

MAHDI ALOSH

Ahlan wa Sahlan

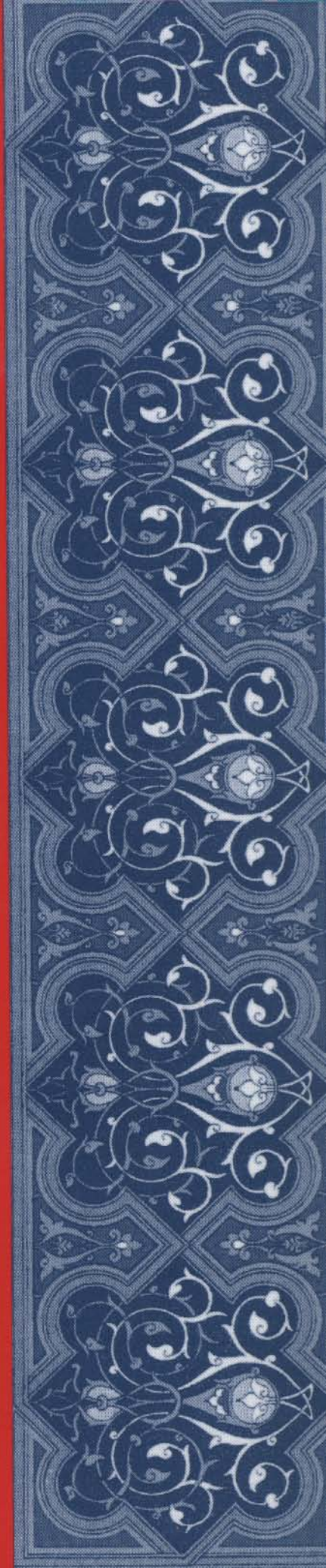
أهلاً وسهلاً

Functional Modern Standard
Arabic for Beginners

العربية الوظيفية للمبتدئين

Instructor's Handbook:

Interactive Teaching of Arabic



Yale Language Series

أهلاً وسهلاً

العربية الوظيفية للمبتدئين

دليل المدرس

تعليم العربية بطريقة تفاعلية

مهدي العش

Ahlan wa Sahlan

*Functional Modern Standard Arabic
for Beginners*

**Instructor's Handbook:
Interactive Teaching of Arabic**

Mahdi Alish

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New Haven and London

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1 Introduction

1. Purpose

This book attempts to familiarize teachers of Arabic, both native and non-native speakers, whose academic training is neither in the field of applied linguistics nor in foreign language education, with the basic tenets of current theories in language, foreign language learning-teaching, and the appropriate methodologies. However, its primary purpose is to help teachers¹ of Arabic to deliver the best instruction possible, using *Ahlan wa Sahlan*. As many of us may know, in a proficiency-oriented, functional approach, this is no simple task. Unlike the situation in a structural approach where the material is generally viewed as a body of knowledge to be conveyed from teacher to learner, teachers in a functional approach must deal with means of conveying abstract knowledge as well as trying to develop in learners the ability to *use* this knowledge. In cognitive psychology parlance, these two aspects of knowledge are called *declarative* and *procedural*, respectively. The domain of this handbook is largely procedural knowledge.

Many instructors want to know why the language material in the *Ahlan wa Sahlan* textbook is selected, organized, and presented in a certain way. This knowledge along with a background in language and language learning and teaching theories would help teachers to teach more effectively, using their own understanding to formulate their own theories on how best to deliver instruction to a specific group of learners and to adapt their teaching to existing conditions. I wish to add that the crucial element in realizing the desired outcomes of learning is not the theoretical principles employed in designing language materials. Rather, it is the methodology which the teacher uses in order to implement the syllabus. No matter

how a textbook is organized, credit for effective learning is due to a relevant methodology and the teacher who implements it.

2. Approach Used in Designing *Ahlan wa Sahlan*

The language content comprised in the student textbook *Ahlan wa Sahlan* is designed according to a functional, proficiency-oriented approach with a concomitant attention to accuracy. To paraphrase my description of this approach in an earlier paper (Alosh 1987) and in the introduction to the *Teacher's Manual* for the original set of textbooks (Alosh 1989, 1990, 1991), this approach, in short, aims at developing in learners the ability to understand and *use* the language rather than merely understand its system and its inner workings.

This approach is termed *functional* because it uses language functions (e.g. greeting, expressing preference, describing activities) as the organizing principle of the language syllabus. By nature, functions give priority to communication. Thus the focus shifts to the pragmatic meaning of utterances vis-à-vis their lexical meaning. It is *proficiency oriented* because the goal is proficiency, that is, developing the ability to perform in the target language according to the achieved level.

The adopted approach also seeks to involve learners actively in the learning process through interaction with fellow learners and the instructor. It should be pointed out, however, that the structure of the language is dealt with systematically, but it is not the focus of learning nor is it the subject matter of classroom activities (see below the role of formal grammar). Communication should be viewed as the goal and focus of instruction and learning.

As I noted in 1988, this approach is based on three premises. The first pertains to a theory of language use which holds that the variety of Arabic used, namely Modern Standard Arabic (MSA), is considered a living language appropriate for oral as well as written communication in an academic setting. This position is a source of controversy because MSA is generally considered a formal variety, associated mainly with written text. When used orally, it is in highly formal situations.² However, despite this debatable position, its use can still be justified on sociolinguistic grounds. As Widdowson (1990) indicates, the classroom setting

may be conceived of as “social space” (p. 182) in which a speech event takes place. The classroom setting can, therefore, be characterized in terms of the factors that determine language use. If a high level of formality is considered a factor in moving the language variety used closer to the standard endpoint, then using an undeclined version of MSA in speech rather than a colloquial variety might well be justified.

The second premise deals with how best language learning can occur in the classroom. Initially, successful learning takes place in an oral context. It is accomplished by *doing* things in the language rather than by accumulating information about the system. Reading and writing are viewed as important skills that reinforce and consolidate what has been learned orally. Since this view emphasizes the functional use of language, it might be construed as favoring meaning over form. In fact, there should be no separation of the two, and both should be developed at the same time. However, formal grammatical explanations are provided, but only after the initial learning of how to perform a certain function (in which a certain structure occurs) is complete. One advantage of focusing on functional use (i.e. meaning) is that it automatically makes context available during the performance of a communicative act because interaction is determined to a greater degree by context than by lexical meanings or grammatical categories.³

The third premise is methodological. Within this approach, learners are placed at the center of activity in the classroom, where they perform language functions in Arabic, the building blocks of the syllabus. In other words, they are actively involved in meeting the objectives of a given lesson (more on that under Design and Organization).

One significant advantage of a functional approach and an interactive teaching methodology is that they place the learner in the center of all activities. In addition, they make learners part of a closely knit group, thus enhancing their affect by involving them from day one in exchanging genuine personal information. Shanahan (1997) attaches great value to the affective domain in the learning process, and Rivers (1987) believes in the centrality of interactive, collaborative language learning.

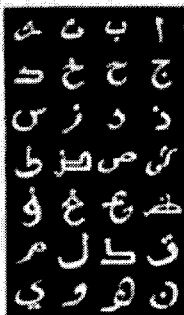
Over the past few years, several students who learned Arabic according to this approach said that they not only learned better, but also enjoyed being in Arabic classes because of genuine interaction with classmates. Some of them said that they developed friendships in Arabic classes for the same reason cited above, something they were unable to do in other classes because of the lack of systematic interaction with other students. Of course, this outcome is not the objective of any Arabic program, but it serves our purposes in improving the affective aspect by raising the level of motivation to learn.

3. Rationale for Learning Arabic

The teacher might wish to indicate to students why learning Arabic is useful to them. Perhaps each one of them has his or her reason(s) for taking Arabic; however some additional information may help to raise the level of motivation to learn Arabic and to continue learning it beyond the beginning level.

For the uninitiated or prospective students (as when recruiting for Arabic courses or on the first day of class), what has worked well and attracted their attention is the consistency and relative ease of learning the Arabic script. Try to

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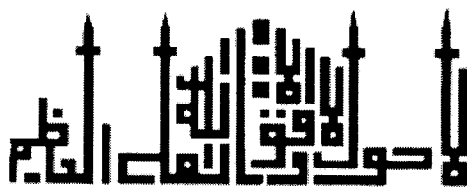
American Association of Teachers of Arabic
 الجمعية الأمريكية لمدرسي اللغة العربية

demonstrate the high degree of sound-symbol correspondence in the Arabic writing system. This is a good feature to exploit in this regard. Teachers may select some letters that connect only from the right, such as و, د, and ل to form syllables and words (e.g. دود, داد, دو, دا). These are easy to draw and they pose no pronunciation difficulty.

In 1987, the American Association of Teachers of Arabic published a brochure entitled *Why Study Arabic?* in which information about the history of the Arabic language and its literature as well as some famous historical figures were described (see graphic on left). Members of the Arab League are also listed. It is mentioned that Arabic is one of the six official languages of the United Nations Organization and that it is considered a critical language by the United States

government. The brochure informs its readers that between the eighth and fifteenth centuries the volume of literary, scholarly, and scientific book production in Arabic and the level of urban literacy rates were the highest the world had known to that time. Finally, the brochure lists as other reasons to study Arabic several job prospects in government, business, and academia as well as personal growth.

It may also be pointed out to prospective and beginning students that in addition to professional reasons, one might learn Arabic if he or she wishes to travel to the Arab world. More than 250 million people speak one or more varieties of Arabic. It provides access to the cultures of those people both through oral and written traditions. Allow students to think about the significance of the meaning behind the names of some American towns, such as Alexandria (Virginia), Lebanon (Ohio), Damascus (Maryland), Cairo (Illinois), and others. Studying Arabic will also deepen their knowledge of English and its structure. They will be able to trace the influence of Arabic upon English through such words as *alcohol*, *algebra*, *almanac*, *alchemy*, *check*, *coffee*, *cotton*, *damask*, *lute*, *magnet*, *sugar*, *zero*, and many others. Elaborate Arabic calligraphy has also attracted the attention of American students. Upon inquiring as to why they decided to take Arabic, two of my students cited calligraphy as a factor that intrigued them. Two of the calligraphy samples included on this page are scanned from the *Arab World Notebook* (1989), where interested teachers can find much useful information about Arabic, Arabs, and Islam.



