

**SLS 313 Final Portfolio**

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**Lesson Plans**

**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)

**Materials:**

PowerPoint, New Vocabulary and Script Worksheet, Matching Activity Worksheet (Homework)

**Context:**

Each lesson has different context based on what they have learned previously

**Rationales:**

See the separated section

**Lesson # 1**

**Student Learning Outcomes (SLO):**

By the end of the lesson SWBAT:

1. Recognize the culture of cities and countries where the Arabic is used and spoken
2. Distinguish the characters of the Arabic
3. Pronounce seven characters (ا ب ت ث ج ح خ)
4. Complete the assignment

**Procedure:**

<b>Time</b>	<b>Student Activity</b>	<b>Teacher Activity</b>
5 Min.	Ss observe PowerPoint Presentation.	Greet students in Arabic (assalamu-alaykum) PowerPoint Presentation. Agenda
10 Min.	Ss watch the slides Ss guess and answer to the question of the where the Arabic is spoken mostly	Introducing the Arabic and its spoken by cities and countries briefly Ask Ss where the Arabic is spoken mostly Showing the map of the different dialects of the Arabic
15 Min.	Ss repeat the pronunciation of the each character of the Arabic Using the handout and read aloud each individually Ss make a pair and read one by one as taking a turn	T introduces the alphabets of the Arabic (ا Alif to ي Yaa) T models the sound of each character of the Arabic on slides T giving a handout of the alphabets of the Arabic
15 Min.	Ss reamed as a pair Using the worksheet and copying the character Read seven letters to each other	T use slides for explaining of the character and pronunciation seven characters of the Arabic T breaks Ss into pairs T gives worksheet to the class T models writing activity, seven letters only (ا ب ت ث ج ح خ)
5 Min.	Ss to complete the Writing Arabic Alphabets	T wrap up the class Assigns homework for Ss to complete Writing Arabic Alphabets

**Lesson # 2 (Listening Mini Lesson Plan Revised)**

**Student Learning Outcomes (SLO):**

By the end of the lesson SWBAT:

1. Produce 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:**

Time	Student Activity	Teacher Activity
2 Min.	Students count 1-10 in English.	Greet students in Arabic (Assalamu-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.
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).
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.
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 matches Romanized pronunciation to Arabic numerals. T shows correct answer on a slide
7	Listen to each vocabulary word twice and then repeat once. Then quickly review vocabulary by	Repeat 1-5 and introduce 6-10 in Arabic, showing slides that count progressively 6-10

Min.	looking at the compilation slide.	Individually show numbers in Arabic 6-10 while also saying numbers aloud in Arabic.
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.
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
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

### **Lesson # 3 (Speaking Mini Lesson Revised)**

#### **Context:**

Students will have previously learned about the sounds and pronunciation of the Arabic Alphabet to include counting from 0-10 in Arabic. Today students will learn to ask for each others phone numbers and greet each other over the phone and increase fluency with the use of Arabic numbers.

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

By the end of the lesson SWBAT:

1. Demonstrate proficiency with Arabic numbers and an understanding of the new vocabulary by doing role-play activity
2. Ask and answer basic questions in Arabic.
3. Write Arabic numbers from 0-10.

**Procedure:**

<b>Time</b>	<b>Student Activity</b>	<b>Teacher Activity</b>
3 Min.	Ss observe PowerPoint Presentation.	Greet students in Arabic (assalamu-alaykum) PowerPoint Presentation. Agenda.
5 Min.	Listen to each vocabulary of Arabic number and chorally repeat the pronunciation.	Review of previous lesson. Show slides that count progressively 0-10, while also saying numbers aloud in Arabic.
5 Min.	Listen to new vocabulary and repeat chorally.	T distributes worksheet T introduces 1 <sup>st</sup> set of new vocabulary: (Ahlan, Maa, Raqm-ak, Raqm-i, Tilifuun, Shukran, Afwan).
10 Min.	Ss conduct <b>Mingle activity</b> , greeting each other in Arabic and asking for and giving each other their numbers using the worksheet/script.	T models activity #1: "Ahlan/hello", "Maaraqm-aktilifuun/What is your telephone number?" "Raqm-tilifuun/My telephone number is", "Shukran/thank you", "Afwan/you're welcome". Have students to mingle with each other and obtain each Ss phone number.
5 Min.	Listen to new vocabulary and repeat chorally.	T introduces 2 <sup>nd</sup> set of new vocabulary (Halu, Haadhaa, Na'am, La ).
10 Min.	<b>Making a phone call</b> activity as pairs using worksheet/script.	T breaks Ss into pairs. T models activity #2: "Halu/hello", 'haadhaaraqm/is this #', "Na'am/La haadhaaraqm/yes/no this is #", "Shukran/thank you", "Afwan/you're welcome".
10 Min.	Ss conduct <b>Classroom Making a phone call</b> activity with the as pairs in front of the class.	T provides directions for the <b>Classroom Making a phone call</b> activity.
2 Min.	Ss to complete the Writing Arabic Numbers and Matching worksheet before next class session.	T assigns homework for Ss to complete Writing Arabic Numbers and Matching worksheet.

# Lesson # 4

## Student Learning Outcomes (SLO):

By the end of the lesson SWBAT:

1. Use Arabic numbers and an understanding of the new vocabulary by doing role-play activity.
2. Ask and answer questions in Arabic.
3. Ask and tell the time in Arabic.

