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Increasing Arabic Language Graduate Students' Awareness of the Impact on Culture of The Arab Labor Immigrants

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Increasing Arabic Language Graduate Students' Awareness of the Impact on Culture of The
Arab Labor Immigrants

Wafa Mahdi

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

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Increasing Arabic Language Graduate Students' Awareness of the Impact on Culture of The

Arab Labor Immigrants

Introduction

Arabic language students may learn how to write, read, and speak the language but may not understand contemporary Arab cultural aspects. One cultural aspect that Arabic language students should be aware about is the issues of labor migration in the Arabic-speaking regions. Understanding about labor migration may aid in acquiring job opportunities and in effective, culturally-appropriate communication in Arab countries. Therefore, I created a two days lesson for Arabic language graduate students at Middlebury Institute of International Studies at Monterey In Monterey, California.

Needs Statement

Learning about culture allows Arabic language students to understand the peoples, societies, and the politics of the Arab world. Learning Arabic language as well as the culture can give these students greater access to the range of employment opportunities in the region's finance, media, and commercial sectors (Calderbank, 2015) . One cultural aspect that students need to understand about the Arabic-speaking world is about labor migration taking place across the Arab region. The International Labour Organization (ILO) defined the migrant worker as a person who migrates from one country to another for the purpose of being employed in the hosting country (International Labour Organization, 2004). Understanding the cultural influence of labor migration in Arab countries potentially helps Arabic language students to understand the broader culture and meaning.

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Culturally, labor immigration affects families' relationships and has a negative impact on their family structures. Labor immigrants have limited occupational mobility when they move out of their countries seeking jobs (Simon et al., 2019). The UN estimates that about 232 million people live and work outside their country of birth and that 763 million people live and work outside their region of birth within their home country. Since 2000, the international migrant stock has been growing faster than the world population has, and it now accounts for 3.2% of the world population. Most of the time these migrants leave their spouses, children, and parents behind (Démurger, 2019). Labor migration improves their household welfare by investing in the healthcare and education system in their home countries by transferring money, but their physical absence still negatively impacts on their interaction with their families and their social life. While the head of household is absent, the children will be cared for by only one parent. This absence of a parent might negatively affect the children's social-emotional stability and may create greater psychological pressure, high levels of stress, and depression. Another impact is the changes in the women's position in society. In traditional Arab families, women's jobs are to take care of their children and might be able to work jobs of secondary importance to the family whereas men are the primary income earners. According to Demurger (2019), the less-educated women of migrant husbands are less likely to have access to employment opportunities which empower them to make the perfect resource allocation decision to find jobs. So while men travel out of their home country to work and earn more money, women are forced to be more independent as they become the main force in the household in the absence of the husband.

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Arab migrant workers face unique challenges in relation to other migrant workers. While the European and American migrant workers get the management, higher-skilled, and high-pay positions, Arab migrant workers are primarily employed in sectors such as oil and gas industry, agriculture, transportation, and hospitality (Hlasny & AlAzzawi, 2018) . Many of them work in construction and domestic work, which are lower-skilled, low-pay positions. In addition, many have to pay a portion of their income to the recruitment agencies which charge several month's salaries for plane tickets and visas. Several challenges face migrant workers such as poor work conditions, extensive occupational safety and health issues, and weak or absent labor inspection. According to Halasny and Alazzawi (2018), there are acts of discrimination including different wages depending on their nationality or country of origin. In addition, they have limited access to benefits such as unpaid overtime and little to none retirement compensation. Therefore, as a result, migrant workers are forced to leave their families behind and then suffer from additional financial difficulties upon immigration.

Learning more about the labor immigrants can help the Arabic language learners understand more about the workers, the job market in Arab countries, and how families and individuals are affected by labor migration. Given that understanding the culture is vital for foreign language students to be effective, I have created a two-days interactive lesson at Middlebury Institute of International Studies - Monterey for graduate students majoring in Arabic Language Studies. My lesson will be given in standard Arabic and focusing on the impact of labor immigration on family structure and culture. I will discuss the impact on both the migrants and the hosting country where these immigrants move to seeking for better job opportunities..

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Theory

The social-psychological approach of Gardner and Lambert explains the motivation role in studying foreign languages. According to Gardner and Lambert's approach, language learning is a part of each individual identity and used to be able to socially communicate within the understanding and focus of each one's identity. Learning foreign languages is not only learning the skills of the language but also learning the cultural behavior of the community in which language belongs to (Celik & Yildiz, 2019). From this approach, Gardner came up with the socio-educational model which is a significant theory explaining the motivation behind language learning. The theory emphasizes how the student's motivation affects their learning language achievements and how language achievements affect their motivation to learn more about the culture . To Gardner, skills, attitudes, orientation, and motivation improve the development of language proficiency and develop the learners self-identity. In contrast, learning another language is not only learning how to speak this language, but it is also learning the targeted language cultural community.

The socio-educational model theory explains how learners of foreign languages relate each language to its cultural community. The socio-educational model contains four factors that determine achievements in learning a second language. The four factors are the cultural and social setting and he called it the social milieu , the variables such as attitude, motivation, and intelligence that are helpful to shape individual differences, SLA context whether it is informal or formal, and learning outcomes which can be linguistic proficiency (Taie, & Afshari, 2015).

