Many Arabic linguists, educators and specialists believe that Arabic nowadays highly suffers from a group of threats and difficulties which threaten its entity in its native homes. If we do not seriously consider Arabic directed to non-natives via learning, teaching and writing in Arabic, we realize the fact that many problems encounter the language, a serious issue that has to be promptly addressed by specialists.

Nowadays we hardly find people or researchers who are concerned about the distinction between teaching Arabic to native and non-native speakers. This theme ought to be studied theoretically and practically.

A large number of books or textbooks have so far been written about teaching Arabic to non-natives. Yet, they are rarely looked upon or assessed scientifically or methodologically.

Considering the different types of Arabic exams for non-natives, we definitely recognize the fact that they lack standardization or even objective and systematic evaluation.

Another concern is that researching Arabic teaching issues may not be sufficiently convincing unless we make use of and benefit from other scholars’ and researchers’ findings and ideas. The significant role of educational technology should not be ignored if we want to further develop teaching strategies and methods. Technological innovations ought to be used so that we can keep abreast of what is going on worldwide.

One more concern ought to be seriously addressed by researchers and scholars; it is lexicology. Lexicographers should pay attention to contexts. Lexicons have to provide learners and others with significant information about the system of the Arabic language and about the culture represented by this sacred language. In brief, lexical items should not be lexically represented in isolation.
CALL FOR PAPERS

The Language Center of Yarmouk University in Irbid, Jordan, will hold its Second International Conference on Teaching Arabic to Non-native Speakers between October 29-31, 2013. The conference will focus upon “Educational and Linguistic Aspects of Teaching Arabic to Non-native Speakers.” Looking upon this focus, researchers, scholars, language faculty and those interested are cordially invited to submit research on one of the following themes or on any other related areas:

1. Differences and similarities between teaching Arabic to native and non-native speakers.
2. Evaluation of pedagogical Arabic textbooks and curriculum for non-native speakers.
3. Arabic examinations for non-natives.
4. Latest modern educational technologies and techniques in teaching Arabic to non-natives.
5. Contextual Arabic dictionaries for non-native speakers.

Please submit an abstract of about 400 words by email or otherwise and specify the theme of your paper by April 15, 2013. You should also fill in the Registration form and send it back along with the abstract.

More information can be found on the following websites:
http://www.yu.edu.jo/