4. Teaching Philosophy⁴

Making a statement about a teaching philosophy involves a host of issues pertinent to teaching, learning, research, and the perceived status of faculty involved primarily in teaching undergraduates, particularly those who teach foreign languages. I have

decided to include this section because many of us involved in teaching Arabic probably share similar feelings and thoughts regarding views of what constitutes authentic language use and the status of language pedagogy, particularly at the university level. Colleagues at the precollegiate level might also find the position I will outline interesting to compare with their local conditions.

4.1. Authenticity

Generally, authentic language is defined as the language produced *by* native speakers *for* native speakers to execute some communicative activity in sociolinguistically appropriate situations. I find this definition restrictive because it refers only to the linguistic output, the product. However, since the focus of a proficiency orientation for teaching Arabic outside the Arab world is the process rather than the product, should not authenticity be interpreted also in relation to function and to the communicative activity performed by the user? Language authenticity becomes a major consideration, especially when appropriateness of language use is a crucial factor in selecting and grading language content in an instructional setting. The concept of language authenticity needs to be re-examined in terms of the process through which language is produced rather than by looking at it as a static product. This need is relevant and called for in the case of Arabic with its diglossia, particularly when pedagogical constraints require the use of an Arabic variety (i.e., MSA) to perform functions normally performed by the use of another variety, or combination of varieties, such as a dialect or mixtures of a dialect and MSA. The question now becomes whether the use of MSA for oral interaction in instructional settings, such as the American university classroom, yields authentic language.

Widdowson (1983) reserves the term “authenticity” for the functional use of language intended to perform a communicative activity. In a classroom situation, MSA is used to do just that: to perform communicative activities and to interact orally. He uses the term “genuine” to refer to “attested instances of the language” (p. 30) and maintains that using “genuine” materials does not guarantee “authentic” student performance in the form of appropriate language use. The implication of this argument for Arabic pedagogy is this: if the appropriate code (e.g., a dialect or a mixture of a dialect and MSA) is unavailable to students to perform some communicative act, the execution of some communicative function, using the

available code (e.g., MSA) must then be viewed as a legitimate use of Arabic and the language forms produced in the process as authentic.

Furthermore, Breen (1985) distinguishes among four types of *authenticity* with reference to the language forms selected for learning and the tasks in which learners are involved in class. First, is the authenticity of text to be taught to students. The second type of authenticity is that of the interpretation of this text by students. Third, is the authenticity of the language tasks and activities that lead to language learning. He considers the fourth type of authenticity as that of the social situation in the classroom in which language interaction occurs. The important conclusion that one can deduce is that authenticity of product is only one type. In the classroom, we can count on authenticity of process which is dependent on the kind of activity we conduct.

4.2. Status of Language Pedagogy

There is reluctance on the part of some faculty to teach lower-level courses, specifically undergraduates, for fear of being marginalized. They want to be identified as researchers rather than teachers because this is a sure way of moving up the academic ladder despite the rhetoric concerning the importance of teaching. However, as a member of the field of foreign language pedagogy, which derives most of its theory from studying learner strategies, styles, needs, objectives, and so forth, I do not advocate a separation between research and teaching. Further, as faculty, it is our obligation to attend first and foremost to student needs and to deliver instruction in the most efficient and effective manner so as to be accountable for the results. Nevertheless, this may not be possible without adequate, serious, and well-informed research. Hence the interdependence of teaching and research.

In brief, teaching is not a stagnant operation of knowledge transfer from teacher to student. Students come to the learning process with different goals, perceptions, learner styles, and learner strategies. Therefore, we cannot expect them to learn uniformly or learn everything that we teach. Our duty, thus, becomes one of tailoring our teaching to fluctuating student populations and institutional conditions. Accomplishment of this purpose may not be possible without systematic evaluation of the teaching and learning processes.

Further, teaching is generally regarded as a classroom-bound operation. This view may be true in academic areas where it suffices to transfer a body of knowledge from teacher to learner. In language learning, however, there is a need to develop abilities in learners that allow them to *use* the language and to continue learning even after formal instruction has ceased. Acquired language proficiency quickly degenerates, and learners cannot remedy the situation by consulting reference books. They should develop a commitment to the language in addition to abilities that enable them to re-learn when the need arises. In a national survey of goals and objectives of Arabic programs which I recently conducted (Alosh 1994), one item in the questionnaire investigated the profession's view concerning the importance of developing in learners a long-term commitment to the language. The respondents were overwhelmingly supportive of this objective. Apparently, through teaching, we should strive to nurture in students a long-term relationship with the language so that their investment in time and effort would have a high surrender value and its outcome be preserved for a long time to come.

In my view, teaching at the university level is but one part of a larger scheme whose aim is the achievement of learning on the part of students. While pedagogical goals vary across disciplines, my view of teaching might apply to a wide variety of teaching contexts. Teaching, in order to attain what is expected of it, should not be isolated from relevant disciplinary inquiry. I regard teaching as a dynamic, pragmatic endeavor in the sense that it attempts to realize theory in practice and at the same time to inform theory. In other words, teaching serves as a two-way connection between the ideal and the real. For Widdowson (1990) the role of pedagogy is one of mediation between abstract ideas and practical application.

Nonetheless, for pedagogical practice to fulfill this role of dynamic mediation, it must be viewed as a hierarchy of interrelated elements: (1) foreign language pedagogical theory, (2) instructional materials and a methodology that embody this theory, and (3) actual pedagogical practice (see definitions of *approach*, *method*, and *technique* in Chapter 2). Superposed over these elements are two processes: interpretation and evaluation.

The first element represents a teacher's view as to how foreign languages are learned and how they should be taught (which recognizes teacher autonomy and

However, teachers may already know that learners vary considerably in terms of background, learning styles and strategies, personal attributes, cognitive abilities, motivation, purpose for learning, and so on. Learner variability must be taken into consideration when planning instruction, delivering it, and evaluating its outcomes, as will be seen in relevant sections below. Of particular interest are learner strategies because they are amenable to change and, therefore, can be taught.

5.1. Learner Strategies

Researchers have defined learning strategies in different ways. The following are just a few:

- Specific actions taken by the learner.
- Internally organized skills whose function is to regulate and monitor the utilization of concepts and rules.
- Skills or capabilities learned by human beings to control the learners' own internal processes.
- Skills that manage learning, remembering, and thinking.
- Special ways of processing information that enhance comprehension, learning, and retention of information.

Awareness of learning strategies on the part of both learner and teacher, particularly those used by successful learners, might enhance learning. Given the investment in time and effort should we consider introducing learning strategies to students, one may wish to ask, "Why should we teach learning strategies?" Two reasons may be provided to make teaching learning strategies a worthwhile effort. First, if one is involved in research, learning strategies provide a conceptual framework of how people learn. Second, in many language programs there is a need to make learners take charge of their own learning, especially those programs that offer individualized instruction, or self-paced learning. Learning strategies offer practical suggestions for training learners to achieve autonomy in learning. They will be able to learn how they can direct and manage their learning independently by becoming conscious of the purpose of their learning.

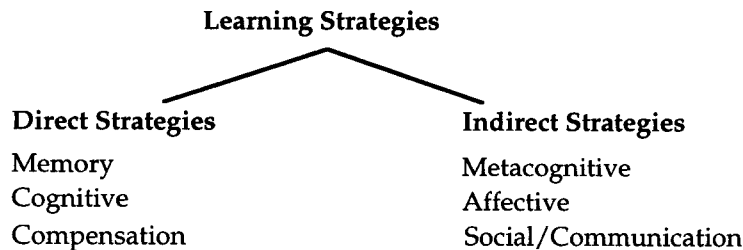
contribution). The theory is a set of hypotheses that constitutes the organizing principles of the educational endeavor based on it. The second element serves as an interpretation of the theory, where instructional materials and the methodology devised for them are thought of as hypothetical constructs to be tested empirically with a specific student population. The third element incorporates evaluative and assessment procedures. Evaluative procedures include both formative and summative evaluation of teaching to establish the degree of effectiveness of the abstract ideas that guide teaching practice (see Appendix 1 for sample evaluation forms). Assessment procedures evaluate practical outcomes achieved by students represented by measurable functional abilities and/or knowledge. In this manner, assessment attempts to operationalize abstract ideas contained in the theoretical element. Evaluation and assessment are quantifiable measures and statistical techniques should thus be used in order to make the best use of them to obtain meaningful interpretations of the results.

It is at the level of actual pedagogical practice that we attempt to test theoretical constructs empirically and plug both findings and insights back into the theory.⁵ This view, I believe, serves as a viable link between teaching and research. It justifies research on pragmatic grounds and elevates teaching to a level parallel to research. If it is taken seriously by faculty at all levels, it would help to eliminate the marginalization, perceived or real, of those faculty involved in pedagogical practice. It would also serve to redefine the purpose of research in academia. Research should exist to aid university instruction (i.e. the accomplishment of learning and acquiring the ability to manage one's own learning) rather than the reverse.

5. The Learner

At the core of the design of *Ahlan wa Sahlan* lies the learner. Most of our efforts, from curriculum design, materials development, classroom methodology, to testing would be useless without learners. As users of the *Ahlan wa Sahlan* course materials will notice, learner variables are taken into account at every level of the design. The topics and vocabulary are well within the areas of interest to most students and classroom procedures have the student at the center of all activities.

Although there are several classifications of learner strategies, they basically fall into two categories: direct and indirect (Oxford 1990), as in the graph below.



Direct strategies are what learners do to transform incoming knowledge (e.g. guessing from context).

Memory strategies are mental tools, some known as mnemonic devices, used to store and retrieve language material (e.g. arranging items in order, linking new information with a context).

Cognitive strategies affect learning directly by manipulating the input, transforming it into new, permanent knowledge that can be stored in long-term memory.

Compensation strategies enable learners to use the new language in spite of deficiencies in knowledge (e.g. guessing intelligently, using linguistic clues, circumlocution).

