

**SLS 313 Midterm Portfolio**

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**Presentation Date: September 28, 2012**

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## **Lesson Plan**

### **About the class:**

Level: Beginners

Context: Arabic 101 at College Level (Full class, 20 students)

Time to complete: 50 minutes

Class makeup: Adults (18+ years old)

### **Context:**

Students will have previously learned about the sounds and pronunciation of the Arabic Alphabet. Today students will learn to count 1-10 and also to be able to differentiate the sounds related to the Arabic numbers.

### **Materials:**


PowerPoint, Worksheet: Matching Activity, Flash cards, and Handout: ML

### **Student Learning Outcomes (SLO):**

By the end of the lesson SWBAT:


1. Demonstrate understanding of the sounds for Arabic numbers by correctly matching numbered cards.
2. Demonstrate understanding of Arabic numbers by completing worksheet with western number symbols.
3. Demonstrate understanding of Arabic numbers by pointing to the correct number on phone keypad.
4. Verbally count one through ten in Arabic by listening and practicing the activities: ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ and ١٠


**Procedure:**

<b>Time</b>	<b>Student Activity</b>	<b>Teacher Activity</b>	<b>SLO</b>	<b>Rationale</b>
2 Min.	Students count 1-10 in English. 	Greet students in Arabic (Assaalamu-Alaykum) Introduce lesson of Arabic numbers 1-10 in English. Have students count 1-10 in English.		
7 Min.	Ss watch video of number song. Listen to each vocabulary of Arabic number and repeat the pronunciation.	T shows number song video. Read out 1-10 in Arabic, showing slides that count progressively 1-10. Individually show numbers in Arabic 1-5 while also saying numbers aloud in Arabic.	1	1, 2, 3, 8
5 Min.	Students listen to numbers called by the teacher and touch the correct telephone keypad number. Initially working as pairs to select correct number. Work individually to select correct number.	T shows telephone keypad in Arabic. T models Telephone pad touching activity. Distribute Telephone keypad handout. T calls out various combinations of numbers in Arabic (five different times, increase numbers called out, by adding an additional digit each time).	4	3, 4
7 Min.	Students break into groups. Use flash cards for the activity. One student reads flashcard of English pronunciation of Arabic numbers (1-5) while other students in the group match the flashcard of the correct Arabic number.	T asks Ss to count 1-5 in Arabic to create groups, breaks Ss into groups of four. T models the activity and provides flashcards to students. T Instructs students to read English pronunciation of Arabic numbers while other students match the corresponding flashcard of the Arabic number. T asks Ss to alternate calling numbers within groups in a round robin fashion.	2	1, 2, 3, 4, 5, 6, 8


5 Min.	Ss listen to Arabic numbers 1-5 (not in order) and match the Romanized pronunciation to the correct Arabic numeral.	T provides matching worksheet. T says Arabic numbers 1-5 aloud. Ask Ss to match Romanized pronunciation to Arabic numerals. T shows correct answer on a slide	3	3, 4, 9
7 Min.	Listen to each vocabulary word twice and then repeat once. Then quickly review vocabulary by looking at the compilation slide.	Repeat 1-5 and introduce 6-10 in Arabic, showing slides that count progressively 6-10. Individually show numbers in Arabic 6-10 while also saying numbers aloud in Arabic.	1	1, 2, 3, 4, 8
7 Min.	Students to read flashcard of English pronunciation of Arabic number while other student in pair matches the flashcard of the correct Arabic number (6-10).	T asks Ss to pair again as they were. Teacher explains the activity. Provide flashcards to students. Instruct students to read English pronunciation of Arabic numbers while other student matches the corresponding flashcard of the Arabic number.	2	3, 6, 8
5 Min.	Ss listen to Arabic numbers 6-10 (not in order) and write in the correct English number.	T provides worksheet. T says Arabic numbers 6-10 aloud. Ask Ss to write in correct English number. T shows correct answer on a slide	3	3, 4, 9
5 Min.	Ss read aloud the Arabic numbers (1-10).	The teacher check students' comprehension with reading aloud together as the whole class and then match 1-10 in Arabic to numbers in English and write the numbers in Arabic	1	1, 3, 8

## **Rationales**


We chose the Bottom-up Model because “Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes” (Flowerdew & Miller 2005, pp.24-25). We felt as though it is important when teaching language to beginners, that you have to build a foundation and add upon that foundation, by scaffolding to create an increased vocabulary base with improved listening skills. It was also our intention to carefully pronounce each word, as well to ensure the students heard the words in the Arabic counting song, in order for them to hear the difference in sounds. Arabic can be difficult in that there are multiple sounds equivalent to the English H. 


