

Additional resources for Chapter 14, "Dialect Integration: Students' Perspectives within an Integrated Program" by Mahmoud Al-Batal and Christian Glakas, in *Arabic as One Language: Integrating Dialect in the Arabic Language Curriculum*, edited by Mahmoud Al-Batal, from Georgetown University Press.

<p>Research Question #1 The UT Arabic program places a special emphasis on integrating Arabic dialects with the study of MSA. Do you view MSA and the dialect you are learning as "separate languages"?</p>	<p>Please explain your response to the question above.</p>
No	It is not a separation of dialect and foshah, it is all Arabic. People in Arabic speaking countries mix the two and the integration at UT makes the experience of learning Arabic more natural in terms of speaking Arabic. The most important thing is understanding and communication, not the mistakes and the differences. The integration allows students to see the similarities of standard and aamiya instead of concentrating on the differences if the classes were taught separately.
No	A lot of the words are the same, and a lot of the times, only prefixes/suffixes are added
No	Although it seems that the structures and sounds of phrasing in dialect and in MSA are very different, in the way the vocabulary is presented to us it is easily evident that the words themselves are the same, and that it is acceptable and encouraged to switch between dialect and MSA. They are branches of the same language tree.
No	Although the pronunciation is different between the formal and the dialects, there is overlap between the two. It is important to understand both the formal and a dialect when studying Arabic in order to interact at all levels.
No	Although there are differences between MSA and the dialect I am studying, they are still the same language.
No	Although there are many differences in vocab and structures I still view arabic as arabic no matter which "form."
No	Although there are some significant differences in MSA and the dialects, I believe it is part of a WHOLE Arabic learning process. Both are essential to written and oral communication and understanding, and to grasp thoroughly the language's cultural fabric. MSA and the dialects form the two sides of a same coin.
No	Although they are different sometimes for the most part I just look at it as one language

No	Arabic is Arabic. Obviously Shaami and Masri and Darija are much different than formal Arabic (and each other), but they're all part of the same language. I see Arabic as the trunk of the tree, and the different dialects as the branches. Ultimately, they're all connected, but there are very obvious differences between all of the branches.
No	Arabic is Arabic. People always spoke dialects
No	Arabic is interesting in that its dialects may seem such a separate entity from MSA, but I think it's rather easy to see how related they all are to enough of an extent to keep from classifying them as "separate languages." They each play off one another and are formed in the same way.
No	Arabic is the language, fusha and shaami are dialects. Similar to British English and American English
No	As I understand it, MSA and the dialect I am studying play different roles in the language. I don't see them as separate languages, furthermore I feel they complement the Arabic language as a whole.
No	As we learn more dialect we integrate it into our use of MSA and communicate with the two of them interchangeably.
No	At first it felt like they were different languages, but really they are very, very different versions of one language.
No	At first this may have seemed like the case, but now I perceive the difference as a contrast in the level of discourse we are involved in. Just like in English we understand that the register we may use during a job interview or presentation is very different that the way I may speak to my family or friends. This is now how I perceive the difference between colloquial and standard Arabic.
No	because i believe that MSA is the foundation of maSir and in order to learn more arabic dialects one must know the foundation of MSA
No	Because they are just versions of the same language. They're different but they also have plenty of similarities.
No	Both MSA and dialectal Arabic are the Arabic language, but used in different contexts.
No	Both MSA and the dialect I'm learning (Shaami) really go hand in hand. There usually are minor adjustments to make, and often it's relatively simple since the dialect tends to be much easier to say than MSA. So it makes some logical sense most of the time. There also aren't too many new words to learn.
No	Dialect really is the perfect word. There is so much overlap between vocabulary and structure that I could not comfortably say that they are different languages. The shared prefixes and suffixes for verbs especially makes a difference. When the only real difference that I have noticed is different words for different meetings I think it is the same language.

No	Essentially everything draws from MSA no matter what dialect you speak, sure it's easier to get your point across in dialect, but truly, everything can be linked back to MSA, and therefore, it is ONE language. It did seem like multiple languages at the start, but they all start to make perfect sense as you progress through the course work and language pedagogy.
No	FusHaa and 'Aamiya share many similarities, so do not view them as different languages. In reality, I see them as more similar to American English from the East vs. the West- soda/pop, y'all/yous guys, etc. I feel that I can understand both to a point, but as of now I have trouble identifying one from the other when speaking
No	I am not taking a dialect.
No	I believe Arabic as a whole is a language and like any other language has variations that we must study to understand the development of a language as a whole.
No	I believe that MSA and any Arabic dialect are not separate languages, but rather different aspects of the same language. They may have differences, but not enough to qualify as separate entities.
No	I believe that MSA and dialect are two important components to learning how to communicate in a Middle Eastern country. If you focus to heavily on one and disregard the other, your level of understanding abroad will be greatly hindered.
No	I believe that the dialects are a different form of Arabic, used primarily in spoken communication, and although dialectical Arabic contains different grammar rules and different words than MAS, and is also used primarily in formal settings like the news, they are both within the "language of Arabic."
No	I believe they are both the same language, but are used in different circumstances. I do not feel as if I cam learning two languages at once, but rather different applications of the same language.
No	i do not believe the languages are different, however, i do believe they are extremely different as MSA is not spoken in the Middle East.
No	I do not consider them seperate languages because much of the vocabulary is the same and grammar constructs are similar if not the same.
No	I do not see MSA and Shaami different because I feel like they can many times be interchangeable and although that may not be grammatically correct, whatever message I am trying to convey is still understood. (for the most part)
No	I do not think they are "separate languages," for they convey the same meaning. They might have different letters or pronunciation, but I don't think they are "separate languages."

No	I do not view them as separate languages because of the similarities between the words. Although there are a few words that are different from one another I still do not consider it a separate language.
No	I don't see them as separate languages, but I do see them as very different even if they have the same structure in many words. If I only learn classical Arabic, then I won't be able to communicate with people in any country because I haven't learned the dialect of their place.
No	I don't see them as separate languages however I understand they are very unique in their own respect.
No	I don't view the dialects and MSA as separate languages because everything is still considered part of the Arabic language, and the words and grammatical structures from the dialects stem from MSA itself, so they are not completely different entities.
No	I don't view them as separate languages because I use both of them simultaneously and can switch back and forth.
No	I don't view them as separate languages because it's all Arabic; they sound different because that's dialects sound different.
No	I feel like they're just different vocabulary words in one language used to express a word.
No	I feel that both are necessary for a full understanding of both the Arabic language and culture. Both are vital to learning the language, fully.
No	I feel that they are definitely differences there and that I have to separately work on vocabulary for each dialect, but at the same time, they are all able to mix together into one arabic language which I speak. I also believe it's much more beneficial to learn different dialects and speak MSA rather than just focus on one.
No	I fell that they are generally taught as separate languages and, unfortunately, I have not participated in a program that I feel has integrated them successfully.
No	I find that I frequently integrate the two, which I think you are not supposed to do. Sometimes it is nice to have both sets of vocabulary, but I tend to focus on whichever is easier to memorize and not so much on making it clear for myself which word is in fusHa or amiaa, and I often forget which is which.
No	I focus on learning aamiyat al-muthaqifeen, where I speak in the local dialect (I see, I think, what's your opinion, etc.) while incorporating vocabulary (especially historical, political, religious) from MSA. I wouldn't say I see them as two mutually exclusive languages, but I do think there are specific tools needed for each language and that students should be made aware of the differences early on. I found that speaking in FusHa abroad was generally embarrassing, and I wish my teachers had been more clear about this beforehand.

