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THE USE OF INSTAGRAM IN THE METHODOLOGY OF TEACHING ARABIC FOR HIGHER EDUCATION (ON THE EXAMPLE OF SELECTING ADDITIONAL TEXTS FOR READING)

The purpose of teaching Arabic in a higher education institution is to train Arabic philologists who have communicative and intercultural competence sufficient to apply the acquired knowledge and skills in a particular socio-cultural context. The article shows that the situational context as one of the extralinguistic factors, which, according to the provisions of systemic-functional linguistics, is one of the determinants of language signs, should be considered in foreign language teaching. It has been found that additional multimodal materials of the social network Instagram stimulate communicative and intercultural competence and promote greater interest in learning Arabic for students as they expand and supplement the thematic sphere, creating a situational cultural context. It is shown that reading as part of the educational process of learning Arabic is a process of intercultural communication, which results in the formation of ideas about the Arabic cultural and social context formed by nationally specific semiotic signs. The principles of selecting additional materials extracted from social networks as a valuable source of linguistic and extra-linguistic code determined by the current situational context are formed. Educational texts and additional texts involved in the teaching process are the cultural and social context of learning the Arabic language and culture. Therefore, it is important to involve the current situational context as an extralinguistic factor that determines the language code in the process of learning a foreign language, in particular, Arabic. An example of using Arabic Instagram materials as additional lexical materials within the curriculum at a higher education institution is presented. It is described that the optimal format of Instagram materials used in the educational process allows them to be used within the curriculum as a means of expanding the pedagogical thematic scope of Arabic situational.

Keywords: system-functional linguistics, foreign language teaching methods, Arabic language, situational context.

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ВИКОРИСТАННЯ ІНСТАГРАМ У МЕТОДИЦІ ВИКЛАДАННЯ АРАБСЬКОЇ МОВИ ДЛЯ ВИЩОЇ ШКОЛИ (НА ПРИКЛАДІ ДОБОРУ ДОДАТКОВИХ ТЕКСТІВ ДЛЯ ЧИТАННЯ)

Метою викладання арабської мови у вищому навчальному закладі є підготовка філологів-арабістів, що володіють комунікативною та міжкультурною компетенцією, достатньою для того, щоб застосовувати отримані знання та навички у певному соціокультурному контексті. У статті показано, що ситуативний контекст як один із екстралінгвістичних чинників, що згідно з положеннями системно-функціональної лінгвістики, є однією із детермінант мовних знаків, має враховуватись у викладанні іноземної мови. З'ясовано, що додаткові мультимодальні матеріали соціальної мережі Інстаграм стимулюють комунікативну та міжкультурну компетенцію, сприяють більшому зацікавленню у вивченні арабської мови, студентів, адже розширюють та доповнюють тематичну сферу, створюючи ситуативний культурний контекст. Показано, що читання як частина навчального процесу вивчення арабської мови є процесом міжкультурної комунікації, в результаті якого формуються уявлення про арабський культурний та соціальний контекст, сформований національно специфічними семіотичними знаками. Сформовано принципи добору додаткових матеріалів, вибілених із соціальних мереж, як цінне джерело мовного та позамовного коду, детермінованого поточним ситуативним контекстом. Навчальні тексти та додаткові тексти, залучені у процес викладання є культурним та соціальним контекстом вивчення арабської мови та культури. Тому важливим є врахування поточного ситуативного контексту як екстралінгвістичного чинника, що детермінує мовний код, у процес вивчення іноземної, зокрема, арабської мови. Наведено приклад використання арабських матеріалів Інстаграм у якості додаткових лексичних матеріалів в рамках навчальної програми у вищому навчальному закладі. Описано, що оптимальний формат матеріалів Інстаграм, що застосовуються у навчальному процесі, дозволяє використовувати їх в межах навчальної програми як засобі розширення педагогічної тематичної сфери арабських ситуативних контекстів.

Ключові слова: системно-функціональна лінгвістика, методика викладання іноземної мови, арабська мова, ситуативний контекст.

The relevance of the study.

