



# Teaching Arabic as a Foreign Language

Techniques for Developing Language  
Skills and Grammar

MOHAMMAD T. ALHAWARY

---

# Teaching Arabic as a Foreign Language

---

*Teaching Arabic as a Foreign Language: Techniques for Developing Language Skills and Grammar* is an indispensable guide for in-training and novice teachers of Arabic as a foreign language and a source of fresh and effective ideas for experienced teachers.

This highly practical guide outlines how Arabic second-language skills (listening, speaking, reading, and writing) and grammar are targeted in isolation from one another and how they are integrated to reinforce each other through the use of specific tried-and-tested techniques and activities.

*Teaching Arabic as a Foreign Language* provides instantly accessible, practical teaching techniques to target and develop specific language skills and grammar at novice, intermediate, and advanced levels.

**Mohammad T. Alhawary** is Professor of Arabic Linguistics and Second Language Acquisition and Director of MA in Arabic for Professional Purposes and the Teaching of Arabic as a Foreign Language Programs at the University of Michigan, USA. He teaches graduate and undergraduate courses on Arabic language and Arabic theoretical and applied linguistics.

Proof

**Taylor & Francis**  
Not for distribution

Proof

Proof

---

# Teaching Arabic as a Foreign Language

---

Techniques for Developing  
Language Skills and Grammar

Mohammad T. Alhawary

Taylor & Francis  
Not for distribution

Proof

First published 2024  
by Routledge  
4 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge  
605 Third Avenue, New York, NY 10158

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

© 2024 Mohammad T. Alhawary

The right of Mohammad T. Alhawary to be identified as author of this work has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

*Trademark notice:* Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

*British Library Cataloguing-in-Publication Data*

A catalogue record for this book is available from the British Library

*Library of Congress Cataloging-in-Publication Data*

A catalog record has been requested for this book

ISBN: 978-1-138-92099-6 (hbk)

ISBN: 978-1-138-92100-9 (pbk)

ISBN: 978-1-315-68667-7 (ebk)

DOI: 10.4324/9781315686677

Typeset in Times New Roman  
by Apex CoVantage, LLC

Proof

---

**To the dedicated teachers of Arabic** to whom teaching Arabic is not a mere source of earning a living

**To the persevering students of Arabic** to whom all they have heard about Arabic being a difficult language means little or nothing despite often being made to learn too much in too little time

---

Taylor & Francis  
Not for distribution

Proof

Proof

**Taylor & Francis**  
Not for distribution

Proof

# Contents

<b>Introduction</b>	1
<b>1 Listening techniques</b>	4
<i>1 Developing listening at the novice level</i>	4
1 <i>Repetition of sounds in single syllables</i>	4
تكرار الأصوات التي تقع في مقطع واحد	
2 <i>Repetition of sounds in context</i>	6
تكرار الأصوات في سياق	
3 <i>Listening to and identifying which sound is which</i>	6
الاستماع إلى الأصوات وتحديدّها	
4 <i>Listening to and repetition of minimal pairs</i>	9
الاستماع إلى الثنائيات الصغرى وتكرارها	
5 <i>Listening to and repetition of minimal pairs and raising hand</i>	10
الاستماع إلى الثنائيات الصغرى وتكرارها مع رفع اليد	
6 <i>Listening to and repeating lexical stress on syllables with long vowels</i>	10
الاستماع إلى النّبر في المقاطع التي تحتوي على أحرف مدّ	
7 <i>How many words in an utterance? كم كلمة في اللفظ؟</i>	12
8 <i>Listen and identify the letters of each word استمعوا وحدّدوا</i>	12
أحرف كلّ كلمة	
9 <i>Brief dictation إملاء قصير</i>	13
10 <i>True/false comprehension questions صواب أم خطأ</i>	14
<i>2 Developing listening at the intermediate level</i>	17
11 <i>Taking messages over the phone</i>	17
تلقي الرسائل بالهاتف	
12 <i>Total physical response and carrying out commands</i>	18
الاستجابة الجسدية الكاملة وتنفيذ الأوامر	

- 13 *Guessing game: what is it?* ما الشيء ؟ 19  
 14 *Aural dictation cloze* ملء فراغات نصّ الاستماع 20  
 15 *Detecting errors: what are they?* ما هي؟ 21  
 16 *Filling turns in a dialogue* ملء أدوار حوار 22  
 17 *Dictation of a text* إملاء نصّ 23  
 18 *Picture ordering* إعادة ترتيب الصور 24  
 19 *Gist of the text* استخرجوا أفكار النصّ الرئيسية 25  
 20 *Complete the story: what will happen next?*  
 26 أكملوا القصة: ما الذي سيحدث فيما بعد؟  
 3 *Developing listening at the advanced level* 27  
 21 *Dictogloss* "الديكتوغلوس" إملاء 27  
 22 *Summarize in your own words* لخصّوا بكلمات من عندكم 28  
 23 *Jigsaw listening: listen and collaborate*  
 29 الاستماع المُجتزأ: استمعوا وتعاونوا  
 24 *Comprehending the listening text in stages* فهم النصّ  
 30 المسموع على مراحل  
 25 *Make up your own questions* ضعوا أسئلة عن النصّ  
 31 بأنفسكم

## 2 Speaking techniques

33

- 1 *Developing speaking at the novice level* 33  
 1 *Chain introductions and greetings* التعارف التسلسلي وتبادل  
 التحايا 33  
 2 *Name tags* شارات الأسماء 35  
 3 *Match up* ابحثوا عن قرنائكم 35  
 4 *Identity cards* البطاقات الشخصية 36  
 5 *Describe the picture* صفوا الصورة 37  
 6 *My favorite day of the week*  
 38 يومي المفضل في الأسبوع  
 7 *Group interviews* مقابلات جماعية 39  
 8 *Who am I?* من أنا؟ 40  
 9 *Describing family members* وصف أفراد العائلة 41  
 10 *Fill in the blanks to personalize students in class*  
 41 ملء الفراغات لشخصنة طلاب الصف  
 2 *Developing speaking at the intermediate level* 44  
 11 *Memory chain* الذاكرة التسلسلية 44  
 12 *Role-play* تمثيل أدوار 46

- 13 *Guess what the teacher wrote* خَمَّنوا ماذا كتب الأستاذ 47
- 14 *What will you bring?* ماذا ستحضرون؟ 48
- 15 *Marooned* مُنقطع السُّبُل 49
- 16 *Interviews* مقابلات 49
- 17 *My ideal day* يومي المثالي 51
- 18 *Discuss and share* تناقشوا وتشاركوا 52
- 19 *What is the truth?* ما الحقيقة؟ 52
- 20 *120/90/60 or 4/3/2* تكلموا أسرع فأسرع 53
- 3 *Developing speaking at the advanced level* 54
- 21 *Picture-based story* قصص مصوِّرة 55
- 22 *News reports* تقديمات عن مقتطفات إخبارية 55
- 23 *Group trip* رحلة جماعية 56
- 24 *Optimists and pessimists* متشائمون ومتفائلون 57
- 25 *Debating* إجراء مناظرة 58

### 3 Reading techniques

60

- 1 *Developing reading at the novice level* 60
- 1 *Spot the words* البحث عن الكلمات 60
- 2 *Sorting out words into lists* تصنيف الكلمات في قوائم 61
- 3 *“Bingo”* سباق “البنغو” 61
- 4 *Role-play* تمثيل أدوار 62
- 5 *Repeated reading aloud* القراءة الجهرية مع التكرار 63
- 6 *Fast reading* القراءة السريعة 64
- 7 *Sentence simplification* تسهيل الجمل 65
- 8 *Guessing then confirming* التخمين ثم التأكّد 66
- 9 *True/false comprehension questions* صواب أم خطأ 67
- 10 *Rearranging scrambled sentences* إعادة ترتيب الجمل  
المبعثرة 68
- 2 *Developing reading at the intermediate level* 69
- 11 *Gist of the text* استخراج المعلومات الرئيسية من النصّ 69
- 12 *The comprehension race* سباق الفهم 70
- 13 *Guess the comprehension questions* خَمَّنوا أسئلة الفهم 71
- 14 *Guess the text* خَمَّنوا النصّ 72
- 15 *Recap and discuss more* لخصّوا وتناقشوا أكثر 73
- 16 *Reading fast* القراءة السريعة 73
- 17 *What is the advertisement for?* عمّ الإعلان؟ 74
- 18 *Information gap* نقص في المعلومات 75

- 19 لَخَّصُوا وَعَبَّرُوا واسألوا 3/2/1 76
- 20 Come up with the questions or summarize the text  
ضعوا أسئلة الفهم أو لَخَّصُوا النِّصَّ 77
- 3 Developing reading at the advanced level 78
- 21 Summarize in your own way لَخَّصُوا بأسلوبكم الخاصَّ 78
- 22 Retell a summary of the text تبادلوا ملخصاتكم للنصَّ 79
- 23 Comparing texts مقارنة بين النصوص 80
- 24 Relating background knowledge and personal experiences  
الربط بالمعرفة السابقة والخبرات الشخصية 81
- 25 I agree and do not agree أتفق ولا أتفق 82

#### 4 Writing techniques

84

- 1 Developing writing at the novice level 84
- 1 Writing lists كتابة قوائم 84
- 2 Fast copying النسخ السريع 85
- 3 Planning an itinerary التخطيط لرحلة 86
- 4 Sentence modeling النسخ على منوال الجمل 86
- 5 Writing a long sentence إنشاء جملة طويلة 88
- 6 Creative dictation الإملاء الإبداعي 88
- 7 Sentence completion إكمال الجمل 89
- 8 Rearranging scrambled words within sentences إعادة  
ترتيب الكلمات المبعثرة في جمل 90
- 9 Similar and dissimilar متشابهان ومختلفان 91
- 10 Likes and dislikes مرغوبات ومكروهات 94
- 2 Developing writing at the intermediate level 95
- 11 Rearranging and modifying scrambled sentences  
إعادة ترتيب الجمل المبعثرة مع تغيير ما يلزم 95
- 12 Brainstorming and fast drafting استئثار الأفكار والإنشاء  
السريع 97
- 13 Transforming a dialogue into a narrative paragraph  
تحويل حوار إلى نصَّ سرديّ 98
- 14 My daily routine نشاطاتي اليومية 99
- 15 Personal letters, notes, and postcards كتابة رسائل خاصة  
وملاحظات وبطاقات بريدية 100
- 16 Sum it up اكتبوا الخلاصة 101
- 17 Reconstructing a story إعادة إنشاء قصَّة 101
- 18 Completing a story إكمال قصَّة 102