## Procedure:

Time	Student Activity	Teacher Activity
5 Min.	Ss observe PowerPoint Presentation.	Greet students in Arabic (assalamu-alaykum) PowerPoint Presentation. Agenda.
10 Min.	Listen to each vocabulary of Arabic number and chorally repeat the pronunciation.	Review of previous lesson. Show slides that count progressively 0-10, While also saying numbers aloud in Arabic.
10 Min.	Listen to new vocabulary and repeat chorally.	T distributes worksheet T introduces 1 <sup>st</sup> set of new vocabulary: (kami s-sa'a, As-sa'atu l-an, al-sa ha, at-taniyatu 'astratazuhran, al-wahida, at-talita, muntasafu r-rabi'a)
10 Min.	Ss conduct <b>Mingle activity</b> , greeting each other in Arabic and asking for and giving each other the time using the worksheet/script.	T models activity #1: "What time is it?" <b>Kami s-sa'a</b> / what time is it? <b>As-saatu l-an</b> / It is <b>At-talita</b> / three o'clock <b>Shukran</b> / thank you <b>Afwan</b> / you're welcome
10 Min.	Ss remain as a pair but work individually Ss check correct answer to each other	T breaks Ss into pairs. T models activity #2: matching the Arabic to English <b>•al-sa ha</b> O'clock <b>•at-taniyatu 'astratazuhran</b> Twelve noon <b>•al-wahida</b> One o'clock

		<ul style="list-style-type: none"> <li>•<b>at-talita</b> Three o'clock</li> <li>•<b>muntasafu r-rabi'a</b> Half past three</li> </ul>
5 Min.	Ss to complete the Writing Arabic Numbers and write daily events as an event and the time in Arabic	T assigns homework for Ss to complete Writing Arabic Numbers and Matching worksheet and practice what they have learned about asking time.

### Lesson # 5

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

By the end of the lesson SWBAT:

1. Use Arabic numbers and an understanding of the new vocabulary by doing role-play activity.
2. Ask and answer questions in Arabic.
3. Ask and tell the time in Arabic.

#### **Procedure:**

<b>Time</b>	<b>Student Activity</b>	<b>Teacher Activity</b>
5 Min.	Ss observe PowerPoint Presentation.	Greet students in Arabic (assalamu-alaykum) PowerPoint Presentation. Agenda.
10 Min.	Listen to each vocabulary of Arabic number and chorally repeat the pronunciation.	Review of previous lesson (What time is it?) Show slides that count progressively 0-10
10 Min.	Listen to new vocabulary and repeat chorally.	T distributes worksheet T introduces 1 <sup>st</sup> set of new vocabulary: (Kamhada, Hada how, dowalar-at, Talatadowalar-at, Hal yeemkenast-hadambadaha)
10 Min.	Ss conduct <b>Mingle activity</b> , greeting each other in Arabic and asking for and answering each other using the worksheet/script.	T models activity #1: "How much is this?" <b>A: Kamhada</b> / How much is this? <b>B: Hada how</b> /This is <b>B: Talatadowalar-at</b> /three dollars



		<b>A: Shukran</b> /thank you <b>B: Afwan</b> /you're welcome
10 Min.	Ss remain as a pair but work individually Ss check correct answer to each other	T breaks Ss into pairs. T models activity #2: matching time in English to the Arabic ___ o'clock                      a.) at-talita ___ Twelve noon                b.) muntasafu r-rabi'a ___ One o'clock                 c.) al-sa ha ___ Three o'clock               d.) at-taniyatu 'astratazuhran ___ Half past three              e.) al-wahida
5 Min.	Ss to complete the Writing Arabic Numbers and write daily events as an event and the time in Arabic	T assigns homework for Ss to complete Writing Arabic Numbers and Matching worksheet and practice what they have learned about asking time.

### **Rationale**

Teaching any language starts from demonstration; according to Harmer (2007, p. 272), “The teacher shows the students how an activity is done by doing it, so they will then do it correctly.” In each lesson, before the lesson for the class, the teacher reviews what students have learned previously and after the lesson, the teacher summarizes and reminds them of the important parts of the lesson, so demonstration is a method of introducing new lessons and confirming what the students have learned up to that point. For example, while showing the slides, the teacher speaks out loud so that the students can hear the sounds of the Arabic numbers.

As all lessons in classroom settings, language learning comes with practice, such as in Controlled Practice. According to Harmer (2007, p. 271), “students are expected to concentrate on specific language items, often in the context of Cue-Response Drills.” 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 one's listening ability.

Repetition allows the student continuous practice to build the basic knowledge, leading to confidence to speak in other group and role-playing activities. Repetition "is when students are asked to repeat a sound, word or phrase, either individually or in chorus" (Harmer 2007, p. 282). In this lesson we have a lot of repetition while learning the Arabic alphabet and numbers. Throughout the activity the students develop a sense of comprehension by distinguishing the different sounds of each character and become accustomed to the writing as well. Repetition therefore is very important in teaching and learning a language. Arabic is very new to the students in this class so the teacher has the students a strong foundation by learning the basic fundamentals of the language.

To continue building on the basic fundamentals of learning, putting the students in a role-playing situation allows them to practice the language in a situation they are most likely familiar with. Role-play is "an activity in which students are asked to imagine themselves in a situation and are given roles to play in that situation (e.g. a check-in clerk and a passenger at an airport)" (Harmer 2007, p. 282). Using the flash cards in a pair activity, one plays the role of the speaker and the other the listener. In another lesson, using a simple phrase, such as asking a question and answering it, is performed by the pair.