No	I hear people speak Arabic with varying degrees of use of MSA vs. dialect; there is no point in time where the proportion makes it "technically" MSA. It's all Arabic.
No	I mix amiyya and Fusha all the time; they are more like a gradient of formality than different languages. Both are extremely necessary for learning Arabic; no one speaks pure Fusha in everyday context.
No	I see the dialect I am learning as a version of Modern Standard Arabic that has been changed over time in different regions based on the local culture, customs, and other factors that have shaped the way people speak. I see it similarly to the way I see English slang. Although certain slang word used in England make absolutely no sense to an American, and vice versa, does not mean that the two are completely different languages.
No	I see the dialectical way of speaking as just a less formal way of saying the MSA word/phrase. Many times the words or phrases sound very similar to each other, and I try to learn both while understanding that most native speakers will simply use the dialect word. I admit sometimes the Maasri videos we watch for homework are harder to understand... but if I was never exposed to the dialect, how would I ever be able to understand regular people speaking in Arabic? I remember a specific time at the very beginning of my Arabic career, when I heard a native speaker use "dilwaati" instead of "al-aan," and ever since I've realized how crucial learning a dialect is.
No	I see them as aspects of the same language, as my knowledge of one complements my knowledge of the other and vice versa. They are mutually reinforcing, and I prefer that they be taught together.
No	I see them as separate dialects, but not separate languages.
No	I think Arabic is mostly along a continuum, with MSA and more formal Arabic at one end, and dialects/ more slang expressions at the other
No	I think it's just different ways to speak or write the same language.
No	I think that they can be mixed, but to a degree I believe they are separate languages because even if I understand fuSha, I can't necessarily understand all dialects of Arabic. I have also found it confusing to try to speak in dialect because I have trouble differentiating what is dialect and what is fuSha.
No	I think they are very similar, some words are the same in both MSA and Masri, and other words are different. To me, they are just synonyms
No	I try to learn all of the vocab and interchange MSA with the maSri dialect.
No	i usually cannot differentiate between MSA and shaami very well

No	I view Arabic as all encompassing, the dialects and MSA being just parts of the language as a whole. Learning one over the other still allows one to understand particular aspects of Arabic, but I believe to better understand the language as a whole, and to enjoy learning the language to the fullest extent, both dialects and MSA should be learned.
No	I view dialect and MSA as two ends of a continuum. The language I use (with regards to the continuum) will be dependent upon the context or situation I'm in.
No	I view them as the same language, but different variations of the language. I view MSA as something I'm learning in terms of reading and writing, but I don't speak it because MoMo told me not to, so the dialect, my preferred one being Shammi, is something I'm focusing on while MSA is something I'm focusing on writing in. MSA and Shammi are my main focuses, both the same language, just for different purposes, and then Masrii is kind of on the backburner, I can understand it and generally speak it, but my pronunciations are more geared towards Shammi.
No	I view them as the same, just with a couple different words. sometimes I mix up the dialect and the MSA words in sentences.
No	I would have to say its a separate language because when i try to talk to my lebanese friends they sometimes have no idea what i'm talking about because their dialect is so different. MSA is not used in the real world that often.
No	I would not say they are different languages, but to a certain extent they are quite different. I used to think of them as very different, but getting to learn more of the language and speaking to native speakers I can see they are no more than accents with words substituted to make words easier pronounced, often times.
No	In practice, I view the dialects as "derivatives" of MSA that vary according to region and history, but the dialects do not constitute separate languages.
No	In the classroom it does not feel so different but I know in the real world it is extremely different.
No	It helps to have a mix because that it was people speak.
No	It's a hard question. At the core, no, Moroccan is Arabic. It shares roots, grammar, and alphabet with Arabic. But the French (heavy) influence makes some elements vastly different. The pronunciation is also nothing like FuSha.
No	It's like Old English and Modern English (or Classical Greek and Modern Greek), they sound very different sometimes but they're rooted in the same words and structure,
No	Many times i am told to write but I am not specified which langauge I need to write in. I confuse amaya and fusha a lot becuase it is not taught speratley but rather together. There is also an emphasis in speaking amaya more than fusha which is why my fusha did not improve.

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No	MSA and dialects are better seen as different points on the continuum of one language.
No	MSA and MaSri are 70% the same in terms of vocabulary. There are only a few differences in terms of grammar and style.
No	MSA and the dialect are just have different nuances to the same language. It is the same language but with different contexts in which they are appropriate.
No	No because we are all learning one language and that is arabic
No	No I felt that it was the same. Sometimes when I forget a certain word I remember the MSA or other dialect which helps me get through the sentence and later on recheck the word I forgot. very helpful
No	No, although we learn the differences between them (spelling, when/where they are used, etc.), they are taught together. However, the program (and the textbook) do a great job at identifying the differences between MSA and colloquial, thus we learn how to read, write, and speak in both forms.
No	No, because there is a lot of overlap between the two dialects. I view these two dialects like I would English and Texan. Largely the same, but different accents and some different names, yet grammatically the same
No	No, I feel the dialects have all been integrated equally with the exception of Moroccan. Also not exactly sure what the MSA is.
No	No. I wouldn't go as far as to say that MSA is a separate language completely but as someone who grew up in a Arabic speaking household and how is rather familiar with both Masri and Shaami, I do find MSA to be rather challenging and hard to understand.
No	Obviously MSA and the dialect are still in Arabic, so some of the underlying structures are familiar in both. The main differences, in my view, stem from vocabulary, pronunciation, and sentence structure. MSA and dialects are too closely related for me to feel that they are entirely different languages.
No	One is more formal while the other is more colloquial, though there is some overlap. I don't see them as separate languages. In Spanish, there is a formal and informal aspect as well. For me, this difference in Arabic is easy to understand.
No	One thing that I've noticed is that I sometimes mix both fusHa and maSri when speaking and in writing. This stems from only learning like one of the vocabulary words or the other when doing the lessons. That said, I'm not like set in this belief and would be able to differentiate between the dialectal words and fusHa words with more practice.
No	Partially. I often have to remind myself that most people do not speak formal Arabic walking around the streets, buying groceries, taking the train, etc.
No	similar grammatical structures, just a few differences in words. not too different

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No	Since I learn them simultaneously I do not feel like they are separate languages
No	Since the similarities are quite present, I find that it is just like a very distant relative of sorts, and a majority of the topics can be made out without a problem.
No	The dialect that I am learning and MSA do not vary enough for me to consider them two different languages.
No	The dialectic variations do not make for separate languages. MSA and dialect are two parts of a similar language- colloquial and formal, and simply two separate registers.
No	The two are similar enough that I don't really recognize them as two different languages, but I primarily focus on MSA because I haven't decided which dialect I want to use.
No	The way that it was explained to me when I first began Arabic last semester, "Arabic," (MSA) seemed to be a large, overarching language system that was very formal and found mostly in writing/ very formal setting. The dialect branch off from MSA, or at least relate back to it, and I've always been under the impression that the dialects are not so different as to elicit a classification as separate languages.
No	The way we have been studying is a "tabouleh" so it is rather hard without thinking in advance to distinguish between dialect and fusha, especially when speaking.
No	The words are often the same or similar. The main difference is pronunciation.
No	There are big differences of course, but i feel like at our level it is not hard to understand one or the other, or to mix both.
No	There are differences between MSA and the dialects, but they seem to me as more like a very formal (MSA) dialect vs the other everyday dialects.
No	There are similarities between the two and some of the words in MSA are used in spoken Arabic.
No	There is a lot of overlap between the two, such as certain vocabulary and grammar structures.
No	there is equal emphasis and use of both the dialect and MSA in the classroom, so I have never viewed them as two different languages.
No	There's a spectrum between the extremes of "pure" MSA and "pure" dialects. There's a real diversity of contexts, so the division between the two shouldn't be exaggerated.
No	They are dialects, not separate languages. The reading and speaking is different but everyone will read and speak similarly to each other (not read and speak similarly).
No	They are different variations of the same language
No	They are just pieces of the same entity.
No	They are mostly similar and my dad can generally understand me in MSA and that's good.