- 19 *Paraphrasing a text to simplify it* إعادة صوغ نصّ لتسهيله 103
- 20 *Discussing job announcements/advertisements* مناقشة إعلانات وظائف 104
- 3 *Developing writing at the advanced level* 105
- 21 *Applying for a job in response to a job advertisement* التقدم إلى عمل بناءً على إعلان لوظيفة 105
- 22 *Writing under time pressure* الكتابة تحت تأثير ضغط الوقت 106
- 23 *Differences and similarities* أوجه الشبه والاختلاف 107
- 24 *Reconstructing the article from article outline* إعادة صوغ المقال من مخطط المقال 108
- 25 *Whole class collaborative writing* الكتابة التعاونية على مستوى الصف 109

## 5 Grammar techniques

111

- 1 *Developing grammatical competence at the novice level* 111
- 1 *Chain question formation* صوغ السؤال تسلسلياً 111
- 2 *Describing pictures using noun-adjective phrases* وصف الصور باستخدام الصفة والموصوف 113
- 3 *Find the relations between words* ابحثوا عن العلاقات بين الكلمات 114
- 4 *Chain question formation and the use of adverbials* صوغ السؤال تسلسلياً واستخدام الظروف 115
- 5 *Find related words by root and pattern* ابحثوا عن الكلمات المشتقة من الجذر والوزن نفسيهما 116
- 6 *Supply the definite article if necessary* أضيفوا ال التعريف في الفراغ وفق ما يلزم 118
- 7 *Rearranging the scrambled words and making necessary changes* إعادة ترتيب الكلمات المبعثرة مع تغيير ما يلزم 120
- 8 *Translate the sentences into Arabic* ترجموا الجمل إلى العربية 121
- 9 *Sentence parsing* تحديد نوعي الجمل وتحليلها 122
- 10 *Identify the error, if any, and correct it* حدّدوا الخطأ إن وُجد وصحّوه 123
- 2 *Developing grammatical competence at the intermediate level* 124

11	Using the imperative and negative imperative استخدام صيغتي الأمر والنهي	125
12	Find your classmates according to their actions ابحثوا عن زملائكم وفق أفعالهم	126
13	Compare yourselves قارنوا بين أنفسكم	127
14	Using the passive voice استخدام الفعل المبني للمجهول	129
15	Nominal sentence parsing تحديد الجمل الاسمية وتمييز رُكْنَيْهَا مع الإعراب	130
16	Provide your reasons عَظِّمُوا أسبابكم	131
17	Collapse into one sentence ادمجوا كل جملتين في جملة واحدة	132
18	Name the structure in the text سمّوا التركيب في النصّ	133
19	Translate into Arabic ترجموا إلى العربية	135
20	Identify the errors, if any, and correct them حدّدوا الأخطاء إن وُجِدَتْ وصحّحوها	136
3	Developing grammatical competence at the advanced level	137
21	Dictogloss of a grammar point إملاء "الديكتوغلوس" لنصّ يحتوي على تركيب معين	137
22	Complete the speculations أكملوا التكهّنات	138
23	Identify your errors and correct them حدّدوا أخطاءكم وصحّحوها	140
24	Compare your attributes قارنوا بين خصائصكم	142
25	Identify the grammatical structures and vocalize them حدّدوا التراكيب النحويّة وأعرّبوها	143
	Appendix A Correction symbols: intermediate level	146
	Appendix B Correction symbols: advanced level	147
	Bibliography and resources for further reading	148
	Index	156

---

# Introduction

---

This book contains five sets of 25 techniques, with a total of 125 techniques, aimed to develop the four language skills (listening, speaking, reading, and writing) and grammatical competence. Each set of techniques is loosely graded within each level (and numbered accordingly) and all fall along three proficiency levels based on the American Council on the Teaching of Foreign Languages (ACTFL) guidelines: the novice level (10 techniques), the intermediate level (10 techniques), and the advanced level (5 techniques). All the techniques are interactive and communicative in nature and are based on the communicative language teaching approach. Some are meant to target a particular skill in isolation, since it is extremely beneficial to do this at times, especially at the novice level. Others are designed to target a particular skill while integrating one or more skills so that class time can be optimally used and language skills developed in parallel. Ultimately, this integration is based on a well-known rationale of a sound integrated theory of language teaching, since skills are better developed when integrated, since they reinforce one another (e.g., Hammerly 1985; Alhawary 2013).

Each technique contains three sections: purpose, procedure, and variations. The “purpose” section explains the rationale for the technique, its learning or pedagogical objectives, its targeted skill, whether the technique is meant to be implemented to target a skill in isolation or being integrated to target more than one skill, and the approximate time it takes to execute the technique. The section on “procedure” offers a step-by-step explanation of how to implement a given technique. Many techniques whose application may not be self-evident, contain specific sample contents to illustrate how the technique is to be implemented. The section on “variations” offers additional suggestions of how the technique can be executed differently. Of course, there are many other possible variations with which any technique can be carried out, depending on the creativity of the teacher as well as their students’ needs. In other words, it is up to the teacher to follow all the steps as suggested or to skip or replace a step with another one that they think will work better for their teaching style and/or their students’ needs.

A number of assumptions should be taken into account about the included techniques in general. These include the following:

- The overarching assumption of these techniques is to create classroom activities that are nonthreatening, fun, and engaging, including the grammar-based ones.
- Many of the techniques should be viewed as dynamic rather than static in that those designed for a certain skill can be used for developing another skill with modification if a proper focus is established on the targeted skill.
- Many techniques of a given skill can be reordered as long as the difficulty level of the targeted form and function are taken into account.
- The number of students suggested for each group work is not random but is always specified for any given technique so that all students in all groups can participate equally actively, all kept on task, and group-member dominance minimized.
- The approximate time suggested for a given technique to be executed is given so that the teacher can prepare accordingly and/or subsequent modifications of the technique are made with an eye on the time required to execute the technique efficiently. Some of the important dynamic factors here include the number of students in a particular class, the degree of homogeneity of their language background and proficiency level, the teacher's classroom management skills, and the teacher's ability to improvise and keep the pace of the technique going.
- The sample contents provided for some of the techniques are examples of how the techniques can be implemented and the teachers can use or develop different content to implement a given technique so long as the targeted language form and function are appropriate to the level.
- The Arabic variety used to illustrate the techniques here is Modern Standard Arabic, which can be substituted with any dialectal variety when (a) the content and context are appropriate and (b) the same variety is kept constant while integrating the skills; that is, integration is recommended to take place across skills rather than across varieties (see Alhawary 2013).

With little creativity, the teacher can modify any technique as they feel necessary to meet their students' needs and match their personal teaching style, select from them, or add to them other techniques to compile their own repertoire of techniques. It is hoped that each teacher teaching the Arabic language is dedicated to their profession. One manifestation of such dedication is being willing to compile one's own repertoire of techniques that they find most effective and best meet their students' needs. In this regard, and in addition to the entries of cited works as well as relevant works, the bibliography offers many valuable sources for further reading on techniques and crucially related topics.

Doubtless, there is a countless number of techniques that have been invented and reinvented, used, and reused with different modifications and variations. The

Proof

techniques contained in this book are among the most effective, practical, and tried in the classroom based on the author's teaching experience of more than 30 years at the three different proficiency levels. Moreover, they require little to no prior preparation and are written and explained in a very accessible, straightforward style so that they can be readily used by all teachers of Arabic, the novice or in-training teacher, and the experienced teacher. In addition to being an essential resource for teachers, the book can be useful to draw insights for instructional material development and for in-training teacher preparation programs.

I am forever indebted to countless individuals who have contributed to this work in one way or another, including former students, colleagues, and all authors cited in the bibliography. My utmost gratitude is owed to Samantha Vale Noya at Routledge for believing in this project and for being exceptionally patient with me and my repeated requests for extensions due to many tough, unforeseen, circumstances. This book is dedicated to students and teachers of Arabic.

Taylor & Francis  
Not for distribution

Proof

---

# Listening techniques

---

## 1. Developing listening at the novice level

Listening is viewed here in terms of the ability to recognize Arabic at the sound, word, memorized chunk, phrase, sentence, and paragraph levels. At the novice level, the focus is mainly on the sound, word, memorized chunk, and phrase levels. Towards the novice high listening is also pitched (a little higher than the ACFL guidelines) at the sentence level. It is both meant for sound and speech recognition as well as listening comprehension. Listening at the word level is generally useful for focusing on the sound level, whereas listening at the phrase/sentence level is helpful for focusing on how words are merged and heard together. A listening technique is usually implemented as a pre-listening, during-listening, post-listening activity, or all of these combined. Activities used during the pre-listening activities are usually referred to as “advanced organizers.”

### 1. *Repetition of sounds in single syllables* تكرر الأصوات التي تقع في مقطع واحد

#### *Purpose*

To provide learners with practice to perceive and produce sounds accurately. Imitation by repeating after the teacher or the teacher’s demonstration of sound production is an effective technique (with many variations) to train learners to perceive sounds accurately. Repetition in unison is generally preferred over individual repetition, since the former has the added advantage of sheltering timid learners and the ability to test how well learners are perceiving and pronouncing sounds and words. The number of times for each instance can vary (1–3 times), depending on needs and control against boredom. Three times is usually a good cutoff point. It requires little to no preparation and takes about 5–10 minutes to execute.