From these four factors, two can be my lesson elements, the social milieu, and the outcomes. According to Gardner's theory, the social/culture milieu refers to the social and

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cultural setting such as monolingual/monocultural vs. multilingual/multicultural societies, where students can shape their beliefs about other culture's ethnicity. In my lesson, I am teaching about the labor immigrants in the Arab countries. The language learner students will understand what is the Arab culture ethnic and what are the reasons behind their moving from their own birth country to another with a different culture and how this affects their family structures and changes some of their cultural values. This lesson with all the explanations about the Arab workers will shape the students' belief about the Arab ethics and culture.

The second element of the theory is the outcomes factor. The outcome factor is about what the learners gain from language learning. Outcomes can be proficiency, attitudes, self-concept, cultural values, and beliefs. My lesson will be conducted in the standard Arabic language, so the students who are already proficient in the language can learn more about the Arab culture differences and values. In addition, they will learn about the positive and negative impacts on the attitudes, cultural values, and beliefs that occur to both the labor immigrants and the hosting country.

Consideration of Diversity

My project will be conducted at the Middlebury Institute of International Studies at Monterey. According to Middlebury Institute (2019), there are 764 students on an average of 68% female, and 32% male. The students come from 53 countries., 45 students speak native languages and are enrolled in language and intercultural communication educational programs. According to Middlebury's official website, student distribution by race and ethnicity are 265 White, 20 Black, and 46 Asian, and I would expect my participants to reflect the gender percentage and thnic breakdown of all MIIS. All graduate students in the Middlebury Institute

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are English proficient . In addition, I will be conducting the lessons in Arabic, and the participants will have to be Arabic proficient enough to complete the tasks and understand the content (Middlebury.edu). According to the Middlebury Institute admission link, tuition and other expenses are about \$ 75, 000 per student each year. I would assume that the participants have a high socioeconomic background and they represent the university population. This lesson is designed for students attending Arabic language proficiency classes to discuss the labor immigrants in the Arab culture and might not apply in the same way if it will be conducted to discuss the labor immigrants coming to the US culture. The differences between Arab culture and Western culture are wide and include several different aspects to be taught.

Learning Outcomes

I am planning to provide two days lesson to graduated students enrolled in Foreign Language education – Arabic classes at Middlebury College.

By the end of my lessons, students will:

1. Identify three negative impacts on the labor immigrant family's relationships.
2. Indicate two reasons why immigrants leave their home countries.
3. Describe three negative impacts on the hosting countries' cultures who receive labor immigrants.

Method

Day 1

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I conducted the entire lesson in Arabic. I took about 30 minutes introducing myself and getting to know the students. After I introduced myself and the purpose of my lesson which I will conduct the second day. The students started to introduce themselves and from which country originally they are, their interest in learning about the Arab world, and why they decided to go for the Arabic language learning for their graduate school. When the students showed their interest in knowing about Lebanon and how Lebanese can live under the recent revolution events, I explained to them how we as Lebanese have adjusted during the previous and recent war circumstances. The class instructor took over half an hour and went back to his regular syllabus.

Day 2

I was anticipating ten students to participate but only seven showed. In the beginning of my lesson, the class instructor took five minutes confirming with the students the steps I followed to receive university approval for conducting my lesson. I started my lesson by greeting everyone by his or her name, which I learned from the first day. I started my presentation about the labor immigrants by explaining the differences between Western culture and the Arab culture. See Appendix A. I gave the students the opportunity to ask questions when they had difficulty understanding any point. I also wrote on the whiteboard some of the key terms which the students needed to understand about the labor immigrants (Appendix B). My lesson took about 45 minutes and an additional 15 minutes for questions and answers, which showed the level of the students' understanding of the topic. After the one hour finished, I gave the students a questionnaire containing three main questions about the labor immigrants and the negative impact on the culture of the labor themselves and the hosting country (Appendix C translated in

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english), about the impact of the labor immigrants on the Arab culture. Giving the students 20 minutes to finish, I thanked everyone and said my goodbyes.

Results

During the question and answer time, the participant showed a full understanding of the cultural aspects and what are the positive and negative impacts on both the country of origin and the hosting country. But writing was not an easy task for them, so their answers on the questionnaire did not meet the 100% correct answers. I assume that because my question was in the Arabic language, the students didn't understand the question as it turned out that they are not proficient in Arabic as expected. See Table 1 for scores by each question.

Learning outcome 1 was that participants would identify three negative impacts on the labor immigrant family's relationships. Three of the participants were able to identify the three negative impacts, and three of the participants answers were partially accurate giving only two negative impacts. Only one of them answered completely wrong. Overall I think the learning outcome was met. See Table 2 for the participants' answers for question number two translated to English.

Learning outcome 2 was that participants would indicate two reasons why immigrants leave their home countries. From reading the participants' answers, of the seven participants, five of the participants gave two reasons and one of them gave partially correct answer. Overall, I believe this demonstrated that the learning outcome was met. See Table 3 for the participants' answers for question number two translated to English.

Learning outcome 3 was that participants would describe three negative impacts on the hosting countries' cultures who receive labor immigrants. Three out of seven provided three

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accurate negative impacts, and four gave only one negative impact. During the discussion, the students' questions showed their full understanding of the topic, but according to their instructor with the questionnaire, they struggled to complete the questions perfectly due to their limited Arabic skills.. See Table 4 for the participants answers for question number three and its translation in English.