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No	They are multiple dialects of the same language. They are mutually intelligible and people who natively speak Arabic, even different dialects, can still speak together in MSA if there is something in their specific dialect that the others don't have in their dialect's lexicon. It's similar to the differences in dialects of English between the United Kingdom and the United States. I cannot understand everything a native speaker of Scottish English says, but it is still English and we can still effectively communicate.
No	They are mutually intelligible
No	They are not separate language as all dialects are linked to msa and to each other, they overlap and have a lot in common.
No	They are very different in some regards, but they have many similarities so they do not seem like separate languages, but rather what they are- dialects.
No	They are very different, and essentially it's double the studying, but I wouldn't say they are different languages because a lot of the core rules we learn about Arabic apply to both and make for relatively easy transition between them, given extra study.
No	They are very related and although they can sound completely different knowing one significantly helps you to understand the other.
No	They both include many of the same Arabic words, they are only spoken in different ways, this increases your Arabic knowledge
No	They can be used in different places/situations but they are not distinct and separate languages.
No	They do have many differences but aren't so dramatically different that I find them to be separate.
No	They use different vocabulary and some grammar structures differ but I view them as from the same broad category of Arabic
No	they're all Arabic, but more like different accents, similar to how we use some different words compared to Brits or Australians.
No	They're similar enough for them to be considered the same language and people throughout the Arab world have a basic understanding of Fussha. Even though Fussh'as lexicon is different from dialects, they are in many ways mutually intelligible.
No	They're the same language, in different forms. One I would use in my writing, one in conversation, just like colloquial speaking in English versus formal writing.
No	They're too similar to be different languages

No	Though there are significant differences between certain dialects, all of them share a common grammatical base. Of course, even the grammatical similarities are rife with exceptions; however, an understanding of MSA provides foreigners learning Arabic with the necessary foundations from which they might learn other dialects. The undeniable similarities between every dialect of Arabic allow foreign students to overcome the differences which do present difficulties when learning colloquial Arabic.
No	we learn them all together and so there is no 'separation' of languages just difference
No	We use them almost interchangeably. I know they are separate languages, one is spoken, one is written, but we learn both together.
No	What even is a language?
No	When I first began taking Arabic at UT, I started off in Masri. When I switched to Shaami my second semester, I was completely overwhelmed. I felt that I needed to learn an entirely new language to be able to keep up in class. However, within a few days I was caught up to everyone else. While the pronunciation and styles of speaking are different, I can still communicate effectively with a friend who speaks Masri or Darija as I can with other friends who speak Shaami.
No	While I feel the two are inextricably linked, the challenge is studying them without seeing them as two unique languages. However, I feel that the experience of speaking Arabic in the Middle East has shown me that to really understand the language, you have to understand the gray area between the two. (Not sure this answers the question but it's a bit tricky!)
No	While i recognize the difference, and know a few words in both dialect and formal, there is no distinction in terms of the language I am actually able to activate off the top of my head. For the most part, only one of the word forms will stick with me and I tend to speak a combination of the two. This is especially due to the fact that I took a mix of masri and shami classes
No	While there are differences between MSA and the dialects, these differences aren't great enough to make it feel like I am learning two different languages. I feel like I am just learning multiple ways to say things in the same language. However, I have an Arabic background so I may have had an easier time with this than others.
No	While there are distinct differences between dialects and MSA, I think they are both necessary to attain fluency in the language.
No	While there are some notable differences, they seem to share a majority of their grammatical rules and a large part of their vocabulary
No	Yes and no, however the morphology of Morrocan is significantly different than shami or masri. Over all no but sometimes how a word evolved is a curiosity.

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No	
Yes	A lot of the words are different between Fusha and Aamiya.
Yes	After attending the dialect tables, I realize just how little I am actually able to communicate in the dialect language. When I watch films in dialect or travel to Arabic speaking countries I feel as if I haven't studied the language at all, but in class I can communicate fine in Fusha.
Yes	At level 1 Amiyaa and MSA were different because I didn't know either. By level 2 they became the same because, even if I was trying to speak Amiyaa I could use Fusha and the listener would accept that 'well, he is trying hard.' Now, at level 3, they are different again because it is no longer cute to have strangely Fasihee words in the middle of an Egyptian sentence or, worse, Moroccan and Egyptian slip together. I am at the level now where I no longer get the benefit of the doubt, so I have to be much more deliberate about keeping Fusha and the dialects separate.
Yes	Because MSA and dialects have different words and pronunciations for the same words, it feels like we learn separate languages at the same time. Furthermore, because MSA has different grammar structure than dialect, we have to learn separate rules for each--like we would if learning French and Arabic, for example.
Yes	Both are very different from each other and require separate time and devotion.
Yes	Darja, in my own opinion is very different from the other dialects of Arabic I have been exposed to. Darja is more fluid, has been greatly influenced by the French language, and uses many terms and forms not used in other Arabic dialects.
Yes	Dialect in of itself is learning different patterns with the Arabic letters and sometimes different grammar and pronunciation. Therefore, I consider it as a different language.
Yes	Different vocabulary for most words
Yes	Even though MSA and dialect are both Arabic, I easily see a difference between them, especially since there are grammatical differences. I don't think one can exist without the other, but speaking in MSA vs. dialect has a huge contrast.