The interest in studying modern literary Arabic as a foreign language (Arabic as a foreign language – AFL (Fatoni, 2019; Veersteegh, 2014; Bakry, Alsamadani, 2015; Rababah, 2020; bin Samah, 2016) in higher educational institutions of Ukraine is caused, among other things, by the fact that it is the language not only of the Arab world but also of international communication – one of the official languages of the UN, the League of Arab Nations. Arabic is also the key to understanding Muslim culture and the Arab worldview because «...it is the international language of the Muslim world» (Halliday, 2007: 255).

The literary Arabic language according to O. Khamray, «...on the one hand is a function of the competence of those who use it, and on the other hand, it is a language activity at the present stage, even though as a result of the Arabization policy, the Arabic literary language is increasingly acquiring the status of a language of inter-Arab communication, almost entirely determined by the linguistic competence of the participants in this communication.» (Khamray, 2009: 5). The study of Arabic as a foreign language in

a higher education institution is conditioned by the achievement of the goal: to obtain an academic education of an Arabic philologist who can freely apply the acquired knowledge in practice. Ahmad Fatoni writes about this, in particular

معروف إنّ تعليم اللغة العربية لأغراض أكاديمية تسمية جديدة للماضى تدرس بمستوى متقدم من أبناء ...
العالم الناطقين بغير اللغة العربية، و ذلك بعد أن يجتاز الطالب منهم المراحل الأولى لتعليم اللغة العربية
بوصفها لغة ثانية من خلال مداخل مخصوصة و محددة و طرائق مجرّبة يتلق الطالب فيها القواعد الأساسية،
ليحصل الطالب إلى المستوى جيد في استخدام اللغة العربية

«It is known that learning Arabic for academic purposes is a new name for a subject where non-native speakers carry out the teaching of Arabic at an advanced level as a second language after the student has acquired the basic knowledge to learn Arabic as a second language using special approaches and proven methods, where the student learns the basic rules to reach a good level in the future use of Arabic» (Fatoni, 2019: 4).

Both native and non-native speakers of Arabic are engaged in teaching Arabic as a foreign language, and in their works they describe modern trends in teaching Arabic to foreigners. In Ukraine, Arabic language teaching has its own traditions combined with modern trends.

One of the strategic goals of teaching Arabic in a higher education institution is to develop the linguistic and intercultural competencies of the students. In order to achieve the goals of forming these competencies, teaching methods are used, which, according to Ibrahim Hassan Rababah, are «a combination of techniques and strategies that a teacher uses to achieve the goals» (Rabah, 2020: 33). One of the ways to form intercultural competence in teaching Arabic is to apply the principles of systemic-functional linguistics, namely, taking into account the situational context, which is possible through the use of multimodal technologies, namely, the social network Instagram.

The survey showed that among the difficulties encountered by the students of the advanced level of Arabic language learning, the most common is the loss of interest in reading the textbook texts. Therefore, it seems **relevant** to formulate and describe the principles of successful selection of supplementary materials to stimulate interest and optimize learning Arabic since the choice of a text for reading is an important stage in many learning processes: presentation of new lexical and grammatical topics, repetition and generalization of the material already learned, control of students' knowledge, etc. Reading in the context of learning a foreign language is one of the essential linguistic skills (Auashiriyah, 2005 :26) that contributes to developing foreign language competence and introduces students to the linguistic and cultural context of a foreign language, in our case, Arabic. A good choice of materials helps to increase interest in learning Arabic and contributes to better learning.

The purpose of the study: To highlight the principles, applying the provisions of systemic-functional linguistics, of successful selection of Arabic multimodal lexical materials for students learning Arabic as a first or second language.

The objectives of the study are: to highlight the main principles of systemic-functional linguistics related to foreign language teaching, to describe the understanding of situational context as an essential space for creating semiotic signs; to formulate selection criteria, and to show the example of using multimodal materials of the virtual social network Instagram within the framework of the educational topic.