Discussion

The result of the project indicates the participants' understanding of the topic. The percentage of the questionnaires' correct answers and the participant discussion confirm their engagement and increase their awareness about the Arab culture. According to Gardner's socio-educational model theory, learners of foreign languages relate each language to its cultural community which confirm that the participants should shape their beliefs about the Arab culture's ethnicity, and values. The lesson helped the students identify the differences between cultures and the impact on the family's structure when labor migrants move from one country to another. During the lesson discussion, the participants showed their interest in the Arab culture and their questions confirmed how much they did not know about the differences between cultures and how this affects the human ways of living.

In terms of diversity, this lesson is designed for students attending Arabic language proficiency classes to discuss the labor immigrants in the Arab culture, which is significantly different from labor migrants to the US. The differences between Arab culture and Western culture are wide, and my project included several different aspects for the participants to learn.

If I had to do this over again, I wish I could do it with students more proficient in Arabic language to teach them about the Arab culture to increase their understanding of others. In our

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society, there are so many misunderstandings between different cultures which cause many negative conflicts. Being able to spread the norms of other cultures can help students to adopt a new positive way of dealing with each other. See Appendix E for my project presentation.

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Table 1

Responses to Post-Questionnaire

	Percentage of participants who answered correctly
Question 1	64%
Question 2	78%
Question 3	72%

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Table 2

Question number one answers with English translation

PARTICIPANTS	شرح ثلاث عوامل سلبية على عوائل العمال الوافدين ناتجة عن هجرة الشباب للعمل في بلاد غير بلاد المولد ؟	Identify three negative impacts on the labor immigrant family's relationships?	Response, Accurate, partially accurate, not accurate
Student (1)	<p>١- نقص العمل والوظائف ٢- الأقسام ٣- الكلفة</p>	Job opportunities, culture, and political	Partially accurate
Student (2)	<p>عدم توفر عمل والوظائف عدم التعليم المناسب تهدد فرج كثيرة العمال لا يجد أجرة ويتفاجئ على الرواتب للكرار العمالة</p>	No job opportunities, some places no good education, and there are several job opportunities in other countries, they need salaries for life expenses	Partially accurate
Student (3)	<p>عدم توفر عمل والوظائف عدم التعليم المناسب تهدد فرج كثيرة العمال لا يجد أجرة ويتفاجئ على الرواتب للكرار العمالة</p>	Father is not home, impacting children, women should work out of their house.	Accurate
Student (4)	<p>المواضيع من الدراسة أن يتكلم بلاد المولد أحياناً لهم لا يستطيعون أن يجتهدوا في الجامعة وهم يغيروا عن ثقافتهم</p>	Immigrants should leave their country sometimes they can't study in universities and change their cultures	Partially accurate
Student (5)	<p>عندك ناسم بغير من الاختلال والنساء هناك كبير في العام (over 1000)</p>	There is negative impact on the children and women, there are too much distracting	Accurate
Student (6)	<p>كما في قوس العمال في بلادهم كما في قوس العمال في بلادهم ليس مقارناً بالوقت المعاشرة في العروبة في بلادهم</p>	No job opportunities in their countries, jobs in their country is not good, there is wars in their countries	Not accurate
Student (7)	<p>كثير من الطالبين لا يحصلون على الجنسية وانضموا لا يحصلون على كرات البلاد فقد كثير من الشباب والفتيات يعتجزون</p>	Several immigrants don't get nationalized and their children get it, also the country loses the young men and the economy suffers	Accurate

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Table 3

Question number two answers with English translation

PARTICIPANTS	شرح بعض الأسباب التي تؤدي الى هجرة العمال الوافدين (على الأقل سببان)؟	Indicate two reasons why immigrants leave their home countries?	Response, accurate, partially accurate, not accurate
Student (1)	<p>١- الأسباب الاقتصادية ٢- الأسباب السياسية ٣- الأسباب الاجتماعية ٤- قسوة العمل ٥- هجرة</p>	Culture reasons, economic reasons, political reasons, wars	Accurate
Student (2)	<p>فشل التعليم في تطوير المهارات لا توجد حقوق الإنسان وإنما تدور على النساء أيضاً وليس النساء أو الرجال يريدون في أماكن بدون حقوق الإنسان</p>	People are educated and can't find jobs in their countries, no civil rights so you find women has no rights	Accurate
Student (3)		Men can't find jobs therefore can't married, also workers want more incomes better than the income in their countries, and religion education	Accurate
Student (4)	<p>بعض الوافدين من اللاجئين جاءوا من بعض الفترات ليعمل في بعض (أيضا) لدراسة</p>	Some immigrants leave because of the job opportunities which is not available in their country and also for education purposes	Accurate
Student (5)	<p>إذا جازت الحرب أهنا العمال الوافدين يهربون بلدنا من بعض المشاكل مع عدم المساواة الجنسية في العمل</p>	There is war sometimes the immigrants run away to another country with an equality at jobs	Accurate
Student (6)		There Is no father or household and it is very difficult to fill the woman and children's needs.	Not accurate
Student (7)	<p>بعضهم ليعمل بلدهم أو يدرسون في بعض بعضهم لدراسة</p>	No job opportunities in their countries or education opportunities, they migrate to get married.	Partially accurate