Indirect strategies, such as communication and social strategies (e.g. gestures, seeking opportunities to learn and use the language).

Metacognitive strategies are not directly related to learning, though they are believed to enhance it. They involve managing learning (e.g. planning for a learning activity, monitoring it, and evaluating its success).

Affective strategies (e.g. lowering anxiety, encouraging oneself).

Communication strategies lead to learning indirectly (e.g. gestures).

Social strategies have no direct effect on learning, since their use only avails

learners of the opportunity to practice the new language (e.g. seeking assistance, cooperation with fellow learners).

It may be worthwhile for teachers to involve themselves and their students in evaluating their students' learning strategies by giving them a questionnaire. In Appendix 2 there is a sample survey of learning strategies. It is a short version based on Oxford's (1990) survey used for speakers of other languages learning English. This instrument is modified for Arabic learners in a classroom situation. It will help in raising the consciousness of both teachers and their students concerning the strategies they use and the learning process in general. The short version in Appendix 2 takes about thirty minutes of class time to administer so as to create a strategy use profile.

5.2. Learner Roles

In the classroom setting, within this approach, the learner is viewed as a member of a group. This role entails participation in group activities, be it group work or pair work. This would automatically require learners to abide by rules of language interaction. That is to say, they need to be truthful, cooperative, accommodating to other interlocutors, and interested in the subjects of language exchanges in which they are involved. Each learner is also seen as a receiver and provider of language input. As a receiver of input, he engages in interpreting and processing this input and ultimately formulating his own output which serves as input to other participants. This interactive process would allow the teacher to evaluate the learners' performance continuously and devise remedial activities to ensure a reasonable level of accuracy.

5.3. Learner Autonomy

It is desirable that students learning a foreign language acquire skills to help them manage their own learning even after formal instruction has ceased, particularly in programs with a self-paced component. Learning autonomy, in this case, would be another goal in addition to developing a functional language ability. Learner autonomy in this sense signifies ways that help learners to maintain, develop, and evaluate their learning without direct contact with or access to a teacher.

However, learner autonomy in a classroom situation in the sense of independence from teacher-mediated, structured activities is limited by the role the teacher assigns to the learner. Naturally, a communicative course is by definition interactive whereby students play a more active role in the learning process than in other types of courses.

6. The Teacher

Foreign language instruction in the classroom setting involves basically two parties in the processes of learning and teaching: the learner and the teacher. Learning takes place within a particular environment whose characteristics are determined by many factors, including teacher attributes, training, and background (e.g. his/her first language) as well as by program goals and philosophy as may be reflected by the materials adopted. In this section, we will look at the teacher's role, characteristics, attitude, and degree of control. We will examine teacher strategies under classroom procedures in Chapter 3.

6.1. Teacher's Role

Traditionally, teachers have assumed control at almost all levels of instruction, particularly in the so-called content courses. They are viewed as the "authority," both in dispensing knowledge and in administering the teaching/learning process. Ironically, language teachers followed in the footsteps of content course teachers probably due to a lack of a perception of an independent discipline. However, in the past few decades, the view of what a foreign language teacher is and what the instructor does has undergone a drastic change in view of a changing paradigm. With the advent of the concept of teaching language for communication, the abilities that need to be developed and the expected outcomes dictated a transformation in the teacher's role. We generally view the teacher today as a facilitator of learning rather than a dispenser of knowledge. A teacher should be able to create a classroom environment conducive to learning in the sense that it lowers students' anxiety, enhances their motivation to learn, and provides them with opportunities to interact. A teacher should serve as a catalyst between the learner and the language material that needs to be learned. He should also serve as

a model for learners both in the areas of language (e.g. phonology, lexicon, grammar) and communication. He is expected to understand the theory upon which the design of the material is based so as to interpret this theory into workable classroom procedures.

6.2. *Teacher Characteristics*

Attention to the learner's affective domain necessitates the existence of certain qualities in a teacher. First, he should be able to establish rapport with his students. Second, he should be genuinely interested in what his students have to say in the new language, even at the beginning level, since the process is a communicative one, and truthfulness, interest, and accommodation are expected on the part of all participants in the speech event, including the teacher. Third, he must be sensitive to his students' personalities, backgrounds, needs, and limitations. Fourth, as in real life when interacting with peers, he must be respectful of what his students say and write. Finally, a positive attitude may have a significant effect on learners' achievement. If the teacher, for example, genuinely believes that his students are able to master what he is teaching them, the odds of achieving the objectives will be greatly enhanced.

As greater numbers of American teachers have started to join the ranks of the Arabic teaching profession, some might question the effect of the teacher's level of proficiency on her students' achievement. First, it must be pointed out that some American teachers have achieved levels of proficiency that even surpass that of an educated native Arabic speaker. These individuals are not the focus of this paragraph. As for the less proficient, enthusiasm, use of authentic materials, and knowledge of effective instructional techniques will meet the needs of most elementary students.

Additional characteristics which may be acquired through training for native-speaker and non-native-speaker teachers alike include knowledge of the different approaches and methodologies in foreign language teaching. A teacher should develop the ability to select and design activities most appropriate for his students based on his knowledge of learning theories, styles, and strategies as well as how knowledge is organized in the mind and retrieved for use.

6.3. Teacher Control

The question of how much control a teacher should exercise concerns some educators. Widdowson (1990) makes a fine distinction between a teacher being *authoritarian* and *authoritative*. The view of an authoritarian presence is based on the authority traditionally accorded to teachers in some societies. They exercise it on the basis that it is their social prerogative. On the other hand, an authoritative presence derives from the teacher's qualifications as a trained professional and an expert in the subject of teaching. Taylor (1987) explains that within this distinction, a teacher maintains authority (in the authoritative sense) not because he demands authority, but because the students need it in order to meet their objectives.

7. Role of Culture and Literature in Raising Motivation

By *culture*, I mean a combination of the two definitions of this term, the so-called *big C* culture, representing the achievements of a nation in history, art, literature, science, etc. on the one hand, and the behaviors, customs, and value systems of its people, or *small c* culture on the other. Rarely is a foreign language taught in isolation of its culture. Culture, however, may be presented in a number of ways (see Allen and Valette 1977; Seeley 1984; Omaggio-Hadley 1993). It may either be the content of an independent course taught in English or incorporated into the language course. In the latter case, it may assume one of several guises, such as culture capsules, culture assimilators, culture clusters (Seelye 1984; Allen and Valette 1977). In *Ahlan wa Sahlan*, it is presented mostly indirectly in Arabic through reading about the experience of American characters in the target culture. In addition, users of the textbook will gain (also through Arabic) a new perspective of their own culture through the experience of characters from the target culture who live and study in America. The inclusion of this dimension is intended to minimize the difficulty of learning an unfamiliar language presented within an unfamiliar culture by providing learners with familiar situations via an unfamiliar language system. There are, nonetheless, culture notes written in English, which may be similar to culture capsules.

The study of language is viewed by many language teachers as a functional, pragmatic undertaking. It is even viewed as a utilitarian effort designed mainly to

develop in learners certain language skills needed for understanding written texts and interacting with native speakers. However, learning about the culture of the target language is believed to raise students' motivation and expand the goal of language learning to encompass a wider humanistic purpose (Shanahan 1997). Many students are lured into learning Arabic for culturally related reasons, such as history, relations, decorative uses of Arabic calligraphy, and music to mention a few.

In university-level Arabic programs, Arabic culture and literature, when offered, are viewed as feeder courses. Students seem to be motivated to learn the language because of exposure to its culture and literature. We should not forget that literature is a significant subcomponent of culture and is a powerful vehicle of culture. By learning literature in addition to language, a balance can be struck between the affective (i.e. literature) and cognitive (i.e. language) domains. Needless to say, at the elementary level, literature is normally presented in translation. Although this is not exactly like reading the original text, it does provide glimpses into the minds and hearts of the target culture population.

2 A Brief Overview of Foreign Language Instructional Approaches and Methods

8. The Nature of Foreign Language Learning

No one doubts the enormity of the task involved in the learning of a foreign language. Part of the difficulty lies in the nature of the knowledge to be acquired by the learner. Unlike content courses where students are expected to learn and understand a body of knowledge, a functionally taught foreign language course presents the learner with the need to acquire two types of knowledge, *declarative* and *procedural* (O'Maley and Chamot 1990). Declarative knowledge, on the one hand, pertains to *knowing* facts about the language system and the ability to describe this knowledge verbally. It can be acquired quickly and it resides in long-term memory. Procedural knowledge, on the other hand, is concerned with *doing*. It is the ability to implement declarative knowledge, and it can only be developed gradually and with practice. Obviously, teachers need to design and employ different techniques and activities in order to help learners develop these two types of language knowledge.

9. Theories of Language, Language Learning, and Teaching

In order for teachers to make informed, intelligent choices among different activities and techniques, they need to be familiar with various foreign language learning and teaching theories. Since teachers play a crucial role in the teaching-learning

process, the more aware they are of what is involved in learning a new language, the more effective their efforts may be. Therefore, a brief review of language theories and language learning is in order.

As regards theories of language, there are several, but for our purposes in this handbook, language theories fall into two main categories: the structural/systemic and the communicative/functional. The structuralist view regards language as a system whose different component parts (e.g. phonology, morphology, lexicon, syntax) constitute the whole. It assumes that a learner who masters the parts and how to put them together can achieve competence in the language. The focus in this view is clearly on the formal aspect of the language rather than on its meaning. Conversely, the communicative view focuses on how language is used by people in social contexts. Therefore, theories in this category are concerned with verbal and nonverbal communication, meaning potential, and the appropriateness of the language forms in a given context.

Similarly, there are many approaches and methods to teach foreign languages. They vary in the way in which they view language and learner, what skills to develop, the role of the learner's first language, how to teach the second language, how to treat learner errors, whether to teach grammar and how to do so, and the roles of context, teacher, learner, and textbook.