A goal of language learning is to help students broaden their scope of knowledge of new cultures and environments. These goals are achieved through hard work and study through exposure of the target language while building familiarity with it as well. Varying demonstrations and practice methods allow for change and growth in the target language and

often improve results simply by increasing the students' interest while breaking up the monotony of repetitive regurgitation. One of several effective ways for practice is through Groupwork, when students work together in groups. "Groups larger than seven or eight students are often less effective than a group of five. Odd numbers are always better if there is a decision to be made. When students work in groups of two, we call it pairwork" (Harmer 2007, p. 275). Effective group work provides instant feedback and generally prevents the students from learning incorrect pronunciation and grammar.

Assessment and feedback is essential to build knowledge and confidence in language learning. Evaluating student competency is a critical point of determining the achievement of the course. There are several ways of testing and evaluating the students acquired knowledge and skills of speaking and listening. We can assess the students objectively through these activities and subjectively through random dialogue and questions to see whether the student grasps the subject matter. There are also several forms and methods for assessment, such as giving a quiz, fill in the blank activities, role-playing, etc.

The teacher uses worksheets as a method for assessing students' achievement in the lesson. Harmer (2007, p. 285) indicated Worksheets are any pages of exercise which students have to fill in or write on to complete a task. Another assessment method is through completing assigned homework. Homework is work, which a teacher usually asks the students to do out of class - which is then usually (but not always) handed in and marked or commented on by the teacher. Homework can be a writing task, pre-lesson reading or any other kind of investigation (Harmer 2007, p. 275).

The teacher may provide written assessments as well as oral feedback. The oral feedback may be as simple as a "yes" or "no" or in the form of answering or constructing a simple

sentence. This is very important for both students and teachers because the feedback is immediate and the student is corrected and prevented from continuing to learn something incorrectly. However, there is a concern that “if the teacher is constantly intervening to assist their performance, whether by providing unknown words or correcting their errors, they can hardly be said to be self-regulating.” (Thornbury 2005, p. 91)

Teaching a subject, checking student’s progression, and testing the students to assess overall completion of the lesson should meet five goals; communication goal, cultural goal, connections goal, comparison goal, and communities goal, which are described in the National Standards in Foreign Language Education Project (2006).

In the Communication Goal “a person needs to develop communicative competence, that is he/she needs to be able to convey and understand messages of different types.”

The Cultural Goal “proposes that students understand a different culture on its own terms. Language is the main vehicle to learn a language and culture should be the main content in the study of a language.”

Learning the fundamentals of the target language provides the students opportunity to further learn various topics and the language becomes the tool to connect them to numerous experiences which describes the Connections Goal.

Throughout learning the target language, students not only acquire the language but also the culture which allows them to compare this to their own language and culture. This basically describes the Comparison Goal.

Undoubtedly the most common goal of learning the target language for is to be able to communicate effectively on a multicultural or global scale. Students tend to achieve, not only the

meta-goal but also to meet the community where they live in and related to another community through learning a language. Building this sense of community defines the Communities Goal. Giving students lessons and assessing their knowledge and skills seem to be the most common and is necessary in an education but knowing how to teach and learn along with bountiful activities and the proper ways of giving feedback are the priority.

### **Reflection**

Throughout the semester, I have learned and seen the numerous ways of teaching and learning that could be explained to those who are either in learning or teaching positions. I have achieved only a tip of the iceberg, which is unimaginably huge but one great thing is that I now am able to see how small my world really was. Knowing and speaking from the tip of the iceberg, I was realizing the water, which is embracing an iceberg that I could see throughout the course. Overall I was very pleased with the course.

The video has had the greatest feedback, both positive and constructive. I personally liked the video and would keep it in future lessons with some changes. I would make sure that I have a burned copy to ensure it is accessible if the Internet were to go down. But more importantly, I would be sure to lead into the video with a little more dialogue. I also think that it may have been better at the end as a fluency exercise (though I realize that gets more into speaking). I personally remember things better through song, and as such, I should have taken that into consideration. For beginners in Arabic, it would help them to more easily remember the numbers 0-10.

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.

One student commented about not sufficient reading materials for the class that would be too much work for students. I would give a short story book or article either close to end of the semester or following level.

Finally, another key area that would be important to increase in this lesson would be to have more Arabic used during the class. The focus of each lesson was on whether listening to the sounds associated with alphabets, numbers, and chunks or speaking, they would have been challenged more had I used some Arabic language in each lesson.

After getting all comments, I have realized that Eugene and I fulfilled quite well in the presentation but there were still more things to be developed and corrected than it was. This course opened my eyes to the myriad ways in which teaching and learning may be conducted. There remains much to learn but I also believe that even if I seek nothing else, I'm only limited by the boundaries of my own imagination.

### Reference

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

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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

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21<sup>st</sup> century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.