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Table 4

Question number three answers with English translation

PARTICIPANTS	شرح ثلاثة نتائج سلبية على عادات وتقاليد البلد المستقبل للعمال الأجانب ؟	Describe three negative impacts on the hosting countries' cultures who receive labor immigrants?	Response, accurate, partially accurate, not accurate
Student (1)	<p>وتأثير العمال الأجانب سلباً على الاقتصاد أ- سلباً على الثقافة وقيمها الاجتماعية ب- سلباً على الأجيال والأطفال تبعاً</p>	Result foreign labor negatively on the economic, culture, and future children and generation	Partially accurate
Student (2)	<p>يعملون الذين هم في بيوتهم مع أطفال والوالدان ليسوا في البيت عندما يذهب الرجال إلى بلاد آخر للعمل، ثم المرأة هي عزلة، والأطفال هم في والدتهم</p>	Works foreigners at houses with children and their families are not home, when men travel women get isolated	Partially accurate
Student (3)	<p>الأطفال يتعلمون اللغات من العناية من الصالة الوافدة و أذلك هناك تعلم اللغة والعناية الوافدة من أسية تغير تقاليد الأطفال العربية، وعناك فترة العنقر و فترة الزواج</p>	Children learn languages from their maids, so there is language poisoning, and the Asian maids change the children's culture, their immigrants to get married.	Accurate
Student (4)	<p>عندما الناس يتركون بلادهم أحياناً لا يتركون من تقاليد ثقافتهم إذا كانوا متعلمين الأطفال لم يتعلموا لغة العربية</p>	When people leave their country sometimes, they leave their culture and value, if they have children, they change their Arabic language	Partially accurate
Student (5)	<p>لكن التقاليد ستغير حسب زمانه (مورد) الشباب كثير</p>	It is possible that values will change because there is so many distracting	partially accurate
Student (6)	<p>قيمة الأيدي العاملة لا تناسب، ففهم الناس في بلادهم لا يوجد أي عمل في كثير الأقسام الاقتصاديات عند العصرية عند العنقر الامتلاء النساء يعملوا في البيوت</p>	Result the immigrants finds jobs in rich countries, and economic sectors, there is discrimination against the labor immigrants and women works at homes	Accurate
Student (7)	<p>الثقافة في البلاد تغير كثير عندما لا تفقد شبابها بالاصابة يعتمد الناس الذين يقيمون بالبلاد على الاموال من هذه البلاد مثل الدول الخليج بروابط الأسرة والمجتمع تصبح صعبة</p>	Culture in their country changes a lot when it loses the young men also people depend on the immigrant income from gulf. The family bonds change and community become difficult.	Accurate

Appendix A

Powerpoint on sexting



تاريخ الهجرات العربية في دول المشرق العربي
1/2

بعد الانتصار العربي في حرب أكتوبر سنة 1973 وأرتفاع اسعار النفط بشكل كبير، تبنت الدول العربية المصدرة للنفط سياسات وخطط تنمية اقتصادية واجتماعية وأنشائية طموحة. ولكن نظراً لعدم توافر الاعداد اللازمة من القوى العاملة المؤهلة نشأ تيار جديد من الهجرة البيئية من الدول العربية المجاورة إلى دول الخليج العربي وليبيا وأشتمل هذا التيار على كل التخصصات وكل الكفاءات والمهارات.

تاريخ الهجرات العربية في دول المشرق العربي 2/2

وكانت أكبر البلدان المرسلّة للعمالة هي مصر واليمن وفلسطين، والأردن، والسودان وسوريا، كما بدأ توافد العمالة من اندونيسيا إلى دول الخليج العربي.

ارتفعت نسبة العمالة الوافدة في دول مجلس التعاون الخليجي من 39 في المائة في عام 1975 إلى حوالي 70 في المائة في عام 2005. مثلت الفترة بين عام 1980 وعام 2118 فترة الذروة لتوظيف العمالة الأجنبية في دول مجلس التعاون الخليجي .

المتغيرات الاقتصادية والاجتماعية والثقافية المحلية والدولية المسببة للهجرة



العوامل الاقتصادية المرتبطة بدول المهجر والمسببة للهجرة الدولية :

- تنامي ظاهرة البطالة وخاصة بين الشباب
- انخفاض مستويات الدخل، عدم كفاية الدخل لسد الاحتياجات المعيشية للأسر
- عدم قدره الشباب على توفير المال اللازم للزواج -

المتغيرات الاجتماعية والثقافية المحلية والدولية المسببة للهجرة

العوامل الاجتماعية والثقافية والسياسية

- الاضطهاد الديني والعرفي والحروب الأهلية والكوارث الطبيعية، والرغبة في محاكاة النمط الأوربي للمعيشة، والتعليم بالخارج، ومرافقة الزوج بالخارج.
- فرص العمل أفضل في الخارج
- التعليم بالخارج / الزواج / الالتحاق بالزوج /لم شمل الأسرة "تمثل أهم الأسباب الاجتماعية للهجرة
- تدهور أوضاع حقوق الإنسان نحو الرغبة في الهجرة وتعد دافعا ، خاصة الحق في العمل اللائق والحق في الحياة الكريمة والأمنه إلى البلاد التي تتمتع بتلك الحقوق والقيم.