Presentation of the main material: The process of learning Arabic can become interesting and effective due to the competent setting of learning objectives and the ability to apply complex pedagogical methods to achieve them. Naturally, the set of teaching methods is not a constant but a variable because teaching occurs in a particular socio-cultural and temporal context. Virtualization and, as a result, globalization have also influenced the educational process, contributing to the emergence of new value orientations of students, as well as the skills and abilities necessary for the formation of intercultural communicative competence and professional competence of future Arabic philologists. One of the effective means of increasing motivation and integrating learning into the realities of modern society is the use of virtual multimodal tools because, according to Nibal AbdeKarim Mousa Malkawi, «*Information, communication, and technology (ICT) integration in education refers to the use of computer-based communication that is included in the academic process. To educate students for the modern digital world, teachers are seen as the key participants in incorporating ICT into their routine classroom activities because of the ability of ICT to offer a dynamic teaching-learning environment*» (Malkawi, 2023: 106).

Using social media as additional resources in teaching Arabic stimulates students' communicative and intercultural competence, helping to improve reading, speaking, listening, and writing skills, and is a valuable source of dialect speech. Therefore, an important component of successful Arabic language learning is the involvement of technology, particularly modern multimodal learning materials, in the curriculum as a complement to the main teaching materials. The task of the teacher is to carefully and reasonably select additional multimodal materials based on the learning objectives and the curriculum that contribute to more effective teaching of Arabic in the context of virtualization of the communication space.

We will focus on this important pedagogical aspect in more detail and consider how to address the issue of stimulating the interest and motivation of students when selecting additional learning material in the study of Arabic vocabulary topics and formulate methodological principles for using social media in the selection of materials for vocabulary topics for reading.

The definition of reading as a social process emphasizes its social and cultural components and defines reading not as a linear one-way process of interpretation of signs by the recipient but as one in which new meanings are created due to interpretation. When reading is a part of learning a foreign language, it is not only a social process but also a process of intercultural communication, as a result of which the student forms an idea of the Arabic cultural and social context formed by nationally specific semiotic means. The words of Sayyid Auashiriyah confirm this idea»

إن مفتاح النجاح في القراءة يمكن في مدى امتلاك القارئ للثقافة التي تمكنه من التعامل بوعي
وبعقل متفتح، و رؤية واسعة مع المحتوى كي يتمكن من تصنيع المعاني المتوافرة في النص و إخراجها في
"وضعيات جديدة متميزة"

«The key to successful reading lies in the possession of a culture that enables him to consciously and comprehensively understand the content of what he reads to interpret meanings in their clear relation to new and diverse situations.» (Auashiriyah, 2005: 26).

As we can see, we are talking about the intercultural component of reading, and one of the important means of presenting it is through educational texts. The problem is that the texts of educational textbooks are unchanged over the years; that is, they reflect the cultural and social context of the situation at the time of their creation. Of course, this is not the case with texts whose hyper-topic is Arabic history, traditional life, and customs or with educationally adapted texts for the elementary level, which are a necessary constant in learning Arabic. This also applies to texts for the advanced level of language learning, which deal with time and events that are synchronous to the readers. Usually, the basic text of a textbook lesson is the only source of vocabulary and information about the lexical topic being studied. In the context of rapid virtualization and digitalization, irrelevant vocabulary material entails such risks as loss of interest in learning, problems with understanding the peculiarities of intercultural communication, mistakes in building intercultural dialogue, and conflict and rejection of the culture being studied.

Therefore, the need is to modernize teaching using modern pedagogical methods and technologies that are guided by learning objectives and language learning motivation and are based on an awareness of the similarities and differences between the two cultures (Alsrhid, 2013: 161).

Let us continue with the idea that communication situations are certain situational contexts with their own semiotic structures that involve the parameters of the situation context in the process of creating verbal signs. Educational texts of coursebooks form a hypertheme as a thematic sphere that presents a particular thematic sphere of Arabic culture through the language code. That is, the reading texts used in learning Arabic are, to a certain extent, symbols of the Arab world because it is through them that we get acquainted with Arab culture. The importance of taking into account the social context in the formation of reading skills is also mentioned by an Arab linguist Sayyid Auashiriyah (Auashiriyah, 2005: 26): «إن المعنى يكمن في السياق العقلي للفارسي و السياق اللغوي للكاتب و «السياق الاجتماعي و الثقافي و بالسياق الثقافي و الاجتماعي في صورة متكاملة».