Controlled Practice “Is where students are expected to concentrate on specific language items, often in the context of Cue-Response Drills” (Harmer 2007, p. 271). We see this as all encompassing for the various techniques associated with language learning. We were able to touch upon this through actual cue-response drills, flash cards and other exercises which were intended to allow us to have a controlled setting while teaching 0-10 in Arabic. It is our opinion that controlled practice creates a positive atmosphere for beginning learners, they are capable of making mistakes and the teacher is immediately available to provide feedback as needed (no micro-managing). 

Despite having chosen the Controlled Practice as one of our previous rationale, the productive activities that result from Vocabulary Repetition “The first stage of controlled practice is repetition and this can be either choral or individual ... if we feel that students have done enough repetition of this phrase or phrases ... we might organize a quick cue-response session to encourage controlled practice of the new language.” (Harmer 2007, p. 86). Even though this class was specifically for exercises associated with listening, there is also greater

 achievement in listening if a learner is able to reproduce the sounds. Therefore, vocabulary repetition is very important for improving ones listening ability.


It is our belief that Partner Work is a very important component in language learning;


ygotsky concluded, “Language develops primarily from social interaction. He argued that in a supportive interactive environment, children are able to advance to a high level of knowledge and performance” (Lightbown & Spada, p. 20). It was important for us that learners have a peer that they can talk to and work with to develop a joint product in language. The students maximize the amount of language practice that they can accomplish with each other in the classroom as opposed to if they each had to wait in order to interact individually with the teacher. And most importantly, in listening to spoken language, it is good to hear a variety of different voices and pronunciations in order to better understand language. As language learners it is important to understand what is being said, in many languages there are words that sound similar, and to an untrained ear this could create problems, and that is one of the important aspects in which we considered.

Vocabulary Introduction, “One of the clearest ways of explaining the meaning of something is to show it. ... point to it and say ‘book ... book’, its meaning will be instantly clear. ... A way of making meaning absolutely clear, of course, is to translate words and phrases.” (Harmer 2007, p. 83). This was an obvious rationale for beginning students learning a language, as even in listening skills, it is important to visualize symbols of letters or other images that can help students to conceptualize the word they are listening to. We achieved this by providing Romanization of the words as well as providing images of the Arabic number symbols. 


### **LST Mini-Lesson Reflection**

One generation comes and another generation follows. Ultimate interaction between generations is connected by teaching and learning. Effective teaching is the cornerstone to a productive and prosperous society.

The student feedback was very good. While the overall assessment was that the lesson was a success, there were things Eugene and I could have done to be better. Of note, he and I could have presented the lesson informally, to walk through it together, to clarify who would do what, when. This might have eliminated the clumsiness and appearance of being a little disorganized. 

Additionally, I think we could have provided more guidance before and during the video, perhaps an introduction as well as some words,  gestures, and maybe even a pause during the video. I also think better observation on my part, of student non-verbal communications, may have led me to correcting some of those weak areas on the spot.

As Eugene and I have shared some thoughts of the presentation and critiques from the class. One of the most pointed out issues was about the video clip presentation. It has had the greatest feedback, both positive and constructive. Having a backup copy would be smart to ensure it is accessible if the Internet were to go down.

I think that another area I could improve upon would be to keep more of the students involved during all of the activities. This was achieved during the flashcard matching exercise, but many of the students were not involved during the phone keypad exercise. This could be accomplished by having a phone keypad  handout that students could use to work together in pairs and then individually. In doing so, they would increase their familiarization and confidence in correctly identifying the sounds associated with the symbols for the Arabic numbers.

