

LANGUAGE MAPPING PILOT PROJECT: ARABIC LANGUAGE PROVISION IN THE UK

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by the British Academy

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1

INTRODUCTION

AIMS

As part of its policy work on languages, the British Academy launched a pilot project on Arabic which aims to create a comprehensive and interactive map of Arabic language provision, capacity and pathways in the UK higher education system and of related teaching and research in the culture and history of the Arabophone world. The resource was designed to map the following elements:

1. Number of undergraduate students learning Arabic (including single honours; joint honours; and those learning through university language centres)
2. Number of PhD students
3. Number of academic staff (research and teaching)
4. Number and geographical distribution of Higher Education Institutions (HEIs) offering Arabic
5. Number of courses at undergraduate and postgraduate level (including joint honours e.g. Arabic and business)
6. Different varieties of Arabic taught

It is hoped that the lessons learnt in producing this report and preparing the data for the interactive map will help towards the British Academy's aim to produce similar resources for other languages.

Due to the current lack of research in Teaching Arabic as a Foreign Language (TAFL), this represents an important step for the field in creating a comprehensive picture of Arabic language provision in the UK. Despite the number of students opting for foreign languages in higher education decreasing to the extent that departments and degree courses are closing (UCML, 2016), the numbers for Arabic have been increasing (Dickins & Watson, 2006; UCML-AULC, 2013; 2014; 2015; 2016).

THE ARABIC LANGUAGE

Arabic, which is taught from primary education to University in the UK, is one of the world's major languages and is spoken by more than 250 million people across the Middle East and North Africa.

In light of the growing social and political importance of those regions within the current global environment, demand to learn Arabic to gain a real understanding of the societies and politics of the Arab world is set to increase.

A NOTE ON THE VARIETIES OF ARABIC

Arabic is a classic case of what Charles Ferguson called a ‘diglossic’ language (after the French linguist William Marçais who coined the term ‘diglossie’ in 1930), that is, a language in which

‘...in addition to the primary dialects of the language (which may include standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation’(Ferguson 1959: 244–5).

In the case of Arabic, the modern form of this ‘superposed’ variety, often termed ‘Modern Standard Arabic’ (MSA), is used throughout the contemporary Arabic-speaking world for all formal writing, and also for ‘scripted speech’ such as news bulletins and other kinds of formal public-speaking. Structurally, MSA is morphologically and grammatically identical with so-called Classical Arabic (CA), the language of the Qur’an and the formal written Arabic of the mediaeval Arab world (first codified by the grammarians of 8th century Iraq), though much changed lexically and stylistically.

The spoken dialects of Arabic, which are all Arabic speakers’ mother tongues, diverge markedly from MSA/CA in both their structure and vocabulary, but also from each other: for example, it has been estimated that only about 60% of the ‘core vocabulary’ of the dialects of Casablanca and Beirut is shared (not to mention differences in their grammars), a degree of difference which would normally lead linguists to classify them as separate languages. But this is not how the native speakers would see it. So how do speakers of such different dialects manage to communicate with one another? Nowadays, almost everyone has at least a passive knowledge of MSA acquired through education, and because of the communications revolution of the last 50 or 60 years, a familiarity with dialects apart from their own, whether of the capital city of the country they live in, or of regionally prestigious varieties. This has led to two widespread phenomena in cross-dialectal speech first noted by Haim Blanc over 50 years ago: the eschewing of localisms in favour of shared dialectal features (known as ‘levelling’) and a tendency to ‘borrow’ MSA language elements, both structural and lexical (known as ‘classicizing’) (Blanc 1960). The result has been intermediate varieties of spoken Arabic which routinely contain ‘hybrid’ linguistic forms neither fully dialectal nor fully standard. But these processes are affecting not only the cross-dialectal communication which is such a feature of the globalised world we now live in: they also commonly occur within the borders of one country or region, generally with the dialect of capital cities such as Cairo, Damascus or Baghdad assuming the role of a ‘super-local’ or ‘regional standard’ dialect (Mejdell 2006). In certain more formal speech contexts, such as political speeches and mosque sermons, full-blown code-switching between the speaker’s dialect and MSA also often occurs (Holes 1993; Bassiouney 2006). In such cases the ‘H’ (‘High’ = MSA) variety is used by the speaker to deliver his ‘message’, its status in the discourse as ‘message’ being signalled to the audience precisely by the fact of his choosing ‘H’ in which to deliver it; the ‘L’ (‘Low’= dialect) variety is used to provide comment on, explain the meaning of, and generally contextualise the ‘H’ ‘message’ for the listeners.

So, nearly 60 years after Ferguson’s seminal article on ‘diglossia’, what has changed? His neat model which proposes a simple binary choice for Arabic

speakers between 'H' or 'L' with a clear-cut and conventionalised allocation of each to a different, fixed set of speech functions/contexts has become blurred beyond recognition, if it was ever even the reality in the 1950s, which is dubious. Speakers typically move up and down a cline of intermediate varieties of Arabic depending on what they are talking about, who they are talking to, and for what purpose (Holes 2004: 341–389). The advent of the internet has complicated the situation further by giving a further push towards 'demoticisation': some speakers now choose, and for a wide variety of reasons, not only to write in the way they speak, but to do so in roman characters, a tendency which is now becoming semi-standardised through its constant use.

It follows from the above that the language situation in the contemporary Arabic-speaking world has major implications for how foreign learners of Arabic need to approach their task. If their aim is to become a proficient user of the language – that is, to behave like an educated native speaker – they need to master both MSA as well as a regional spoken variety and be able to select the appropriate register of Arabic for different situations. Ideally, they also need to be passively familiar with other regional varieties. But if they are learning Arabic for religious purposes, they will need to study CA, whose vocabulary, phraseology and syntax can differ quite markedly from MSA, depending on the period and type of texts they are studying. Therefore, in this review, the Arabic varieties taught at each institution will be taken into consideration to produce a fuller picture of TAFL in the UK.

No data currently exists on the varieties of Arabic offered at universities and their language centres. Dickins and Watson (2006) noted the communicative approach to TAFL was only in use at the University of Cambridge, where the Levantine variety was taught. They stated that regional varieties were neglected in the remainder of the institutions. More recently, as was highlighted in Towler's presentation at the *Arabic Language Teaching & Learning in UK Higher Education Conference* (2017), more universities have begun to incorporate regional varieties into the curriculum. In England, only one university offering an undergraduate degree in Arabic actively discourages learning regional varieties, whereas the other eight support teaching them at some point in the degree course. Out of the eight HEIs included in Towler's (2017) research, one offers a module on Syrian Arabic, another teaches students both the Cairene and Levantine varieties in their second year of study with the option of learning Gulf Arabic in the fourth; and one teaches its students to speak Cairene Arabic as well as exposing them to other regional varieties. Two others offer a few lessons on regional varieties before students go on their year abroad, and the remainder arrange for the students to attend courses when they are abroad. Five institutions now allow students to use regional varieties in oral examinations and six permit their usage in the classroom.

It is worth noting that Towler (2017) provides a picture of the situation only in English universities and institutions, as there are no data on the situation in HEIs in the rest of UK or in university language centres, an increasing number of which are offering Arabic as part of their Institution-Wide Language Programme (IWLP) offered by language centres.

ARABIC LANGUAGE PROVISION IN HIGHER EDUCATION

There is currently very limited research on Arabic language provision in higher education in the UK. In 2006, Dickins and Watson wrote a short review on *Arabic Teaching in Britain and Ireland* which included a section on the situation in universities offering undergraduate degree courses in Arabic. The report

identified ten UK universities offering undergraduate degrees with a major component in Arabic,¹ but the report did not include university language centres offering short courses or electives in Arabic.

