the weaknesses or shortcomings of the didactic and pedagogical offer.

**Mohamed Hraga (Lycée Pierre de Fermat)**

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*Latest didactic productions: state of the art*

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

*Educational games and children's literature as learning materials*

#### *The place of dialects: teaching oral practice and conversation*

The teaching of oral practice and conversation will be approached from the point of view of the dialectal skills of the learners. What are the specificities of non-Arabic speaking students? What methods allow them to lead to an easy practice of Arabic in the oral? Conversely, how can the mother tongue of Arabic speakers be taken into account and serve the progression of learning? How is this knowledge valued by teachers and researchers? Do they serve, or undermine, the learning of standard Arabic?

**Maha Barakat (Aix-Marseille Université)**

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*Teaching dialect and oral practice to non-Arabic speaking students*

**Karima Gouaïch (Aix-Marseille Université)**

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*Taking into account the mother tongue of multilingual Arabic-speaking students: examples of teaching and research practices*

**Ahmad Khalifa**

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*Reflections on the cultural heritage of immigration in Arabic language course*