#### *Procedure*

1. Read and have your students imitate you by repeating after you (1–3 times) the target sound in combination with the three short vowels, each syllable

separately or all three syllables at once, and then with the three long vowels—while pointing to each syllable on the board or screen as in the following samples of syllables:

Sample 1:      با بو بي      بَ بُ بِ ←

Sample 2:      تا تو تي      تَ تُ تِ ←

2. When an emphatic sound (to an already-covered nonemphatic counterpart) is the target, read both pairs of counterparts with the three short–long vowel combinations (by pointing to each syllable on the board or screen) and have your students repeat after you 1–3 times. As in Procedure 1, each syllable can be read and repeated separately or all three syllables can be read and repeated at once as in the following samples of syllables:

Sample 1:      تا تو تي      تَ تُ تِ ←  
                  طا طو طي      طَ طُ طِ ←

Sample 2:      ذا ذو ذي      ذَ ذُ ذِ ←  
                  ظا ظو ظي      ظَ ظُ ظِ ←

Sample 3:      سا سو سي      سَ سُ سِ ←  
                  صا صو صي      صَ صُ صِ ←

### Variations

Instead of first reading and having your students repeat a nonemphatic sound with all three short and long vowels before moving to read and have your students repeat the emphatic counterpart with the short and long vowels, read and have students repeat the nonemphatic sound with a short/long vowel and then the emphatic sound with a short/long vowel. In addition, each syllable can be read and repeated separately, or all three syllables (with short/long vowels) can be read and repeated at once as in the following samples of syllables:

Sample 1: ↓ تي   ↓ تو   ↓ تا   ↓ تَ   ↓ تُ   ↓ تِ   ←  
                  طي     طو     طا     طَ     طُ     طِ

- b. Go over your students' responses as a whole class by delegating a student to come to the board and have all students from all groups help the student write a summary of the full story, text about the topic, or dialogue in the logical order. (See also Ur 1984.)

## 24. *Comprehending the listening text in stages* فهم النصّ المسموع على مراحل

### *Purpose*

To provide learners with practice to attend to meaning by attempting to understand an audio or video recording (which can be a self-contained video clip, such as a short documentary film about a certain topic or a historical event). Understanding can include key ideas about its content and context at a global/broad level or at a subtler level. The technique allows for the integration of listening with speaking, as students are required to work in groups and then report and discuss their specific responses. Additionally, the technique exposes students to some strategies of how to approach such a text and attempt to decode its main meanings. It requires little preparation and takes about 40 minutes to execute.

### *Procedure*

1. Pre-listening/pre-viewing (advanced organizers):
  - a. State the topic of the clip by means of one word (e.g., You are going to watch a video about التلوث "pollution," if the video clip is a documentary film).
  - b. Brainstorm with your students what they know about pollution and write their main ideas on the board (in 3–5 minutes).
  - c. Brainstorm what words they expect to hear associated with "pollution" (in 3–5 minutes).
  - d. Point out vocabulary (including new vocabulary) critical to the text that your students may have missed (in 3–5 minutes).
2. First listening/viewing:
  - a. Play the video one time.
  - b. Divide your students into groups of dyads and have them answer general questions (e.g., What is the purpose of the video? Where was the video produced? When was the video produced?; in about 3–5 minutes).
  - c. Have your students refer to the board and whether their answers correspond to the ideas on the board.
  - d. Have the groups report to the class and discuss their answers with the class.
3. Second listening/viewing:
  - a. Provide a few specific questions that require subtler or more deductive answers (e.g., To whom is the video relevant? What are the most important

messages of the video? Was the video successful in conveying its message? Why?/Why not?).

- b. Play the video for a second time.
  - c. Divide your students in groups and have them answer the questions for the second listening (in about 5–7 minutes).
  - d. Have the groups report to the class and discuss their answers with the class.
  - e. Responses are acceptable so long as your students are able to substantiate them from the video.
4. Post-listening/post-viewing:
- a. Focus on the form and function of new vocabulary and (cultural) expressions.
  - b. Go over the new words and expressions your students may have inferred from the text.
  - c. Elicit your students' responses at guessing the meaning of new words and expressions you have preselected by playing and pausing the video around their respective contexts.

### *Variations*

- a. You may choose not to point out vocabulary (including new vocabulary) critical to the text that students may have missed in the pre-listening activities (and rely alone on the words and expressions that your students will come up with) and allow your students to infer them from the first and second listening/viewing.
- b. As part of the pre-listening activities/advanced organizers, your students can look at the general questions prior to the first listening/viewing.
- c. Play the audio/video a third time, if time permits for a third listening/viewing, depending on your students' responses and needs.

## **25. Make up your own questions** ضَعُوا أسئلةَ عن النصِّ بأنفسكم

### *Purpose*

To provide learners with practice to attend to meaning by attempting to understand a short audio or video recording about any topic appropriate to the level, interests, relevance, and needs of the learners. It allows for the integration of listening with speaking, as students are asked to work in groups to make up their own questions and discuss answers to questions made by other groups. It requires little preparation and takes about 40 minutes to execute.

### *Procedure*

1. First listening/viewing:
  - a. Play the short (2–3 minute) audio or video one time.

- Proof
- b. Discuss as a whole class the general topic of the audio/video; that is, what topic is it about? (in about 3–5 minutes).
  - c. Divide your students into groups of dyads and have them come up with their own questions, 1–2 questions by each group; the questions can be general (such as those related to what, where, when, why, how, etc.) or more specific ones (in about 7–9 minutes).
2. Second listening/viewing:
- a. Play the video for a second time.
  - b. Divide your students into the same groups and have them fine-tune their questions (in about 5–7 minutes).
  - c. Have each group ask the next group a question in a chain fashion so that groups can rotate in asking and answering questions.
  - d. Invite other students from other groups to help answer a question if a group cannot.
3. Third listening/viewing:
- a. Play the audio or video 30 seconds at a time.
  - b. If none of the groups asked a relevant question on the segment, assign groups to make up one question each and call back the groups to ask each other as done before.
4. Post-listening/viewing:
- a. Focus on the form and function of new vocabulary and (cultural) expressions.
  - b. Go over the new words and expressions your students may have inferred from the text.
  - c. Elicit your students' responses at guessing the meaning of new words and expressions you have preselected by playing and pausing the video around their respective contexts.
- Taylor & Francis  
Not for distribution

### *Variations*

- a. Depending on how your students respond to the activity, you may need to guide your students initially suggesting questions (such as the general and specific questions suggested in the previous technique).
- b. Alternatively, if there are speakers or characters and interactions among them in the audio/video clip, invite your students to make interpretations about the speakers' personalities and relationships where they can share their beliefs and opinions about various issues and debate with their classmates about new ideas or controversial social trends. This has the advantage to pitch the discussion at even a higher proficiency level.

---

# Speaking techniques

---

## 1. Developing speaking at the novice level

Speaking is viewed here in terms of the ability to produce language to meet communicative functional needs (of interpersonal communication) at the word, phrase, and memorized chunk levels. At the novice high level, speaking is also pitched (a little higher than the ACTFL guidelines) at the sentence level. At higher subsequent levels, it involves communication at the sentence, paragraph, and then extended discourse levels and ranges from the use of high-frequency vocabulary and structures to the use of low-frequency (and specialized) vocabulary and (more complex) structures (along ACTFL's proficiency guidelines, 2012). With the implementation of the various techniques along the proficiency scale, the development of the speaking skill should take into account a gradual increase in fluency, complexity, and accuracy (of pronunciation and grammar) of the learner's production.

### 1. Chain introductions and greetings *التعارف التسلسلي وتبادل التحايا*

#### *Purpose*

To provide learners with practice speaking and developing fluency. It also helps them develop basic interaction and functional abilities, such as introducing oneself and exchanging greetings. It requires little to no preparation and takes about 5–10 minutes to execute, depending on the number of students in the class.

#### *Procedure*

1. Arrange the seats in class in a semicircle (or two semicircles one behind the other, depending on the number of students in the class).
2. Stand or sit where the right end of the semicircle is to your right and the left end to your left.

3. Turn to the student to your right or left; if turning to the student to your right, model the exchange of introductions or greetings; for example, turn to the student to your right and say اسمي محمد “My name is Mohammad” and elicit the response تشرّفنا “I am honored” or أهلاً وسهلاً “Welcome.”
4. The student turns to the student to their right and follows the same modeling by saying: اسمي آدم: “My name is Adam” and receives the response تشرّفنا “I am honored” or أهلاً وسهلاً “Welcome” from that student.
5. The chain of exchanges continues in the same fashion until each student in class has responded to the introduction with the previous student and introduced themselves to the next one to their right.
6. In addition to exchanging introductions, any form of greeting can be exchanged and practiced in the same way as in the following examples:

Sample introduction and greetings:	←	تَشْرَفْنَا/أَهْلًا وَسَهْلًا	←	إِسْمِي جُون
	←	صَبَاحُ الْخَيْرِ/النُّور	←	صَبَاحُ الْخَيْرِ
	←	مَسَاءُ الْخَيْرِ/النُّور	←	مَسَاءُ الْخَيْرِ
	←	وَعَلَيْكُمْ السَّلَام	←	السَّلَامُ عَلَيْكُمْ
	←	الْحَمْدُ لِلَّهِ/بِخَيْرٍ، الْحَمْدُ لِلَّهِ	←	كَيْفَ الْحَال؟
	←	مَعَ السَّلَامَةِ	←	مَعَ السَّلَامَةِ

Taylor & Francis  
Not for distribution

#### Variations

- a. This technique can be used when teaching a new greeting or reviewing all the greetings students have so far learned, one greeting at a time goes through the chain.
- b. If using the activity to review all the greetings, when you initiate the second greeting, start with the second student (rather than the first student again) and the third greeting with the third student and so on so that you can avoid starting with the same student each time.
- c. For young learners (to make the activity more fun), bring a ball with you and toss it to the student to your left or right (with whom you model your statement and response) as you say صباح الخير “Good morning” and elicit from them the response صباح النور or صباح الخير “Good morning” when they catch it.
- d. The student who receives the ball turns to the next student and says صباح الخير “Good morning” as they toss the ball to them, and the latter should respond back صباح النور or صباح الخير “Good morning.”
- e. The chain of exchanges continues in the same fashion until each student in class has responded to the greeting with the previous student and initiated it with the next one.