Higher Education Statistics Agency (HESA) data provides a more up-to-date picture of which universities are offering undergraduate and postgraduate courses in Arabic as well as the numbers of academic staff. However, it does not incorporate the university language centres offering courses in the language, nor how many students and academic staff are involved with Arabic provision at these centres. The coding of some courses in HESA data can be unclear when trying to establish the number of students studying a particular language, an issue which will be raised in this report.

In 2001, Marshall published a report on what he termed “less specialist language learning” to investigate the numbers of students learning Arabic as a minor part of their degrees. At the time, Arabic was only being studied by 15 students at two of the 58 HEIs included in the research, or only 0.06% of the students surveyed.

Since 2013, The University Council for Modern Languages (UCML) and the Association of University Language Centres (AULC) have been conducting an annual survey of languages offered, availability and demand for Institution-Wide Language Programmes (IWLP) across the HE sector in the UK. In 2013, data was collected from 62 institutions, 43 of which offered Arabic.² The report noted that there had been a relative decline in students studying some languages such as French,³ whereas the number of students learning non-European languages were on the rise.⁴ The 2014 report showed a continuing upwards trend in the popularity of Arabic with 45 institutions teaching the language. In 2015, Arabic was indicated as the third language reporting an increase in popularity since the previous year, after German and Chinese. In the last published report (2016) the institutions offering Arabic through IWLPs had increased to 48.

Whilst these reports provide a snapshot of languages offered on IWLPs and student numbers, there is no detail on the courses these students are taking nor the geographical distribution of the HEIs, which is a central aim of this report. As the popularity of the Arabic language is still on the increase, it points to the need to identify where Arabic is taught and how far students are able to progress on their courses.

1 The Universities of Cambridge, Durham, Edinburgh, Exeter, Lampeter, Leeds, Manchester, Oxford, London (SOAS) and St Andrews.

2 This marks a substantial increase since Marshall's study (2001), in which only two institutions offered Arabic.

3 In Marshall's study (2001), French accounted for 29% of student numbers, in this study, it accounted for 25%.

4 In this study, Arabic accounted for nearly 6% of all activity compared with only 0.06% (0.07% revised) in the Marshall survey (2001).

METHODOLOGY

The research for this report was conducted in March 2017. In the first stage of the project, the researcher compiled a list of universities, university language centres and research centres offering courses in the Arabic language from internet searches and HESA data. Any further information obtainable from the internet and HESA data on students, courses, academic staff and the varieties of Arabic taught was recorded. This phase also enabled the researcher to produce a comprehensive contact list for the second phase of the research.

In the second phase, a questionnaire (see Appendix B) was sent out to Arabic tutors or language coordinators at each of the universities, university language centres and Islamic colleges totalling 65 institutions (see table 1). Follow-up emails and telephone calls were utilised to increase the response rate. A total of 32 institutions completed the survey, yielding a response rate of 52.4%. In this report, data from internet research has been included for institutions who did not respond to the questionnaire in order to provide a fuller picture of the situation.

Some questions on student demographics were included in the initial questionnaire (Appendix B), but many institutions chose not to answer those questions. In order to investigate the demographics of students learning Arabic, a second questionnaire (see Appendix D) was given to students at three of the participating institutions which acted as an additional qualitative stage to the research. One was given to each of the types of institutions investigated in this report: a university, a university language centre and an Islamic college.

ETHICAL CONSIDERATIONS

For the first questionnaire (see Appendix B), each respondent was provided with appropriate information on the project and contact details for the British Academy if they had any further questions on the research (see Appendix A). As the second questionnaire was asking for personal information (see Appendix D), each respondent's right to confidentiality was respected. A 'prefer not to say' option was included so participants did not have to divulge this information on religious affiliation and gender.

Each respondent was provided with an information sheet including details of the project, the researcher's contact details and their right to withdraw participation (see Appendix C). Participants were also asked to provide informed consent in the questionnaire through a tick box. This ensured participants understood the project and their rights. Data will be kept securely in accordance with the Data Protection Act and the Data Policy of the British Academy.

3

RESEARCH FINDINGS

The findings discussed and presented in this section have been divided into the six following sections:

- The number of and geographic distribution of institutions offering Arabic;
- The number and level of courses in the Arabic language on IWLPs, and at undergraduate and postgraduate level;
- Comments on the complexity of data about funding for research on Arabic;
- The number of academic staff, including those involved in both teaching and research, at universities and university language centres;
- The number of those learning Arabic (including undergraduates, postgraduates, PhD students, post-doctoral students and those learning Arabic through IWLPs);
- The different varieties of Arabic taught.

INSTITUTIONS OFFERING ARABIC

In the initial stage of the research, the researcher conducted extensive desk research to identify the HEIs offering language courses in the Arabic language. The researcher consulted HESA data from 2015/16 to identify institutions offering degree courses in Arabic, the Association of University Language Centres for IWLPs, and further internet searches to identify any other institutions offering HE courses in the language. This initial phase of evidence gathering found 64 institutions advertising courses in the Arabic language (see table 1) and each of these institutions was contacted to invite them to take part in the research.

Table 1: Number of HEIs advertising courses in the Arabic language

Region	Number of HEIs	HEI
South East	7	University of Kent
		University of Oxford
		University of Portsmouth
		University of Reading
		University of Southampton
		University of Surrey
		University of Sussex
London	15	Brunel University
		City University
		University College London
		Imperial College London
		Islamic College London
		King's College London
		London Metropolitan University
		London School of Economics
		Middlesex University

Region	Number of HEIs	HEI
		Queen Mary University of London
		Regent's University
		Richmond, The American International University
		University of Roehampton
		SOAS, University of London
		Westminster University
North West	5	University of Central Lancashire
		University of Liverpool
		The University of Manchester
		Manchester Metropolitan University
		University of Salford
East of England	4	University of Cambridge
		Cambridge Muslim College
		University of East Anglia
		University of Essex
West Midlands	6	Aston University
		University of Birmingham
		Coventry University
		University of Keele
		Al-Mahdi Institute
		University of Warwick
South West	3	University of Bath
		University of Bristol
		University of Exeter
Yorkshire and the Humber	5	Huddersfield University
		University of Leeds
		Leeds Beckett University
		University of Sheffield
		University of York
East Midlands	4	University of Leicester
		Loughborough University
		University of Nottingham
		Nottingham Trent University
North East	3	University of Durham
		Newcastle University
		University of Sunderland
Wales	4	Aberystwyth University
		Cardiff University
		Swansea University
		Wales Trinity St David University
Scotland	7	University of Aberdeen
		Al-Maktoum College of Higher Education
		University of Dundee
		University of Edinburgh
		University of Glasgow
		Heriot-Watt University
		University of St. Andrews
Northern Ireland	1	Queens University Belfast
Total HEIs	64	

HEIs which were not offering Arabic IWLP in 2016/17

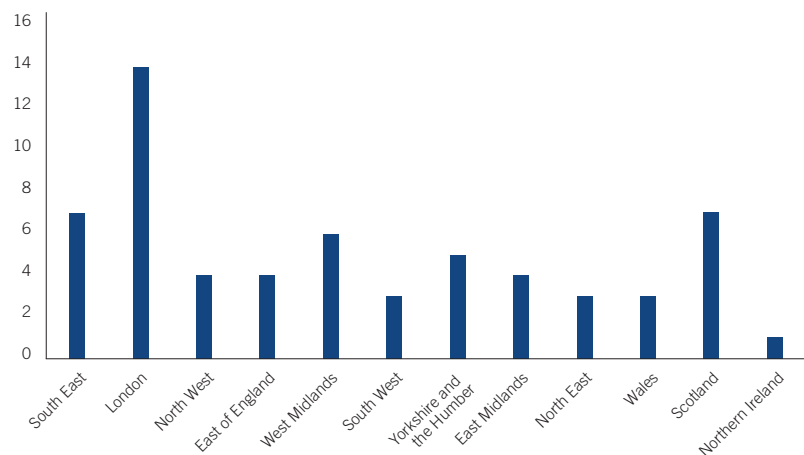
Of these institutions, four indicated they were not offering IWLP Arabic for the academic year 2016/2017 (Richmond, the American International University, the University of Liverpool, the University of Birmingham and Aberystwyth University). The main reason why those HEIs could no longer offer IWLP for Arabic was the difficulty in replacing former tutors who had left the institution.