2.1. Approach, Method, and Technique

Before describing the different approaches and methods, brief definitions of the terms *approach*, *method*, and *technique* are necessary to preclude confusion. At the highest level of abstraction in describing language and language learning and teaching is the *approach* concept (see Richards and Rodgers 1986 and Stern 1983 for detailed discussions). This term refers to conceptualizations and theories concerning the nature of language, how linguistic knowledge is stored in the mind, how it is retrieved, and how language should be taught. The term *method*, on the other hand, refers to a comprehensive plan for the delivery of instruction, which represents and adheres to the theoretical principles of the selected approach. It is concerned with such matters as selection, sequencing, and gradation of language material. A *technique* is a strategy or procedure employed by the language teacher in order to implement a method. There are usually several techniques used in a

particular method and several methods that embody one approach. The structuralist approach, for example, is embodied by the Audiolingual Method, and a pattern drill is one technique used within this method. In reality, every teacher teaches according to his or her conception of language and learning and how they themselves have been trained in addition to other factors. Accordingly, there may well be as many methods as there are teachers.

Note that there is a difference between *method* and *methodology*. The former is a rigid scheme that adheres faithfully to some prescribed principles, while the latter pertains to the interpretation of a theory of language and language learning. Methodology is flexible and allows selection from different methods, yet is congruent with the theoretical approach it is interpreting. However, like a method, it is a combination of classroom procedures and activities assumed to help learners to acquire a certain language ability.

2.2. The Grammar Translation Method

Grammar Translation (GT) dominated foreign language instruction in the nineteenth and twentieth centuries. Contrary to common belief, it is still alive and well in many institutions despite a change in the design of instructional materials. Its goal is to achieve proficiency in reading the literature of the foreign language (L2). The medium of instruction is normally the first language (L1) of learners. No attention is given to the development of oral skills. Instruction is mainly concerned with the analysis of grammar rules. Learners check their understanding by translating sentences and paragraphs from L2 and vice-versa. The language skills they develop are limited to the morphological and syntactic manipulation of linguistic data and the memorization of lexical items and grammar rules. Context plays no role in the selection of language samples, since the focus is primarily on form rather than use.

2.3. The Direct Method

As far back as the mid-nineteenth century, there was concern among language specialists regarding the neglect of the teaching of the oral skills. They also recognized the importance of meaning and context. The Direct Method was the

consequence of this dissatisfaction. In a sense, it was a reaction to GT and attempted to fill in the gaps. Since GT lacked a learning theory, the Direct Method developed one based on the process of L1 acquisition. Adherents of this method believe that instruction should be conducted exclusively in L2 in an attempt to replicate the L1 learning process. Classroom activities have a pragmatic purpose and teachers use action, pantomime, and context to convey meaning. Grammar rules are taught, but not explicitly. Instead, learners are given the opportunity to use the language first and then infer the rules for themselves (i.e. the inductive teaching of grammar).

2.4. The Situational Approach

The Situational Approach is similar to the Direct Method in its emphasis on developing the oral skill, but it should be distinguished from it on at least two accounts. First, language content is presented and practiced in the context of clearly described, contrived situations. Second, the syllabus is more systematically organized. Lexical and grammatical items are selected and sequenced according to sophisticated principles, such as frequency counts, vocabulary service lists, simple-to-complex sequencing, and use of substitution tables.

The learner has no control over the content, and his or her role is limited to responding to questions and participating in pair and group work. The teacher assumes the role of presenter and model. He or she sets the pace of learning and directs the activities in each lesson. The textbook contains most of the language content which is divided into lessons that are tightly organized. Grammatical items are carefully graded. The situations described in the lessons are recreated in the classroom, using realia, including pictures, maps, brochures, advertisements, audio- and videotapes, and artifacts from the target culture. Most situations are acted out in class. Learning activities range from highly controlled, such as repetition, substitution drills, and dictation to less controlled activities like pair and group work.

2.5. The Audiolingual Method

The Audiolingual Method (AM) is heavily influenced by structural linguistics and behavioral psychology. These two disciplines formed its theoretical base and

contributed to its “scientific” reputation. Within AM primarily, language is viewed as an oral system consisting of related elements, such as sounds, words, and sentences. There is a hierarchy of levels of language description and analysis which begins at the phonetic level and proceeds through the phonemic, morphological, and syntactic levels. Language learning is regarded as mastery of the constituent parts of the language, and is similar to other kinds of learning. Simply described, the behavioral theory of learning posits that a stimulus elicits a response which is either reinforced or not. The reinforcement element is crucial to this theory because it ultimately causes a certain behavior to become a habit.

The integration of structural linguistic principles with principles from behavioral psychology helped to forge the tenets of AM. They may be summarized as follows:

1. Language teaching focuses on speaking since speech is primary.
2. Mastery of the sound system is the first phase of instruction since the first level of description is the phonological level.
3. Memorization of dialogues is used to minimize errors since linguistic habits are developed through pattern practice with correct responses.
4. Learning is achieved by analogy rather than analysis. Therefore, grammar is taught inductively through the use of contexts.
5. AM rejects literature and grammar as the bases of FL learning.

The objective of AM is to produce learners characterized by accurate pronunciation and grammar, hence the extraordinary attention to pronunciation and pattern drills. The design of the syllabus reflects this fact. The material is graded on the basis of contrastive analysis of the differences between L1 and L2. At the early stages, the textbook is of little use to learners. However, they have access to audio tapes that are expected to be used in the laboratory. They contain plenty of pronunciation and pattern drills. The teacher's book contains drills to be administered in a particular sequence. Learners have a reactive role and are trained to produce correct responses. They are required to memorize dialogues and are not encouraged to initiate interaction. The teacher has a central, active role. He or she serves as a model and controls the pace of learning through strict adherence to a set of classroom procedures. He or she also ensures that no mistakes are committed. In case of error, he or she corrects them immediately.

2.6. The Communicative Approach

The Communicative Approach is, in fact, a variety of approaches that aim at developing communicative competence, or, in other words, how to communicate appropriately in a given context. It is based on writings by such linguists and applied linguists as Halliday (1970, 1973), Hymes (1972), Candlin (1976), Wilkins (1976), Widdowson (1978), Brumfit (1980), Canale and Swain (1980), Johnson (1982), and others. It subscribes to a functional/communicative view in which language is considered not merely as a set of lexical and grammatical elements, but primarily as a combination of two types of meaning: notions and functions. Notions refer to what we *know* about language (e.g. location, time) and functions refer to what we *do* with language (e.g. apologizing, expressing regret). Given this communicative thrust, the focus is clearly on language in use and on the learner. This necessitated a needs analysis before the specification of a communicative curriculum. This, in turn, spurred an interest in curriculum design theory, particularly in Europe.

The writings cited above as regards communicative theories of language are varied with different foci, but they generally view language as a system for communication and expression of meaning. This system comprises structural as well as meaning units (i.e. functions and notions). The structural elements are believed to reflect the functional ones.

A language learning theory in a Communicative Approach is not well defined. However, one can infer from the literature on communicative teaching that learner involvement in communicative activities plays a crucial role in acquiring language skills and abilities. The underlying principle seems to be 'learning by doing' with plenty of practice in meaningful contexts.

In a communicative approach, the language material is designed around language functions and notions based on a needs analysis. Although the structure of the language is taught, it is not the organizing principle; functions and notions are. The objective is the development of skills that reflect aspects of communicative competence. There is emphasis on student involvement in interactive tasks where learners are expected to negotiate meaning, elicit and provide information. Therefore, learning is viewed as a cooperative endeavor.

2.7. Total Physical Response

As the term indicates, learning is achieved by responding physically to verbal input, whereby learners show their understanding of it. The emphasis is on comprehension, and students are not encouraged to speak until they have demonstrated full comprehension of the language material. In addition, this approach attempts to develop L2 skills by replicating aspects of first language learning in the classroom. It is implied that learning is transferable from one skill to another; that is, learning to understand the spoken language will transfer to the ability to speak.

Although meaning is the focus of activity, the language material is structurally based, given the extraordinary use of the imperative mood. However, learners are taught grammar inductively. They infer grammatical rules rather than learn them explicitly. Total Physical Response is heavily influenced by behavioral psychology as the underlying learning principle is stimulus-response. Students are provided with imperative sentences designed to elicit specific actions from them. Thus, learners are performers who respond to instructions. They do not initiate an interaction. Apparently, this method is inadequate to develop all four language skills, nor is it appropriate for higher levels of proficiency. It should be used in conjunction with other methods.

2.8. The Silent Way

In this method, the teacher is expected to be silent and the learner should produce as much language as possible. The reason for teacher “silence” or refraining from repetition, is that it would force the student to concentrate more closely. It involves the use of color charts and rods which were originally used for teaching mathematics by Cuisenaire and adapted to FL teaching by Gattegno (1972). The rods serve as mediating devices to link words and structures with their meanings. The charts contain categories of words, such as pronouns, verbs, adverbs, etc. The Silent Way focuses on learning and it espouses a view of teaching in which the teacher and the learner work collaboratively. The student is not simply a listener, or a receiver of knowledge, but an active participant in learning, which is seen as a problem-solving activity.

The syllabus, however, is structurally based because it is organized around sounds, words, structures, and grammar rules and sequenced according to grammatical complexity. The language is used in contrived situations, not as it is used in the social context.

2.9. Community Language Learning

Community Language Learning (CLL) is so called because it is based on psychological counseling techniques, a tradition in which one person, the foreign language teacher, provides support and assistance to another person who needs to solve problems (i.e. a student learning a foreign language). The learners sit in a circle and the teacher stands outside it. Student 1 whispers a message in L1 to the teacher who translates it into L2 and conveys it to student 2. Student 2 repeats the phrase or sentence. The process continues with additional messages pertinent to any domain of interest to the students, including their feelings, emotions, preferences, ideas, and so forth. In this regard CLL addresses the whole person, which classifies it as a humanistic approach. It recognizes the affective as well as the cognitive domains involved in language learning. Although its methodology differs from traditional methods, the syllabus is structurally based on phonological and syntactic patterns. Nonetheless, the syllabus may also be described as communicative because it develops as instruction goes on and satisfies learner communicative needs. In addition, the syllabus is developed in large part by the students themselves. The students are viewed as involved members of a community made up of fellow learners and the teacher. They provide meanings, reflect their ideas and feelings and listen attentively to the teacher's version of these meanings. The teacher acts as a counselor who provides help to learners in order to solve their problems and meet their language needs.