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

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



Worksheet and Quizzes

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

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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

Read the alphabets of the Arabic

ا Alif

ب Baa

ت Taa

ث Thaa

ج Jim

ح Ha

خ Kha

د Dal

ذ Dhal

ر Raa

ز Zay

س Sin

ش Shin

ص Sad

ض Daad

ط Ta

ظ Za

ع Ayin

غ Gain

ف Faa

ق Qaf

ك Kaf

ل Lam

م Mim

ن Nun

ه Ha

و Waw

ي Ya

**Copy the Characters Below**

ا Alif \_\_\_\_\_

ب Baa \_\_\_\_\_

ت Taa \_\_\_\_\_

ث Thaa \_\_\_\_\_

ج Jim \_\_\_\_\_

ح Ha \_\_\_\_\_

خ Kha \_\_\_\_\_

## What time is it vocabulary

What time is it?	kami s-sa'a	كم الساعة
It is.	as-sa'atu l-an	ومن
O'clock	al-sa ha	الساعة أ.
Three o'clock	at-talita	الساعة الثالثة أ.
Half past three	muntasafu r-rabi'a	الثالثة والنصف
One o'clock	al-wahida	الساعة واحدة أ.
Twelve noon	at-taniyatu 'astratazuhran	مراتن العشر ظ

## What time is it? Role-play

**A**     **Kami s-sa'a**/what time is it?

**B**     **As-saatu l-an**/It is

**B**     **At-talita**/three o'clock

**A**     **Shukran**/thank you

**B**     **Afwan**/you're welcome

## Telling Time (Matching)

___ o'clock	a.) at-talita
___ Twelve noon	b.) muntasafu r-rabi'a
___ One o'clock	c.) al-sa ha
___ Three o'clock	d.) at-taniyatu 'astratazuhran
___ Half past three	e.) al-wahida

## **Making a purchase vocabulary**

How much is this?	Kamhada	كم هذا
This is.	Hada how	ماذا هو
Dollar	dowalar-at	دولارات
Three dollars	Talatadowalar-at	ثلاث دولارات
Can I use my debit card?	Hal yeemkenast-hadambadaha	هل يمكنني استخدام بطاقة

## **How much is this? Role-play**

- A**     **Kamhada**/ How much is this?  
**B**     **Hada how** /This is  
**B**     **Talatadowalar-at** /three dollars  
**A**     **Shukran**/thank you  
**B**     **Afwan**/you're welcome

## **Telling Time (Matching)**

___ o'clock	a.) at-talita
___ Twelve noon	b.) muntasafu r-rabi'a
___ One o'clock	c.) al-sa ha
___ Three o'clock	d.) at-taniyatu 'astratazuhran
___ Half past three	e.) al-wahida

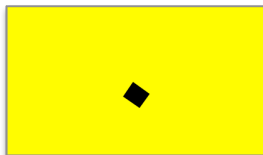
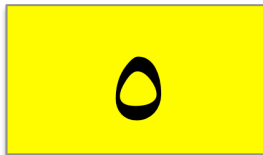
### **Flesh Cards #1**