Taking this into account, figure 1 shows the number of HEIs offering courses in Arabic per region.

As we can see from figure 1, London is the part of the country with the highest concentration of HEIs which offer courses in Arabic. 23% (14 universities) of the HEIs offering courses on Arabic are located in London, this figure is even higher than the combined figures of the two regions which have the second and third highest concentration, Scotland and the South East, with 7 HEIs or 11.5% of the total.

The other regions are quite evenly spread out apart from Northern Ireland, which only has one HEI offering courses in Arabic. This reveals that there is now a wide reach of institutions teaching the Arabic language, with at least one HEI in each region. It suggests an expansion of TAFL in UK HEIs in comparison to previous research in the field (Dickins & Watson, 2006; UCML-AULC, 2013; 2014; 2015; 2016).

Figure 1: The number of UK HEIs offering courses in Arabic per region



LEVEL OF COURSES IN ARABIC

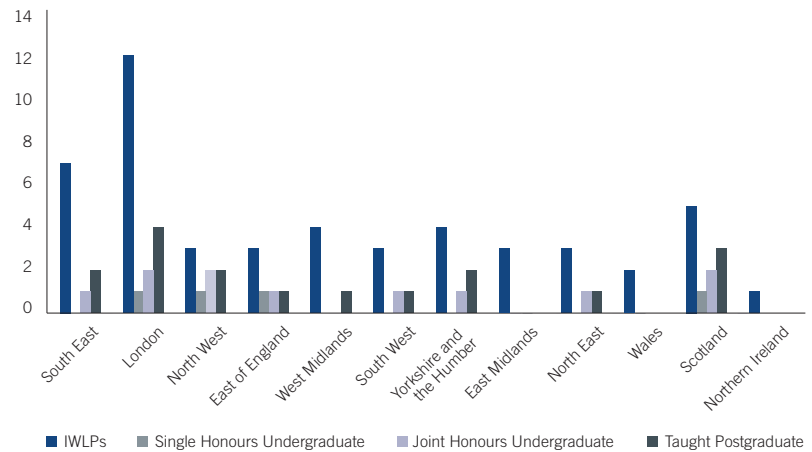
A total of 60 HEIs have been identified as offering courses in Arabic of some form for the academic year 2016/2017. 50 HEIs offered Arabic as part of their IWLPs. 11 HEIs offer Arabic within an undergraduate degree course, with four of those offering Arabic as a single honours subject (see Figure 2). It is clear from these figures that a very small number of institutions are offering undergraduate degree courses in Arabic, 18% (11 out of 60) of the HEIs identified in this research, and only 7% (4 out of 60) offer Arabic as a single honours subject.

This does suggest that although TAFL has expanded, students are not specialising solely in the Arabic language. This is also reflected in the IWLP

courses offered in Arabic, with most only offering a beginners level, which is on average two hours of instruction over a period of 20 weeks.

18 HEIs offer Arabic as a part of a taught postgraduate programme. 13 of these offer Arabic as part of an MA in translation studies or interpreting, only five offer more advanced instruction in Arabic and two offer an MA in teaching Arabic as a foreign language.

Figure 2: Level of taught courses offered at HEIs in the UK



IWLPs

As mentioned previously, although 54 institutions have been identified as offering instruction in the Arabic language as part of their IWLPs, 50 of them offered courses in the academic year 2016/2017. Table 2 shows the levels of Arabic offered at each institution.

Although institutions advertise offering these levels, often there are not enough students interested in learning at the higher levels to run the classes. Of the institutions which completed the questionnaire, four stated that although they have the capacity to offer higher levels of Arabic, there are not enough interested students to run the courses. This also appears to be the case at other HEIs, which advertise intermediate levels of Arabic on their websites but only have timetables for beginners' Arabic. Furthermore, two institutions mentioned a high drop-out rate between semester one and semester two, as students struggle with learning Arabic on top of their degree courses. It would be interesting to investigate this further, including the reasons behind ten of the HEIs only offering beginners' Arabic.

It is worth mentioning that university language centres offer placement exams to students with prior knowledge of Arabic so they can study at an appropriate level. This option is not often offered on undergraduate degree courses, which are designed for students with no prior knowledge of Arabic. However, a minimum number of students is necessary to run courses at higher levels.

Table 2 Levels of Arabic offered on IWLPs

		Arabic 1	Arabic 2	Arabic 3	Arabic 4	Arabic 5	Arabic 6	Other
South East	University of Kent	•	•					
	University of Oxford	•	•	•	•	•		
	University of Portsmouth	•	•					
	University of Reading	•	•					
	University of Southampton	•	•	•				
	University of Surrey	•	•					
	University of Sussex	•	•	•				
London	Brunel University	•						
	City University	•	•					
	University College London	•	•					•
	Imperial College London	•	•					
	King's College London	•	•	•	•	•	•	•
	London Metropolitan University	•	•	•	•			•
	London School of Economics	•	•	•	•	•	•	
	Queen Mary University of London	•	•					
	Regent's University							•
	University of Roehampton	•						
	SOAS, University of London	•	•	•				•
	Westminster University	•	•					
North West	The University of Manchester	•	•	•	•	•		
	Manchester Metropolitan University	•						
	University of Salford	•	•					
East of England	University of Cambridge	•	•					
	University of East Anglia	•						
	University of Essex	•	•					
West Midlands	Aston University	•	•	•				
	Coventry University	•	•	•				
	University of Keele	•						
	University of Warwick	•	•	•	•			
South West	University of Bath	•	•					
	University of Bristol	•						
	University of Exeter	•						
Yorkshire and the Humber	Huddersfield University	•						
	Leeds Beckett University	•						
	University of Sheffield	•	•					
	University of York	•	•					
East Midlands	Loughborough University	•	•					
	University of Nottingham	•	•	•				
	Nottingham Trent University	•	•	•	•			
North East	University of Durham							
	Newcastle University							•
	University of Sunderland	•						
Wales	Cardiff University	•						
	Swansea University	•	•					
Scotland	University of Aberdeen	•						
	University of Dundee	•	•					
	University of Edinburgh	•	•	•	•			
	University of Glasgow	•	•					
	University of St. Andrews	•	•					
Northern Ireland	Queens University of Belfast	•	•					

Note: 1 = beginners and 6 = advanced

Undergraduate Degrees

Only eleven HEIs have been identified as offering degree courses with a major component in Arabic, four of which also offer Arabic as a Single Honours degree (see table 3 in blue). More universities do offer Arabic as a minor component of an undergraduate degree. On undergraduate single and joint honours degrees in Arabic, students will usually receive six contact hours a week for three years and a year abroad in an Arabic-speaking country where they receive around 20 contact hours a week. The School of Oriental and African Studies (SOAS) offers an intensive first year to students, during which they receive 20 hours in Arabic language instruction a week as part of the core language module.

Degree courses which provide the opportunity to take a minor in Arabic vary as to how many Arabic language contact hours are received. Universities offering single and joint honours degree courses offer electives in the whole six hours of Arabic language instruction; at other universities, students can minor in Arabic by taking electives in the IWLP modules. Some courses have a specific module allocated for Arabic (e.g. Classical Arabic on Islamic studies courses).

