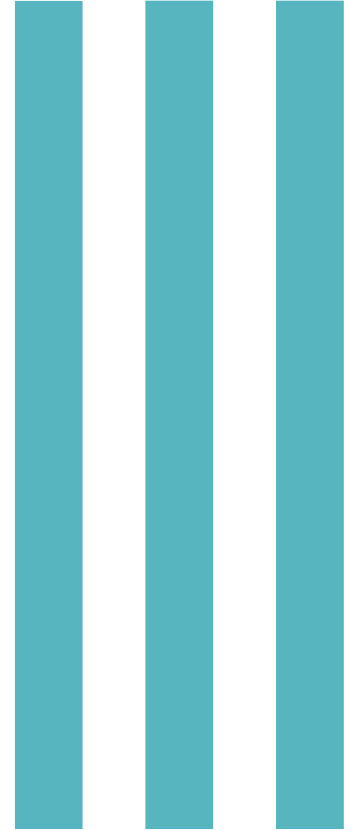


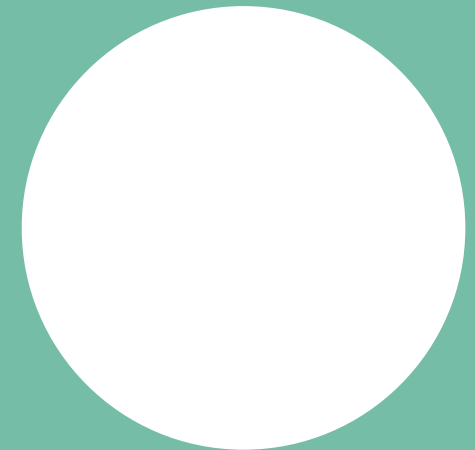
Using Arabic and Arab American Literature in the Arabic Language Classroom

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January 29, 2026*



Discussing ...

- **How incorporating literature enhances students' intercultural communicative competency**
- **Why Literature in the language classroom**
- **How does literature fit with the communicative teaching**
- **What texts may work best for each language level**
- **Multimodal presentations of literary works**
- **How students reacted to introducing literature in the Arabic language class**



ICC is the ability
“to behave adequately in a flexible
manner when confronted with
actions, attitudes and expectations of
representatives of foreign cultures”

Meyer (1991, p. 138)



Intercultural skills

The ability of the learners to bring the culture of origin, i.e., the native culture of the learners, and the foreign culture into relation with each other; the ability to be sensitive and use a variety of strategies for contact with those from other cultures; the capacity to fulfil the role of cultural intermediary between one's own culture and the foreign culture and to deal effectively with intercultural misunderstandings and conflict situations; and the ability to overcome stereotyped relationships.

Clouet (2013, p. 142)



Intercultural Communicative Competence (ICC)

Byram, 1997, 2000, 2021

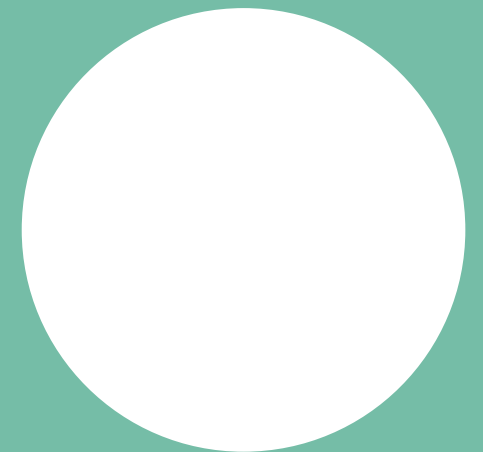
Byram & Fleming, 1998

Byram & Zárata, 1994, 1997

Kramsch, 1995

Meyer, 1991

among other authors



Critical Cultural Awareness

The ability to evaluate critically different aspects in one's own culture and in other cultures.

Byram (1997, p. 63–64)





Proficiency Level

Is literature complicated or intimidating to teach?