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

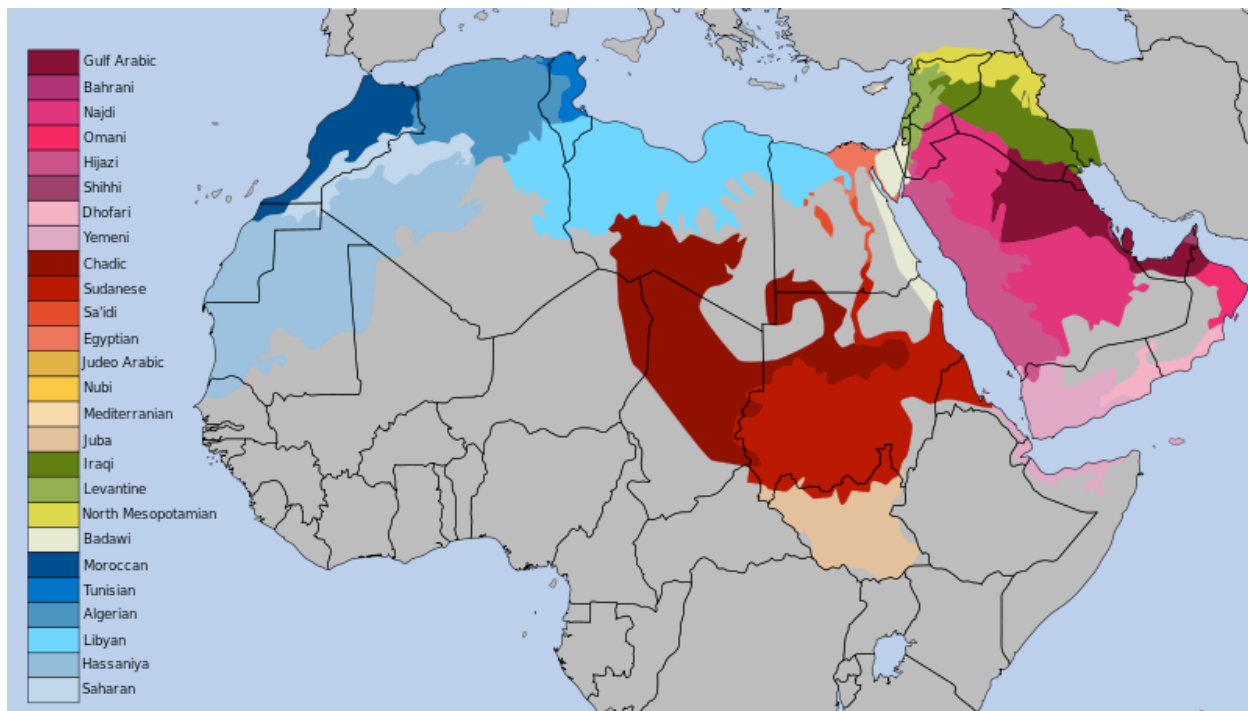


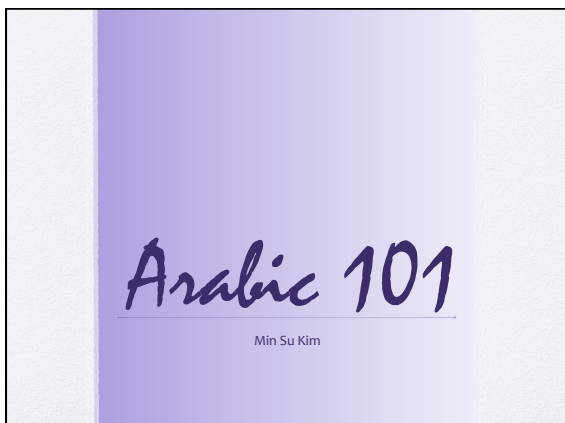
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۵	۶	۷	۸

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## Target Language: Arabic

Level: Beginners

Context: Arabic 101 at College Level

Time to complete: 50 minutes

## Context

- Students will learn about the Arabic and its culture in which the language is spoken
- Today students will learn the alphabets of the Arabic (Alif to Yaa) and pronunciation of the each character

## Materials

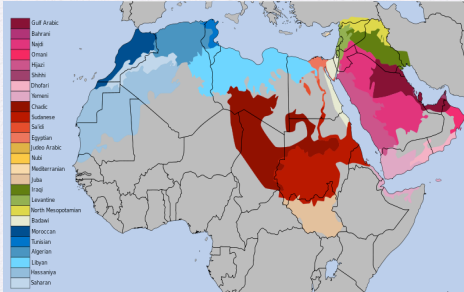
- PowerPoint
- The alphabets and Script Worksheet
- Matching Activity Worksheet (Homework)

## Student Learning Outcomes

- Recognize the culture of cities and countries where the Arabic is used and spoken
- Distinguish the characters of the Arabic
- Pronounce seven characters (ا ب ت ث ج ح خ)
- Complete the assignment

**As-Salaamu `Alaykum**  
السلام عليكم

## Arabic Region



## Let's Learn Alphabets

Ha هـ	Qaf ق	Ta ط	Zay ز	Ha ح	Alfi ا
Waw و	Kaf ك	Za ظ	Sin س	Kha خ	Baa ب
Ya ي	Lam ل	Ayin ع	Shin ش	Dal د	Taa ت
	Mim م	Gain غ	Sad ص	Dhal ذ	Thaa ث
	Nun ن	Faa ف	Daad ض	Raa ر	Jim ج

<http://www.youtube.com/watch?v=zRnAYGh1RxM>

## Alphabets

ا ب

## Alphabets

ت ث

## Alphabets

خ ح ج

Rationales

- **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).
- **Demonstrating:** The teacher shows the students how an activity is done by doing it, so they will then do it correctly (Harmer 2007, p. 272).

- **Groupwork:** Is when students work together in groups. Groups larger than seven or eight students are often less effective than a group of five. Odd numbers are always better if there is a decision to be made. When students work in groups of two, we call it pairwork (Harmer 2007, p. 275).
- **Homework:** Is work which a teacher usually asks the students to do out of class - which is then usually (but not always) handed in and marked or commented on by the teacher. Homework can be a writing task, pre-lesson reading or any other kind of investigation (Harmer 2007, p. 275).

- **Repetition:** Is when students are asked to repeat a sound, word or phrase, either individually or in chorus (Harmer 2007, p. 282).
- **Role-play:** An activity in which students are asked to imagine themselves in a situation and are given roles to play in that (Harmer 2007, p. 282)
- **Worksheets:** are any pages of exercise which students have to fill in or write on to complete a task (Harmer 2007, p. 285).

## Work Cited

- Harmer, J. (2007). *How to Teach English*. Essex, England: Pearson Education Limited.
- Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2010). *Alif Baa-introduction to Arabic letters and sounds*. Georgetown Univ. Washington, DC.
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# Arabic 101

Listening Mini Lesson plan  
Eugene & Min  
Sept 28, 2012

**Target Language: Arabic**

Level: Beginners

Context: Arabic 101 at College Level

Time to complete: 50 minutes

## 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

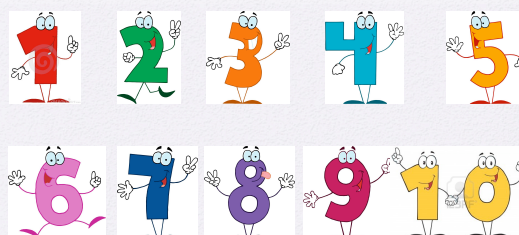
## SLO

**At the end of the lesson, SWBAT :** demonstrate

- The Arabic numbers by correctly matching numbered cards.
- completing worksheet with western number symbols.
- pointing to the correct number on phone keypad.
- Verbally count one through ten in Arabic by listening and practicing the activities: (١, ٢, ٣, ٤, ٥, ٦, ٧, ٨, ٩, ١٠)
- Gain an interest in learning Arabic.