نبذة من تاريخ العمالة المهاجرة

التركيب العمري الشاب لغالبية الدول العربية يخلق العديد من التحديات التي تواجه الحكومات في مجال توفير التعليم وفرص العمل للأعداد الكبيرة من الشباب. ارتفاع معدلات البطالة بين الشباب هي الأكثر شيوعا في غالبية الدول العربية وتميل إلى أن تظل قائمة في المستقبل، بسبب عدم الاتزان بين التنمية الاجتماعية والاقتصادية والنمو السكاني. وهي التي تدفع بالعديد من هؤلاء الشباب للتفكير والسعي وراء الهجرة مهما كانت أشكالها ونتائجها أو توابعها

نبذة من تاريخ العمالة المهاجرة


في المرحلة الأولى من التحول الديمغرافي ، يبلغ متوسط العمر 23 عاما (جزر القمر ، العراق ، موريتانيا، فلسطين ، الصومال ، السودان ، مصر. لبنان ، واليمن) حست تبلغ نسبة البروز الشبابي 60 % مما يسبب الهجرة الى بلاد يقرب سكانها من سن الشيخوخة (البحرين، قطر، السعودية. والامارات العربية المتحدة) والتي تعتبر الدول المستقبلية لتبارات كثيفه من العمالة المهاجرة.

1/3 التأثيرات السلبية على عائلات العمال الوافدين



-هجرة الزوج تمثل عبء مضافا على كاهل المرأة العربية، ربة الاسره المفترضة في حال غياب الزوج. أصف الى ذلك أن غياب العائل يحرم الأبناء من الرعاية الأبوية التي تمثل دعما معنويا ونفسيا لأفراد الاسره لا يعوضه إصطلاح الام بهذا الدور خاصة إذا كان الابناء في مرحلة الطفولة المبكرة أو في فترة المراهقة. ويؤدي غياب رب الاسره الى ظهور العديد من المشكلات مثل ظاهرة التأخر الدراسي وإحتراف الأبناء.

2/3 التأثيرات السلبية على عائلات العمال الوافدين



تسبب هجرة الشباب في العديد من دول المنطقة الى خلل في التركيبة السكانية لهذا الدول ونذكر على سبيل المثال حالة لبنان، حيث يهاجر العديد من الشباب اللبناني للخارج، الى الغرب او الى دول الخليج، بما يؤدي الى تفرغ الدولة من شبابها. ويؤدي ذلك مقارنا بأعداد الاناث في الفئة العمرية الشابة، كما يؤدي الى إفتقاد العديد -الذكور عادة- الى إنخفاض أعداد الشباب من الأسر الى عائل يتولى شؤون الاسره. عندها يتحول الشباب الى معين مادي فقط من خلال التحويلات الى دولة المنشأ.

التأثيرات السلبية على عائلات العمال الوافدين

3/3

-أثر الهجرة بصفة عامة على التركيبة السكانية والهوية الوطنية في دولة الإستقبال، وكذلك أثر إستقدام العمالة المنزلية وأثرها على قيم الاسره في دولة الإستقبال نظرا لإختلاف القيم والعادات بين الوافدين وأبناء الخليج الذين يتمسكون بعاداتهم وتقاليدهم في ظل هذا الموزاييك الدولي

-تؤدي هجرة رب الاسره للعمل أو الإقامة المؤقتة في الخارج الى تفكيت شمل الاسر، وإنقسامها الى أسرتين، أسرة في دولة المنشأ وأخرى في دولة الإستقبال.



التأثيرات الأيجابية على عائلات العمال الوافدين

-أثبتت الدراسات الميدانية في كل من مصر والاردن على سبيل المثال أن غياب الزوج يؤدي الى زيادة تمكين المرأة وإضطرارها للإضطلاع بدور رب الأسرة في التعامل مع المحيط الخارجي مثل متابعة تعليم الابناء ورعايتهم.

-النساء أصبحن قادرات على إدارة أعمال الاسره التجارية والاستثمارية في حال غياب الزوج مثل التصرف في التحويلات المالية التي يرسلها المهاجر.

-التحويلات المالية التي يرسلها الزوج تؤدي في معظم الاحيان الى إرتفاع المستوى الاقتصادي والاجتماعي للأسره بما يسمح لها بحياه أفضل.

