

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.

Table W14.3: Students' feelings about learning more than one dialect

| Pick the one best word that best describes being exposed to more than one Arabic dialect in your Arabic classes | Responses |
|--|------------------|
| <i>N</i> = 184 | # (%) |
| Challenging | 39 (21%) |
| Stimulating | 24 (13%) |
| Rewarding | 20 (11%) |
| Realistic | 19 (10%) |
| Necessary | 13 (7%) |
| Confusing | 12 (7%) |
| Fun | 12 (7%) |
| Helpful | 11 (6%) |
| Exciting | 9 (5%) |
| Frustrating | 8 (4%) |
| Crucial | 7 (4%) |
| Difficult | 5 (3%) |
| Waste of Time | 5 (3%) |