## Numbers in Arabic

## Let's Count Numbers



<http://www.youtube.com/watch?v=twzrebzHJos&feature=youtu.be>



### Let's Count Numbers



waaHid



ithnayn



thalaatha




arbaa




khamsa


### Let's Count Numbers




waaHid




ithnayn



thalaatha




arbaa




khamsa

### Let's Count Numbers


waaHid




ithnayn




thalaatha



arbaa



khamsa



### Let's Make a Call

١	٢	٣
٤	٥	٦
٧	٨	٩
	١٠	

### Let's Make a Call

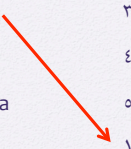
١	٢	٣
٤	٥	

### Class Activity

### Matching them up


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

- Exercise #1 (Numbers 1-5)
- Waahid      ١
- Ithnayn      ٢
- Thalaatha      ٣
- Arbaa      ٤
- Khamsa      ٥



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

- Answer #1 (Numbers 1-5)
- Waahid      ١
- Ithnayn      ٢
- Thalaatha      ٣
- Arbaa      ٤
- Khamsa      ٥



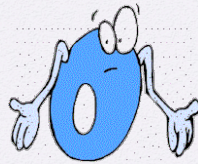
### Pair Activity

### Matching them up

### Let's Count Numbers

		
sitta	saba	thamaaniya
		
tisa	ashara	

## Let's Count Numbers



Sifr



sitta



saba



thamaaniya



tisa



ashara



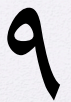
Sifr

## Let's Count Numbers

sitta



tisa



saba



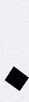
ashara



thamaaniya



Sifr



## Let's Make a Call





### Let's Make a Call

		٦
٧	٨	٩
	.	

### Pair Activity



### Matching them up



### Let's Count Numbers



					
Sifr	waaHid	ithnayn	thalaatha	arbaa	khamsa

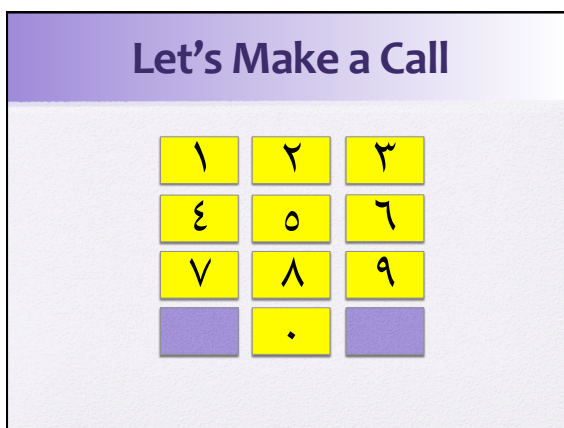
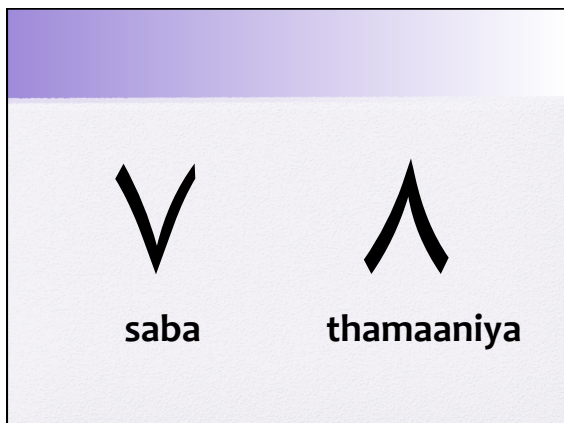
				
sitta	saba	thamaaniya	tisa	ashara

### Let's Count Numbers

	
waaHid	ithnayn

	
thalaatha	arbaa

	
khamsa	sitta



- **Behaviorism:** Behaviorism (Skinner 1957) is the idea that behavior can be conditioned through the use of stimulus-response-reinforcement procedures so that people will learn good habits through constant reinforcement (Harmer 2007, p. 269).
- **Bottom-up Model:** Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes (Flowerdew & Miller 2005, pp.24-25).

- **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).
- **Cue-Response Drills:** are when a teacher gives a cue (or stimulus) such as a question... where..., Nominates a student, and the nominated student offers a Response such as "where's the station" (Harmer 2007, p. 272)

- **Demonstrating:** The teacher shows the students how an activity is done by doing it, so they will then do it correctly (Harmer 2007, p. 272).
- **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 (Flowerdew & 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. 282).
- **Worksheets:** are any pages of exercise which students have to fill in or write on to complete a task (Harmer 2007, p. 285).

- **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:** Vygotsky “Concluded that language develops primarily from social interaction. He argue that in a supportive interactive environment, children are able to advance to a high level of knowledge and performance” (Light & Spada, p. 20)
- **Giving Instruction:** “There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instruction, there fore, 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 arrows: 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.

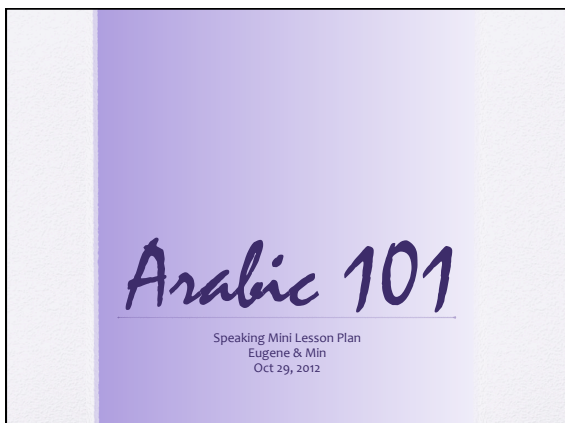
*Work Cited*

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- <http://www.youtube.com/watch?v=KuzaW5nhkx4>
- <http://youtu.be/1wzrebzHJ0s>

*Thank you very much!*







## Target Language: Arabic

Level: Beginners

Context: Arabic 101 at College Level

Time to complete: 50 minutes

## Context

- Students will have previously learned about the sounds and pronunciation of the Arabic Alphabet to include counting from 0-10 in Arabic.
- Today students will learn to ask for each others phone numbers and greet each other over the phone and increase fluency with the use of Arabic numbers.