It is clear from this section that despite the expansion of Arabic language provision and increased popularity of the language, there is still a very small number of HEIs through which students can specialise in Arabic at the undergraduate level.

In 2006, Dickins and Watson identified 10 UK HEIs offering undergraduate degrees in Arabic,⁵ one of which, Lampeter,⁶ no longer does. In addition, some UK regions, the West Midlands, East Midlands, and Wales offer no undergraduate degree courses in Arabic. The Universities which have started to offer Arabic as a major component on undergraduate degrees more recently are in the same regions as universities already offering the courses,⁷ suggesting undergraduate Arabic language provision has not spread from its traditionally popular regions.

Table 3 Undergraduate single and joint honours degrees in Arabic in the UK

Undergraduate Single and Joint Honours		
Region	University	Degree Course
South East	University of Oxford	BA European and Middle Eastern Languages (EMEL)
		BA Classics and Oriental Studies
		BA European and Middle Eastern Languages
		BA Oriental Studies
		BA Philosophy and Theology
		BA Theology and Religion
		BA Theology and Oriental Studies
London	SOAS, University of London	BA Arabic
	Westminster University	BA Arabic and Islamic Studies
		BA Arabic and English Language
		BA Arabic and International Relations
		BA Arabic and Linguistics
BA Arabic and Global Communication		
North West	University of Central Lancashire	BA Modern Languages

⁵ The Universities of Cambridge, Durham, Edinburgh, Exeter, Lampeter, Leeds, Manchester, Oxford, London (SOAS) and St Andrews.

⁶ Now part of University of Wales, Trinity St David.

⁷ Westminster University in London, and the University of Central Lancashire in the North West.

Undergraduate Single and Joint Honours		
	The University of Manchester	BA Arabic Studies BA Arabic and a Modern European Language BA English Language & Arabic BA History and Arabic BA Linguistics and Arabic BA Modern Language and Business & Management (Arabic) BA Politics and Arabic
East of England	University of Cambridge	BA Arabic (Asian and Middle Eastern Studies) BA Arabic and Persian (Asian and Middle Eastern Studies) BA Arabic and French BA Arabic and German BA Arabic and Italian BA Arabic and Portuguese BA Arabic and Russian BA Arabic and Spanish
South West	University of Exeter	BA French and Arabic BA Spanish and Arabic BA Middle East Studies BA Italian and Arabic BA German and Arabic BA Russian and Arabic BA Modern Languages BA/BSc Flexible Combined Honours BA/BSc Flexible Combined Honours with Study Abroad BA International Relations and Modern Languages
Yorkshire and the Humber	University of Leeds	BA Arabic and Chinese BA Arabic and Classical Literature BA Arabic and English BA Arabic and Film Studies BA Arabic and French BA Arabic and German BA Arabic and International Business BA Arabic and International Development BA Arabic and International Relations BA Arabic and Islamic Studies BA Arabic and Italian A BA Arabic and Japanese BA Arabic and Linguistics BA Arabic and Management BA Arabic and Middle Eastern Studies BA Arabic and Politics BA Arabic and Portuguese BA Arabic and Russian A BA Arabic and Russian B BA Arabic and Spanish BA Arabic and Theatre and Performance BA Arabic and Theology and Religious Studies BA Arabic, Middle Eastern and Islamic Studies
North East	University of Durham	BA Liberal Arts

Undergraduate Single and Joint Honours		
		BA Combined Honours in Social Sciences
		BA Modern Languages and Cultures (with year abroad)
Scotland	University of Edinburgh	Arabic MA
		Arabic and Ancient Greek (MA)
		Arabic and Business (MA)
		Arabic and Economics (MA)
		Arabic and French (MA)
		Arabic and History (MA)
		Arabic and History of Art (MA)
		Arabic and Persian (MA)
		Arabic and Politics (MA)
		Arabic and Religious Studies (MA)
		Arabic and Social Anthropology (MA)
		Arabic and Spanish (MA)
	University of St Andrews	Arabic MA (Joint Degree)
Single Honours Degree		

Master's Degrees

More HEIs in the UK offer master's courses in Arabic than undergraduate, with 18 HEIs identified in this phase of the research (see Table 4). Most of the HEIs (13) offer MA Translation, five offer Arabic and Middle Eastern Studies, two offer courses in TAFL and three offer courses in advanced Arabic.

Arabic is taught *ab initio* at university and only three HEIs offer master's courses through which students can develop their command of the Arabic language. The University of Edinburgh offers a course in Arabic in which students can progress from undergraduate degree level Arabic to a more advanced level. The course equips students to handle MSA and the Educated Spoken Arabic of Egypt, providing study of Arabic literature. SOAS also offers a course in Arabic literature. This confirms there is currently limited provision for students to specialise in the Arabic language at postgraduate level.

Goldsmiths University offers a PGCE (secondary) Modern Languages where Arabic is an option. This course is designed to provide a route into teaching Modern Languages, including Arabic.

Figure 3: Number of HEIs offering master's courses in Arabic

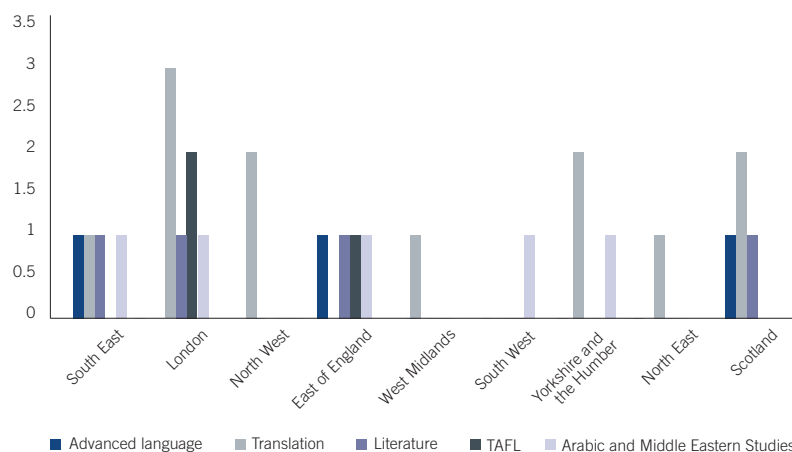


Table 4: Master's degrees in Arabic in the UK

Master's Degrees		
Region	University	Degree Course
South East	University of Oxford	MSt Oriental Studies MPhil in Oriental Studies (many options)
	University of Portsmouth	MA Translation Studies (Arabic option)
London	London Metropolitan University	MA Teaching Languages (Arabic)
	King's College London	MA in Middle Eastern Studies (Arabic option)
	Goldsmiths University	PGCE (Secondary) Modern Languages (Arabic Option)
	Middlesex University	MA/ PGDip Translation (Business and Legal – Arabic Option)
		MA/PGDip Translation (Audio-visual and Literary – Arabic Option)
	SOAS, University of London	MA Islamic Societies and Cultures (Arabic option)
		MA Islamic Studies
		MA Islamic Law (Arabic option)
		MA Near and Middle Eastern Studies (Arabic Option)
	Westminster University	MA Palestine Studies (Arabic option)
MA Translation (Arabic option)		
North West	University of Central Lancashire	MA Interpreting and Translation (Arabic option)
	University of Manchester	MA Translation and Interpreting Studies (Arabic option)
East of England	University of Cambridge	MPhil in Asian and Middle Eastern Studies (Arabic Studies)
		MPhil in Asian and Middle Eastern Studies (Middle Eastern and Islamic Studies)
		MPhil in Education (Research in Second Language Education)
West Midlands	University of Birmingham	MA Translation Studies (Arabic option)
		Translation Studies PhD/MA by Research (On-Campus or by Distance Learning)
South West	University of Exeter	MA Arabic (Master of Arabic and Islamic Studies)
Yorkshire and the Humber	University of Leeds	MA Arabic/English Translation
		MA Audio-visual Translation Studies
		MA Conference Interpreting
		MA Conference Interpreting – Bidirectional
		MA Conference Interpreting and Translation Studies
		MA Conference Interpreting and Translation Studies – Bidirectional
		MA Middle Eastern and Islamic Studies
	University of Sheffield	MA Professional Language and Intercultural Studies
		MA Screen Translation (Arabic option)
		MA Translation Studies (Arabic option)
East Midlands	University of Leicester	MA/PGDip Translation Studies (Arabic option)
North East	University of Durham	MA Translation (Arabic option)
Scotland	University of Edinburgh	MSc Advanced Arabic
		MSc International Relations of the Middle East with Arabic
		MSc Middle Eastern Studies with Arabic
		MSc Middle Eastern Studies with Advanced Arabic
		MSc Islamic and Middle Eastern Studies (Taught programme)
		MSc by Research in Islamic and Middle Eastern Studies
		MSc International Relations of the Middle East
	Heriot-Watt University	MSc Arabic-English Interpreting and Translating
		MSc Arabic-English Translating
	University of St. Andrews	MSc Interpreting and Translating (with Arabic + Modern Foreign Language in option)
		MLitt Middle Eastern Literary and Cultural Studies
Northern Ireland	Queen's University Belfast	MA Translation Studies