Meanings are formed in the mental context of the reader, the linguistic context of the author, and the social and cultural context. Interpreting what you read requires the reader to fully integrate his or her knowledge with the knowledge of the author and the cultural and social context.

So, as you can see, educational texts are the cultural and social context of learning the Arabic language and culture. This is where the problem mentioned above lies: educational texts are often of no interest to students, which leads to a loss of motivation to learn. This is because the learning texts selected or adapted to specific vocabulary topics are usually artificially created or adapted; that is, they do not consider the dynamic context of the social and cultural situation. The events described in the educational texts of coursebooks are outdated or have lost their relevance. Such a descriptive approach – the description of grammatical phenomena outside the situational context with minimal use of the lexical range – has historically been inherent in the Arabic linguistic tradition, which makes the method of analogy ‘quyas’ an effective traditional method of interpreting Arabic grammar.

This proven effective tool for learning Arabic grammar allows us to achieve the goal of studying Arabic grammatical phenomena as a clear, logical system with its own structure. This traditional approach to learning grammar originated during the Arab conquests when the purpose of learning Arabic was to read and understand the Koran correctly. Kees Versteegh writes about the necessity of studying grammar first and foremost: «Ibn Khaldun links the origin of discipline of grammar with the corruption of speech in the new early conquered territories. This corruption inspired scholars to codify grammatical rules as they observed them in the language of native speakers» (Versteegh, 2014 :3).

However, when the learning goal is to learn new vocabulary (in its relation to grammatical topics as well), the principle of selecting vocabulary for reading is different. In this case, the priority is to understand that learning Arabic is a process of intercultural communication that takes place in a specific situational context. Therefore, the task of the Arabic language teacher is to involve the current situational Arabic context in the language learning process.

Among the solutions to synchronize the lexical topics of the textbook with the current context of the situation as an extralinguistic space that determines the language code (situational context, (وضع للحالة) – one of the categories of systemic-functional linguistics – is the active use of additional virtual multimodal sources. Therefore, an effective way to bring Arabic language teaching in line with the current situational context is «the use of Web technologies, namely social networks» (Ben Ramdan, 2021: 30).

Using the example of a specific lexical topic, let us show the possibility of adapting the text of an Arabic textbook to the situational context of intercultural communication.

As an example of combining educational texts with additional non-adapted materials that present the situational context of events as a category of systemic-functional linguistics, let's look at the lexical topic of Lesson 2: «City» 'Al-Madina' «المدينة» of the coursebook «العربية لغير أبنائها» (Arabic for foreigners, 2009).

. A vocabulary lesson has the following structure:

- introductory dialog "من أي مدينة أنت؟" 'What city are you from?';
- description of the picture "من تاريخ المدن" 'From the history of cities';
- additional text "راشد بن سعيد المکتوم" 'Rashid bin Sayyid Al-Maktoum'
- short folk tale "بعيدا عن المدينة" 'Away from the city'.

The lesson also contains a set of exercises, questions, and tasks to systematize and summarize what has been learned. The grammar material for the lesson is "المبني و المعرب" 'Changeable and fixed names'.

The structure of the lesson, which covers the lexical topic «City», helps to familiarize, reveal and generalize reading and speaking skills. As a result of mastering the lesson material, students gain the following knowledge: new words and expressions on the topic «City»: types of cities, the way of life in ancient times, problems of the modern city, society and social threats. They get acquainted with a new grammatical topic – the category of changeable and fixed names «المبني و المعرب».

The lesson helps to master the following skills:

1. Speaking: to be able to build a dialog on the topic «What city are you from?»; to be able to tell about the history and background of cities in ancient times, to tell briefly about the Sheikh راشد بن سعيد المکتوم 'Rashid bin Sayyid Al-Maktoum from the Al-Maktoum dynasty (the first emir of Dubai); to retell a folk story.