## 2. **Name tags** شارات الأسماء

### *Purpose*

To provide learners with practice speaking and developing fluency mimicking a real-life situation. It also helps them develop basic interaction and functional abilities such as, introducing oneself and exchanging greetings. It requires little preparation and takes about 15–20 minutes to execute, depending on the number of students in the class to prepare the name tags for all students.

### *Procedure*

1. Prepare name tags in Arabic for all students in class and have your students attach tags to themselves.
2. Have all students get up from their seats and walk around to mingle and introduce themselves to others individually.
3. When two students meet, one introduces themselves by stating their name and states a couple of things about themselves, such as the following: اسمي . . . “My name is . . .,” أنا من . . . “I am from . . .,” and أدرس . . . “I study . . .”
4. Pre-teach your students the vocabulary they need to express themselves before they start this activity.
5. Each student should try to talk to at least five students.

### *Variations*

- a. Have your students make their own name tags (in Arabic) on sheets of paper but provide tapes to them.
- b. Students can read each other’s name tags and initiate the introductions by means of rising intonation and asking a couple of additional questions, such as the following: “Where are you from?” من أين أنت؟ “Your name is . . .?” اسمك . . . ؟ and “What do you study?” ماذا تدرس/تدرسين؟

(See also Klippel 1984.)

## 3. **Match up** ابحثوا عن قرنائكم

### *Purpose*

To provide learners with practice to improve their fluency in speaking. It also helps them develop basic interaction and functional abilities, such as exchanging greetings. It requires little preparation and takes about 10 minutes to execute.

### *Procedure*

1. Prepare cards (or sheets of paper) containing matching expressions.
2. Hand out the cards to all students in class, one each.

3. Students must keep their card hidden and find their other half (carrying their matching expression) by walking about in class asking for it (initiating short dialogues) or simply saying their expression to each one they meet and figuring out their matching expression in the process.
4. Once your students find their other half, each pair exchange the expressions in front of the class.

Sample:	صَبَاحُ النَّوْرِ	←	صَبَاحُ الْخَيْرِ
	وَعَلَيْكُمْ السَّلَامُ	←	السَّلَامُ عَلَيْكُمْ
	مَسَاءُ النَّوْرِ	←	مَسَاءُ الْخَيْرِ
	تَشَرَّفْنَا	←	إِسْمِي جُون
	الْحَمْدُ لِلَّهِ	←	كَيْفَ الْحَالُ؟
	مَعَ السَّلَامَةِ	←	مَعَ السَّلَامَةِ

#### Variations

- a. Instead of using matching expressions, the technique can be used as a vocabulary activity using words and phrases.
- b. It can be used as a vocabulary activity on single words, with one set of cards containing the (single) words in Arabic and the other set containing matching pictures or meanings of words in English, just as in splitting flash cards.
- c. It can be used as an activity on phrases, with one set of cards containing nouns and the other set containing matching nouns as second terms of *'idaafa* or adjectives as in the following sample.

Sample:	الْخَيْرِ	←	صَبَاحُ
	الْأُسْبُوعِ	←	عُظْلَةٌ
	تُرْكِيَّةً	←	قَهْوَةٌ
	عَرَبِي	←	حُبْزٌ
	وَاسِعٌ	←	بَيْتٌ
	قَصِيرٌ	←	رَجُلٌ

#### 4. Identity cards البطاقات الشخصية

##### Purpose

To provide learners with practice speaking and developing fluency. It also helps them develop basic functional abilities of asking simple questions and getting to

know others and interacting with them. It requires little preparation and takes about 10 minutes to execute.

### Procedure

1. Prepare index cards for your students to fill out with basic personal information about their classmates (e.g., their name, where they come from, where they live, their hobby, etc.) such as the following:

	الإسْم:
	الوِلَايَة:
	السَّكْن:
	الهَوَايَة:

2. Divide your students into dyads and distribute a card to each student and ask each student to get to know at least one classmate by means of interviewing/meeting them and filling out the card in 3–4 minutes.
3. If your students have not learned question words, pre-teach question words/particles such as ما “what,” من أين “where from,” and أين “where” or instruct and demonstrate to them to simply use rising intonation.
4. Have each student introduce their classmate to the class from the information they gathered from the card.

### Variations

- a. Ask your students to get up from their seats and intermingle.
- b. Distribute three cards to each student to fill them out from three different classmates.

(See also Klippel 1984.)

## 5. Describe the picture **صِفُوا الصُّورَةَ**

### Purpose

To provide learners with practice speaking. It allows participation with the least anxiety and pressure on a particular student due to the collaborative nature of the activity. It requires little preparation and takes about 10 minutes to execute.

### Procedure

1. Come up with a picture for your students to describe, requiring vocabulary they have recently covered and appropriate to their level.

2. Display the picture to the whole class on a screen or via a document projector.
3. Allow 1–2 minutes for your students to look at the picture and think of 2–3 things with which to describe it.
4. Ask your students what they simply see, allowing one student at a time to say one thing about it, in a chain fashion so that each student eventually participates.
5. Allow your students to respond with one word, if that is all they can do, but urge them to use at least two words.
6. Provide error corrections by means of recasting after each student describes the picture and produces an error in pronunciation or grammar.

### Variations

- a. To make the activity less threatening, have your students write 2–3 statements that they want to use to describe the picture.
- b. Allow your students to consult their books or notes.
- c. Collect what your students have written and provide feedback and corrections later.

## 6. *My favorite day of the week* يومي المفضل في الأسبوع

### Purpose

To provide learners with practice speaking and developing fluency. It also helps them develop basic interaction and functional abilities of expressing likes and dislikes and providing simple reasons or explanations. The activity allows the integration of speaking with possibly the writing skill. It requires little to no preparation and takes about 15 minutes to execute.

### Procedure

1. Model for your students your favorite day of the week and then list (on the board or screen or via a document projector) other days in order of your preference such as the following:

1. الْجُمُعَة: يَوْمِي الْمَفْضَل
2. الْأَحَد
3. السَّبْت
4. الْخَمِيس
5. الْأَرْبَعَاء
6. الثَّلَاثَاء
7. الْإِثْنَيْن

2. Ask your students what their favorite days of the week and make a similar list in no more than 2 minutes.
3. Divide your students into dyads and ask them to discuss their rankings and provide reasons for their rankings or why they typically like or do not like certain days in no more than 4 minutes.
4. Ideally, implement the activity when your students have learned how to express providing explanations or reasons; if not, pre-teach them key expressions, such as *لأنَّ* “because” and *بسبب* “because of” and how to use them.
5. Go over sample responses of your students by having groups delegate a group member to report to class their group’s rankings and reasons.

### Variations

- a. If time permits, have all groups delegate a group member from each group to report to class their group’s rankings and reasons.
- b. Following the conclusion of the speaking activity, have each student write a statement or two about each day, stating why a certain day is their favorite day and why they typically like or do not like certain days.
- c. Collect the statements for feedback and corrections later.

## 7. Group interviews *مقابلات جماعية*

### Purpose

To provide learners with practice speaking and developing fluency. It also helps them develop basic interaction and functional abilities such as asking simple questions to elicit simple information. It requires little to no preparation and takes about 10–15 minutes to execute.

### Procedure

1. Write on the board (or display on the screen or via a document projector) the question particles/words *من* “who,” *ما/ماذا* “what,” *أين* “where,” *متى* “when,” *كم* “how many,” *كيف* “how,” and *لماذا* “why.”
2. Divide your students into groups of 4–6 students.
3. Have each group delegate the role of the interviewee to one of them, with the rest being interviewers.
4. Allow interviewers 2–3 minutes to write as many personal questions (at least 6) as they can (by using the words on the board fronting their questions) about the interviewee, such as place of origin, number of family members, place of residence, hobbies, interests, favorite foods, and so on.
5. Have your students within each group alternate in asking the interviewee their questions in 5–6 minutes.

6. Each group delegates a group member to report to the class the information gathered about the interviewee.
7. Offer feedback and corrections on any patterns of errors students have made forming questions and statements/responses, eliciting corrections from class first.

### Variations

- a. Instead of having all groups ask personal questions, have each group ask a different set of questions such as those pertaining to the interviewee's house/apartment, car, job, hobby, and so on.
- b. Allow your students to also include yes/no questions.
- c. Allow your students to write at least six questions and the interviewee's responses to them.
- d. Go over sample written interviews (containing questions and responses) by displaying them via a document projector and work on the identification and correction of errors collectively from all students in class.

(See also Klippel 1984.)

## 8. *Who am I?* من أنا؟

### Purpose

To provide learners with practice speaking and improve their fluency. It also helps them develop their interaction and basic functional ability to ask yes/no questions. It requires little preparation and takes about 10–15 minutes to execute.

### Procedure

1. Prepare some cards or sheets of paper, each containing the name of a famous person whom most students in the class can recognize (e.g., an actor, politician, student, etc.).
2. Give each card to a student who will assume the name of the person on the card and who will start the activity by asking: من أنا؟
3. All other students in class ask the student with the card yes/no questions to figure out the name of the person in the card
4. Students continue to ask questions until they are able to guess the name.

### Variations

- a. You can assume the name of the person on a given card.
- b. A student gets a response only if he/she asked the question correctly.
- c. Alternatively, you may ask your students to prepare cards (outside of the classroom) with names of famous persons for use in a subsequent class.