## Materials

- PowerPoint
- New Vocabulary and Script Worksheet
- Matching Activity Worksheet (Homework)

## Student Learning Outcomes

- Demonstrate proficiency with Arabic numbers and an understanding of the new vocabulary by doing role-play activity
- Demonstrate basic ability to ask and answer questions in Arabic.
- Demonstrate ability to write Arabic numbers from 0-10 by completing homework.

## As-Salaamu `Alaykum

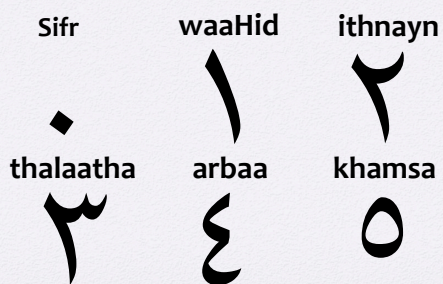
السلام عليكم

## Review Numbers in Arabic

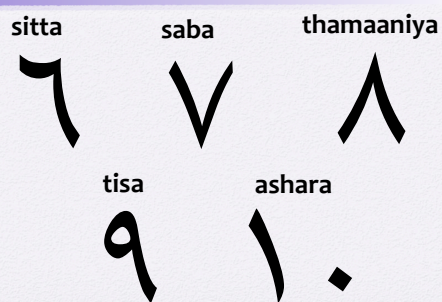
### Let's Count Numbers



### Let's Count Numbers



### Let's Count Numbers



### New Vocabulary

**Ahlan**

اهلاً

Hi/ Hello

**Maa**

ما

What

### New Vocabulary

**Raqm-ak/ -I**

رقمك/ رقمي

your/my number

**Tilifuun**

تلفون

telephone

## New Vocabulary

**Shukran**

شكر

thank you

**Afwan**

عفواً

you're welcome

## New Vocabulary

- |               |            |                |
|---------------|------------|----------------|
| • Ahlan       | اهلاً      | Hi/ Hello      |
| • Maa         | ما         | what           |
| • Raqm-ak/ -I | رقمك/ رقمي | your/my number |
| • Tilifuun    | تلفو       | telephone      |
| • Shukran     | شكر        | thank you      |
| • Afwan       | عفواً      | you're welcome |

## Conversation

**Ahlan/** hello

**Ahlan/** hello

**Maa raqm-ak tilifuun/**

What is your telephone number?

**Raqm-i tilifuun/**My number is ( )

**Shukran/**thank you

**Afwan/**you're welcome

## Activity # 1

Find your classmate's phone numbers

## Conversation

**Ahlan/** hello

**Ahlan/** hello

**Maa raqm-ak tilifuun/**

What is your telephone number?

**Raqm-i tilifuun/**My number is ( )

**Shukran/**thank you

**Afwan/**you're welcome

## New Vocabulary

**Halu**

هلو

Hello

**Haadhaa**

هذه

This (is)

### New Vocabulary

<b>Na'am</b>	<b>La</b>
نعم	لا
Yes	No

### New Vocabulary

- **Halu**      هلو      Hello
- **Haadhaa**      هذه      This (is)
- **Na'am**      نعم      Yes
- **La**      لا      No

### Conversation

**Halu/** hello  
**Halu/** hello  
**haadhaa raqm/** is this (number)?  
**Na'am(La), haadhaa raqm**  
     yes(no), this is (number)  
**Shukran/** thank you  
**Afwan/** you're welcome

### Activity # 2

Making a phone call

### Conversation

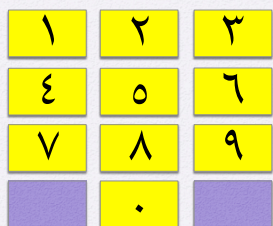
**Halu/** hello  
**Halu/** hello  
**haadhaa raqm/** is this (number)?  
**Na'am(La), haadhaa raqm**  
     yes(no), this is (number)  
**Shukran/** thank you  
**Afwan/** you're welcome

### Activity # 3

Let's practice together



## Let's Make a Call



## Rationales

- **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).
- **Demonstrating:** The teacher shows the students how an activity is done by doing it, so they will then do it correctly (Harmer 2007, p. 272).

- **Groupwork:** Is when students work together in groups. Groups larger than seven or eight students are often less effective than a group of five. Odd numbers are always better if there is a decision to be made. When students work in groups of two, we call it pairwork (Harmer 2007, p. 275).
- **Homework:** Is work which a teacher usually asks the students to do out of class - which is then usually (but not always) handed in and marked or commented on by the teacher. Homework can be a writing task, pre-lesson reading or any other kind of investigation (Harmer 2007, p. 275).