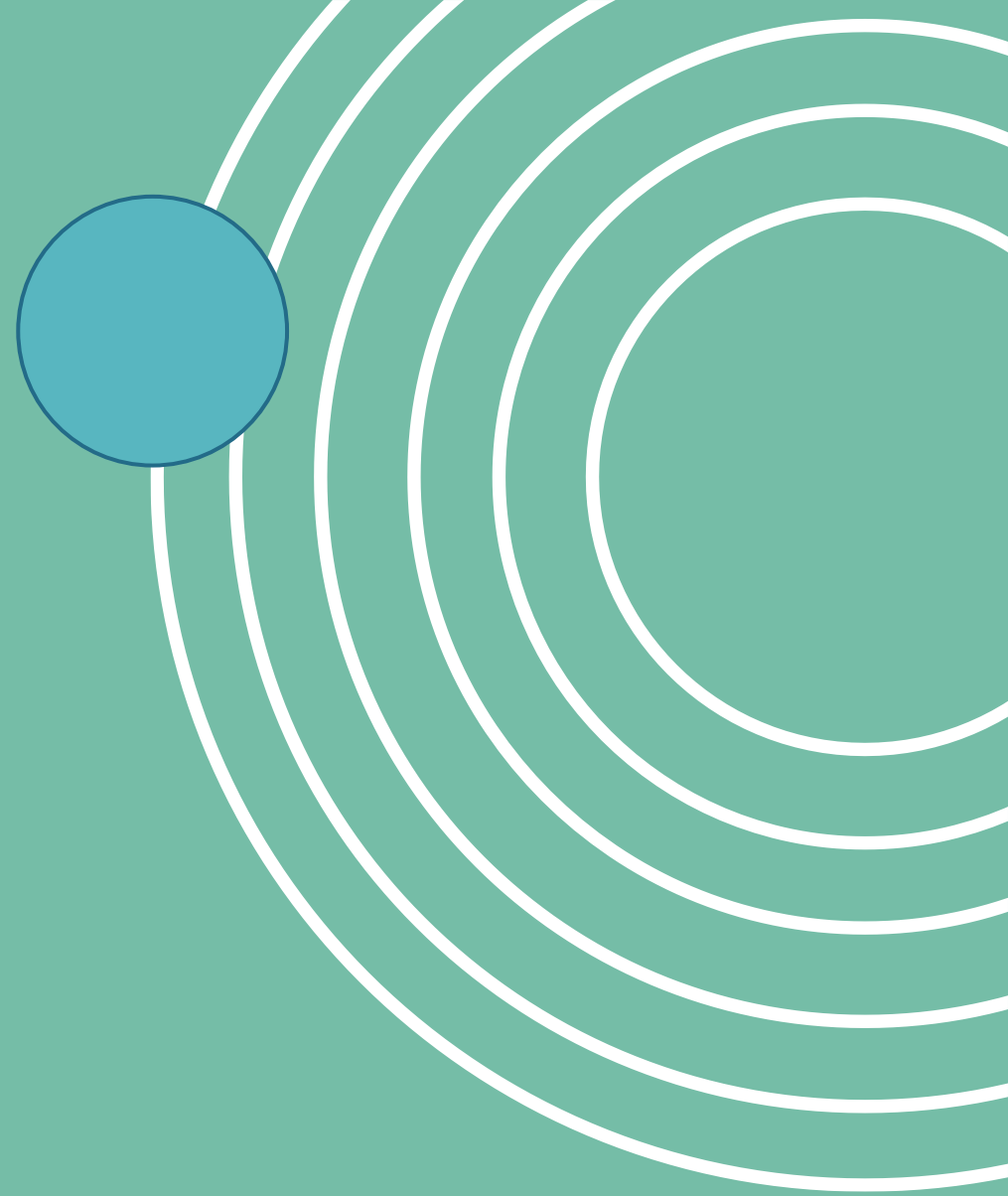
Is it easier to handle literature at more advanced levels?



Frequency Dictionaries

What are the most occurring words in contemporary Arabic fiction?

Teaching vocabulary in order of frequency?

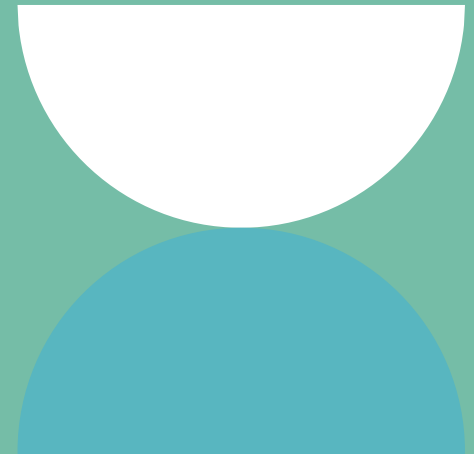


Arabic Vocabulary Profile

ملف المفردات العربية

<https://lailafamiliar.github.io/A1-AVP-dataset/>

Soliman, R. & Familiar, L. (2024). Creating a CEFR Arabic Vocabulary Profile: A frequency-based multi-dialectal approach. *Critical Multilingualism Studies*, 11(1) 266-286. ISSN 2325–2871.



ملف المفردات العربية

Arabic Vocabulary Profile

A1 - CEFR

Search in Arabic or English...