Doctoral Degrees

In the questionnaire, HEIs were asked how many PhD students were conducting research in Arabic. Only five institutions answered this question and many universities with specialists in Arabic linguistics, literature and translation did not complete the questionnaire. The researcher therefore consulted the websites of HEIs to see if they had listed their postgraduate students and research fields. By identifying academics specialising in Arabic linguistics, translation and literature, their profiles could be accessed to sometimes identify their PhD students researching the field. Therefore, this list is not comprehensive as some academics did not list the projects they were supervising. The University of Oxford for example has many specialists in Arabic linguistics and literature, but they do not list PhD students supervised.

Through the aforementioned steps, 181 doctoral students were identified (see table 5). Most of the researchers are studying in Leeds (44), London (21), Exeter (18), Durham (8), Manchester (6), and Edinburgh (6), a finding which is to be expected as these universities offer a wide range of courses in the Arabic language and have specialist departments devoted to research in this field. Other universities have been identified which perhaps would not have been expected to support research in the field. For example, Essex, Birmingham and Leicester do not offer undergraduate degrees in Arabic but have specialists in various aspects of the Arabic language who have attracted doctoral students.

Furthermore, the list may also not be completely up to date because academics may not have updated their profiles when a student completed their research. There could also be PhD students studying Arabic at institutions which do not have departments or sections specifically dedicated to research into Arabic-related topics.

More comprehensive research would need to be conducted to obtain a more realistic analysis of the scale and nature of current PhD provision, such as contacting specialists individually. Sending out another questionnaire to postgraduate research administrators would be an alternative solution. However, it would involve going through the specialisms of each postgraduate student, which would be a very time-consuming process and potentially yield a low response rate.

Table 5: Doctoral Students

Region	University	Doctoral Students
South East	Oxford	29
London	London Metropolitan	1
	SOAS, London	20
	King's College London	no data available
North West	Central Lancashire	2
	Manchester	6
	Lancaster	no data available
East of England	Cambridge	12
	Essex	3
West Midlands	Al-Mahdi Institute	1
	Birmingham	6
South West	Exeter	18
Yorkshire and the Humber	Leeds	44
	York	2

Region	University	Doctoral Students
East Midlands	Leicester	5
	Nottingham	2
North East	Durham	8
	Newcastle	5
Scotland	Edinburgh	6
	Heriot-Watt	6
	St Andrews	no data available
Northern Ireland	Queen's University of Belfast	5
Total		181

Postdoctoral Research

Only one postdoctoral researcher in the whole of the UK was identified in the questionnaire. This researcher is currently based at the University of Nottingham. The majority of institutions offering postdoctoral fellowships did not respond to the questionnaire, or, those questions were forwarded to another department which did not respond in the given time.

The researcher therefore referred to university websites to see where postdoctoral fellowships were offered and which institutions currently list postdoctoral researchers studying Arabic linguistics, literature or translation. From this, the Centre for the Advanced Study of the Arab World was identified as offering postdoctoral fellowships in collaboration with the universities of Edinburgh, Manchester and Durham. However, the researcher could not determine the number of current researchers affiliated with this scheme.

The University of Cambridge currently has three postdoctoral fellows in their Middle Eastern Studies department. At the University of Oxford, six postdoctoral researchers were identified in the Arabic, Persian and Turkish section of the Faculty of Oriental Studies. Only one of these stated in her profile that she is specialising in a language-related area. In their Islamic and Middle Eastern department, the University of Edinburgh currently has four postdoctoral researchers, one of whom is specialising in Arabic literature.

Although SOAS does not currently list any postdoctoral researchers in the department of Near and Middle Eastern Studies, there is currently a British Academy Postdoctoral Fellow in the department of History researching classical Arabic history and literature. The University of Manchester currently has a postdoctoral research associate focusing on the transcription, collation and editing of Arabic manuscripts. There is also a postdoctoral researcher conducting sociolinguistic investigation into Palestinian Arabic at the University of Essex.

It is clear from this evidence that although the major university research centres do offer postdoctoral fellowships, very few are focusing on research in Arabic linguistics, literature or translation (see table 6). Only seven postdoctoral researchers were identified in this phase of research, the majority of whom (four) are focusing on Arabic literature and none on translation. This is in contrast to postgraduate courses, which are dominated by translation studies. There are also very few institutions supporting further research in Arabic, as is clear from the small number of HEIs offering postdoctoral research in comparison to those who offer instruction in the Arabic language.

Table 6: Postdoctoral Researchers in the UK specialising in Arabic Linguistics or Literature

Region	University	Doctoral Researchers	Linguistics	Literature	Unspecified
South East	Oxford	1	1		
London	SOAS	1		1	
North West	Manchester	1		1	
East of England	Cambridge	1		1	
	Essex	1	1		
	Nottingham	1			1
Scotland	Edinburgh	1		1	
Total		7	2	4	1

THE COMPLEXITY OF RESEARCH FUNDING

When it comes to research staff and doctoral supervision, departmental boundaries, which as we have seen can already be fuzzy at the level of undergraduate and postgraduate taught programmes, may break down completely. A classicist may pursue research into links between the Greco-Roman and Arab worlds or a member of staff in a general linguistics department may have a special focus on languages of the Semitic family. This in turn may lead them to attract research grants, whether from UK or EU sources or both, and thus to build up teams of doctoral and post-doctoral researchers in places that in other respects do not figure in lists of departments of Arabic or Oriental Studies. While such clusters are likely to be excellent (otherwise they could not be able to raise the necessary external funding), they are also likely to last only as long as the Principal Investigator remains in the department. Once he or she leaves or retires, there can be no guarantee that any replacement member of staff will have a research specialism in the same field. There is, of course, nothing inherently amiss in such a state of affairs, but it does mean that centres of excellence in research do not always map onto or last as long as centres of excellence in teaching.