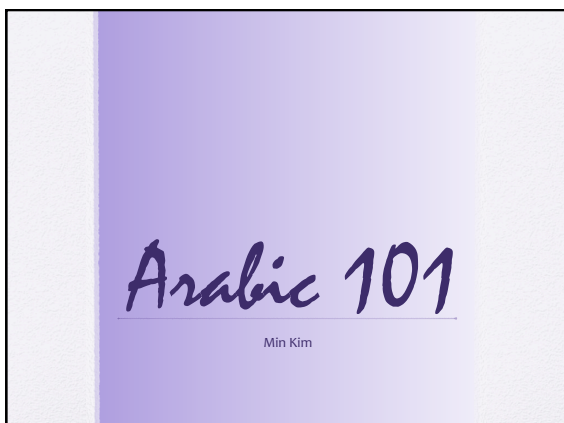
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- **Worksheets:** are any pages of exercise which students have to fill in or write on to complete a task (Harmer 2007, p. 285).

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*Thank you very much!*

THANK  
YOU



## Target Language: Arabic

Level: Beginners

Context: Arabic 101 at College Level

Time to complete: 50 minutes

## Context

- Students have previously learned about asking for each others phone numbers and greeting each other over the phone and have increased fluency with the use of Arabic numbers.
- Today students will learn how to ask and tell what time it is.

## Materials

- PowerPoint
- New Vocabulary, Matching & Script Worksheets

## Student Learning Outcomes

- Demonstrate proficiency with Arabic numbers and an understanding of the new vocabulary by doing role-play activity.
- Demonstrate basic ability to ask and answer questions in Arabic.
- Demonstrate ability to ask and tell the time in Arabic.

## New Vocabulary

kami s-sa'a

كم الساعة

What time is it?

### New Vocabulary

As-sa'atu l-an

ومن

It is.

### New Vocabulary

al-sa ha

الساعة

O'clock

### New Vocabulary

at-taniyatu 'astrata zuhran

اثنا عشر ظهر

Twelve noon

### New Vocabulary

al-wahida

أ. الساعة الواحدة

One o'clock

### New Vocabulary

at-talita

أ. الساعة الثالثة

Three o'clock

### New Vocabulary

muntasafu r-rabi'a

الثالثة والنصف

Half past three



## Activity # 1

What time it is?

## Conversation

**Kami s-sa'a**/ what time is it?

**As-sa atu l-an**/ It is

**At-talita**/ three o'clock

**Shukran**/ thank you

**Afwan**/ you're welcome

## Activity # 2

Telling time.

## Telling Time

- al-sa ha
- at-taniyatu 'astrata zuhran
- al-wahida
- at-talita
- muntasafu r-rabi'a
- O'clock
- Twelve noon
- One o'clock
- Three o'clock
- Half past three

## Rationales

- **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).
- **Demonstrating:** The teacher shows the students how an activity is done by doing it, so they will then do it correctly (Harmer 2007, p. 272).

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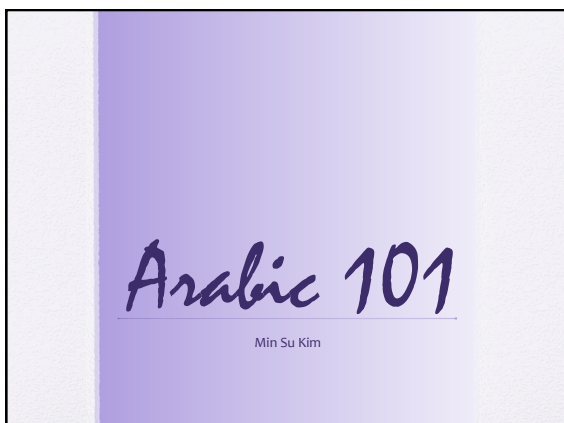
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*Thank you very much!*





## Target Language: Arabic

Level: Beginners

Context: Arabic 101 at College Level

Time to complete: 50 minutes

## Context

- Students have previously learned how to ask and tell what time it.
- Today students will learn how to make a purchase at stores.

## Materials

- PowerPoint
- New Vocabulary, Matching & Script Worksheets

## Student Learning Outcomes

- Demonstrate proficiency with Arabic numbers and an understanding of the new vocabulary by doing role-play activity.
- Demonstrate basic ability to ask and answer questions in Arabic.
- Demonstrate ability to ask and tell the time in Arabic.

## New Vocabulary

Kam hada

كم هذا

How much is this?

### New Vocabulary

Hada how

هذا هو

This is.

### New Vocabulary

dow alar-at

دولارات

Dollar

### New Vocabulary

Talata dow alar-at

ثلاثة دولارات

Three dollars

### New Vocabulary

Hal yeemken ast-hadam badaha

هل يمكن استخدام بطاقة

Can I use my debit card?

## Activity # 1

What time it is?

### Conversation

**A:** Kam hada / How much is this?

**B:** Hada how / This is

Talata dow alar-at / three dollars

**A:** Shukran/ thank you

**B:** Afwan/you're welcome



## Activity # 2

Telling time.

## Matching

- |                    |                                 |
|--------------------|---------------------------------|
| __ o'clock         | a.) at-talita                   |
| __ Twelve noon     | b.) muntasafur-rabi'a           |
| __ One o'clock     | c.) al-sa ha                    |
| __ Three o'clock   | d.) at-taniyatu 'astrata zuhran |
| __ Half past three | e.) al-wahida                   |

## Rationales

- **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).
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