414 lexical items across 11 categories

Scroll horizontally to explore all categories →

NOUNS

221 lexical items

كُتَابَةٌ	writing
اسْتِمَاعٌ	listening
قِرَاءَةٌ	reading
دِرَاسَةٌ	studying
قَوَاعِدُ	grammar
كَلِمَةٌ	word
حَرْفٌ	letter
حُرُوفٌ	letters

ADJECTIVES

39 lexical items

كَثِيرٌ	many, many, a lot
قَلِيلٌ	little, few
صَغِيرٌ	small
كَبِيرٌ	big
طَوِيلٌ	long, tall
قَصِيرٌ	short
جَدِيدٌ	new
قَدِيمٌ	old

VERBS

41 lexical items

كَانَ	to be
رَاحَ	to go
نَامَ	to sleep
مَشَى	to walk
سَكَنَ (فِي امع)	to live, reside
عَاشَ (فِي امع)	to live
خَرَجَ (مِنَ اِلَى امع)	to leave, go out
ذَهَبَ (إِلَى)	to go

ADVERBS

18 lexical items

أَيْضاً	also
جِدّاً	very
طَبَعاً	of course
كَثِيراً	a lot
قَلِيلاً	a little bit
مُبَكِّراً	early
مُتَأَخِّراً	late
مَعاً	together



Assessment rubric (novice)

literary text (short fable in simple MSA)

e.g. كليلة و دمنة

1) Linguistic (MSA and dialect)

- **Comprehensibility:** listener can follow sequence (in order)
- **Vocabulary use:** 6–10 target words used appropriately
- **Sentence control:** mostly accurate simple sentences (even if not perfect)
- **Pronunciation:** key words understandable (especially names/verbs)

2) ICC

- **Interpretation:** identifies story message/value with an example
- **Comparison:** gives one similarity + one difference with own culture/story
- **Awareness:** avoids “all Arabs...” generalizations; uses “in this story...”




Digital Story Telling Project for Elementary and Intermediate Levels

Students create a 2–3 minute story:

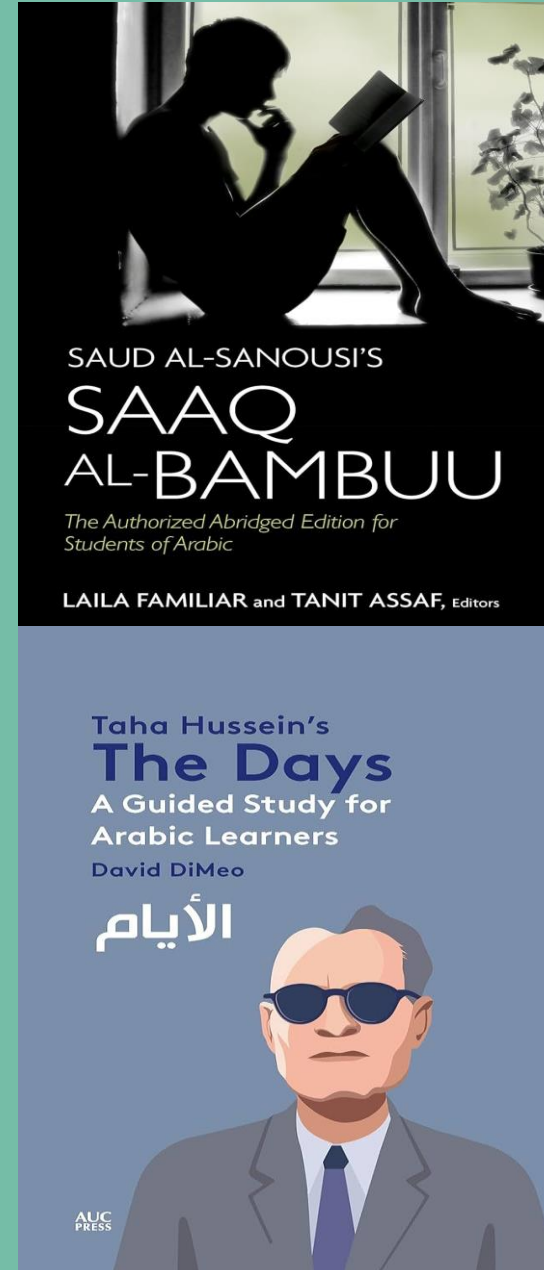
- 120–180 words of Arabic script
- narrated audio
- 6–10 images
- subtitles in Arabic,

Research often links this kind of multimodal production to gains in language and intercultural outcomes when done reflectively.