المصدر الإلكتروني

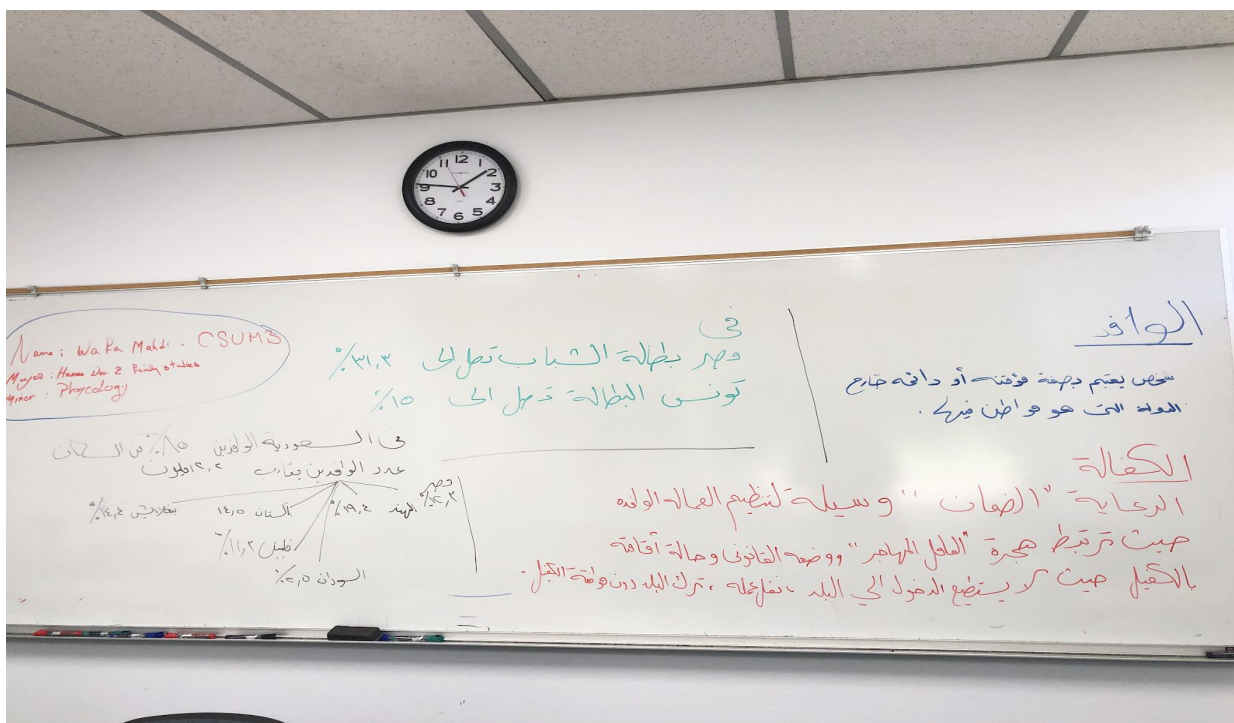
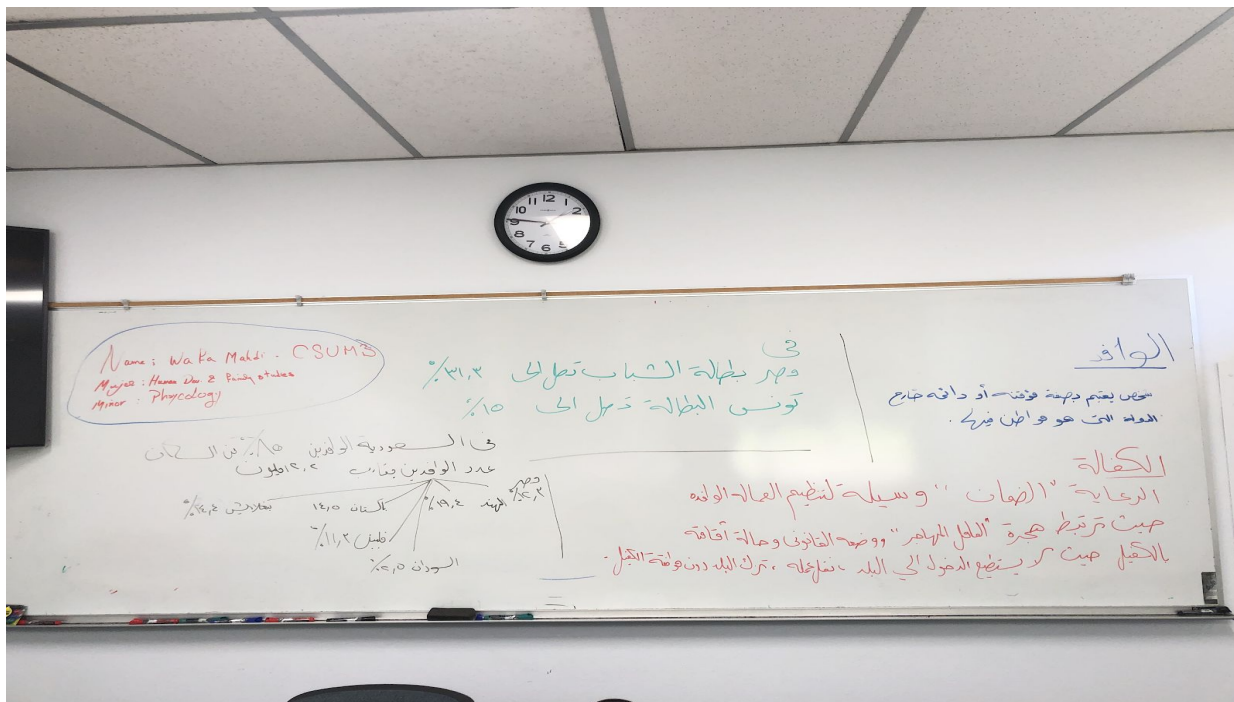
https://www.academia.edu/29711422/العمالة_هجرة_من_الغرب_العربي

https://www.difi.org.qa/wp-content/uploads/2017/11/Ayman_Zohry-Arabic.pdf

INCREASING ARABIC LANGUAGE GRADUATE AWARENESS CULTURE

Appendix B

Lesson Terms



INCREASING ARABIC LANGUAGE GRADUATE AWARENESS CULTURE

Appendix C

End of Lesson Questionnaire

الاسم

Name

العمر

Age

الجنسية

Nationality

التاريخ

Date

من خلال محاضرة العمال الوافدين الرجاء الإجابة على الأسئلة التالية

From our lesson about labor immigrants please answer the following questions.