2.10. The Natural Approach

The Natural Approach (NA) is related to the Natural, or Direct Method. It emphasizes the role of input as opposed to practice. According to Krashen and Terrell (1983),

comprehensible input plays a central role in the process of comprehension and consequently language acquisition. Comprehensible input is defined as input that contains only one new unknown piece of information.

There is no clear theory of language in the NA apart from viewing its function as communication. Krashen and Terrell also believe in the importance of meaning vis-à-vis form and the subordinate role grammar plays in relation to the lexicon. Vocabulary is regarded as a component that plays an important part in message interpretation. The NA, however, has a structural orientation, since learning, or acquisition, takes place incrementally by comprehending structures that are arranged hierarchically according to structural complexity.

The learning theory of the NA is based on five hypotheses. The first of these is controversial because it posits a distinction between learning and acquisition, which are viewed by some as a single cognitive process.

- (1) Language acquisition is unconscious and takes place in the context of the communicative situation, whereas learning is conscious and is the product of formal classroom instruction.
- (2) The Monitor Hypothesis views formal learning as a monitor that checks and corrects the output of the acquired system.
- (3) The Natural Order Hypothesis claims that the acquisition of syntactic structures occurs across languages in a predictable sequence in which certain structures are acquired before others.
- (4) The Input Hypothesis relates to the acquisition process in which language is acquired best when the input is slightly higher than the current level of competence of the learner (e.g. $i+1$).
- (5) The Affective Filter Hypothesis recognizes learner affective variables, including motivation, attitude, self-esteem, and anxiety. The lower the filter the more receptive the learner will be to the input.

According to the Natural Approach, the language skill to be developed first is the listening skill. Speaking is not encouraged at the beginning; it should develop naturally. Learners receive plenty of comprehensible input assisted with visuals and other aids to enrich the context. They are involved in communicative activities in order to make learning interesting, thus contributing to a positive attitude that

lowers the affective filter. The material presented proceeds from simple yes-no questions, through either-or questions, to content questions and statements. This approach calls for a wide range of activities and depends on realia rather than on the textbook to provide content.

2.11. Suggestopedia

Suggestopedia is derived from suggestology, the study of nonconscious, nonrational influences to which humans respond. Lozanov (1978) attempted to use these influences to enhance learning significantly. Suggestopedia is characterized by an authoritative teacher and a relaxed classroom atmosphere, including comfortable armchairs, music, and meditation techniques. The concern with the learning environment aims to optimize learning by identifying and exploiting the optimal mental states that are conducive to better memorization and recall. Lozanov claims that both faster and slower learners can achieve the same level of proficiency at the same time.

Suggestopedia's theory of learning is based on four major principles: (1) input should come from an authoritative source, (2) the teacher as an authority figure implies a teacher-student relationship, (3) the learning environment is as important as the instructional materials, and (4) tone, intonation, and rhythm are used to imbue the presented material with emotion.

A typical course based on this method is made up of 10 units and lasts 30 days. Instruction is intensive. Each daily four-hour language class has three phases: (1) oral review, (2) presentation of new material through discussion, translation, grammar and vocabulary work (which allows the use of L1 in addition to L2), and (3) listening to music and recorded passages. The students follow as each passage is translated into L1. Minutes of silence follow, then music is played again and the teacher reads the passage while students close their books and listen.

The language material is graded according to grammatical and lexical principles. It is learned through imitation, question-and-answer, and role play. In addition to the language content, the music and classroom fixtures are considered part of the material. Listening is the skill most emphasized. Learners are expected to be committed and to acknowledge the authority of the teacher. Teachers, on the other hand, are expected to be skilled in acting, singing, and even in psychotherapy.

10. Conclusion

If this brief review of the different approaches to teaching foreign languages says anything, it is that no one approach or method is entirely effective for every learner in every situation nor is it totally without merit. What then is the teacher expected to follow? Some have suggested an “eclectic approach.” This concept came about at a time when the single-method mentality was questioned and most teachers abandoned adhering exclusively to one method. Although the field of FL instruction is far from experiencing a theoretical vacuum, there is still no comprehensive approach. One major reason is the realization that learners vary tremendously in their cognitive abilities, learning styles and strategies, background, and motivation. Perhaps a plausible alternative to a single-method approach would be enlightened eclecticism, where choice of instructional orientation and pedagogical procedures is guided by knowledge of learner variables, program goals and objectives, theories of language, and theories of language learning. In practice, regardless of the theory adopted by an academic program, teachers formulate their own theories of learning and teaching. Therefore, the better prepared they are, the more effective teaching they can deliver.

3 Components, Design, and Organization

The Instructional Package

The *Ahlan wa Sahlan* instructional package comprises a student's textbook, a teacher's handbook, a set of audiotapes, and a computer program. They should preferably be used in tandem to obtain the best results. The first component is the student's textbook. Each lesson has a list of objectives, a specification of functions and their exponents, a set of contexts in which the language is used, and a number of written, out-of-class activities for students. The second component is the teacher's handbook, which contains theoretical background and practical suggestions on teaching the different lessons and assessing learning. The third component of the package is a set of audiotapes. It serves as a model of aural input, a medium for oral practice, and a source of listening comprehension. The final component is the computer program. It is designed as a drill-and-practice program which includes both the sounds and forms of the Arabic writing system. In addition, it contains vocabulary exercises, reading comprehension tasks, and a testing component.

1.1. The Student's Textbook

The student's textbook is made up of thirty lessons designed to cover the first year of Arabic at the university level, both in regular and intensive courses. It contains learning objectives, language functions and their exponents, reading passages, structural and grammatical notes and explanations. Practice sections include vocabulary, comprehension, communication, structural, and listening exercises. The textbook includes a fair amount of graphics, including drawings, photographs, and maps. Their role is to enrich the context and illustrate the content. The textbook provides situations that are culturally relevant and sociolinguistically appropriate and can logically occur in the contexts in which they are set. There is

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a story line that runs through most of the lessons, pertaining to the activities and experiences of an American student studying Arabic in the Arab world (Cairo) and an Arab student studying in the United States.

A variety of exercises follow the language content. They serve as an assessment tool that evaluates the learner's abilities in reading comprehension, vocabulary, grammar, communication, and listening. The aim of the writing activities is to reinforce and consolidate what has been learned and practiced orally. Grammatical explanations pertinent to points presented in a given lesson provide information necessary for understanding and using the structures meaningfully. Similar notes on cultural aspects are provided. Each lesson ends with a glossary of the newly introduced words. There is also a cumulative glossary at the end of the textbook in which every entry is marked with the lesson number where it first appeared. English and Arabic indices facilitate the process of locating topics for the purpose of review. The appendices contain the Arabic alphabet, a transliteration key, conjugation tables of thirteen verbs representing different verb forms, and an answer key for teacher and student convenience.

a. Goal and Objectives

The overall goal of the materials is to help students to achieve a level of proficiency in Modern Standard Arabic commensurate with the time and learning opportunities available to the learner. This is accomplished through developing communicative abilities. A communicative ability is defined in this context as the interpretation and expression of meaning. Course objectives are formulated according to a two-tiered approach: curricular objectives and learning objectives.

i. **Curricular Objectives:** These objectives are general in nature. They correspond to a set of language functions to be covered in a given lesson. A language function may be defined as the use to which language is put, or what we *do* with language.

ii. **Learning Objectives:** These objectives are specific. For every curricular objective, or language function, there is one or more learning objectives, or exponents. An exponent is an actual sample of language used to carry out a function. It may be an attested sample of speech or writing when authentic material is used. However, edited material provided by the author, although it comes from a native speaker, may not be considered attested samples of native-speaker speech

or writing yet it still serves as a model of appropriate usage. Learning objectives, i.e., exponents of functions, are cumulative and they reappear in every lesson. In this manner, they constitute the bulk of the language content of the textbook.

Note that there is no one-to-one correspondence between curricular and learning objectives because one language function may have several exponents (e.g. we can apologize in different ways, using a variety of structures and lexical items).

12. The Instructor's Handbook

The purpose of the instructor's handbook is to provide the teacher with a brief theoretical background in foreign language learning and teaching theories which might help him or her to understand and formulate their own orientations. It contains suggestions to the teacher on how to present the material in each lesson, practice it, design classroom communicative activities, conduct oral drills, including pronunciation and pattern practice, and evaluate learning. An additional objective of the handbook is to make teachers aware of learning objectives, learner variability, and appropriate ways to deliver instruction.

13. Audiotapes

Tape-recorded material contains objectives for each lesson, a rendition of the reading passages, pattern drills, and instructions on how to use the words and structures which may lead students gradually to the ability to use Arabic orally. Students can listen to and practice the pronunciation of the new words in a given lesson. Each tape-recorded lesson ends with a listening comprehension passage.

14. Computer-Assisted Practice and Testing

The accompanying computer-assisted language learning program was originally developed for the Macintosh computer. It is based on HyperCard, though the program is delivered as a stand-alone application.⁶ The program is designed to accommodate true beginners as well as students who have developed certain abilities in the different language skills. Digitized voice and graphics enhance the presentation of material. Drills are designed to ensure proper listening, pronunciation, word formation, and reading comprehension. Exercises provide further practice with immediate, informative feedback. Reading comprehension passages

are in the form of hypertext supported by an on-line dictionary. Upon clicking a word, the learner can see the word in a window with its English meaning and listen to its pronunciation. Following each reading comprehension passage, there are a variety of exercises designed to check comprehension in different formats.

The program also has a testing component that comprises fifteen Stage Tests (the word “stage” is an arbitrary term which refers to the material equivalent of one credit hour in the quarter system. Thus, the fifteen stage tests cover first-year Arabic (150 contact hours) at the university level. The computer generates a record for each test taker in which answers and scores are recorded.