Yes	Fusha is not supposed to be used in speech whereas dialect is which is I view them as two separate languages though I do blend them quite frequently because they are taught concurrently.
Yes	Have to learn several versions/pronunciations of each vocabulary word
Yes	I am learning that each dialect has its own culture and way of communicating. The difference in language is much much greater than the difference between American English and British English. For example, there are some grammatical structures that differ between dialects, which is not necessarily the case with English.
Yes	I did not fully appreciate how different the dialects are from MSA until I traveled abroad.
Yes	I didn't want to answer 'yes'. In my experience in the Arab world there is enough cross-over between MSA and the dialects to constitute a linguistic continuum rather than an absolute 'yes' or 'no'. But at the end of the day, there are enough differences between the two registers to separate them.
Yes	I do because some of the words in FusHa and Shami have a completely different root and therefore I considered it to be an entire new word not a part of the same dialect.
Yes	I do see it as a separate language, because MSA is not spoken in the streets, in day-to-day life between one person and another. Basically, they are the same language when put into technicalities, but culturally MSA and dialects are not the same language.
Yes	I feel I'm learning two languages.
Yes	I feel like if I went abroad, I would be made fun of (in a nice way) of my speaking because it's not dialectal. I also practice my speaking with my roommate's mother who is originally from Lebanon and I feel like I don't know shami well despite the fact that all my classes tried to incorporate shami dialect in it
Yes	I feel that the fusha is so different from dialect, it is like learning two similar languages at once. To put in perspective, it is like learning Spanish and Portuguese simultaneously
Yes	I felt it is if the incongruity in grammatical structures between the formal and the dialect that I studied was enough to view them separately, and perhaps more importantly, I would consider the wide gap between the Moroccan and Gulf dialects to be enough that they ought to be different languages. Having an intermediary formal language should not be enough to deal with the fact that the people who are communicating in Arabic are not all using the same words or speaking in the same way. If Spanish and Portuguese are taught through separate tracks, it would make sense to teach Moroccan and the Gulf Dialect through different tracks, and perhaps the Egyptian dialect through its own track. These opinions are ones that I have held before I began this course and still hold as strongly today.
Yes	I hate masri

Yes	I study both individually when it comes to new vocab etc., I go through the same learning process twice to study both MSA and then 3miya. Things of course overlap, but I think it is evident in our al-kitaab drills that they're treated rather separately for the most part (ie: we have two versions of the same videos).
Yes	I view it this way mainly because the learning of two very different words for the same english word makes it feel like two languages. You add in the different grammatical structures and the fact that there are different verb forms for shami vs. fusha and the lack of 'arab for shami, sometimes i feel like they are two different languages.
Yes	I view MSA and dialect as a kind of continuum. While the direct translations between dialect and MSA on the vocab sheet are not same, understanding dialect helps me understand MSA words I wouldn't recognize otherwise and vice versa.
Yes	I view them as separate languages with a lot of overlap, which can be confusing.
Yes	I would not mix MSA and dialect together. I use MSA for academic settings and writing and know that it is vital for me to know especially in developing a career for the future just as I know dialect is extremely vital in communicating with people in the Arab world.
Yes	I'm currently learning Darija which is very different from MSA. Our Egyptian teachers even joke how they don't speak Darija they speak Arabic, and most Moroccans themselves don't even consider Darija as a dialect of Arabic. It is so infused with French, and Berber components, that it is not even comprehensible to a native Arabic speaker. Furthermore, I believe that learning this dialect interferes with my acquisition of more useful and widespread dialects such as ECA and of course MSA.
Yes	In my opinion even though they're both Arabic, the differences in gramatical rules and vocabulary make both FuSha and dialect distinct enough from one another that I feel like I'm learning two "seperate languages"
Yes	In year one, I do only because of the material I am already trying to comprehend for the first time. But I think it should be an important part of more advanced students.
Yes	It is stressful having to study two dialects when taking exams. Also the book needs to be reorganized! There needs to be more sources where students can find charts of verb conjugations for all verbs and if MSA is going to be in the book then it should be one dialect with MSA not two dialects with MSA it makes it more stressful when studying vocabulary. Also there needs to be better explications in the book about grammar rules. Usually I have to go searching for external resources online such as videos to understand how certain grammar principals are used.
Yes	It's hard to associate the languages as one since the words and pronunciation is/can be very different. I feel like I have to scarfice learning one over the other because it is confusing

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Yes	Its used in different contexts and has different forms and pattern for verbs and nouns.
Yes	Modern Standard Arabic is not mutually intelligible with most Arabic dialects, and therefore I would classify it as a separate language altogether.
Yes	MSA and the dialect are both very different in terms of your style of speech, with MSA being very formal and not used often, seen as the "shakespeare" language of Arabic.
Yes	My response in the affirmative depends on the student's level of Arabic study. In many ways dialect and MSA go hand in hand, especially at the early stages of learning. Definitely the student must decide to what extent they want to become experts in either MSA or a specific dialect depending on personal language learning goals. It is always in the student's benefit to begin learning Arabic as a language with which they can communicate. Meaning, it would be to the detriment of the student's learning to create a "clean" split between MSA and dialect, as both are critical for effective communication in Arabic.
Yes	Seems to be very different at times. Sometimes even completely different words
Yes	Sometimes the vocab/grammar structure gets confusing, and different enough where it feels challenging to learn both. Also listening in videos get's confusing as well--since dialect is usually spoken faster.
Yes	The grammatical rules are very different
Yes	The more I have studied the dialects the more I have learned that I really do not understand the dialects. I am much better at understanding the newscaster versus the people who are interviewed on the street.
Yes	the vocabulary used is different and so is the grammar so yes they are different languages
Yes	The words in formal arabic adnd magribi are very different. Magribi is harder and i view it as a harder language
Yes	There's several differences between moroccan and formal; mainly phonetic and vocababulary differences. However, it's not difficult to keep up with the dialect along with formal becuase a lot of the grammer is the same.
Yes	they are separate languages because they are used in separate domains. While they are similar to one another, you need to know both in order to fully function within the Arabic world.
Yes	They are similar, but knowing FusHa is not the same as knowing aamia. Grammar rules and vocabulary are different between the two. You have to learn both and be able to differentiate between them, so I see them as separate.

Yes	though the same root system and base "language" is a great platform to dive into different dialects, it takes a lot of intentional focus in order to produce a certain dialect or fusha, without letting other linguistic variations enter into speech, in the same way as when i speak a romance language it's inappropriate for me to use english words.
Yes	Though the two have many similarities, the vocabulary, and even the grammar, differ at almost every point.
Yes	vocabulary is so varied that it seems more than just a slight regional difference and more one of education level; i don't think the average would understand me speaking FusHa
Yes	When in a foreign country, MSA is not widely used, and in some places that I have been to not understood well. That is when I relied primarily on dialect. Dialect was absolutely vital for my communication with the locals.
Yes	Yes I do consider them different languages but since I am a non-native speaker it is nearly impossible for me to speak entirely in MSA or entirely in Shami. When speaking I use whatever word comes to mind first regardless of whether it is from MSA or Shami therefore I think my dialect is probably very strange to any native speaker.
Yes	
Yes	

What suggestions would you have to enhance the integration of / dialects within the Arabic classes?
A clearer distinction between the dialects at the beginning of study, and emphasizing those distinctions throughout every Arabic course. Also having teachers that teach only one dialect is very unhelpful; switching from a Masri to Shaami class can leave one feeling behind and confused. /
A little more time spent on comparing and contrasting dialects in class, and the cultural differences that result in the use of different words.
Accepting there are differences, but also let people know ahead of time especially in the course schedule when registering what teachers teach what dialect so people have the option to choose whatever they wish.
Allowing students to choose which dialect they will learn through the Arabic program alongside MSA.
Although I did not study at UT for my undergraduate education, I felt that there should be a concerted effort to define and integrate an functional mix of colloquial and standard Arabic into the classroom in order to prepare students for participating in a broad range of activities with different demographics
An easier way to separate dialect and MSA so that we don't combine the words in our sentences. Maybe start a whole new arabic series on just dialect while the rest is MSA.
At the moment, I have none.
Be very specific about separating the formal spoken arabic and the one with dialect. This is not done well at all in the arabic classes that I have been in and is confusing when I'm trying to speak for myself and not just listen
Being stricter about when to use one and not the other in class scenarios. At this point, I have a blurry line between the two, and my Fusha is much more solid than my Shaami.
Being tested on Ameia words and phrases like we are tested on the fusha vocabulary.
Continue doing it! I notice a huge difference in my language abilities when compared to those who have only studied Standard Arabic. This is very important.
Create a greater separation between the two. Perhaps teaching the Fusha is the first part of the semester since it is typically easier to follow with its rigid patterns and then trying to teach the dialect in the latter half of the semester once there is a better foundation for the core Fusha.
Dedicate specific semesters (fall) to fusha and others (spring) to a dialect
Discourage speaking FusHa in in-class activities.