And finally, another key area that would be important to increase in this lesson is to have more Arabic used during the class. Eugene and I discussed greeting the students in Arabic (Assallam-Allykum), but we got caught up in the moment and it was overlooked. Even though the focus was on listening to the sounds associated with numbers, they would have been challenged more had we used some Arabic language with the numbers.

I thoroughly enjoy teaching and usually learn something myself each time I stand in front of students. There's little in life, for me, more rewarding than observing a student's face "light up" when that student suddenly grasps what I'm trying to teach. I'm so very thankful that this class has provided me some of those opportunities.


### Reference

Flowerdew, J. & Miller, L. (2005). *Second Language listening: Theory and practice*. New York, NY: Cambridge University.

Harmer, J. (2007). *How to Teach English*. Essex, England: Pearson Education Limited.

Lightbown, P.M. & Spada, N. (2006). *How language are Learned*. Oxford, NY: Oxford University Press.

Celce-Murcia, M., Brinton, D.M., & Goodwin, J.M. (2010). *Teaching Pronunciation; a course book and reference guide*. Cambridge, NY: Cambridge University Press

 <http://www.youtube.com/watch?v=KuzaW5nhkx4>

<http://youtu.be/1wzrebzHJ0s>





Target Language: Arabic  
Level: Beginners  
Context: Arabic 101 at College Level  
Time to complete: 50 minutes

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**Materials:**

- PowerPoint, Worksheet, Matching Activity, Flash cards, and Handout: ML

**SLO**

At the end of the lesson, SWBAT: demonstrate

- I the Arabic numbers by correctly matching numbered cards.
- I completing worksheet with western number symbols.
- I pointing to the correct number on phone keypad.
- I Verbally count one through ten in Arabic by listening and practicing the activities (1, 2, 3, 4, 5, 6, 7, 8, 9, 10)
- I Gain an interest in learning Arabic.

**Numbers  
in Arabic**

**Let's Count Numbers**

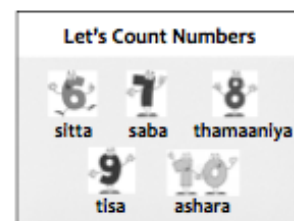
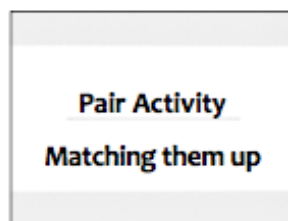
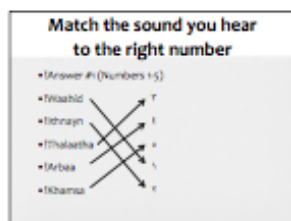
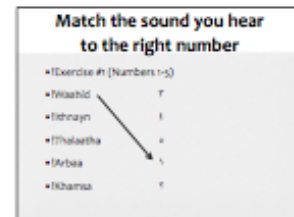
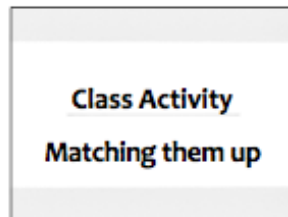
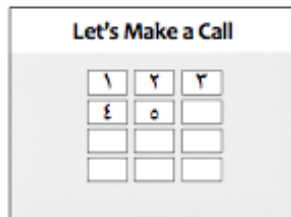
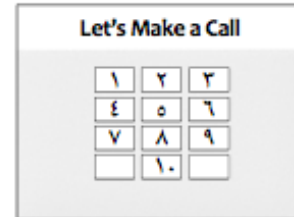
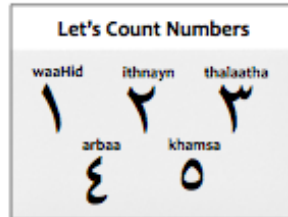
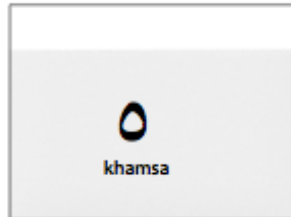


**Let's Count Numbers**



**Let's Count Numbers**





Let's Count Numbers



Sifr

6 7

sitta saba

8 9

thamaaniya tisa

10 11

ashara Sifr

Let's Count Numbers

sitta saba thamaaniya

6 7 8

tisa ashara Sifr

9 10 11

Let's Make a Call

1	2	3
4	5	6
7	8	9
	.	