4 Classroom Procedures

A methodology is specified in this package to ensure optimal consistency between the adopted functional approach and its application. Instructional materials are only one part of the teaching-learning process. It goes without saying that methodological practice should go hand-in-hand with theory. If the instructional techniques are not congruent with the theory, the focus can easily gravitate toward form for two main reasons. First, one's prior experience in language learning and teaching will have an important effect on teaching techniques and styles. Second, when there is lack of guidance and ideas on how to teach communicatively, the textbook, no matter how it is designed, would probably be considered a source of written passages which might become the target of linguistic analysis. What teacher and student do with the material spells the difference between the ability to attain the stated objectives and developing different outcomes. Within the framework of the adopted approach, learning is considered the ability to perform language functions in Arabic (e.g. greeting, apologizing, expressing likes and dislikes, and so on). It follows that the teaching-learning process be concerned with involving learners in communicative activities in which such functions are performed. As the reader will see, these activities play an essential role in classroom learning. The methodology I will describe comprises psychological and procedural aspects.

1. The Psychological, Affective Aspect

The Break System: It is extremely important to establish a language bond between the course instructor and learners and among the learners themselves (Dihoff 1983). The teacher and learners should agree from the first day of instruction that they belong to a micro speech community in which Modern Standard Arabic is the dominant, preferably sole, medium of communication. There are occasions, however, when there is a pressing need for the use of English to explain an assignment, describe the procedure of an activity or task, or to answer a good

question. On such occasions, the instructor should take time out, signaling this by gesture in the same way as in sports (by placing the right hand facing down on top of the vertical left hand to form a T). This would signal to the students the temporary suspension of the Arabic "mode" and the beginning of the English mode. Both the teacher and students may use the break system. These breaks, nevertheless, should be short, to the point, and used sparingly. Returning to the Arabic mode should be understood clearly by all students. The instructor may say "طيب" or some other phrase, engage in a short exchange with a student, or continue the interrupted activity.

The break system has a crucial psychological purpose. By physically signaling the interruption of the Arabic mode and engaging in English, learners become conscious of their use of English, not the other way around. Arabic soon comes to be regarded as the normal mode, and English as a brief, occasional, superimposed system.

2. The Procedural Aspect

Classroom procedures are a set of techniques or strategies used by the teacher for the delivery of instruction. Experienced, trained teachers use structured techniques to teach a specific amount of new material. They repeat them to present additional material. These sets of related techniques may be termed "instructional cycles."

Instructional Cycles: An instructional cycle may be defined as a series of classroom procedures of different kinds and formats whose purpose is to assist learners to acquire a predetermined amount of target-language items, be they lexical or structural. Each cycle starts with a review of previously covered material, followed by a presentation of new material, practice, implementation, and evaluation. Each cycle should culminate in a communicative activity, thus allowing learners to apply and use in context what they have learned. Figure 1 illustrates an instructional cycle.

a. **Review:** The initial phase is the review of previous material. This could be warm-up material, such as greetings, asking about the weather, material from the last lesson, and material from an immediately preceding cycle. It should be short and fast.

b. **Presentation:** Presentation of new material first requires setting the context. This is very important, since it provides learners with a clear objective and a purpose for engaging in the activity. It gives them an idea about what they will be doing or learning and it involves modeling the new language material. The pace should be near normal and pronunciation should be very clear. As a rule of thumb, only one new item should be presented and practiced at a time, be it structural or lexical. If the presentation involves more than one item, which is normally the case, it is necessary to go back to the previous items before presenting the new item. Assuming four items are to be taught, item 1 should be presented first, then 2. Then review 1 and 2 and present 3. Finally, review 1, 2, and 3 again before presenting 4.

c. **Practice:** The next phase involves drill and practice. It mainly addresses form. Much choral and individual repetition should be done. Oral pattern drills fit into this phase (see chapter 6 for actual examples). In pattern drills, learners almost exclusively use the language forms mechanically. The aim is to develop facility and automaticity in pronunciation. Chain drills, where a group of learners take turns exchanging utterances in a chain, are also useful at this point.

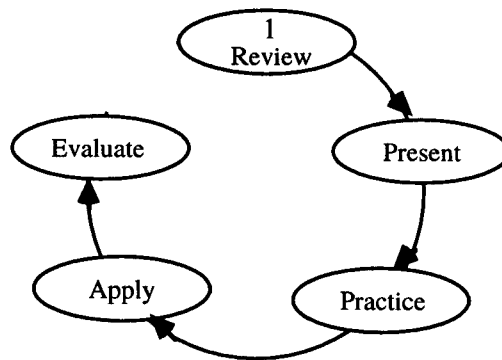


Figure 4.1. An Instructional Cycle

d. **Application:** It is at the application phase that we truly move from form to function. Here learners participate in a communicative activity which has context and an objective (e.g. a learner finds out whether an interlocutor usually has breakfast and if so at what time). In order for such an activity to be communicative, it has to satisfy certain conditions, as explained below.

Communicative Activity: It is a communicative act composed of a series of structured actions in the target language performed by a single learner or by two or more learners together. It involves processing language input and output either in the oral or the written domains and is specified in relation to the components of a speech event (i.e. role, setting, topic, purpose of interaction). It should be short and to the point: usually one or two exchanges. The time allocated for an activity ranges from thirty seconds to two minutes, depending on the amount of information to be elicited.

If reporting one's findings back to the class is also required, an activity may take longer to conduct. Reporting back to the class is a useful technique which allows the teacher to check his learners' ability to use third-person forms in addition to the first- and second-person forms they would exchange during the activity.

Important: In order for an activity to be communicative and to produce the desired functional outcome, at least one of three basic principles must obtain:

i. **The Information Transfer Principle (Johnson 1982):** In applying the principle of information transfer, students' attention is focused on the ability to understand and to transfer, or convey, the informational content in a form different from the original (e.g., from text to graph, letter to application form, and vice-versa). This activity is particularly useful in writing tasks. It is not true communication, but it is communicative in the sense that the focus is on pragmatic meaning and information.

ii. **The Information Gap Principle:** This principle involves the transmission of information from person to person. The receiver does not initially possess the information, and he or she receives it via spoken or written communication. Activities designed in this manner create the condition of unexpectedness, with Student 1 not knowing in advance what Student 2 will say.

iii. **The Functional Principle:** This type of language interaction has little or no informational load, yet it is genuine and communicative. Examples include greeting, apologizing, excusing oneself, leave-taking, and so forth. While not completely informational, it has a functional aspect where language is used to perform a specific function.

Task: A communicative activity may be extended into a task which is a combination of activities. For example, when students are involved in taking a poll or conducting a survey, they may use more than one exchange or repeat the same line several times with different students. Each student needs to ask all other students the same question or questions over and over again and also to respond to other students' questions in the same manner. This is, in fact, intensive practice in context with the students' attention focused on the communicative value of the interaction.

e. **Evaluation:** The final phase in an instructional cycle is evaluation, or assessment of learning. At this point, the teacher checks his students' ability to comprehend and produce the language forms just presented, practiced, and used. The teacher can simply hold up objects or point to pictures to elicit students' response. He may also say words for the items learned or write them on the board and the students are expected to identify them. Dictation may also serve as a check.

Use of Dictation: Dictation may be viewed as another form of learning assessment. It involves converting auditory input into words on the page, which implies knowledge of the sound and writing systems as well as grammar. A dictation technique that has worked well in my classes at different levels of proficiency may be described as follows. A student selects and dictates to the class a few sentences (about twenty words altogether). This will give students an additional incentive to work on their pronunciation in order to be fair to their fellow students by producing clear, correct forms. Upon completion of the dictation, the teacher breaks the dictated passage down into three or four segments (four or five words each) and assigns them to different students who go to the blackboard at the same time and copy them from their notebooks. Then the whole class takes part in correcting errors by providing suggestions and alternatives.

3. Teaching the Literacy Skills

In keeping with the thrust of the functional, communicative approach adopted for these materials, the teaching of the literacy skills, i.e. reading and writing, should focus on meaning and the functional value of language. It should be pointed out that an approach being functional, proficiency-based, or communicative does not

mean that it is exclusively oral or conversational. Literacy skills receive equal attention with oral skills, especially in the case of Arabic, where the function of Modern Standard Arabic lies mainly in the literacy area. These skills are viewed as processes of deriving and constructing meaning based on textual and contextual information and on student background and knowledge of the world.

a. **Teaching Reading:** For the reading process to be functional, it should be approached in a fashion similar to how it is used in real life. That is, people engage in reading to obtain information, derive pleasure, expand learning, and for other purposes. How often would one read a newspaper or a passage from a book aloud? What is the probability of one reading a telephone book from cover to cover? Would one read a text in order to analyze it morphologically and syntactically? These and other similar questions concerning the purpose of reading raise several pedagogical issues.

One issue pertains to the value of reading aloud. Unquestionably, reading aloud is a beneficial technique which most teachers use. However, it may not be regarded as reading per se because the focus is not on meaning, but rather on lower-level details, thus rendering reading a bottom-up process. In this manner, it is viewed as a pronunciation activity. This process is slowed down by too much graphemic and structural information. A slower reading rate may lead to poor comprehension.

Another issue deals with how comprehension may be evaluated. Some educators prefer questions written in the target language in the form of content questions and multiple choice items. Nevertheless, these procedures are criticized on the basis that they are inadequate as comprehension measures because sometimes the answers are implied in the questions (Barnhardt and Deville 1991). Several reading specialists recommend recall protocols written in the first language of learners. In a recall protocol, students write down all that they can remember from a reading passage not necessarily in the right order.

The language of the evaluative measures is something to consider as well. Barnhardt (1991) contends that if the focus is on evaluating comprehension only, and not the ability to read questions and write answers in the target language, then the first language would be preferable in this case as no extraneous variables are involved. This is especially called for in experimental designs where researchers want to avoid data contamination. However, in a regular Arabic class, we tend to

teach the language skills integratively. In other words, students should be able to use all the abilities they have developed in the language at the same time. Reading involves speaking (e.g. discussing the topic) and writing (e.g. reacting to textual information or providing a summary). But we have to keep in mind that these may not be accurate measures of reading comprehension.