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Emphasis on MSA being only written, and shouldn't be spoken in certain cases
Encourage more dialect use when students are conversing in class, and learn more common expressions and words unique to the dialect in class at an early level.
Every country has its own dialects of its particular main language, but the Arabic program here is terrific because it tries to incorporate dialect into the program. No, it's not perfect, and it never will be, but, by including the teaching of dialect, the program prepares students to have an easier time becoming fully accustomed when life in the Middle East begins, rather than having a harder time assimilating dialectical ideas because they were not introduced at all prior to actually being in the Middle East.
Exposure to cultural videos - mostly tv shows - where only the dialect is used. Learning words and phrases from TV shows will reveal a lot about culture.
Focus more on dialect than formal. I've tried watching movies in dialect (maSri specifically) and a lot of the vocabulary was confusing because we spend a lot of time on formal.
focus more on them!!!
For the most part I think the way dialects are taught in Arabic at UT is amazing
Full semesters or two of only formal, then a semester in ONLY dialect
Generally speaking, I greatly advocate UT's method of Arabic instruction. However, I would place less of an emphasis on learning a dialect simultaneously with MSA until students have a wheel developed understanding of the language, specifically grammar and syntax. After this point, I highly encourage the study of colloquial Arabic in tandem with MSA.
give a separate exam or a test to see how we are learning the dialect. This way we will keep up with both instead of just one form. I always just memorize fusha and dont focus on dialect since I know I wont be tested on it. Make an exam where you give a word in fusha and ask how it is in Maghribi. Or write it in magribi and ask the fusha word for it
Give us more time to activate the dialect words. I feel like we use new vocabulary in speaking for a few days and then move on to the next lesson, and I don't feel like I have mastered the previous lesson's vocab yet at that point. I have found it difficult at times to study both dialect and fusHaa, especially in situations when there are two completely different words with the same meaning. Although I definitely want to learn both, I think I need more time with each set of vocabulary to master it before movied on to a new set.

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Have assessments which evaluate dialects only, every once in a while.
Have classes that specifically focus on them more have modern standard and darja separately
Have guest speakers or teachers who speak the dialect we are learning but maybe from a different region or with a different voice/ accent of our teacher. The more shaami Ive been exposed to the easier it has been to understand someone I dont know.
Have more opportunities to connect with international students that may not be involved with the Arabic program in order to practice speaking with them.
Have Moroccan integrated with al-kitaab book and companion site. Translation of videos after the watching and discussing in class.
Have students follow one dialect track from the beginning, i.e. stick with a shaami or MaSri class throughout their course.
Have tests presented to us in the dialect we're studying, not just MSA.
have us do more speaking in dialect and watch more movies and shows in dialect. i think providing actually films instead of the short clips we watch would be both fun and rewarding for students learning dialect.
Honestly none needed.
I am very pro teaching and using dialects in class (and in life, you know, like Arabs do). Classes, however, should do their best to contain only one dialect. This is why I chose 'frustrating' above, because while I have found keeping Darija and Masri mostly separate, hearing them both on the same day, or worse, in the same class, inevitably results in slips between the two that would sound strange to say the least to any native Arab listener (Baghet Awi, 'Aez bizaf). More frustrating, however, are the very subtle differences, small changes in pronunciation or short vowels which I often do not even notice until they are pointed out to me. So, when I speak Masri I frequently use a word that I learned first in Darija and thus pronounce strangely to the Egyptian ear. It is not 'wrong' by the UT standard of 'Arabic is Arabic, speak it,' but it is not natural to a native and has proved the most challenging obstacle to overcome in striving for true native pronunciation and eventual proficiency.

I believe that a lot of my answers seem skewed from this questionnaire because I am looking at them through a Moroccan lens. / / If I was in Egypt, I believe that dialectal education would be helpful, and I would actually be excited to learn it. But I'm in Morocco, and Darija is not Arabic, or even helpful to acquisition or a greater understanding of Arabic in my opinion. Therefore when I have to learn a dialect that isn't useful for where I'm at (ECA) in combination with a dialect that isn't useful for the language I want to proficient in (Darija), I become frustrated. / / From my UT experience, I enjoyed learning Masri and in reality did find it helpful. I don't know if there should be a huge emphasis on it in the beginning (maybe a little exposure), as it was very frustrating then to have to memorize MSA and ECA words (and held accountable for both on an exam). It discourages continuation in the language in my opinion, and maybe after first year it could be introduced more rigorously. / / As far as Darija goes....even for the Capstone year students, I think it's worthless. Most of my peers currently in the program here in Meknes don't even do the homework. Putting forth the effort to learn Darija would be almost like learning an entirely new language, except one that is effectively useless for communication to other Arabs.

I can't think of a better different way than how it works now. I would say splitting up units into fusHa then dialect but that complicates it by learning the same thing twice at two different times. I think how it is right now works. I guess one thing would be like having us speak in the dialectal in class and than use fusHa for the writing assignments and get graded based on that as well as actual mistakes and what not. But that said, we sort of already do that with the interviews and skits and those type of things.

I deeply enjoy being able to partake in an experience which enables me to maximize my fluency and flexibility within the Arabic language. While focusing on a specific dialect has been a tremendous help, we sometimes get exposure to different dialects other than our own. I think it would be fun to get exposure to other dialects more, through in class activities or video! For example, Mahgrib is very different than Shaami. I think having exposure to it would rock.

I definitely think that learning dialect along with FusHa is the best way to go. I would like teachers to make it more clear when they are or are not speaking FusHa or dialect in class though. The two sometimes run together and make it hard to differentiate.

I do not have any concrete suggestions to make, but perhaps having some form of teaching where specific days are dialect intensive and others are MSA intensive may help identifying the key differences better.

I don't think you need to wait until someone studies abroad but by throwing students straight into a difficult language then adding the dialect component is too hard and frustrating. I think the dialect should be introduced after the first year or two once we have a solid foundation to build upon. At that point, I don't think it would be as confusing and frustrating when learning the dialect. Or I think students should have the choice from the beginning to focus on MSA or dialect depending on their goals and career/personal life plan.

I feel as though we should focus on MSA in the early stages of our Arabic education then slowly integrate dialects after we are comfortable with MSA.

I feel like students who want to learn a certain dialect should be able to choose which dialect they want to learn and stick with it. I wanted to learn shaami from the beginning and spent my first 4 semesters in a masri class. Although now I can understand masri pretty well and shaami is not that hard for me to understand either, I have trouble actually producing any one dialect because my foundation was in masri and all my upper division was in shaami. What I end up speaking is usually a mixture of fuSha and masri with some shaami words and fuSha pronunciation. It's very frustrating for me. I feel that if I was given the opportunity to speak shaami from the beginning and if I had a week or two in those classes devoted to understanding some masri just for exposure I would have been more prepared for the level I am in now.