2. Different types of reading: silently; aloud; in groups; prepared reading; analytical reading.
3. Writing skills: the ability to write an essay on the topic «مدینتی المفضلة» «My favorite city».
4. The skill of identifying grammatical phenomena in educational texts: the ability to identify unchangeable names and indicate the reason for their unchangeability, which promotes analytical thinking.

As you can see, the structure of the lesson contains the basic vocabulary of the lexical topic «City» and contributes to the acquisition of various skills. The vocabulary of the lexical topic consists of basic words, which allows students to use them when listening, reading, speaking, and writing, so this structure of the presentation of the educational material can be used as a basic textbook.

However, the textbook material does not cover the context of current events taking place in Arab countries, namely the context of the situation. Given this, it is important to include in the curriculum, in addition to basic educational texts, materials that reflect the current situational context of Arab countries because, according to Arif Mohammad Mufleh Alshrid, «teaching methods are a combination of techniques and strategies used by the teacher to achieve the goals» (Alshrid, 2013: 33). *The events contained in the reading material are social contexts that allow students to interact with them, contribute to their deeper understanding, and, as a result, to the development of social competence* (Aushariyyah, 2005: 26).

Taking the above into account, let us demonstrate how the materials that involve the context of the current situation in the basic lexical topic of the curriculum were used on the example of the lexical topic «City» presented above. In our case, we used several news articles about the current (February-March 2023) tragic events in the Arab world, namely the devastating earthquake of February 6, 2023, which hit southern and central Turkey and part of northern Syria.

In the selection of current news, the social network Instagram was used as «one of the ways to increase the motivation of learning a subject by attracting authentic multimedia materials» (Ben Ramdan, 2021: 34). The purpose of using Instagram in teaching Arabic, in particular, is to show and teach students how to search for relevant news that reflects the current situational context to expand their vocabulary with regionalisms, dialectisms, idioms, and etiquette expressions. This strategy stimulates interest in language learning, as students can search for and interpret the necessary information themselves.

An additional subtopic was a short digest of current news about the earthquake; the news was selected by the hashtag #زلزال 'zilzal' «землетрус». The news was selected based on the following criteria:

- texts belonging to different registers as covering several social groups;
- are represented by various multimodal means, including not only text but also video;
- a concise volume that allows you to adapt the materials to the curriculum.
- made it possible to expand the language code as a complex of verbal and non-verbal means presented in the situational context of «Earthquake» belonging to the hyper theme «City».

Here is one of the four news stories that was used as additional material:

1. News about a prison break during the earthquake. The vocabulary of this news item also includes the sub-topic «Crime. Law Enforcement»:

"دواعش يستغلون تصدع جدران سجن "راجو" في سوريا.. استغلوا فوضى لحظات الزلزال ولاذوا بالفرار واتهامات بدفع رشاشي للحراس"

«ISIS is using cracks in the walls of Rajo prison in Syria... They took advantage of the chaos of the earthquake and escaped, as well as the accusations of bribery against the guards»

عصيان شهده سجن "راجو" شمال غربي سوريا بعد الزلزال المدمر الذي أدى لتصدع جدران السجن وأدخل المساجين بحالة من الفوضى أكثر من 20 سجيناً تمكنوا من الفرار من داخل السجن الذي يضم سجناء غالبيتهم أعضاء في تنظيم "داعش" فيما أفاد بيان للمرصد السوري لحقوق الإنسان بأنه "ليس جميع الفارين من داعش رامي عبد الرحمن

رامي عبد الرحمن

مدير المرصد السوري لحقوق الإنسان

في حال هروب سجناء داعش، فقد هربوا بعد دفع مبالغ مالية، ونحن نعلم أن سجناء داعش عندما يكونون في سجون، يدفعون مبالغ مالية طائلة للحراس

In Rajou prison, in northwestern Syria, there was a mutiny after a devastating earthquake cracked the prison walls and plunged the inmates into a state of chaos. More than 20 prisoners managed to escape from the prison, most of whom are members of the ISIS organization, while the Syrian Observatory for Human Rights said in a statement that «not all are fleeing ISIS.»