شرح ثلاث عوامل سلبية على عوائل العمال الوافدين ناتجة عن هجرة الشباب للعمل في بلاد غير بلاد المولد ؟

Identify three negative impacts on the labor immigrant family's relationships.

شرح بعض الأسباب التي تؤدي الى هجرة العمال الوافدين (على الأقل سببان)؟

Indicate two reasons why immigrants leave their home countries.

شرح ثلاثة نتائج سلبية على عادات وتقاليد البلد المستقبل للعمال الأجانب ؟

Describe three negative impacts on the hosting countries' cultures who receive labor immigrants.

INCREASING ARABIC LANGUAGE GRADUATE AWARENESS CULTURE

Appendix E

Capstone Festival Presentation



**Increasing Arabic Language Graduate Students' Awareness
of the Impact on Culture of The Arab Labor
Immigrants**

Wafa Mahdi

MyFreePPT.com - Graphics by Designiozy.com



Why Learning Arabic Language

- Acquiring job opportunities
- Culturally-appropriate communication in Arab countries



Need Statement



Arabic learner graduate students needs to:

- Understand the Cultural influence of labor migration
- Negative Impact on the labor immigrant family structure
- Understand worker discrimination in the job market



Theory



SOCIAL-PSYCHOLOGICAL APPROACH GARDNER & LAMBERT (1972)

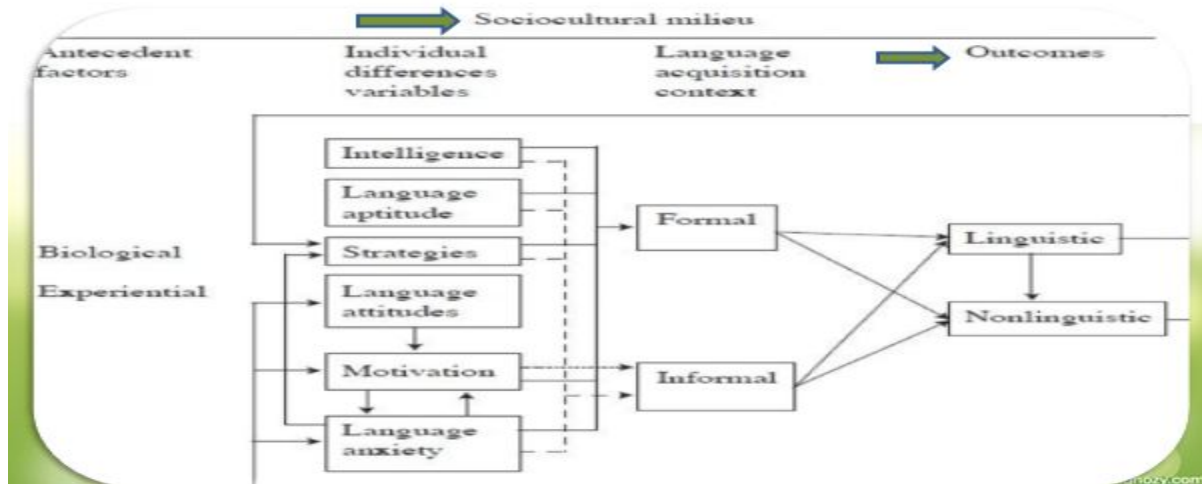
Socio-educational model is a significant theory explaining the motivation behind language learning. The theory emphasizes:

- How the student's motivation affects their learning language achievements
- How language achievements affect their motivation to learn more about the culture

Theory



Socio-educational model has four factors :



What – Where – With Whom



- Lesson in Arabic, focusing on the impact of labor immigration on the family structure and culture
- One-day interactive lesson at Middlebury Institute of International Studies - Monterey
- For graduate students majoring in Arabic Language Studies





Learning Outcomes

Participants will be able to:

1. Identify three negative impacts on the labor immigrant family's relationships.
2. Indicate two reasons why immigrants leave their home countries.
3. Describe three negative impacts on the hosting countries' cultures who receive labor immigrants.