I feel that from the beginning of the class it should be clear what tests/assignments will require Modern Standard and which will not. Also, it might be helpful to have designated days where we are expected to speak only MSA so the differences are made clear since we most commonly speak a dialect in the classroom. Some words I did not recognize in MSA until this semester as they simply were not spoken in class. The hardest and most confusing aspect I felt personally was the choice to drop all vowelings in the classroom and only have it be expected on tests- vowelings on words should either be taught all the way through the class or not at all. It was confusing to have to but vowelings on tests when I never really felt that I learned it at all.

I feel that it would be helpful to focus on Modern Standard Arabic and one other dialect, whichever is decided to be the most frequently used dialect, for example Shaami, and intertwine the two.

I have no experience with Massri and when videos of them are shown it is very difficult to follow the dialogue. Studying dialects with the same rigor for studying Fussha would be most practical to get students to understand/be understood. For the most part, the dialect exposure we get is centered around the vocabulary portions of the Wajib, where we just click/hear one speaker saying one word. This, while useful, does not help us when hearing a video of someone from another dialect speaking for long periods of time. Instead, in addition to Fussha we should study the grammatical structure and nuances in sentence structure in these dialects as well.

I have no suggestions at this time

I like the integration, but sometimes I can't control between speaking MSI and dialect now, so some days where we focus on just fusha or days of just dialect would probably be helpful.

I studied Moroccan first semester and I am currently studying Shaami and I think the way the way the classes are taught right now is great.

I think having students focus on picking up one dialect first is helpful. Also, when I first learn to speak dialect, my instructor just had me focus on using basic, everyday expressions in the dialect while retaining some vocabulary and pronunciation from MSA. This helped me not feel like I was learning a brand new language.

I think it is best to learn MSA first and then use that knowledge to learn a dialect with.

I think it is fun to have classes where we focus on one dialect, whether it be from tv show or such. And then I enjoy distinguishing the features between this dialect and another

I think it would be helpful if more dialects (Moroccan for second and third year students afak afak afak!!!) were available and if students could choose a certain "track" from the beginning of their studies so that they could focus on a certain dialect and have bilingual abilities in MSA and dialect by the end of their Arabic studies rather than bits and pieces of various dialects. Additionally it would be helpful to have a brief workshop or some sort of review available for students that transfer to UT or test into a higher Arabic level and haven't been exposed to Masri or Shaami before they start taking classes so that they will grasp the dialect faster.

I think it would be helpful to capitalize on pronunciation of words in dialect because there would be times when I read the word phonetically, but when it's spoken out loud, syllables get mashed together, shortened, etc. Just to be a little more clear.

I think It would be very important for to students to have m mandatory talk times with teachers every other week or so.

I think it's important to learn a dialect alongside formal Arabic. However, I think there needs to be more clarity in the classroom about what is dialect and what is formal.

I think it's really good that there are different classes that focus on the different dialects, and that if you're like me and are choosing classes purely for where they fit in your schedule, you end up shuffled in various dialect classes. For instance, this semester I'm in a Masrii class, but I still speak Shammi, so I'm exposed to both dialects and through my speech am exposing the other students to both dialects. So I think it helps people get a broader range of the dialects versus strictly focusing on one. I do wish there was an easier way to learn the Moroccan dialect, since that's the most likely study abroad location in our futures. But I think it's still a really good thing that we learn multiple, because it does give you a broader range of Arabic knowledge. I think to make it better maybe offer more dialects? Or classes after the initial ones in separate dialects, like maybe the Tunisian dialect or the Iraqi dialect since they aren't taught and are out there, and there's a possibility we might need them at some point. Also I just think it's really interesting to see how interconnected all the dialects are and how different they are as well.

I think more professors like Ustaaza Ghada would be helpful. The fact that she cannot answer many questions that we might have in English and therefore we have to ask and learn through more Arabic words, is challenging but incredibly valuable. / In addition, I think it would be beneficial for students to be asked what dialect they would prefer to study before the semester starts so that the Arabic department can plan accordingly from the students' preferences, and so that the students can plan around which dialects will be offered. We usually find out too late in my opinion. The only real frustration I've had with this Arabic program is that I couldn't always continue with the dialect I preferred, which was MaSri.

I think professors should spend equal amounts of time on each because in class we mostly spend time on FousHa and we are left to figure out the Masri on our own, which makes it both difficult and frustrating.

I think that if we are introduced to native arabic speakers, even if it is 1 hour a week I believe it would help us greatly since we do not have much contact with people in a casual setting but rather only exclusively in the classroom. I think it would be quite interesting.

I think that integrating dialects into the curriculum is absolutely necessary. If anything, I think increasing the amount that dialects are being spoken in the classroom should be increased, and more time should be devoted to it.

I think that it would be helpful if students were encouraged to use the MSA and the dialects in the way that they are actually used in Arabic speaking countries. For example, if no one actually speaks MSA outside of the mosque or very important situations, then instructors could encourage students to only speak MSA in similar situations. If writing in MSA is the norm, then we should be encouraged to always write in MSA only, to turn homework in. Perhaps if dialect is used for short-hand note taking, then we could take notes bilaamiyya in class. It would help me separate *and* integrate at the same time and in a more realistic way.

I think that the fact that we are barely ever forced to use a dialect on the homework or on tests makes me less motivated to study a dialect intensely. It can be really hard to step back from your studying and say "now I'm going to go study all those words over again, but with new translations." I think there could be more assignments that force us to use the dialect of our choice, but I understand the logistical limitations.

I think that the way that classes are run right now is a proper way to expose students to their dialects. A lot of the speaking activities that we have right now consist of either Shami or Masri, and those are helpful in terms of exposing students to their dialects at an early level of language development.

I think the integration of a dialect needs to be stressed more than it is. When I was talking to my Arab friend, she told me they hardly use MSA and that there are 20+ dialects. So I think emphasis on a specific dialect is crucial

I think the way UT integrates dialects and MSA together in one class is done well, and I have no suggestions for the teaching curriculum aspect. However, I would like to say that when studying dialects, we should focus on more colloquial/commonly used words in the lower-level courses such as types of animals, foods, and other everyday topics, because a good amount of students are not familiar with those words until the last couple of semesters, despite using those words quite often in our daily lives.

I think there should be an effort made to focus on a single dialect as much as possible. If a student begins learning Shaami, they should be able to stay in Shaami classes for their first four semesters of Arabic so as to be able to develop and solidify their skills in that dialect, at least in terms of production. Switching between different dialects early on can be detrimental and make it difficult to control the production of different dialects- leading to a tabouleh of Arabic that sounds strange to native speakers.

I want dialect tracks to be more specific such that it will be more difficult for it to be cast to the side in class. I have found that, in practice, allowing us to choose which dialect we want to focus on in our classes makes it more difficult for our professor to keep dialect separate from the formal. There is less coordination than there could be.

I wish that we had spoken the dialects more in the classroom. In my earlier years I only learned the MSA words out of convenience, and now feel slightly deficient in colloquial vocabulary.