Rami Abdel Rahman

Attorney at the Syrian Department for the Protection of Human Rights:

«If ISIS prisoners escape, they escape after paying a lot of money, and we know that ISIS prisoners pay huge amounts of money to guards while in prison.»

<https://www.instagram.com/reel/CoYI24ip6fl/?igsh=MWdiZHByaXgzcWNyaA==>

This news was processed – after reading, the following types of work were done to help students master the vocabulary topic and develop skills in using the new knowledge:

- The new vocabulary was identified and commented on as means of the language code belonging to the topic «City, Earthquake»;
- Proper names and abbreviations were presented as Arabic precedent phenomena – idiolectal means of the language code: داعش «ISIS» (international terrorist militant group – a branch of jihadism) سجن "راجو" – Rajo prison (Syria)
- A practical task to consolidate new vocabulary in a situational context is to find the meaning of the abbreviation «ISIS» using Arabic search resources and describe the threats it poses, to find the region of the earthquake using the Google Map application, to write down the names of place names and to find the prison mentioned in the text.
- The following grammar tasks were formulated to repeat the grammar topic «اسم الموصول» «Relative pronouns» as part of the lesson topic «المعرب والمبني» "Fixed Names": identify constructions with relative names in the text and analyze them morphologically and syntactically; identify fixed names in the text الأسماء المبنية and indicate the reason for their unchanged status.

As we can see, the use of additional material extracted from Instagram expanded the hyper theme «City» with the topics «earthquake, prison, crime, escape, bribe». It is also valuable to get acquainted with Arabic anthroponyms and acronyms as national precedent phenomena. This, in turn, gives a more complete picture of current events as an Arab situational context.

It should be emphasized that the careful selection of texts and videos to be used as supplementary teaching materials is the responsibility of the teacher. The selected materials should be relevant to the learning objectives and the curriculum, as the inclusion

of sporadic materials taken from social media can add chaos to the process of learning Arabic. Conversely, the thoughtful use of multimodal web resources within the curriculum will contribute to a more complete understanding of the topic being studied.

When selecting materials from social networks, in our case, from the social platform Instagram, it should be considered that some Arabic materials may contain some misinformation about the war in Ukraine and other important issues related to the national interests of Ukraine, and the use of such social network materials containing hate speech, religious appeals, scenes of violence and cruelty is also unacceptable for the academic process. The use of selected materials should be thoughtful, and a set of practical tasks should be developed for each additional text or video.

Thus, the modern view of teaching Arabic as a foreign language has undergone significant changes with the development of web technologies, ranging from changing the social roles of students and teachers to teaching materials. If earlier the teacher was almost the only source of information, in the era of digitalization and digitalization of education, the student, the teacher, and the curriculum form a single entity. This triad is the foundation and key to a successful educational process (Alsrhid, 2013 :32).

Instagram supplementary materials used as part of the curriculum as an Arabic situational and cultural context contribute to the development of practical intercultural communication skills, so the role of the teacher in selecting supplementary materials should be in line with the triad: student-teacher-curriculum.

Conclusions. Foreign language teaching should be focused on learning a language in its actual social and cultural context, which allows students to immerse themselves in the language and cultural environment and helps reduce the psychological language barrier. The use of interactive platforms, such as the social network Instagram, helps to improve the communication skills of students as it provides an interesting and effective way to learn a foreign language, including Arabic. The current events contained in the texts and videos provide social and cultural contexts that help to show the Arabic language in its current situational context. The optimal format of Instagram resources used as additional learning materials allows them to be used within the curriculum, respectively, as the creation of a pedagogical thematic area of Arabic situational contexts.

The prospects of the study are to further describe the use of discourse register characteristics as a theory of social semiotics in the methodology of teaching Arabic both in universities and for secondary school students.

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