Let's Make a Call

		6
7	8	9
	.	

Pair Activity

Matching them up

Let's Count Numbers

0 1 2 3 4 5

sifr awwal thmani thalathi arba khamsa

6 7 8 9 10

sha saba thamaaniya tisa ashara

- **Demonstrating:** The teacher shows the students how an activity is done by doing it, so they will then do it correctly (Harmer 2007, p. 279).
- **Flashcards** are cards which teachers can hold up, one-by-one, when conducting a Cue-Response Drill (Harmer 2007, p. 274).

- **Individual Variation:** A dimension that is sensitive to individual learning styles, on the one hand, and the needs of particular groups, on the other (Howardew & Miller 2005, pp.86-87).
- **Repetition:** is when students are asked to repeat a sound, word or phrase, either individually or in chorus (Harmer 2007, p. 182).
- **Worksheets:** are any pages of exercise which students have to fill in or write on to complete a task (Harmer 2007, p. 185).

- **Vocabulary Introduction:** "One of the clearest ways of explaining the meaning of something is to show it ... point to it and say 'book ... book', its meaning will be instantly clear. ... A way of making meaning absolutely clear, of course, is to translate words and phrases." (Harmer 2007, p. 83).
- **Vocabulary Repetition:** "The first stage of controlled practice is repetition and this can be either choral or individual. ... If we feel that students have done enough repetition of this phrase or phrases ... we might organize a quick cue-response session to encourage controlled practice of the new language." (Harmer 2007, p. 86).

- **Partner Work:** Vigorsky "Concluded that language develops primarily from social interaction. He argues that in a supportive interactive environment, children are able to advance to a high level of knowledge and performance" (Ugita & Spada, p. 20).
- **Giving instructions:** "There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instruction, therefore, teachers must ask themselves the following questions: What is the most important information I am trying to convey? What must the students know if they are to complete this activity successfully?" (Harmer 2007, p. 37).

- **Straight Arrow Procedure:** "One type of teaching sequence takes students in a straight line and, as a result, is called straight arrow: first the teacher gets the class interested and engaged; then the study something; then they try to activate it by putting it into production." (Harmer 2007, p. 54).
- **Audio-lingual and Oral Approach:** In classrooms, a pronunciation is very important and is taught explicitly from the start. As in the Direct Method classroom, the teacher (or a recording) models a sound, a word, or an utterance, and the students imitate or repeat.

*Work Cited*

- Howardew, J. & Miller, L. (2005). Second Language Learning. New York, NY: Cambridge University.
- Harmer, J. (2007). How to Teach English. Essex, England: Pearson Education Limited.
- Highton, P.M. & Spada, N. (2006). How language are learned. Oxford, NY: Oxford University Press.
- Celce-Murillo, M., Benson, D.M., & Goodwin, J.M. (2010). Teaching Phonics: A course book and reference guide. Cambridge, NY: Cambridge University Press.
- <http://www.youtube.com/watch?v=KjzWVhKw>
- <http://youtu.be/twvstak110a>

*Thank you very much!*



**Match the sound you hear to the right number**

Exercise #1 (Numbers 1-5)

Waahid                      ٣

Ithnayn                    ٤

Thalaatha                ٥

Arbaa                      ٦

Khamisa                  ٧

Exercise #2 (Numbers 1-5)

sitta                        ١٠

saba                        ٦

thamaaniya              ٧

tisa                         ٨

ashara                    ٩

Exercise #3 (Numbers 1-10)

١	ashara
٢	waahid
٣	ithnayn
٤	thalaatha
٥	arbaa
٦	khamisa
٧	sitta
٨	saba
٩	tisa
١٠	thamaaniya

Flesh Cards #1

waaHid	ithnayn	thalaatha	arbaa
khamisa	Sitta	saba	thamaa- niya
tisa	ashara	tisa	ashara
waaHid	ithnayn	thalaatha	arbaa
Khamisa	Sitta	saba	thamaa- niya

١	٢	٣	٤
٥	٦	٧	٨
٩	١٠	٩	١٠
١	٢	٣	٤
٥	٦	٧	٨





١	٢	٣
٤	٥	٦
٧	٨	٩
	٠	