I would encourage students to listen to more music and television from the region

I would qualify most of my above answers by saying that learning a dialect can be useful, but problematic in other situations. In other words, I would rather be proficient in MSA and ONE dialect. Learning more than one dialect inhibits an ability to compartmentalize the information, separating MSA from the dialect. The result may eventually just become a mixture of formal speaking and colloquial speaking, which isn't natural sounding in the Middle East. My suggestion would just be to keep students in one track for one dialect, rather than mixing students into different classes with different underlying dialects.

I would suggest more emphasis being placed on dialect in the beginning. I know that we are introduced, but myself and my peers usually focus more on fusha because we use it more in class and it seems "easier." Maybe place the importance on dialect for communication.

I would suggest using more media that uses more dialect versus MSA such as cartoons, TV shows, youtube videos, etc.

If we could spend more time breaking down the grammar rules for each dialect clearly at the beginning of the concept's introduction to class. That gives you a strong foundation early on so that it all feels less confusing later.

If your in class for one dialect, the professor should at least review the other dialect, especially when watching dialect videos, so people who have been exposed to more than one dialect can connect two, and those who haven't can understand when others speak another dialect to them.

In my experience in the Moroccan class, the most difficult aspect of the class was watching/listening to the videos. Moroccan is -very- fast and -very- slurred, and being unable to see lips move during the movies made it nearly impossible to figure out what words were being said (at some times). I think people with a French background also had a significant advantage, and if we were introduced to some really basic concepts of French accents at the start of the class, it wouldve helped a lot in understanding the Arabic accent in Morocco. Finally, explanations of the background, aka the reason, of different Moroccan words from MSA would be helpful; otherwise I get confused later (for example, the word for "I want" aka "bghit" had me seriously confused about verbs in the first semester, and I wish I had just been told it was past tense, heres basic structure, dont stress about it).

In my opinion, the frustrating thing is the tests, which generally focus on MSA grammar. Speaking dialects in class is great but sometimes the students need a little more drilling on formal aspects of the language.

Insure that there is a clear line between the two dialects to avoid confusion.

Introduce more dialect choices for areas where students are studying abroad (MOROCCO)

It is extremely frustrating to be forced into a dialect class due to scheduling. I will never speak Moroccan Arabic outside of this class. My family members are all Shaami speakers and unanimously agree that Moroccan is basically a second language. I understand supplementing Egyptian and Shaami but Moroccan is quite the step backwards for students coming out of Levantine classes.

It is hard, as of now, to actually choose the dialect you want to learn until you advance to upper levels of Arabic; for instance, I would like to learn Shaami, but both classes that I've been in so far focus much more on maSri. It would be nice if there was an easy way to tell which teachers focused on which dialects.

It would be helpful to have day where we speak just MaSri/FuSa so we can distinguish them.

Keep it going. Maybe include new dialects when the resources become available

Label the course section descriptions with the dialect you plan on instructing. There is nothing worse than going into a course completely blind.

Learn fusha first

Learning fusha is better for those studying Quran not dialects
learning more cultural phrases and expressions has unlocked a whole other world of arabic so that would be really really beneficial for students
learning MSA without learning a dialect simultaneously would be a waste of time and effort. When you study Arabic abroad, the every day people within those countries are mainly going to speak a dialect and not FusHa, so there would be some communication barriers, plus MSA is a very posh and educated way of speaking arabic and you could come off as rude and arrogant.
Let the first two semesters be in FusHa because it is the beginning of our learning and unless we were not born in a Arab family the dialects are very very confusing at the beginning; because we are barely trying to comprehend the basics. The following semesters can continue teaching fusHa but place a greater emphasis on the dialects, why? Because I found myself speaking in FusHa to native speakers and they told me several times that I need to learn "the real Arabic, the Arabic of the people". This was very annoying because the main reason why I am learning Arabic (other than academic) is because I really want to be able to connect to the culture and its people.
Make a more firm basis of MSA before throwing in other dialects. Starting off learning 3 different dialects at once was very confusing to me.
Make it more of a consistent option -- I bounced around between Masri and Shaami classes (which I really loved) simply because i never knew which class on the registration sheet was going to focus on which dialect.
Make sure that students understand the differences between MSA and dialects
Make the dialect known in each set ion known before registering. Once in the class make the expectations of more clear of when to use which dialogue. Too many times i have studied the fusha vocal and been asked to produce the specific dialect, or when doing class activities not being able to do the drill because other students are not speaking the same dialect. If a section is suppose to be focusing on Masrii, then the use of masrii should be emphasized and enforced.
make the Moroccan dialect more integrated with the book
Making a stronger distinction between fusHa and amiaa.

Making the differentiation between the dialects and formal Arabic more distinct from the beginning of the class. It is difficult to try to go back after seven weeks of learning whatever word from whichever dialect was easiest to remember and try to separate out the dialects from one another

Maybe have separate portions of the test for FusHa and Shaami. Or even emphasize FusHa on the written exams, and emphasize the dialect when speaking in class to foster a realistic learning and speaking atmosphere.

Maybe have students stick with a single dialect throughout their time taking Arabic rather than be switched around between Masri, Shaami, and Mahgrebi.

Maybe in class we can start the day by either noting that we'll be using MSA or 3miya only, or primarily. We can alternate of course, as we'd need to but it may make it easier to learn structures knowing whether that day is MSA or 3miya

Maybe separate the days when we practice a dialect or the MSA. I feel like in the past, when it came to learning the vocal, I only focused on the formal because it was what we practiced more. Now, whenever I try to speak in shami, I tend to realize it's mostly still MSA. I was always confused in Arabic 1 and Arabic 2 on when we should be using which and why. It would have been nice to have been taught that cauf isn't pronounced in Shami or the different variations to ask questions. I feel like this is brought up way to late, for me it took until Arabic 4 to realize.

maybe spend some more time at the beginning of the semester making sure everyone is transitioning well and on the same page

Maybe there should be more of a focus for each student on one or two dialects because I think a lot of us change their dialect every semester and in the end maybe the level they reach is not very strong. I loved the fact that we had to go to a conversation table this semester as it really helped me a lot in shami that I did not know at all before this year!

Maybe watch more videos or even films where the dialect is strictly used.

More dialects should be included! We study two, popular dialects but in reality they represent a very small section of the Middle East. I wish there was integration of dialects from Iraq to Sudan to Tunisia and Morocco. Focus less on MSA in the classroom.

More on speaking/reading material present in the every day lives of the people who live and speak the dialect that we are learning.
More time with dialects! I really want to fully develop my dialect and make it my default form of speaking. I wish I had more opportunities to develop that. I feel that my current default is to speak in fuSha maHkiyya and I wish it was a dialect instead.
My experience learning daarija and shaami has gone as smoothly as I could have asked for. Learning fus'ha on paper and speaking the dialects in real life seems very realistic and representative of how Arabic would be learned by living in an Arabic country.
n/a
N/A
No moroccan
no suggestions
None
None at this time.
None, I feel like the class accurately supports both dialect and MSA learning.
None. It can be difficult at times but we are at the best university and I would expect nothing less
Perhaps dividing the week between MSA and dialects (e.g. Tuesdays and Thursdays are classes conducted entirely in FusHa, with FusHa assignments, etc, whereas M,W,F classes focus on ammia) could help students learn to "switch" between the languages and to understand better appropriate circumstances for the use of each language.
Perhaps encourage students to take different dialects every semester? I don't know if that would be a terrible idea because it might confuse and discourage a lot of people, but perhaps it can give everyone exposure to all three main dialects studied here at UT.
Perhaps if each class stresses a certain dialect, let the student choose which class to enroll in or which dialect they will be learning, because for some a certain dialect will be more useful than another that would just be more confusing. And then within that, limit the introduction of other dialectical words to only focus on that with the MSA.