(See also Sepulveda 2012.)

---

## Reading techniques

---

### 1. Developing reading at the novice level

It is widely acknowledged that a number of subskills are involved in reading in general, whether in first- or second-language reading. However, the focus here is on developing reading fluency and reading comprehension skills, along with implementing bottom-up (by decoding the text at the word and sentence level) and top-down (by activating background knowledge and conceptual schemata) processing as well as strategies of figuring out the meanings of words from the context as well as roots and patterns. At the novice level, reading encompasses the ability to recognize written Arabic at the letter, morpheme, word, memorized chunks, and phrase levels and toward the novice high (to pitch it a little higher than ACTFL guidelines) at the sentence and simple text levels of basic everyday life topics. For the development of reading fluency at the letter, morpheme, word, memorized chunks, and phrase levels, most techniques included in the listening section of the novice level can be used here as well. These are not included here to avoid repetition. A reading technique is usually implemented as a pre-reading, during-reading, post-reading activity, or all these combined.

#### 1. *Spot the words* البحث عن الكلمات

##### *Purpose*

To provide learners with practice recognizing familiar words in texts which they have already studied or in novel texts at the same level. It requires little to no preparation and takes about 5–10 minutes to execute.

##### *Procedure*

1. Find a simple text that contains words with which your students are familiar or preselect a text from your students' textbook that they have covered in class or have not but remain within their level.
2. Preselect such words or phrases and ask your students to spot them in the text by underlining or drawing a circle around them after you read them.

### 3. Developing reading at the advanced level

At the advanced level, reading is focused on the paragraph and extended discourse levels about general and professional topics that are familiar or unfamiliar. At this stage, for pedagogical reasons and to reflect real-life situations, it is expected to implement techniques that integrate reading with one or more skills in addition to those which focus on reading as an isolated skill. While using a form or function through one skill, learners can activate it or recycle it through another and achieve control and automaticity through others. In addition to the techniques included here, some of the techniques in the intermediate section can be used for the advanced level when the texts and topics used are suitable for the advanced level. A reading technique is usually implemented as a pre-reading, during-reading, post-reading activity, or all of these combined.

#### 21. Summarize in your own way **لخصوا بأسلوبكم الخاص**

##### *Purpose*

To provide learners with practice to primarily develop their reading comprehension by attending to meaning, as learners are required to provide a summary of their understanding of a text (narrative or expository), in particular their ability to gist texts by identifying main ideas and key concepts of a text and its most important parts. It allows for the integration of reading comprehension with the writing skill (and possibly the speaking skill) so that learners can receive feedback on their comprehension as well as writing. The technique mimics real-life situations in which we often need to know the gist of what we read. It requires little to no preparation and, depending on the length of the text, takes about 30–45 minutes to execute.

##### *Procedure*

1. Find a level-appropriate text on a topic of interest or relevance to your students or use a text in their textbook of 3–5 paragraphs.
2. Divide your students into dyads and ask them to read the text to each other, paying extra attention to the title, headings, beginning, middle, and end of the text.
3. Limit the number of sentences or words that your students can use in summarizing the text (e.g., three sentences per paragraph not to exceed 25 words).
4. Ask your students to come up with a title or heading for each paragraph if there are no such headings.
5. Ask your students to combine the sentences to write up a short summary and eliminate any redundant words after incorporating the headings into the sentences.
6. Go over 1–2 sample summaries (depending on time available) as a whole class, displaying them to class (e.g., via a document projector) and inviting more refined suggestions and corrections.
7. Collect all summaries to provide feedback on factual and writing accuracy later outside of class.

*Variations*

- a. Preassign the text to be read outside of the classroom before class so that students will take less time reading the text and the activity will mainly be a post-reading activity.
- b. Have the groups of dyads exchange their summaries so that each group will attempt to provide feedback and corrections to both factual and writing accuracy of the paragraph of another group.
- c. Have your students incorporate the feedback and collect the summaries to provide feedback later.

**22. Retell a summary of the text** تبادلوا ملخصاتكم للنص*Purpose*

To provide learners with practice to primarily develop their reading comprehension by attending to meaning, as learners are required to provide a summary of their understanding of a text (narrative or expository), in particular their ability to gist texts by identifying main ideas and key concepts of a text. It allows for the integration of reading comprehension with the speaking skill (and possibly the writing skill) so that learners need to retell a summary of the text. The technique mimics real-life situations in which we often need to know the gist of what we read. It requires some preparation and, depending on the length of the text, takes about 30–45 minutes to execute.

*Procedure*

1. Find a level-appropriate text on a topic of interest or relevance to your students or use a text in their textbook of 3–5 paragraphs.
2. Divide your students into dyads and divide the texts into 3–5 parts, depending on the number of paragraphs.
3. Assign different students to read different parts or paragraphs of the text and encourage them to take (2–3) notes about the main ideas and most important information (in 10–15 minutes) and instruct them they will need to report a summary of what they have read to other students in class.
4. Divide your students who have read the same parts or paragraphs to discuss what they have read and compare their notes (in 10 minutes).
5. Redivide your students into new dyads pairing students who read different parts or paragraphs of the text and have each student report the summary to their partner (in 10 minutes).
6. Redivide your students into different dyads so students can continue to report their summaries to new partners.
7. Rotate between groups to ensure your students are reporting actual summaries, not just random comments or disconnected statements.

*Variations*

- a. Preassign the text to be read outside of the classroom before class so that students will take less time reading the text and the activity will mainly be a post-reading activity.
- b. After your students report their summaries to their partners within dyads, redivide students into larger groups so that each group comprises one student of each of the first dyads so that one student is responsible for a summary/part of the text. Have your students collaborate to write a summary of the full text.
- c. Collect the written summaries of the text to provide feedback later.

**23. Comparing texts** مقارنة بين النصوص*Purpose*

To provide learners with practice to develop their reading comprehension by attending to meaning and reading texts critically by comparing different points of view. It allows for the integration of reading comprehension with the speaking skill. It requires some preparation and, depending on the length of the texts used, takes about 35–45 minutes to execute.

*Procedure*

1. Find (e.g., by searching online for) three texts of similar length on a similar topic such as a recent event in the news or a current issue (social, political, economic, etc.) of interest to your students. If the topic is related to an event reported in the news, choose the texts from three competing (Arabic) media platforms, such as Al Jazeera, Al Arabiya, and the BBC.
2. Divide your students into groups of 3. Each group is given a different text and is asked to discuss the main ideas of the text in 10–15 minutes.
3. Redivide your students into groups of 3, consisting of students who read all three texts.
4. Have your students discuss the three texts, paying attention to three types of differences between the three texts: (a) in terms of content (i.e., at the level of details and whether some information is present in one text but not in the other two texts), (b) point of view (i.e., which one is likely biased or unbiased), and (c) style (which one is easiest to understand) and how (in 15 minutes).
5. Have three sample groups report to the class the outcomes of their discussion, each group reporting on one type of difference and their reasons, and allow other groups to agree or disagree by providing their reasons (in about 10–15 minutes).

*Variations*

- a. Depending on the texts found and/or time constraints, focus can be exclusively on only one of the three differences: content, point of view, or style.

- b. Alternatively, the technique can be limited to two texts and students in this case can be divided into dyads.

(See also Watkins 2018.)

#### 24. *Relating background knowledge and personal experiences* الربط بالمعرفة السابقة والخبرات الشخصية

##### *Purpose*

To provide learners with practice to develop their reading comprehension by attending to meaning and relating the reading to their background knowledge and personal experiences. It allows for the integration of reading comprehension with the speaking skill. It requires little preparation and, depending on the length of the texts used, takes about 40–45 minutes to execute. The technique fits as a pre-reading, during-reading, and post-reading activity.

##### *Procedure*

1. Find a level-appropriate text of 3–5 paragraphs (on a topic of a recent event, an issue of common interest, or an issue that can be conveyed from different perspectives) or use a text in your students' textbook.
2. Prior to reading the text, introduce the topic of the text to your students.
3. Elicit (in a chain fashion) 1–2 responses from each student of “what they already know about the topic” ماذا يعرفون عن الموضوع
4. Elicit (in a chain fashion) 1–2 responses from each student of “what they would like to know about the topic” ماذا يحبون أن يعرفوا عن الموضوع
5. Divide your students into dyads and have them read and discuss the text (in 20 minutes) and have them each agree to 3–5 statements of what they have learned about the topic.
6. Have each group report to the class what they have learned.
7. Have each student (in a chain fashion) relate some information in the text to their own personal experiences or life or those whom they know.

##### *Variations*

- a. In the pre-reading stage, have each student write down 4–5 statements of what they already know about the topic and 4–5 statements of what they would like to know about it.
- b. During the reading stage, have each student write 4–5 statements of what they learned from the text.
- c. In the post-reading stage, divide your students into dyads to discuss with their partner how some of information of the text relates to their personal experiences or lives.

- d. Transition the activity into a writing activity assignment (outside of class) to combine the statements they wrote into a composition describing the topic, what they know about it, and how some of its content relates to their personal experiences.

(See also Watkins 2018.)

## 25. *I agree and do not agree* أتفق ولا أتفق

### Purpose

To provide learners with practice to develop their reading comprehension by attending to meaning, reading texts critically, and exploring ways to support an opinion on a controversial issue or an issue of general interest. It allows for the integration of reading comprehension with speaking and (possibly) writing skills. It requires little preparation and, depending on the length of the texts used, takes about 40–45 minutes to execute. The technique fits as a pre-reading, during-reading, and post-reading activity.