The implication for teaching reading is to help learners to develop reading strategies that focus on meaning. For example, a question which asks students to provide the gist of a passage helps them to skim it quickly, utilizing all available cues, such as the title and pictures if there are any. If, however, they are asked to provide specific information relevant to the main topic, they would scan the text for specific details. These are two different processes: one is based on general knowledge and background and the other is driven by textual details. Both should be used.

b. Teaching Writing: Although writing and speaking are considered productive skills, their grammars and rhetorical structures are so distinct that different treatments are warranted. Writing in Modern Standard Arabic requires a high level of accuracy. In addition to dropping endings, some other deviations may be tolerated in speech, but not in writing. Consider these examples:

وَصَلَّتِ الطَّائِرَةُ السَّاعَةَ خَمْسَةً.
وَصَلَّتِ الطَّائِرَةُ فِي السَّاعَةِ الْخَامِسَةِ.

In addition to the need for accuracy, learners must learn how to construct meaning in Arabic, not merely demonstrate their ability to manipulate forms.

Writing is no easy task, but it is a skill that can reasonably be achieved by helping learners to perform language functions in writing, beginning with simple forms. Even at that level, the process of writing is neither simple nor unidirectional. Its complex nature resides in what a learner needs to do in order to construct meaning. First, he or she should gather data necessary for their purpose, including lexical items, grammar points, and information. Then they should classify what they have, modify certain parts, discard some, and perhaps gather more data. This process continues so long as there is meaning to be expressed.

It is important not to confuse writing as a manifestation of mastering the Arabic writing system and grammar on the one hand and the ability to construct meaning on the other. One might say with some confidence that most Arabic

programs would like to achieve the latter conception of writing. There are several ways to teach writing functionally based on the communicative principles described above, particularly the information transfer principle.

i. **Form to form.** Learners simply imitate a form providing real information about themselves, which renders this activity a functional one, as in the example in Figure 4.2.

الجمهورية العربية السورية
إدارة المرور العامة
شهادة قيادة

الاسم: رانية
الشهرة: الطباع
تاريخ الميلاد: ٢٢ آذار ١٩٧٣
المهنة: طالبة
العنوان: شارع أبي فراس، حي السبيل، حلب
رقم الهاتف: ٤٦٣٩٥١٢
رقم الشهادة: ٨٤٥٦٧٨٣-م/س
تاريخ الإصدار: ١٩٩٤/٧/١٦
تاريخ الانتهاء: ٢٠٠٠/٧/١٥

الجمهورية العربية السورية
إدارة المرور العامة
شهادة قيادة

الاسم:
الشهرة:
تاريخ الميلاد:
المهنة:
العنوان:
رقم الهاتف:
رقم الشهادة:
تاريخ الإصدار:
تاريخ الانتهاء:

Figure 4.2. Form to form

ii. **Text to form.** Here, learners fill out a form based on textual information. Apparently, this is an integrative task, involving both reading and writing. It is

functional because it is focused on meaning (Figure 4.3).

رامي مارتيني شاب سوري من مدينة حمص يدرس التجارة في جامعة حلب ويعمل أيضاً سائقاً على شاحنة في شركة تصنع البرادات والغسالات. يسكن رامي في شقة رقم ثمانية في البناء رقم ١٢٨ في شارع المعري في حي السبيل في مدينة حلب. سيبلغ رامي الثالثة والعشرين من عمره في ١٢ نيسان المقبل. حصل رامي على أول شهادة قيادة منذ ثلاث سنوات في ٢٥ آب وهي صالحة لمدة ست سنوات. هو سعيد جداً الآن لأنه حصل على هاتف وهذا شيء صعب في حلب. رقم هاتفه ١٣٥٦٧٤٥ وقد كتب عن ذلك لأخيه أيمن الذي يدرس الطب في جامعة دمشق ولأخيه عدنان الذي يدرس علم الحاسوب في أمريكا.

الجمهورية العربية السورية	
إدارة المرور العامة	
شهادة قيادة	
<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>	الاسم:
	الشهرة:
	تاريخ الميلاد:
	المهنة:
	العنوان:
	رقم الهاتف:
	رقم الشهادة:
تاريخ الإصدار:	
تاريخ الانتهاء:	

Figure 4.3. Text to form

iii. **Form to text.** In this context, learners are asked to create a biographical sketch of the person whose driver's license is provided. This task is communicative because it has a functional purpose (Figure 4.4).

iv. **Text to text.** At this level, learners try to replicate a text, not mechanically, but on the basis of their own experiences, as in the filled out and blank forms representing a driver license (Figure 4.5).



	المملكة الأردنية الهاشمية إدارة المرور العامة
شهادة قيادة	
الاسم:	حامد
الشهرة:	الطراونة
تاريخ الميلاد:	٨ تشرين الأول ١٩٦٢، الكرك
المهنة:	مُدَرِّس
العنوان:	شارع الفارابي، المنزل رقم ٧٤٢، عمان
رقم الهاتف:	٦٢٩٤٧٦
رقم الشهادة:	٣١٦٧٨-ن/ي
تاريخ الإصدار:	١٩٨٥/١١/٥

Figure 4.4. Form to text

Disney World Epcot Center	
الإثنين ٢٥ حزيران ١٩٩٥	السيد عصام حلاق
أعزاءنا عصام ومنى: تحية طيبة. نحن الآن في فلوريدا. سافرنا إليها بالقطار. كنا أمس في أورلاندو وشاهدنا إبكت سنتر في ديزني ورلد وأعجبنا كثيراً. سنزور اليوم إبكت سنتر مرة ثانية وكذلك ماجيك كنغدم. غداً سوف نذهب إلى مركز كينيدي للفضاء بالسيارة ونرجع مساءً. بعد غدٍ سنرجع إلى أوهايو بالقطار أيضاً.	شارع عمر المختار، بناء ٧٥، شقة ١٢ حمص، سورية
سمير ومنال	Syria

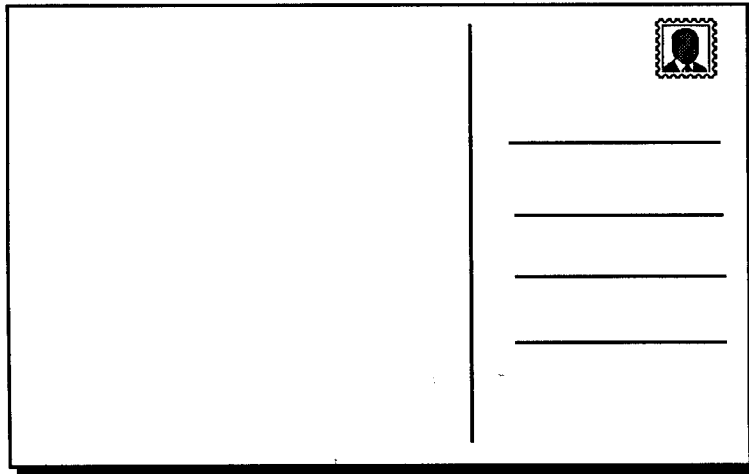


Figure 4.5. Text to text

Needless to say, teaching writing in this manner is more interesting to learners because it involves them directly, drawing on their own experiences and knowledge of the world. Other techniques of teaching writing include reducing, expanding, and completing a text. At higher levels of proficiency, learners may also react to a written text, by arguing, supporting, or rejecting a point.

5 Assessment of Learning

The term “assessment” is used here because it is general and subsumes both testing and evaluation.⁷ We will look briefly at different testing techniques which vary in format and purpose.⁸ Similarly, types and purposes of evaluation will also be examined.⁹

It is important to note that teaching and testing are inextricably related. Teachers should test in the same fashion as they teach. Thus, if the focus is on the functional aspect in a certain segment, the test should reflect this emphasis. Conversely, if the form of the exponents is the subject of attention, a grammar test is called for. Not only would teachers be more fair to their students, but also make their practice more credible. Students usually stop paying attention to what teachers teach if they are not tested on it. For example, if a teacher makes the teaching of the oral skills an objective and teaches accordingly, but does not conduct oral testing, students would probably not take developing the oral skills seriously.

1. Test Purpose

The content and scope of a test vary based on the purpose for which it is constructed. There are several classifications of test types, but the two types of most interest to teachers include achievement and proficiency tests. Other types include aptitude, diagnostic, and placement tests.

a. **Achievement Tests:** Achievement tests are teacher-administered and curriculum related. They are constructed in relation to the content of a textbook or a course and/or their objectives. In a functional approach, such as the one adopted for *Ahlan wa Sahlan*, the curriculum is based on functional objectives. Therefore, basing a test solely on content would make it an inadequate measure of learning because we are interested not only in measuring how much knowledge of the

component parts the learners have achieved, but also how much of the capacity to perform functionally in the language they have developed.

b. Proficiency Tests: A proficiency test is curriculum free and is designed to test a person's overall knowledge of and skills and capacity to perform in a whole language. Unlike an achievement test, it is based neither on the content nor the objectives of a course, but rather on a description of the language abilities a candidate must be able to demonstrate in order to be considered proficient.

2. Test Format

There are basically two types of test formats, subjective and objective. They are also described as integrative and discrete point, respectively.

a. Subjective Tests: Subjective tests are integrative in nature because students are required to put together all of their language knowledge and skills, as in writing a composition or taking a dictation. They are composed of open-ended questions and their product is largely dependent on the candidate's background and knowledge of the world. Subjective tests tend to be direct measures of competence in the different language skills. For example, if we want to measure the students' speaking ability, we conduct an oral interview, and if we want to evaluate their writing skills, we ask them to write a composition (e.g. postcard, message, letter, etc.).

b. Objective Tests: Objective tests are also known as discrete-point tests. In such tests, the component parts of the language are tested separately as points, representing the units of a language (e.g. phonemes, morphemes, structures, lexical items). They are mainly concerned with assessing grammatical competence. Objective tests became popular when testing became a science in the 1960s because their scoring is impartial, provides a high degree of reliability, and allows them to be subjected to statistical methods.

The multiple-choice format is widely used in developing such tests. Although multiple-choice tests are easy to score, their development is time consuming and they require constant modification based on item analysis. They can test recognition as well as production. In addition, they are not limited to structural points only in testing recognition and production. The following examples provide an idea about what can be tested with objective tests.

i. *Testing Recognition of Discrete Features*

Structure:

Appropriate response (function):

Contextual feature:

Where would you hear this utterance?