Perhaps, split weeks into days of both dialects. For example, mumkin MWF the instructor will speak in strictly maSri, shaami etc while TTH they speak in fuSha. This would help create more of a distinction from a student perspective. Right now, I hear maSri and fuSha every day and cannot always figure out which one is which, but because fuSha is mainly for written/ formal settings perhaps emphasize the regional dialects as the primary verbal dialect in class.

Personally, I would like to see more emphasis on dialectical conversation among classmates during class time. Since it is so crucial to comprehension in the Middle East, I would like to place greater importance on continuity as well (learning how not to switch back and forth between dialects and MSA within the same conversation).

Place more emphasis on dialects

Possibly more dialectical options within the Arabic program. Many of us get close to fluency and are minimally exposed to dialects such as Iraqi and Gulf, which could be considered beneficial to careers in oil and gas, military, or refugee work (for example).

possibly reading text and watching using more sources of media videos ect. in that dialect.

Probably more emphasis in the higher level classes, since we mostly discuss MSA

Really stress it when speaking Arabic in class. Realistically, it's best to learn dialects as you learn the language from the beginning. It requires little extra effort once you get the hang of it but the rewards are great.

Some classes (specifically the fifth and sixth semesters) focus less on any one dialect and more on whatever you can speak - which is both great and frustrating. These classes start to focus more on MSA and less on being able to speak with native dialect speakers, which, to me, takes away from learning a dialect with MSA.

Somehow encourage them speak it more in and out of class.

Speak in dialect most of the time, and save MSA for writing assignments and other projects.

sticking to one dialect would have helped. mixing msa and two different dialects did become a bit confusing

Students should learn more colloquialisms in class because they are used so frequently when abroad and are a necessary aspect of truly communicating in dialectical Arabic.

Switching from one dialect to another because of class scheduling is a little challenging in the beginning, so maybe have classes primarily taught in one dialect but also address certain things from the others.

Teach not language oriented subject matter in target dialect

Teachers need to make clear distinctions when teaching dialect and MSA at the same time. It should be made clear to students that they need to learn BOTH, if that is the policy of the department. When I started taking Arabic, it seemed as if dialect was emphasized, but we were not expected to produce dialect on exams, so it was confusing to be expected to learn dialect and speak it, but then also produce MSA.

Teaching some dialects side-by-side or just extra dialects may help. Khaleeji would be great, for example. I honestly prefer a focus on dialects over MSA - other than reading and writing, I think MSA should only become the focus in later semesters.

The 5th and 6th semesters work less with dialect integration, or specifically, with comparing and contrasting FusHa and a dialect and I miss that aspect from the first four semesters.

The studying of dialects should come first then the study of MSA!!!! NOT the other way around!!!

The use of videos- especially short, native videos (like cartoons for kids) helped me a lot with my comprehension this semester. We watched a cartoon a few weeks ago from Jordan that was only about 5 minutes long, and from then on I've tried to watch one a day. They're entertaining and you can understand the dialogue (for the most part) through the pictures portrayed.

There should be a sperate course for dialects. There can also be more one on one conversations in ammayh with langauge partners for students wanting to study the dialect. However, I find it confusing to learn ammya while I am learning Fusha and at the end of the course do not feel as if I improved on either one. Ammya should be incorporated but Fusha should be the main concern because graduating from college students are expected to know the standard arabic in an academic manner and not in colloquial manner. It is easier for students to go abroad and learn amyia after they have learned fusha. However, not having a strong grasp in fusha is dangerous because most of jobs with arabic require the knoweldge of fusha and grammar and not ammya. If students are wanting to learn Arabic to speak with people and not for their professional career, then they should have the option to take dialect classes and vice versa. If students only want fusha becuase they will become a translator or work as a journalist, then learning amyia is not necessary for them as much and they can take the dialect classes after they feel they have accomplished their goals.

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This program is kick-ass. I love the integration. This is what distinguishes UT's Arabic program from other programs in the US. In terms of how to enhance the integration, I think students who have studied elsewhere previously before coming to UT face different challenges with the integration of the dialect and so perhaps there could be early accommodations for those students who may not have been exposed to many dialects before. In general, I think the ideology should be presented to the students so they understand better why they are learning the dialects along with standard Arabic. I know there are some students who feel that being in shaami one class and then masri the second class is very challenging; but, if these students knew that exposure to dialects is the goal and that you can speak in whatever dialect you feel comfortable with then I feel the program would all be on the same page. Moreover, you would have a lot more people on board with the ideology (obvi, I'm already on board).

To include within the homework and exams the specific dialect that we are learning in our Arabic class to get students to learn more on the specific dialect they are studying.

To learn more than one dialect starting 2nd year.

Understand that it's a lot more work for the people switching so many find a way to lighten their workload relative to other students.

Watching more videos in dialect!

We do activate MSA and Shami in class (and a few Masri words as well) but because we do so so intermingled, I don't recognize a word as a particular dialect. When I try to speak to native speaker they say I sound weird because of the combination. So it might be better to encourage students to answer questions in MSA or whatever dialect they prefer but when speaking try to keep the dialect uniform.

When I took Arabic at a different university, we only learned MSA. The joke of my teacher was, "If you're smart enough to learn MSA, you can watch a few movies and pick up on the dialects." I'm not sure I entirely agree with her reasoning, but learning shami can be frustrating since I don't know if that's the region I want to connect with. It also would help if the classes were marked during registration, so I wouldn't be worried about accidentally signing up for Moroccan or Masri. (I had a Masri class first semester and it was frustrating)

When speaking try to only speak in dialect but use Fusha for formal presentations, speeches, and in writing.

When students are focussing on hard-line formal grammar, mix it up and have a lesson about dialect. In class, we don't learn dialect that much, and it is pushed off to the converstaion tables. I think we should learn dialect in class at the upper levels. My first year, we spent a lot more time learning dialect in the classroom and I wish we still did that at the 3rd year.

When we learn new vocabulary words, practice speaking/using both versions of the words, formal and dialect. Sometimes we use only one version of the word in class and forget about the other one. Sometimes when we do use both versions/dialects of a word, we forget which is formal and which is dialect. Maybe more emphasis on using the same dialect through a day/ conversation would be helpful.

Year one may be a little early but it's not impossible - just a minor set back at times when two are used throughout.

You won't be able to communicate with anyone if you have no knowledge of any dialect and you'll be very discouraged.

If you've traveled to or lived in an Arabic speaking country, what was the purpose of your visit?

Umrah in Saudi Arabia
born and raised in Iraq
Lived in Kuwait 6 years
lived in Lebanon for a year or two as a child, and have returned a few times
Religious Reasons
volunteer work
Living there
Religious Pilgrimages
Work
Work
Internship
Teach English in Palestine
Internship
Dad's work
Used to live in the Middle East as an expat growing up
Work
Internship
Internship
Travel grant to Art Dubai
Religious Program
Umrah in Saudi Arabia
Extended Layover
Work