### Procedure

1. Find a level-appropriate text or use a text in your students' textbook of 3–5 paragraphs on a topic such as *الرياضة الاحترافية* "professional sport," *التكنولوجيا* "technology," *وسائل التواصل الاجتماعي* "social media," *البيئة* "the environment," and so on.
2. Prior to reading the text, introduce the topic of the text to your students.
3. Using their background knowledge and personal experience on the topic, have each student complete three stem statements starting with: *أتفق* "I agree" and three stem statements, starting with *لا أتفق* "I do not agree" (in 5–7 minutes) in relation to the topic.
5. Divide your students into dyads and have them read and discuss the text (in 20–25 minutes).
6. Ask each student to revise or confirm their six statements based on their reading of the text and the perspectives of the text, providing reasons.
7. Have each student express to the class three statements expressing agreement with the perspective of the text and three opposing ones and provide reasons.

### Variations

- a. Depending on the level of your students, provide some scaffolding by making stem sentences (in a handout) that are more detailed, along with the following, if the topic is on professional sport: *أتفق مع كاتب النصّ أنّ* "I agree with the writer of the text that . . ." and *لا أتفق مع كاتب النصّ أنّ* "I do not agree with the writer of the text that . . ."

- b. Instead of the “I agree” and “I do not agree” statements, ask students to list 3 محاسن “advantages” and 3 مساوی disadvantages of the topic, providing reasons briefly.
- c. Transition the activity into a writing activity where students (in groups) are asked to write 2 paragraphs on the topic by incorporating their statements and providing reasons.
- d. Collect your students’ writings for feedback later.

(See also Faber 2015.)

Taylor & Francis  
Not for distribution

## Appendix B

Correction symbols:  
advanced level

رموز ملاحظات التصحيح للمتعلّمين في  
المستوى المتقدّم

خطأ في الإضافة	إض
خطأ في الإعراب	إع
خطأ في التعريف أو التنكير	ت
تداخل في التراكيب	تد
خطأ في ترتيب الكلمات	تر
حذف الكلمة أو الكلمات	ح
خطأ في الدلالة/اختيار الكلمة	د
خطأ لعدم وجود أداة ربط	ر
خطأ في زمن الفعل	ز
خطأ في ظرف الزمان أو المكان	ظ
خطأ في ضمير عائد	ع
خطأ في العدد أو المعدود	عد
استخدام العامية	عم
فقرة جديدة	ف
خطأ في الكتابة	ك
خطأ في المطابقة	م
المعنى مبهم	مب
خطأ في الاسم الموصول/جملة اسم الموصول	مو
سهو عن كلمة أو عبارة	هـ
خطأ في الوزن (وزن الاسم أو الصفة أو الفعل)	و

---

## Bibliography and resources for further reading

---

- ACTFL (American Council on the Teaching of Foreign Languages). 2012. *ACTFL Proficiency Guidelines*. [www.actfl.org/resources/actfl-proficiency-guidelines-2012/arabic].
- Akil II, Bakari R. 2010. *Speech Exercises for the Classroom: A Guide for Professors, Teachers and Speech Instructors*. N.P.: Academic Group Publishing.
- Alfieri, Louis, Brooks, Patricia J., Aldrich, Naomi J., and Tenenbaum, Harriet. 2011. “Does Discovery Based Instruction Enhance Learning?”. *Journal of Educational Psychology* 103 (1): 1–18.
- Alhawary, Mohammad T. 2011. *Modern Standard Arabic Grammar: A Learner’s Guide*. West Sussex, UK: Wiley-Blackwell.
- Alhawary, Mohammad T. 2013. “Arabic Second Language Acquisition Research and Second Language Teaching: What the Teacher, Textbook Writer, and Tester Need to Know”. *Al-‘Arabiyya* 46: 23–35.
- Alhawary, Mohammad T. 2016. *Arabic Grammar in Context*. Oxon, UK: Routledge.
- Al-Sheikh, Hanan. 2005. *My Story Is a Lon Explanation* [hikāyatī sharḥun yaṭūl]. Beirut, Lebanon: Dār Al-Ādāb.
- Anderson, Neil J. 2009. “Active Reading: The Research Base for a Pedagogical Approach in the Reading Classroom”. In Zhaohong Han and Neil J. Anderson, eds., *Second Language Reading Research and Instruction: Crossing the Boundaries*. Ann Arbor, MI: The University of Michigan Press.
- Anderson, Neil J. 2012. “Reading Instruction”. In Anne Burns and Jack C. Richards, eds., *The Cambridge Guide to Pedagogy and Practice in Second Language Acquisition*, 218–225. Cambridge, UK: Cambridge University Press.
- Aronson, Elliot. 1978. *The Jigsaw Classroom*. Beverly Hills, CA: Sage.
- Atay, Derin and Kurt, Gokce. 2006. “Elementary School EFL Learners’ Vocabulary Learning: The Effects of Post-Reading Activities”. *Canadian Modern Language Review* 63 (2): 255–273.
- Bahram, Zaitoon. 2020. “Classroom Techniques and Tasks for Teaching Speaking”. *International Journal of Science and Research* 9 (1): 432–434.
- Bello, Tom. 1997. *Improving ESL Learners’ Writing Skills*. Washington, DC: National Clearinghouse for ESL Literacy Education.
- Berne, Jane E. 1998. “Examining the Relationship between L2 Listening Research, Pedagogical Theory and Practice”. *Foreign Language Annals* 32: 169–190.
- Berne, Jane E. 2004. “Listening Comprehension Strategies: A Review of the Literature”. *Foreign Language Annals* 37 (4): 521–531.
- Billbrough, Nick. 2007. *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge, UK: Cambridge University Press.

- Blanchard, Karen and Root, Christine. 2010. *Ready to Write 2: Perfecting Paragraphs*. White Plains, NY: Pearson Education.
- Blaz, Deborah. 2018. *The World Language Teacher's Guide to Active Learning: Strategies and Activities for Increasing Student Engagement*. Oxon, UK: Routledge.
- Blundell, Lesley and Stokes, Jackie. 1981. *Task Listening*. Cambridge, UK: Cambridge University Press.
- Bode, Gary, Whitley, Charles G., and James, Gary. 1981. *Listening in & Speaking Out*. Essex, UK: Longman.
- Bolen, Jackie. 2015. *39 No-Prep/Low-Prep ESL Speaking Activities: For Teenagers and Adults*. N.P.: Jackie Bolen.
- British Council. 2015. "A Few Discussion Activities for English Language Learners". [www.britishcouncil.org/voices-magazine/few-discussion-activities-english-language-Learners](http://www.britishcouncil.org/voices-magazine/few-discussion-activities-english-language-Learners).
- Brookes, Arthur and Grundy, Peter. 1998. *Beginning to Write: Writing Activities for Elementary and Intermediate Learners*. Cambridge, UK: Cambridge University Press.
- Brown, Gillian. 1986. "Investigating Listening Comprehension in Context". *Applied Linguistics* 7 (3): 284–302.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Longman.
- Bygate, Martin. 1987. *Speaking (Language Teaching: A Scheme for Teaching Education)*. Oxford, UK: Oxford University Press.
- Bygate, Martin. 2010. "Speaking." In Robert B. Kaplan, ed., *The Oxford Handbook of Applied Linguistics*, 63–74. Oxford, UK: Oxford University Press.
- Byrne, Donn. 1978. *Listening Comprehension Practice*. Essex, UK: Longman.
- Celce-Murcia, Marianne and Hilles, Sharon. 1988. *Techniques and Resources in Teaching Grammar*. Oxford: Oxford University Press.
- Chambers, Fred and Brigham, Andrew. 1989. "Summary Writing: A Short Cut to Success". *English Teaching Forum* 27 (1): 43–45.
- Clark, Raymond C. 1980. *Language Teaching Techniques*. Vermont: Pro Lingua.
- Cobb, David, Methold, Chuntana, and Methold, Kenneth. 1979. *Puzzles for English Practice*. London, UK: Longman.
- Coleman, James A. and Klapper, John. 2004. *Effective Learning and Teaching in Modern Languages*. Oxon, UK: Routledge.
- Correia, Rosane. 2006. "Encouraging Critical Reading in the EFL Classroom". *English Teaching Forum* 44 (1): 16–19.
- Cumming, Alister, Rebuffot, Jacques, and Monica Ledwell. 1989. "Reading and Summarizing Challenging Texts in First and Second Languages". *Reading and Writing* 1: 201–219.
- Curfs, Emile. 1982. "Listening Deserves Better". *Modern English Teacher* 9 (3): 11–14.
- Davis, Paul and Rinvoluceri, Mario. 1988. *Dictation: New Methods, New Possibilities*. Cambridge, UK: Cambridge University Press.
- Day, Richard R. and Park Jeong-suk. 2005. "Developing Reading Comprehension Questions". *Reading in a Foreign Language* 17 (1): 60–73.
- Díaz-Rico, Lynne T. 2013. *Strategies for Teaching English Learners*. Boston, MA: Pearson.
- Doff, Adrian and Becket, Carolyn. 1991. *Cambridge Skills for Fluency: Listening*. Cambridge, UK: Cambridge University Press.
- Elkhafaifi, Hussein. 2005a. "The Effects of Prelistening Activities on Listening Comprehension in Arabic Learners". *Foreign Language Annals* 38 (4): 505–513.
- Elkhafaifi, Hussein. 2005b. "Listening Comprehension and Anxiety in the Arabic Language Classroom". *The Modern Language Journal* 89 (2): 206–220.