The research funding context is further complicated by the increasingly collaborative and interdisciplinary nature of some types of award. Most research funding for Arabic comes, as it does for other languages, from the AHRC, the British Academy, the Leverhulme Trust and the EU. An analysis of projects funded in the last five years reveals that research on Arabic is embedded in a range of types of awards: e.g. individual Fellowships, major individual or collaborative projects, research centres and large interdisciplinary projects. For example, one of the AHRC Language-Based-Area-Studies (LBAS) centres, the Centre for the Advanced Study of the Arab World (CASAW) focused on the study of the Arab world. And in the current AHRC Open World Research Initiative (which is strongly interdisciplinary and collaborative), Arabic features as a heritage language in cultural, linguistic and educational research in all four projects, not just in urban and rural British contexts but also in France and Spain. It has a focus in one of the projects (Cross Language Dynamics. Re-shaping Community), where one strand is working on the role of Arabic in certain types of political discourse. In short, while it is possible to track a number of research awards in Arabic through searches using key terms, traditional disciplines no longer map neatly onto research funding projects for a variety of reasons and it is therefore difficult to get an accurate and complete picture of the totality of research funding for Arabic. That said, research in Arabic features significantly in the portfolio of all the major funders.

ACADEMIC STAFF

In the questionnaire (see Appendix B), HEIs were asked how many staff members were involved in Arabic language provision, in both research and teaching (not including postdoctoral researchers). The questionnaire responses corresponded with the number of tutors listed on the HEI's website. Some respondents simply entered a link to this page in their answers to the questionnaire. Therefore, the numbers included for HEIs who did not respond to the questionnaire have been taken directly from the HEI website. In line with data collected on the courses offered and student numbers, London has the most academic staff, followed by other areas offering higher levels of courses in the Arabic language, such as Scotland and the South East (see figure 4; see table 7). Wales, the East Midlands and Northern Ireland have the lowest numbers of academic staff, which reflects the fact that HEIs in these areas only offer Arabic through IWLPs with minimal further progression in the language.

Figure 4: Academic staff involved in Arabic language provision in UK HEIs

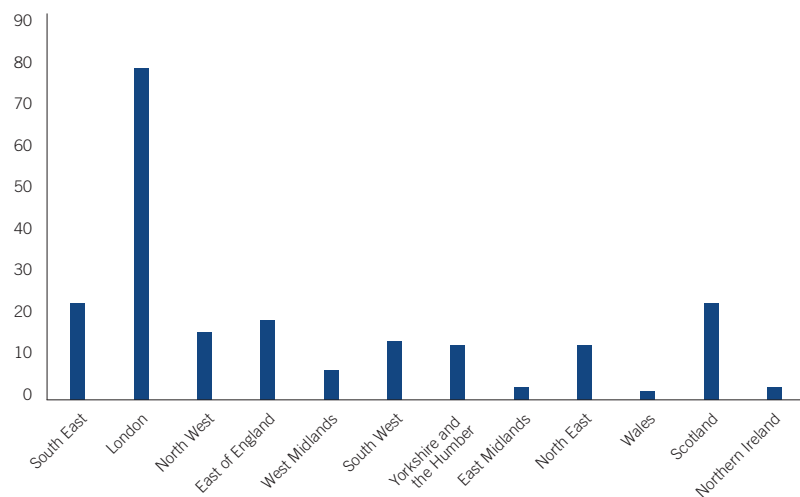


Table 7: Number of Academic Staff involved with Arabic Language Provision

Region	HEI	Number
South East	University of Kent	3
	University of Oxford	13
	University of Portsmouth	1
	University of Reading	2
	University of Southampton	2
	University of Surrey	1
	University of Sussex	3
	25	
London	Brunel University	1
	City University	1
	University College London	3
	Imperial College London	1
	King's College London	10

Region	HEI	Number
	London Metropolitan University	1
	London School of Economics	6
	Queen Mary University of London	1
	Regent's University	1
	Richmond, The American International University	3
	University of Roehampton	1
	SOAS, University of London	41
	Westminster University	4
		74
North West	University of Central Lancashire	4
	University of Manchester	5
	Manchester Metropolitan University	3
		12
East of England	University of Cambridge	10
	University of East Anglia	1
	University of Essex	2
		13
West Midlands	Aston University	1
	University of Birmingham	7
	Coventry University	7
	University of Keele	1
	Al-Mahdi Institute	2
	University of Warwick	4
		22
South West	University of Bath	1
	University of Bristol	1
	University of Exeter	8
		10
Yorkshire and the Humber	Huddersfield University	1
	University of Leeds	7
	Leeds Beckett University	1
	University of Sheffield	3
	University of York	1
		13
East Midlands	Loughborough University	1
	University of Nottingham	1
	Nottingham Trent University	1
		3
North East	University of Durham	10
	Newcastle University	3
	University of Sunderland	1
		14
Wales	Cardiff University	1
	Swansea University	2
	Wales Trinity St David University	1
		4
Scotland	University of Aberdeen	2
	University of Dundee	1
	University of Edinburgh	10
	University of Glasgow	1

Region	HEI	Number
	Heriot-Watt University	1
	University of St. Andrews	6
		21
Northern Ireland	Queens University of Belfast	3
		3
Total staff members (research and teaching)		214

STUDENT NUMBERS

Data was collected on student numbers from two separate sources: official data submitted to HESA and questionnaires (see Appendix B).

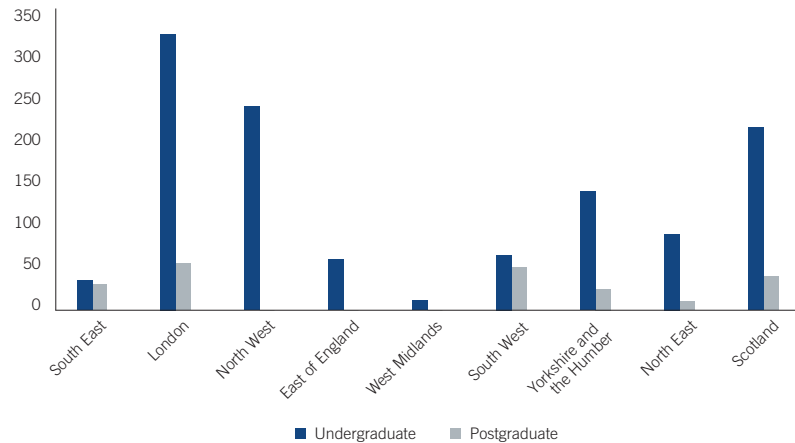
HESA Data 2015/2016

Figure 5 shows the number of students on Arabic courses in the UK extracted from HESA data (see also table 8). There are however limitations to this as some classifications of degree titles within the data were not specific enough to determine the numbers of students on Arabic language courses.

For example, the University of Cambridge provides a total figure for students on Asian & Middle Eastern Studies, but does not provide any specifics of the languages studied at either undergraduate or postgraduate level. The University of Durham, another HEI which offers Arabic as an undergraduate degree subject, provides a single set of figures for students on all Modern Language courses. This has a significant effect on accurately presenting student numbers in the East of England and the North East, especially as the University of Durham was previously identified as having the second highest number of graduates in the UK from undergraduate degree courses with a major component in Arabic (Dickins and Watson, 2006). Furthermore, there are many institutions identified by internet research as offering taught postgraduate courses in translation which do not mention the languages of specialism in HESA data. These issues could also affect the analysis of the provision of other foreign languages.

From the data gathered, London is the region with the most students, a fact which reflects the number of institutions in the area offering Arabic language courses. This is followed by Scotland, the North West, Yorkshire and the Humber and then the South West. This is to be expected given the HEIs offering undergraduate degree courses located in these areas. As previously mentioned, despite Arabic being offered in a wide range of regions on IWLP courses, this has not translated into higher levels of Arabic language study: undergraduate Arabic degrees are still only found in the areas where Arabic was traditionally taught. Although more postgraduate courses are offered in Arabic, as many of the HEIs included in the HESA data do not classify the language taught on a translation course, the number of students on these courses could not be identified.

Figure 5: Number of students on Arabic language courses extracted from HESA data and other sources



Questionnaires

Although not all institutions returned the questionnaires, they did reveal many more students studying Arabic than found through HESA data. According to these statistics (see figure 6), London has the most students learning Arabic, followed by the North West, West Midlands and Yorkshire and the Humber. This is to be expected due to the numbers of courses offered in these regions. However, to produce a more accurate analysis of the situation, more HEIs need to be included in the analysis.