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Method



Day (1):

- 30 minutes introducing myself, the topic, and get to know each of the seven students

Day (2):

- 45 minutes labor immigrant presentation in standard Arabic
- 15 minutes questions and answers
- 15 minutes answering the written questionnaire



by Designozy.com

Result (1/3)



LO (1) : Negative impacts on the labor immigrant family's relationships . (64%)

- Three graduate out of seven answered Correctly
- Three graduate out of seven answered partially
- One graduate out of seven answered not accurate



Result (1) Figure



Example of Question number one answers with English translation

PARTICIPANTS	شرح ثلاث عوامل سلبية على عوائل العمال الوافدين ناتجة عن هجرة الشباب للعمل في بلاد غير بلاد المولد ؟	Identify three negative impacts on the labor immigrant family's relationships?	Response, accurate, partially accurate, not accurate
Student (1)		Job opportunities, culture, and political	Partially accurate
Student (3)		Father is not home, impacting children, women should work out of their house.	Accurate
Student (6)		No job opportunities in their countries, jobs in their country is not good, there is wars in their countries	Not accurate



Result (2/3)

**LO (2) : Why immigrants leave their home countries.
(78%)**

- Five graduate out of seven answered Correctly
- One graduate out of seven answered partially
- One graduate out of seven answered not accurate



Result (2) Figure



Example of Question number two answers with English translation

PARTICIPANTS	شرح بعض الأسباب التي تؤدي الى هجرة العمال الوافدين (على الأقل سببان)؟	Indicate two reasons why immigrants leave their home countries?	Response, accurate, partially accurate, not accurate
Student (3)	لا يستطيعون الحصول على العمل وذلك لانهم الزواج أيضا الفئال يريدون المهاجر احسن من المهاجر في بلادهم	Men can't find jobs therefore can't married, also workers want more incomes better than the income in their countries, and religion education	Accurate
Student (6)	عالمنا لا يوجد له اكله ولا شرب ولا سكن ولا تعليم ولا اهل ولا اولاد	There is no father or household and it is very difficult to fill the woman and children's needs.	Not accurate
Student (7)	لا يستطيعون الحصول على العمل وذلك لانهم الزواج أيضا الفئال يريدون المهاجر احسن من المهاجر في بلادهم	Men can't find jobs therefore can't married, also workers want more incomes better than the income in their countries, and religion education	Partially accurate



Result (3/3)

LO (3) : Negative impacts on the hosting countries' cultures who receive labor immigrants. (72%)

- Three graduate out of seven answered Correctly
- Four graduate out of seven answered partially



Result (3) Figure



Example of Question number three answers with English translation

PARTICIPANTS	شرح ثلاثة نتائج سلبية على عادات وتقاليد البلد المستقبل للعمال الأجانب ؟	Describe three negative impacts on the hosting countries' cultures who receive labor immigrants	Response, accurate, partially accurate, not accurate
Student (3)	الأطفال يتطورون العائدين من الصالة الواندة و أداله عماله نعم اللغة والصالة الواندة من أصوة تغير تقاليد الأطفال العربيه و زمانه فترة العنوة و فترة الزواج	Children learn languages from their maids, so there is language poisoning, and the Asian maids change the children's culture, their immigrants to get married	Accurate
Student (4)	عندما الناس يتركون بلادهم يتركون لغتهم و عاداتهم و تقاليدهم و إذا كانوا عندهم أطفال يتركون لغتهم العربية و اللغة العربية	When people leave their country sometimes, they leave their culture and value, if they have children, they change their Arabic language	Partially accurate
Student (5)	بما أن التقاليد تتغير مع زمانه و يوجد الكثير من	It is possible that values will change because there is so many distracting	Partially accurate



Discussion 1/3

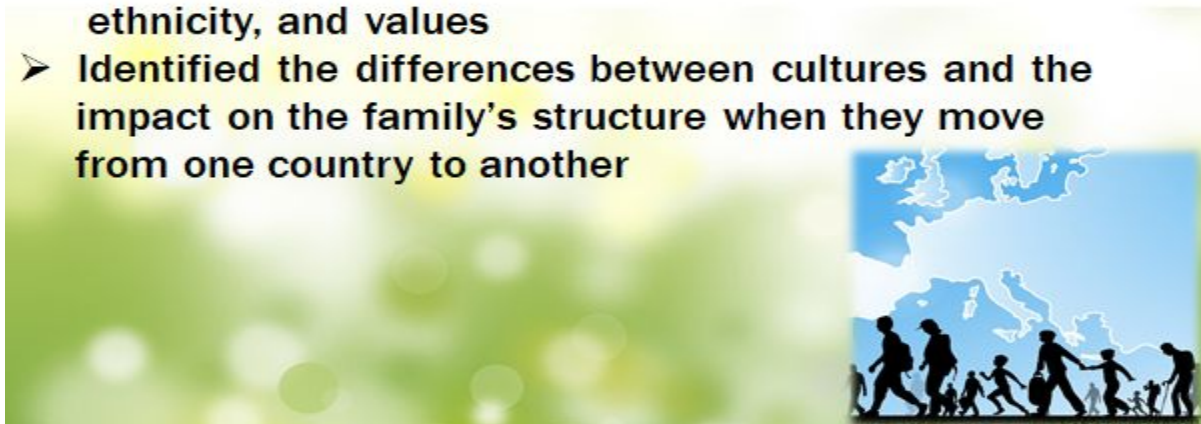
The learning outcomes met and the participants could be able to :

- **Understood the topic**
- **Engaged to build full awareness about the Arab culture**



Discussion 2/3

- **Could shape their beliefs about the Arab culture's ethnicity, and values**
- **Identified the differences between cultures and the impact on the family's structure when they move from one country to another**





Discussion 3/3

In Terms Of Diversity :

- The Lesson applied in a different way when participants discussed labor immigrants coming to the US culture
- If I had to do this over again, I wish I could do it with students more proficient in Arabic language to teach them about the Arab culture to increase their understanding of others



شكراً

THANK YOU

QUESTIONS

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