- Elkhafaifi, Hussein. 2007–8. “An Exploration of Listening Strategies: A Descriptive Study of Arabic Learners”. *Al-‘Arabiyya* 40–41: 71–86.
- El-Koumy, Abdel Salam. 1999. “Effects of Three Semantic Mapping Strategies on EFL Students Reading Comprehension”. *Education Resource Information Center*. <http://ssrn.com/abstract=2365006>
- Ellis, Rod. 1991. *Second Language Acquisition & Language Pedagogy*. Clevedon, UK: Multilingual Matters.
- Emmerson, Paul and Hamilton, Nick. 2005. *Five-Minute Activities for Business English*. Cambridge, UK: Cambridge University Press.
- Epstein, Ruth. 1991. *Literacy through Cooperative Learning: The Jigsaw Reading Technique*. Saskatoon, SK, Canada: Center for School-Based Programs, College of Education, University of Saskatchewan.
- Etsuo, Taguchi, Gorsuch, Greta, Lems, Kristin, and Rory Roszell, R. 2016. “Scaffolding in L2 Reading: How Repetition and an Auditory Model Help Readers”. *Reading in a Foreign Language* 28 (1): 101–117.
- Faber, Sharon H. 2015. *How to Teach Reading When You’re Not a Reading Teacher*. Nashville, TN: World Book.
- Field, John. 1998. “Skills and Strategies: Towards a New Methodology for Listening”. *English Language Teaching Journal* 54 (2): 110–118.
- Field, John. 2004. “An Insight into Listeners’ Problems: Too Much Bottom-Up or Too Much Top-Down”. *System* 36: 35–51.
- Field, John. 2008. *Listening in the Language Classroom*. Cambridge, UK: Cambridge University Press.
- Fisher, Douglas, Frey, Nancy, and Diane Lapp. 2011. *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text*. Bloomington, IN: Solution Tree.
- Flenley, Tony. 1982. “Making Realistic Listening Material”. *Modern English Teacher* 10 (2): 14–15.
- Fotos, Sandra S. 1994. “Integrating Grammar Instruction and Communicative Language Use through Grammar Consciousness-Raising Tasks”. *TESOL Quarterly* 28 (2): 323–351.
- Gairns, Ruth and Redman, Stuart. 1986. *Working with Words: A Guide to Teaching and Learning Vocabulary*. Cambridge, UK: Cambridge University Press.
- Geddes, Marion and Sturtridge, Gill. 1979. *Listening Links*. London, UK: Heinemann.
- Ghasemi, Parvin. 2011. “Teaching the Short Story to Improve L2 Reading and Writing Skills: Approaches and Strategies”. *International Journal of Arts and Sciences* 4 (18): 265–273.
- Goh, Christine. 2008. “Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications”. *RELC Journal* 39 (2): 188–213.
- Goh, Christine and Yusnita, Taib. 2006. “Metacognitive Instruction in Listening for Young Learners”. *English Language Teaching Journal* 60 (3): 222–232.
- Gorsuch, Greta, Taguchi, Etsuo, and Umehara, Hiroaki. 2015. “Repeated Reading for Japanese Language Learners: Effects on Reading Speed, Comprehension, and Comprehension strategies”. *The Reading Matrix* 15 (2): 18–44.
- Grabe, William. 2004. “Research on Teaching Reading”. *Annual Review of Applied Linguistics* 24: 44–69.
- Grabe, William. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge, UK: Cambridge University Press.
- Green, Peter S. and Hecht, Karlheinz. 1992. “Implicit and Explicit Grammar: An Empirical Study”. *Applied Linguistics* 13 (2): 168–184.

- Hadfield, Jill. 1984. *Elementary Communication Games*. Essex, UK: Pearson.
- Hammadou, Joann. 2000. "The Impact of Analogy and Content Knowledge on Reading Comprehension: What Helps, What Hurts". *The Modern Language Journal* 84 (1): 38–50.
- Hammerly, Hector. 1985. *An Integrated Theory of Language Teaching and Its Practical Consequences*. Blaine, WA: Second Language Publications.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Essex, UK: Pearson Education.
- Hewitt, Ian E. 1996. *Edutainment: How to Teach Language with Fun and Games*. Subiaco WA, Australia: Language Direct.
- Hillerich, Robert L. 1988. *Elementary Teacher's Language Arts Handbook: Techniques and Ideas for Teaching: Teaching Reading as a Language Art*. Englewood Cliffs, NJ: Prentice Hall.
- Hinkel, Eli. 2010. "Integrating the Four Skills: Current and Historical Perspectives". In Robert B. Kaplan, ed., *The Oxford Handbook of Applied Linguistics*, 110–126. Oxford, UK: Oxford University Press.
- Hodges, Gabrielle C. 2016. "Becoming Poetry Teachers: Studying Poems through Choral Reading". *Changing English* 23 (4): 375–386.
- Huang, Ching-Ting and Yang, Shu Ching. 2015. "Effects of Online Reciprocal Teaching on Reading Strategies, Comprehension, Self-Efficacy, and Motivation". *Journal of Educational Computing Research* 52 (3): 381–407.
- Hussein, Taha. n.d. *The Days* [ʿal-ʿayyam]. Cairo: Egypt: Dār Al-Maʿārif.
- Jenkins, Jennifer. 2004. "Research in Teaching Pronunciation and Intonation". *Annual Review of Applied Linguistics* 24: 109–125.
- József, Horváth. 2001. *Advanced Writing in English as a Foreign Language: A Corpus-Based Study of Processes and Products*. Pécs, Hungary: Lingua Franca Csoport.
- Kayi, Hayriye. 2006. "Teaching Speaking: Activities to Promote Speaking in a Second Language". *The Internet TESL Journal* 12 (11): 1–6.
- Klippel, Friederike. 1984. *Keep Talking: Communicative Fluency Activities for Language Teaching*. Cambridge, UK: Cambridge University Press.
- Krashen, Stephen and Terrell, Tracy D. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford, UK: Pergamon.
- Labmeier, Angela M. and Vockell, Edward L. 1971. *Effects and Correlates of a Course in Speed Reading*. West Lafayette, IA: Purdue University.
- Larsen-Freeman, Diane. 2003. *Teaching Language: From Grammar to Gramming*. Boston, MA: Heinle.
- Larsen-Freeman, Diane. 2011. *Techniques and Principles in Language Teaching: Teaching Techniques in English as a Second Language*. Oxford, UK: Oxford University Press.
- Leki, Ilona. 2010. "Second Language Writing in English". In Robert B. Kaplan, ed., *The Oxford Handbook of Applied Linguistics*, 100–110. Oxford, UK: Oxford University Press.
- Lindstromberg, Seth. 2009. *Language Activities for Teenagers*. Cambridge, UK: Cambridge University Press.
- Liu, Yeu-Ting and Todd, Andrew Graeme. 2014. "Implementation of Assisted Repeated Reading Techniques for the Incidental Acquisition of Novel Foreign Vocabulary". *Language Teaching Research* 20 (1): 53–74.
- Long, Michael H. 1988. "Instructed Interlanguage Development". In Leslie M. Beebe, ed., *Issues in Second Language Acquisition: Multiple Perspectives*, 115–141. Rowley: Newbury House.
- Lund, Randall J. 1990. "A Taxonomy for Teaching Second Language Listening". *Foreign Language Annals* 23: 105–115.

- Lynch, Tony. 1983. *Study Listening*. Cambridge, UK: Cambridge University Press.
- Lynch, Tony. 2010. "Listening: Sources, Skills, and Strategies". In Robert B. Kaplan, ed., *The Oxford Handbook of Applied Linguistics*, 74–87. Oxford, UK: Oxford University Press.
- Macalister, John. 2010. "Speed Reading Courses and Their Effect on Reading Authentic Texts: A Preliminary Investigation". *Reading in a Foreign Language* 22 (1): 104–116.
- Maley, Alan. 1978. "The Teaching of Listening Comprehension Skills". *Modern English Teacher* 6 (3): 6–9.
- Maley, Alan and Duff, Alan. 1979. *Variations on a Theme*. Cambridge, UK: Cambridge University Press.
- Maley, Alan and Duff, Alan. 2010. *Drama Techniques: A Resource Book of Communication Activities for Language Teachers*. Cambridge, UK: Cambridge University Press.
- Maley, Alan and Moulding, Sandra. 1981. *Learning to Listen*. Cambridge, UK: Cambridge University Press.
- Manoli, Polyxeni and Papadopoulou, Maria. 2012. "Graphic Organizers as a Reading Strategy: Research Findings and Issues". *Creative Education* 3 (3): 348–356.
- McCarthy, Michael and O'Keefe, Anne. 2004. "Research in the Teaching of Speaking". *Annual Review of Applied Linguistics* 24: 26–43.
- McDonough, Jo and Shaw, Christopher. 1993. *Materials and Methods in ELT: A Teacher's Guide*. Oxford, UK: Blackwell.
- McKay, Penny and Guse, Jenni. 2007. *Five-Minute Activities for Young Learners*. Cambridge, UK: Cambridge University Press.
- Mendelsohn, David J. and Rubin, Joan. 1995. *A Guide for the Teaching of Second Language Listening*. Carlsbad, CA: Dominic Press.
- Morley, Joan. 1984. *Listening and Language Learning in ESL: Developing Self-Study Activities for Listening Comprehension*. Orlando, FL: Harcourt Brace Jovanovich.
- Morley, Joan. 1991. "Language Skills: A. Listening". In Marianne Celcia-Murcia, ed., *Teaching English as a Second or Foreign Language*, 81–106. Boston, MA: Newbury.
- Mortimer, Colin. 1984. *Elements of Pronunciation*. Cambridge, UK: Cambridge University Press.
- Moskowitz, Gertrude. 1978. *Sharing and Caring in the Foreign Language Class: A Sourcebook on Humanistic Techniques*. Rowley, MA: Newbury House.
- Nassaji, Hossein and Fotos, Sandra S. 2004. "Current Developments in Research on the Teaching of Grammar". *Annual Review of Applied Linguistics* 24: 126–145.
- Nassaji, Hossein and Fotos, Sandra S. 2011. *Teaching Grammar in Second Language Classrooms: Integrating Form-Focused Instruction in Communicative Context*. Oxon, UK: Routledge.
- Nation, Ian Stephen Paul. 1978. "'What Is It?' A Multipurpose Language Teaching Technique". *English Teaching Forum* 16 (3): 20–23, 32.
- Nation, Ian Stephen Paul. 1985. "Listening Techniques for a Comprehension Approach to Language Learning". *English Teaching Forum* 23 (4): 17–21.
- Nation, Ian Stephen Paul. 2009. *Teaching ESL/EFL Reading and Writing*. Oxon, UK: Routledge.
- Nation, Ian Stephen Paul and Newton, Jonathan M. 2020. *Teaching ESL/EFL Listening and Speaking*. Oxon, UK: Routledge.
- Norris, William E. 1970. "Teaching Second Language Reading at the Advanced Level: Goals, Techniques and Procedures". *TESOL Quarterly* 4 (1): 17–35.
- Nuttall, Christine. 2005. *Teaching Reading Skills in a Foreign Language*. Oxford, UK: Macmillan.