Figure 6: Questionnaire data on number of Arabic language learners, 2016/2017

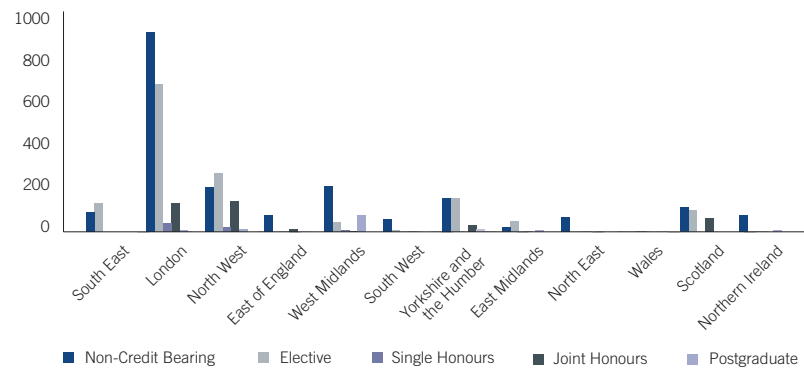


Table 8: Number of Students on Arabic Courses in the UK in HESA 2015/2016 Data,⁸ and other sources

Region	HEI	Total	Undergraduate Students	Postgraduate Students
South East	University of Oxford	65	35	30
South East Total		65	35	30
London	London Metropolitan University	15	5	10

⁸ These data have been rounded according to HESA data guidelines.

Region	HEI	Total	Undergraduate Students	Postgraduate Students
	SOAS, University of London	250	205	45
	Westminster University	115	115	
London total		380	325	55
North West	University of Central Lancashire	55	55	
	University of Manchester	145	145	
	Manchester Metropolitan University	20	20	
	University of Salford	20	20	
North West total		240	240	no data available
East of England	University of Cambridge	60	60	
East of England total		60	60	no data available
West Midlands	Aston University	5	5	
	University of Keele	5	5	
West Midlands Total		10	10	no data available
South West	University of Exeter	115	65	50
South West total		115	65	50
Yorkshire and the Humber	University of Leeds	165	140	25
Yorkshire and the Humber total		165	140	25
North East	University of Durham	100	90	10
North East total		100	90	10
Scotland	University of Edinburgh	130	100	30
	Heriot-Watt	5		5
	University of St. Andrews	120	115	5
Scotland total		255	215	40
Total		1390	1180	210

ARABIC VARIETIES

In the questionnaire, HEIs were asked which varieties of Arabic were taught at their institution. They were asked to choose from CA, MSA, ESA (Educated Spoken Arabic) and regional varieties (RVs). 32 institutions responded to this. A further 11 HEIs stated on their websites the varieties offered at their institutions. This information has also been included in the data. It is surprising that, despite marketing their courses as preparing prospective students for day-to-day communication in the Arabic-speaking world, most of the institutions solely teach MSA (see figure 7; table 9).

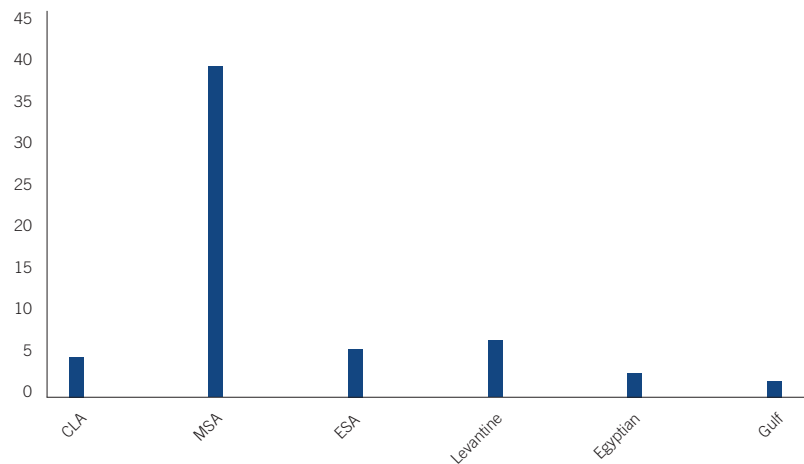
Some institutions have introduced RVs, the most popular being Levantine which is taught at seven institutions, probably due to the common perception that it is the closest variety to MSA (Younes, 2006) and its popularity in the mass media.⁹ The other varieties found to be taught were Egyptian¹⁰ (three institutions) and Gulf¹¹ (two institutions). Six institutions also stated that they teach ESA, and two language centres mentioned that although they do not specifically teach a regional variety, they do discuss language variation and teach students popular phrases from various varieties. As highlighted in the introduction, all English universities offering degree courses in Arabic apart from one support learning RVs at some point in the course.

9 Levantine Arabic, and in particular the Lebanese variety, has recently been dominating the music industry with an estimated 40% of all Arabic music production (Hammond quoted in Hachimi, 2013: 275) and the majority of high budget pan-Arab entertainment shows are filmed in Beirut (Hachimi, 2013: 275).

10 Egyptian Arabic is perceived as being the most widely understood dialect in the Arabic-speaking world because it dominates the film industry, soap operas and theatre productions (Al-Wer, 2008: 1923; Hachimi, 2013: 275; Chakrani, 2015; Zaidan and Callison-Burch, 2014: 173).

11 The Gulf dialect is becoming more popular in the Arabic-speaking world. Gulf music is becoming increasingly popular and Dubai has recently emerged as a new cultural centre for performing arts (Hachimi, 2013: 275).

Figure 7: Varieties of Arabic taught at UK HEIs



Looking at the regional breakdown of varieties offered (see figure 8), London offers the most diversity, its institutions teaching CLA, MSA, ESA and RVs, including Egyptian, Levantine and Gulf. Scotland also offers courses in each variety. Predominantly, however, if students learn Arabic they will be instructed in MSA.

Figure 8: Varieties of Arabic taught at UK HEIs by region

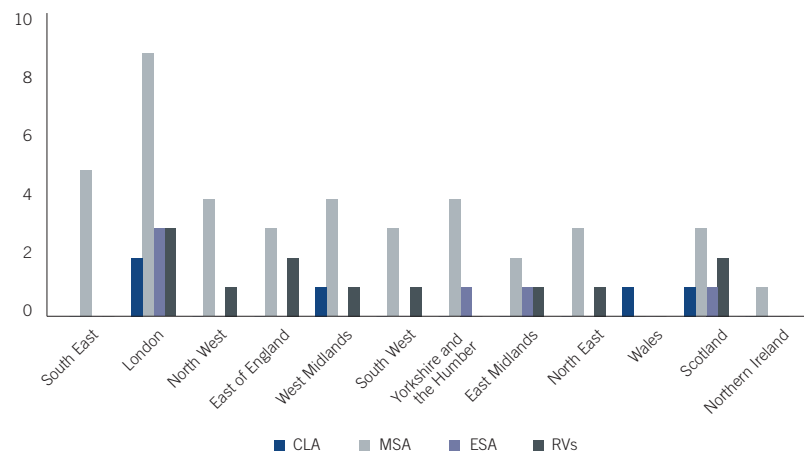


Table 9: Varieties of Arabic taught at UK HEIs

Region	HEI	CLA	MSA	ESA	RVs
South East	University of Oxford		•		
	University of Portsmouth		•		
	University of Southampton		•		
	University of Surrey		•		
	University of Sussex		•		
		0	5	0	0
London	Brunel University		•		

