

# Seminar

## **CENTRE FOR ARAB & ISLAMIC STUDIES**

The Middle East & Central Asia

**ANU College of Arts and Social Sciences**

### ***A Processability approach to Arabic L2 teaching and curriculum design***

**Dr Ghassan Al Shatter**

**Tuesday 29 April 2008**

**1-2 pm**

Al-Falasi Lecture Theatre, Centre for Arab & Islamic Studies,  
Building 127, Ellery Crescent  
Australian National University

In this paper Dr Al Shatter aims to identify the relationship between the developmental hierarchy in the acquisition of Arabic L2 and the formal classroom instruction. The study provides a general presentation of the current debate on the influence of formal instruction in the acquisition of L2 with special attention given to Processability Theory's teachability approach, and its implications for teaching methods of L2 in general, and in Arabic L2, in particular. The study also provides descriptive information on teaching objectives and materials used by the participants to study Arabic L2 in order to establish an explanation for the connection between Arabic L2 formal teaching and processability hierarchy.

Dr Ghassan Al Shatter is the convener of the Arabic program at the Centre for Arab and Islamic Studies. He is involved in second language curricula and teaching methods. He designed and developed curricula for both secondary and tertiary teaching levels. He also conducted several training courses for teachers of Arabic as a second language both in Australia and overseas. Dr Al Shatter has recently undertaken a PhD in applied linguistics. His most recent publications are: (1) Implementation and Evaluation of a New Learning Approach in Arabic: Implications for Translator Training, *Translation Watch Quarterly*, Translation Standards Institute, Melbourne, Australia, 2007, and (2) The Development of Verbal Structures in L2 Arabic, in *Processability Approaches to Second Language Development and Second Language Learning*, edited by Jörg-U. Keßler, Cambridge Scholars Publishing, 2008.

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