- Ockenden, Michael. 1977. *Talking Points*. Essex, UK: Longman.
- Ogle, Donna. 1986. "K-W-L: A Teaching Model That Develops Active Reading of Expository Text". *The Reading Teacher* 39 (6): 564–570.
- Omaggio Hadley, Alice. 2001. *Teaching Language in Context*. Boston, MA: Heinle & Heinle.
- Oshima, Alice and Hogue, Ann. 2006. *Writing Academic English*. White Plains, NY: Pearson Longman.
- Palincsar, Annemarie Sullivan and Brown, Ann L. 1986. "Interactive Teaching to Promote Independent Learning from Text". *Reading Teacher* 20 (1): 771–776.
- Papalia, Anthony. 1987. "Interaction of Reader and Text". In Wilga M. Rivers, ed., *Interactive Language Teaching*, 70–82. Cambridge, UK: Cambridge University Press.
- Pearson, P. David and Johnson, Dale D. 1978. *Teaching Reading Comprehension*. New York: Holt, Rinehart, and Winston.
- Porter, Don and Roberts, Jon. 1981. "Authentic Listening Activities". *English Language Teaching Journal* 36 (1): 37–47.
- Prabhu, N. S. 1987. *Second Language Pedagogy*. Oxford, UK: Oxford University Press.
- Prator, Clifford H. 1974. "In Search of a Method". *Workpapers in Teaching English as a Second Language* 9: 13–25.
- Qasim, Abdulhakim. 1984. *The Guided One* [al-mahdī]. Beirut, Lebanon: Dār Al-Tanwīr Li-Al-Ṭibā'a wa Al-Nashr.
- Ramage, Gill. 2012. *The Modern Languages Teacher's Handbook*. London, UK: Continuum.
- Rammony, Raji. 1985. "Successful Teaching Strategies for Developing the Speaking Skills in the Teaching of Modern Standard Arabic". *Al-'Arabiyya* 18 (1/2): 29–68.
- Raymond, C. Clark. 1987. *Language Teaching Techniques*. Brattleboro, VT: Pro Lingua.
- Reichenberg, Monica. 2008. "Making Students Talk about Expository Texts". *Scandinavian Journal of Educational Research* 52 (1): 17–39.
- Richards, Jack C. 1983. "Listening Comprehension: Approach, Design, Procedure". *TESOL Quarterly* 17: 219–239.
- Ridgway, Tony. 2000. "Listening Strategies: I Beg Your Pardon?". *English Language Teaching Journal* 54 (2): 179–185.
- Riechelt, Melinda. 1999. "Toward a More Comprehensive View of L2 Writing: Foreign Language Writing in the U.S.". *Journal of Second Language Writing* 8 (2): 181–204.
- Rivers, Wilga M. 1987. *Interactive Language Teaching*. Cambridge, UK: Cambridge University Press.
- Rosenshine, Barak, Meister, Carla, and Chapman, Saul. 1996. "Teaching Students to Generate Questions: A Review of the Intervention Studies". *Review of Educational Research* 66 (2): 181–221.
- Russo, Gloria M. 1987. "Writing: An Interactive Experience". In Wilga M. Rivers, ed., *Interactive Language Teaching*, 83–92. Cambridge, UK: Cambridge University Press.
- Rusterholz, Barbara L. 1987. "Reading Strategies for Business Foreign Language Class". *Foreign Language Annals* 20 (5): 427–433.
- Ryding, Karin C. 2013. *Teaching and Learning Arabic as a Foreign Language: A Guide for Teachers*. Washington, DC: Georgetown University Press.
- Seliger, Herbert W. 1983. "Learner Interaction in the Classroom and Its Effects on Language Acquisition". In Herbert W. Seliger and Michael H. Long, eds., *Classroom Oriented Research in Second Language Acquisition*, 246–267. Rowley, MA: Newbury House.
- Seng, Goh Hock. 2007. "The Effects of Think-Aloud in a Collaborative Environment to Improve Comprehension of L2 Texts". *The Reading Matrix* 7 (2): 29–54.

- Sepulveda, Janine. 2012. *Fifty Ways to Teach Listening: Tips for ESL/EFL Teachers*. Katoomba, NSW, Australia: Wayzgoose Press.
- Seymour, David and Popova, Maria. 2005. *700 Classroom Activities: Instant Lessons for Busy Teachers*. Oxford, UK: Macmillan.
- Sheerin, Susan. 1987. "Listening Comprehension: Teaching or Testing?". *English Language Teaching Journal* 41 (2): 126–131.
- Shiang, Ruei-Fang. 2018. "Embodied EFL Reading Activity: Let's Produce Comics". *Reading in a Foreign Language* 30 (1): 108–129.
- Silberstein, Sandra. 1994. *Techniques and Resources in Teaching Reading*. New York, NY: Oxford University Press.
- Silva, Tony and Brice, Colleen. 2004. "Research in Teaching Writing". *Annual Review of Applied Linguistics* 24: 70–106.
- Stokes, Jacqueline St. Clair. 1984. *Elementary Task Listening*. Cambridge, UK: Cambridge University Press.
- Syakur, Abd. 2020. "Improving the Eighth Grade Students' Listening Comprehension Achievement by Using Dictation Techniques". *Konfrontasi: Jurnal Kultural, Ekonomi dan Perubahan Sosial* 7 (3): 205–216.
- Szabo, Susan. 2006. "KWHHL: A Student-Driven Evolution of the KWL". *American Secondary Education* 34 (3): 57–66.
- Thornbury, Scott. 1999. *How to Teach Grammar*. Essex, UK: Pearson Education.
- Thornbury, Scott. 2005. *How to Teach Speaking*. Essex, UK: Pearson Education.
- Tsou, Wenli. 2005. "Improving Speaking Skills through Instruction in Oral Classroom Participation". *Foreign Language Annals* 38 (1): 46–55.
- Underwood, Mary and Barr, Pauline. 1980. *Listeners*. Oxford, UK: Oxford University Press.
- Upton, Thomas A. 2004. *Reading Skills for Success: A Guide to Academic Texts*. Ann Arbor, MI: University of Michigan Press.
- Ur, Penny. 1984. *Teaching Listening Comprehension*. Cambridge, UK: Cambridge University Press.
- Ur, Penny. 2007. *Discussions That Work: Task-Centered Fluency Practice*. Cambridge, UK: Cambridge University Press.
- Ur, Penny. 2009. *Grammar Practice Activities Paperback with CD-ROM: A Practical Guide for Teachers*. Cambridge, UK: Cambridge University Press.
- Ur, Penny and Wright, Andrew. 1992. *Five-Minute Activities: A Resource Book of Short Activities*. Cambridge, UK: Cambridge University Press.
- Urquhart, Vicki and Frazee, Dana. 2012. *Teaching Reading in the Content Areas: If Not Me, Then Who?* Alexandria, VA: ASCD.
- Vandergrift, Larry. 2002. "'It Was Nice to See That Our Predictions Were Right': Developing Metacognition in L2 Listening Comprehension". *Canadian Modern Language Review* 58: 555–575.
- Vandergrift, Larry. 2004. "Listening to Learn or Learning to Listen?". *Annual Review of Applied Linguistics* 24: 3–25.
- Vandergrift, Laurens. 1997. "The Cinderella of Communicative Strategies: Reception Strategies in Interactive Listening". *The Modern Language Journal* 81 (4): 494–505.
- Vásquez, Anete, Hansen, Angela L., and Smith, Philip C. 2010. *Teaching Language Arts to English Language Learners*. Oxon, UK: Routledge.
- Vernon, Shelley Ann. 2012. *ESL Classroom Activities for Teens & Adults: Fluency Activities and Grammar Drills for EFL and ESL Students*. N.P.: Shelley S. Vernon.

- Watkins, Peter. 2018. *Teaching and Developing Reading Skills*. Cambridge, UK: Cambridge University Press.
- Weaver, Constance. 1996. *Teaching Grammar in Context*. Portsmouth, NH: Boynton/Cook.
- Weissberg, Robert. 2006. *Connecting Speaking & Writing in Second Language Writing Instruction*. Ann Arbor, MI: University of Michigan Press.
- Wilson, J. J. 2008. *How to Teach Listening*. Essex, UK: Longman.
- Woodward, Suzanne W. 1997. *Fun with Grammar: Communicative Activities for the Azar Grammar Series*. Upper Saddle River, NJ: Prentice Hall Regents.
- Woytak, Lidia. 1984. "Reading Proficiency and Psycholinguistic Approach to Second Language Reading". *Foreign Language Annals* 17 (5): 509–517.
- Wright, Andrew. 1989. *Pictures for Language Learning*. Cambridge, UK: Cambridge University Press.
- Wright, Andrew, Betteridge, David, and Buckby, Michael. 2006. *Games for Language Learning*. Cambridge, UK: Cambridge University Press.
- Yang, Yingjie. 2014. "The Development of Speaking Fluency: The 4/3/2 Technique for the EFL Learners in China". *International Journal of Research Studies in Language Learning* 3 (4): 55–70.
- Yildirim, Sefa and Soylemez, Yusuf. 2018. "The Effect of Performing Reading Activities with Critical Reading Questions on Critical Thinking and Reading Skills". *Asian Journal of Education and Training* 4 (4): 326–335.

Taylor & Francis  
Not for distribution