

Additional resources for Chapter 6, “A Digitally Assisted Model of Integration of Standard and Colloquial Arabic Based on the Common European Framework” by Manuel E. B. Giolfo and Federico Salvaggio, in *Arabic as One Language: Integrating Dialect in the Arabic Language Curriculum*, edited by Mahmoud Al-Batal, from Georgetown University Press.

Appendix 6.1: Experimental integrated course launched at the University of Genoa by Manuela E. B. Giolfo and Abdeljalil Bentajar, 2015–2016

The students of the first year of this experimental bachelor’s program in Arabic language were initially exposed to thirty hours of only CA, followed by twenty hours dedicated to the learning of the alphabet, then by thirty hours of SA, and eventually by fifty hours CA/SA “switching and mixing.” The preliminary results of this experimental program are particularly encouraging in that postponing the learning of the alphabet after a period of exclusive exposure to the spoken language has resulted into a strengthening of the motivation of the students in learning the alphabet and a consequent acceleration of the learning process.

Unlike in the traditional model, in which the learning of the alphabet is situated at the beginning of the course so the students have to learn a new alphabet in order to write and read words they are not familiar with, in the experimental model students learn the alphabet *after* they are already familiar with many words, expressions, and syntactical structures and therefore are much more motivated to learn how to write down what they already know. Furthermore, because students are first exposed to only CA, learning how to write down what they know also means being introduced to the code-switching phenomenon and to realize the existence of a superposed variety. Thus, in this experimental program, the learning of the alphabet is situated in the learning process in a position in which it can work as a link between CA and SA.