Advanced Level

- Reading a whole chapter or a whole abridged novel
- ساق البامبو - الأيام - الباب المفتوح
- Literary terms: narrator, plot, paragraph ...etc.
- Language questions: significance of certain expressions
- Discussion questions
- Oral presentations
- Role-play
- Debates
- Essay Writing
- Discussing cultural concepts



Saaq AlBambuu

The Authorized Abridged Edition for Students of Arabic

P. 249

- *Pre-reading questions and activities* قبل القراءة. The themes proposed activate your background knowledge and set expectations around the events to follow in the novel.
- *Discussion questions* للنقاش في الفصل. These questions help you navigate the plot and reflect in depth on the events that take place in each chapter.
- *Language notes* الجانب اللغوي. These quotes are drawn from the novel to highlight interesting structures. Analyzing and reflecting on these quotes facilitates successive comprehension and usage.
- *Narrative style* أسلوب السرد. These questions and activities draw your attention to the style of Saud al-Sanousi in this novel. They are designed to help you develop an aesthetic taste for Arabic literature and a better writing style.
- *Writing and creative tasks* نشاط كتابة \ إبداعي. These activities have been designed to stimulate your creativity and motivate you to exercise your language skills. They are varied and include role playing, creative writing, presentations, and activities related to Arab culture.
- *Translation tasks* نشاط ترجمة. These tasks involve translating sections of the novel to gain a deeper knowledge of the language, the author's style, and the events that take place.



Taha Hussein's The Days

A Guided Study for Arabic Learners

Preparations for reading

Comprehension Questions

Cultural and Historical Background

Comprehension Exercises

Interpreting the Text

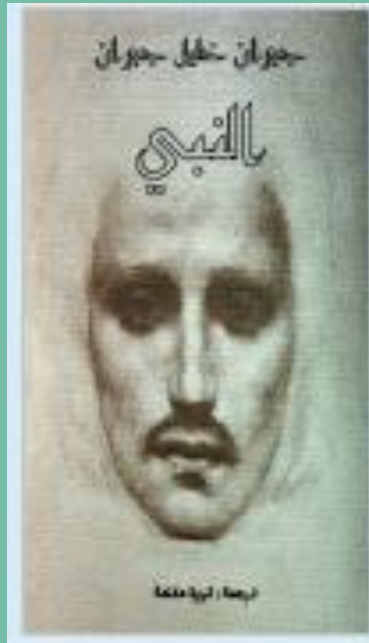
Analysing Elements of Literature

Themes

Vocabulary Items



Arab American Literature



جبران خليل جبران.. لا تعيش نصف حياة..

لا تعيش نصف حياة.. لا تجالس أنصاف العشاق، ولا تصادق أنصاف الأصدقاء، لا تقرأ لأنصاف الموهوبين
لا تعيش نصف حياة، ولا تمت نصف موت، لا تختار نصف حل، ولا تقف في منتصف الحقيقة، لا تحلم نصف حلم، ولا تتعلق
بنصف أمل.

إذا صمت فاصمت حتى النهاية، وإذا تكلمت فتكلم حتى النهاية..

لا تصمت كي تتكلم، ولا تتكلم كي تصمت.

إذا رضيت فعبّر عن رضاك، لا تصطنع نصف رضا..

وإذا رفضت فعبّر عن رفضك، لأن نصف الرفض قبول.

...

ومن تحب ليس نصفك الآخر، هو أنت في مكان آخر في الوقت نفسه!


نصف شربة لن تروي ظمأك، ونصف وجبة لن تشبع جوعك، نصف طريق لن يوصلك إلى أي مكان، ونصف فكرة لن تعطي
لك نتيجة.

النصف هو لحظة عجزك وأنت لست بعاجز، لأنك لست نصف إنسان..

أنت إنسان.. وجدت كي تعيش حياة، وليس كي تعيش نصف حياة!



Intercultural communicative competence (ICC)

- **Makes culture visible**
 - **Promotes comparison without stereotypes**
 - **Builds interpretive habits**
- 



Multimodal text set

Printed story or poem

Audio recording

Storyboard images (6–8 simple pictures; can be stick figures or icons)

Mini performance (students act it with simple lines + gestures)



الأدب العربي والسينمائي: الباب المفتوح

الباب المفتوح رواية نشرتها لطيفة الزيات عام ١٩٦٠. بالنسبة لهذا البحث، قرأت ترجمة باللغة الإنجليزية للرواية أثناء القراءة السريعة الكتاب باللغة العربية. ترجمت مارلين بوث (Marilyn Booth) طبعة الرواية التي قرأتها ونشرتها مطبعة الجامعة الأمريكية بالقاهرة عام ٢٠٠٠.

سأناقش في هذا المقال:

- أ- الرواية في سياق الأدب المصري والعربي في ذلك الوقت
- ب- المؤلفة وحياتها
- ج- السياق التاريخي للرواية
- د- الفيلم وكيف يختلف عن الرواية



Thank you

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