Region	HEI	CLA	MSA	ESA	RVs
	City University		•		•
	University College London		•		
	Imperial College London		•	•	
	Islamic College of London	•			
	King's College London		•	•	
	London School of Economics		•		•
	Regent's University		•		
	SOAS, University of London	•	•	•	•
	Westminster University		•		
		2	9	3	3
North West	University of Central Lancashire		•		•
	University of Manchester		•		
	Manchester Metropolitan University		•		
	University of Salford		•		
		0	4	0	1
East of England	University of Cambridge		•		•
	University of East Anglia		•		
	University of Essex		•		•
		0	3	0	2
West Midlands	Aston University		•		
	Coventry University		•		
	Al-Mahdi Institute	•	•		
	University of Warwick		•		•
		1	4	0	1
South West	University of Bath		•		•
	University of Bristol		•		
	University of Exeter		•		
		0	3	0	1
Yorkshire and the Humber	University of Leeds		•		
	Leeds Beckett University		•		
	University of Sheffield		•		
	University of York		•	•	
		0	4	1	0
East Midlands	Loughborough University		•		
	University of Nottingham		•	•	•
		0	2	1	1
North East	University of Durham		•		
	Newcastle University		•		
	University of Sunderland		•		•
		0	3	0	1
Wales	Wales Trinity St David University	•			
		1	0	0	0
Scotland	University of Aberdeen		•		
	University of Edinburgh		•		•
	Heriot-Watt University	•	•	•	•
		1	3	1	2
Northern Ireland	Queens University Belfast		•		
		0	1	0	0
Totals		5	41	6	12

CONCLUSIONS

It is clear from the data collected in this study that Arabic is becoming an increasingly popular language to study. However, many students are not progressing to higher levels in the language. Whilst numbers on beginners' courses on IWLPs are high, many do not progress to the second semester, and even fewer to the second year. Although a large number of language centres are now offering courses in the Arabic language, very few universities offer single honours or joint honours degrees in Arabic. The numbers of students specialising in the Arabic language at undergraduate level is substantially lower than those on IWLPs, and this becomes even more salient at higher levels.

In this research, London was identified as a centre for Arabic language provision in all areas investigated. This is to be expected due to the number of HEIs in the area offering courses in the Arabic language as well as the large variety of courses offered. SOAS, University of London, has been effective in attracting students to its undergraduate language programmes for some time, and was reported in 2006 as having the most graduates in the UK with Arabic as a major component of their degree programmes (Dickins and Watson, 2006). Students can progress to further levels of Arabic language study in both the university and language centre and there are many staff members who can provide guidance on research. SOAS also offers the widest diversity on its language courses, which include classes in CLA, MSA and the Levantine, Egyptian and Gulf varieties.

Scotland has a lot to offer with regards to Arabic language provision. It has HEIs offering Arabic through IWLPs, and, on degree courses, a clear progression from undergraduate to more advanced levels. Notably, the University of Edinburgh offers postgraduate courses in advanced Arabic and has many academics who can support research. Edinburgh also supports the provision of varieties of Arabic language courses through, for example, courses in the Egyptian dialect.

Other regions identified as being rich in the types of Arabic language course possibilities, as well as having large numbers of academic staff to support their students were the South East, the North West and Yorkshire and the Humber. This can also be attributed to undergraduate and postgraduate study in the Arabic language being offered by HEIs in these regions, such as the Universities of Oxford in the South East, Leeds in Yorkshire and the Humber, Exeter in the South West and Manchester and Central Lancashire in the North West.

Wales, Northern Ireland and the East Midlands are the only regions which only offer IWLP courses in Arabic, making these the weakest areas for Arabic language provision. Aberystwyth University in Wales noted that whilst they have demand for Arabic, they had to discontinue courses as the tutor had left and they were unable to find a replacement.

5

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APPENDICES

APPENDIX A: BRITISH ACADEMY LETTER



LANGUAGE MAPPING – ARABIC PILOT PROJECT

The British Academy has recently started a new policy project which aims at creating a comprehensive map of Arabic provision, capacity and pathways in UK Education. This work will result in the production of the following resources:

- A report and an interactive UK map showing Arabic capacity and provision in the education sector, including mainstream and supplementary schools, higher education and research across the country and with information about varieties of Arabic language taught when relevant.
- An interactive graphic chart which would show the different existing pathways which pupils can embark upon to study Arabic in the UK from primary education to academia. This chart would show the well-worn paths from primary/supplementary school to secondary school, post-16, university and post-doctorate studies or teaching but also the different entry points, such as starting at university ab initio.

This work will entail a comprehensive phase of evidence-gathering, which will be conducted by Ms Melissa Towler (the consultant), a British Academy contracted consultant.

The personal data collected from the participants will

- only be used for the purpose of the policy project outlined above as indicated in the terms of the personal consent form given to the participants.
- not be disclosed beyond the consultant and the BA policy team.
- be protected and treated in accordance with the terms of the Data Protection Act (1998).

For further information please contact:

Maxime Delattre (m.delattre@britac.ac.uk)

Policy Adviser

The British Academy
10–11 Carlton House Terrace
London, SW1Y 5AH, UK
Tel: +44 (0)20 7969 5318

APPENDIX B: INSTITUTION QUESTIONNAIRE

1. What is the name of your institution?
2. How many undergraduate students are learning Arabic at your institution?
 - a. Single honours
 - b. Joint honours
 - c. As an elective
4. How many students are learning Arabic at your institution independently of a degree course?
5. How many postgraduate students are studying Arabic at your institution?
6. How many PhD students are studying Arabic at your institution?
7. How many post-docs are studying Arabic at your institution?
8. Which courses are offered in Arabic at your institution and how many hours of Arabic language instruction is received on each course?
9. Which varieties of Arabic are taught at your institution? (please tick)
 - Modern Standard Arabic
 - Educated Spoken Arabic
 - Quranic Arabic
 - Regional varieties (e.g. Egyptian/ Levantine)Please specify:
10. Roughly how many of your students are (in percentages):
 - a. Male
 - b. Female
11. Roughly how many of your students are (in percentages):
 - a. Muslim
 - b. Non-Muslim
12. Roughly how many of your students are (in percentages):
 - a. Non-Arab
 - b. Arab
 - c. Of Arab origin

APPENDIX C: INFORMATION SHEET



LANGUAGE MAPPING QUESTIONNAIRE – ARABIC PILOT PROJECT INFORMATION SHEET

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You do not have to participate, or, if you agree now, you can terminate your participation at any time without prejudice. You also do not have to answer individual questions you do not want to answer. Your name will not be attached to the questionnaire and your participation will remain confidential. Your responses would be anonymous and nobody could connect your responses with your institution or you as an individual.

If you have any questions or concerns, please feel free to contact Ms Melissa Towler at M.Towler.14@unimail.winchester.ac.uk.

APPENDIX D: STUDENT QUESTIONNAIRE

If you understand the purpose of this survey and consent to taking part please tick

1. What institution are you currently studying at?
2. What is your course of study in Arabic (e.g. BA Arabic and Middle Eastern Studies)?
3. Are you:
 - Male
 - Female
 - Other
 - Prefer not to say
4. Are you:
 - Less than 18
 - 18–24
 - 25–34
 - 35–44
 - 45–54
 - 55 and over
 - Prefer not to say
5. What is your religious affiliation?
 - None
 - Muslim
 - Prefer not to say
 - Other, please specify:
6. Are you:
 - Arab
 - Non-Arab
 - Of Arab origin (one or more parents Arab)
 - Of Arab origin (not including parents)
 - Please specify:
 - Prefer not to say
7. Were you exposed to Arabic prior to commencing your course at this institution?
 - No
 - YesIf yes, please provide details:
8. Do you speak Arabic at home?
 - No
 - Yes
9. How often do you travel to the Arabic-speaking world?




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