☐ in a lecture ☐ at a theater ☐ in an airport ☐ on the radio

ii. *Testing Production of Discrete Features*

Lexical item:

Describe four of the following pictures with one word each:



Structural item:

Provide an appropriate particle to complete this sentence:

.... يَزُرُ عامر المسجد الأقصى حتى الآن.

Functional item:

Provide an appropriate response to this utterance:

لي ثمانية إخوة.¹⁰

It goes without saying that a written test, in order to be balanced, must combine both objective and subjective items. Oral tests must also be formally conducted if the oral skills are taught.

c. **The Oral Interview:** The oral interview may be a modified version of the ACTFL/ETS Oral Proficiency Interview (1989) to suit academic purposes and achievement testing. It should appear to the candidate as a friendly chat while it is, in fact, a structured procedure. The structure of the modified oral interview is as follows:

1. **Warm-up:** The purpose is to put the interviewee at ease and in the “Arabic” mode. It includes greetings, asking about well-being, and other functions fairly familiar to the interviewee (name, institutional and regional affiliation, etc.). Some Yes/No questions may be used to put him/her in the mood and to check recognition of certain language forms. This phase should take one or two minutes.

2. **Checking for functional abilities:** This is the phase in which the interviewer tries to find out what the interviewee can do with the language functions and structures covered in a given course and how accurately. The questions should be designed to elicit specific functions, such as the ability to express possession of certain items, to describe the location of house, school, hometown, etc.; to describe objects and people; and so forth. The interviewer attempts to check for the highest performance of which the interviewee is capable.

3. **Role play:** The interviewer and interviewee switch roles. The interviewer asks the interviewee in English to elicit information from him or her about personal, family and educational background, daily habits, activities, and whatever the interviewee is capable of eliciting. The purpose is to determine whether he/she can take the initiative and ask questions in the target language.

4. **Wind-down:** This is the final stage in which the language should drop to a comfortable level to enable the interviewee to come away from this experience feeling that he/she is capable of doing something with the language. The content of this phase includes further personal information, Yes/No questions, talking about simple things, such as study, daily activities, and the like.

In a proficiency test, a rating is assigned (see rating scales in Appendix 4). However, a grade may be given when an oral interview is used for testing achievement.

3. Evaluation

There are two types of evaluation, formative and summative. Each type serves specific purposes.

a. **Formative Evaluation:** Formative evaluation is used *during* instruction in order to make modifications to the process based on feedback from the students before it is too late, that is, before instruction is over. The instrument may be a simple one comprised of three open-ended questions administered on a weekly basis during, say, the first six to eight weeks of the course. The time allotted for it should not exceed three minutes (see sample forms in Appendix 1).

The evaluation instrument may also be in the form of an extended Likert-style questionnaire (where statements are rated on a scale of 1-5) designed to elicit

responses about instructional methodology, instructor, and materials. The teacher, after examining the surveys, can make modifications instantly before the course is over. Within another week, he can administer the questionnaire again to obtain additional feedback from the students, reflecting the modifications made. It may be useful to administer a brief evaluation on a weekly basis during the first six weeks of instruction.

b. **Summative Evaluation:** Summative evaluation is administered at the end of a course of instruction and is concerned more with the overall program and curriculum than with daily activities. It generates recommendations for possible revisions for future courses. Questionnaires may comprise Likert-style items, open-ended questions, or a combination thereof. Likert-style questionnaires generate quantifiable data amenable to statistical analysis.

6 Oral Presentation and Practice

This chapter presents practical suggestions on classroom presentation and practice of functional, lexical, and structural items presented and practiced orally. Explanation of grammar points in class may be made part of the review. Students are supposed to read these explanations on their own in the textbook (see Appendix 3 for a sample plan). The focus in this chapter is on the oral, communicative domain.

Sometimes, you need to present and practice in the classroom the use of items and structures for which there are structural explanations in the textbook. Ask the students to read these explanations first before coming to the classroom because your role is to help them to use these items appropriately, not merely talk about them.

The components of the methodology for each lesson include the following components (See “Instructional Cycle” in Chapter 4).

1. **Objectives, functions, and structures:** Some lesson objectives imply language functions while other objectives involve structural material. The concern is with how to perform those functions orally.
2. **Exponents:** Exponents are actual language forms, representing the functions. Not all the vocabulary items will be listed; only those needed for practice.
3. **Presentation:** This includes setting the context for presenting the new language items, using realia, drawings, gestures, and so on.

4. **Practice:** Practice which comprises repetition and mechanical drills. Drills are conducted to develop fluency through intensive practice of a specific form. They are mechanical and focus on surface forms. They include repetition, chain, pattern, and substitution drills. They contain a model sentence and cues. Upon hearing a cue, learners repeat the model sentence, incorporating the cue with the necessary modifications. Teachers may shorten, extend, or modify these drills to fit their particular situations.

5. **Application:** At this stage, students put their knowledge about the language to actual use through communicative activities-which are pair- or group-work activities. They focus on the meaning and functions of language. They must contain an information gap, or, at least, should involve information transfer. The context of the activity must be made very clear. Teachers may use the suggested activities as models on which they can expand.

6. **Evaluation:** Checking students' understanding and their ability to produce the forms taught. This phase must be used consistently after application.

Note: Treatment of all new items is provided for the first ten lessons. Henceforth, only selected items and structures will be dealt with in detail. The teacher will apply the suggestions to items not included in the presentation.

Lesson Plans

Teachers should view lessons plans as road maps. They help in making classroom presentations more efficient by making teachers and learners aware of the immediate lesson objectives. They provide handy information and material needed for class activities and make them readily available to the teacher. While their content and length may vary daily, their structure stays the same. In Appendix 3, you will find a plan with descriptions of the contents of each item, a sample plan, and a blank form of a plan for teachers to copy if they wish.

LESSON 1

Language Functions and Objectives: (1) greeting, (2) leave-taking (3) introducing oneself.

Exponents:

١- السلامُ عَلَيْكُمْ/وَعَلَيْكُمْ السلام، مَرَحِباً/أهلاً

٢- مَعَ السَّلامَةِ/إِلَى اللِّقَاءِ

٣- أَنَا فُلَان/تَشَرَّفْنَا، اِسْمِي فُلَانَةٌ/تَشَرَّفْنَا

Presentation (1): Using appropriate gestures, greet individual students in Arabic. Say مَرَحِباً to each student in a clear voice. Gesture for the students to listen only. After several repetitions, gesture to the students to repeat after you several times in chorus. If you have a large class, break it down into groups of six to eight and have each group repeat the greeting several times. Then call on individual students to repeat.

Repeat the greeting, but this time assume the role of an interlocutor and respond with أهلاً. Ask the students to repeat the response several times as above. Engage with individual students in exchanges, using the greeting and its response.

Practice: Conduct a chain drill. Preferably, the students should be seated in a semicircle. Ask Student 1 to say the greeting to Student 2 sitting next to him or her. Student 2 responds to Student 1 and turns to Student 3 and greets him or her. Student 3 does the same thing, he or she responds to the greeting and turns to the next student and greets him or her, and so on.

Present and practice السلامُ عَلَيْكُمْ/وَعَلَيْكُمْ السلام in the same manner as above.

Presentation (2): Present and practice مَعَ السَّلامَةِ/إِلَى اللِّقَاءِ in the same manner as above.

Presentation (3a): In order to set an appropriate context for the presentation of اِسْمِي, try to wear a name tag with your name in Arabic and English. Point to the tag and say, “اِسْمِي” followed by your name. Repeat several times. Have students repeat the word اِسْمِي. Then gesture to students to say اِسْمِي followed by their names.

Select a student to demonstrate the function of introducing oneself and its response.

The student says his/her name and you respond by تَشْرُفْنَا. Repeat the exchange and practice the pronunciation of تَشْرُفْنَا in chorus.

Practice: Conduct a chain drill as described above. Then pair up students and have pairs greet each other as they introduce themselves, providing the appropriate response:

- | | |
|---|-----------------------|
| ١ | مَرْحَبًا. |
| ٢ | أَهْلًا. |
| ١ | اسمي ... |
| ٢ | تَشْرُفْنَا. اسمي ... |
| ١ | تَشْرُفْنَا. |

Presentation (3b): Present the pronoun أَنَا in the same fashion to introduce yourself with اسمي. Point to yourself when saying أَنَا, making sure that the reference is clear. Repeat several times, gesturing to students to listen only.

Practice: Repeat in chorus several times. Call on individual students to introduce themselves, using أَنَا. Students in pairs exchange greetings and introduce themselves, using the appropriate response, as in the example above.

Evaluation: Check the ability of your students to produce the components needed in a speech act in which they greet their partners and introduce themselves. You may act out such an encounter with a student slowly in pantomime. The other students should provide the phrases needed at every stage.

LESSON 2

Language Functions and Objectives: (1) identifying oneself and the addressee, (2) responding in the affirmative and negative.

Exponents:

- | | |
|----|----------------|
| ١. | أَنْتَ، أَنْتِ |
| ٢. | لا، نَعَمْ |

Presentation (1): When presenting a second-person pronoun or a verb in the second person, ensure that eye contact is maintained with the student being addressed.

Although it is impolite to point a finger at someone in ordinary circumstances, in teaching you may do so for the sake of avoiding confusion.

By way of review, have students state their names, using *أنا* or *اسمي*. After a few have done so, start asking yes/no questions formed by a rising intonation. Point to individual students and ask questions, such as the following. Indicate to students that you do not want a verbal answer at this point. A gesture will suffice.

أنتَ مايكل؟

أنتَ ليسا؟

Practice: Students repeat *أنتَ* in chorus and then individually. The same process is repeated with *أنتَ*. Have the students inquire about each other's identity, using a rising intonation (e.g. *أنتَ مايكل؟*).

Presentation (2): With an appropriate gesture, indicate the meaning of "yes" and "no." Have several students ask you about your identity, using several names including yours (*أنتَ ...؟*) to which you respond with "نعم" or "لا".

Practice: Students repeat *نعم* and *لا* in chorus and individually. Conduct a chain drill. Students, sitting in a circle, ask those sitting next to them whether they are certain people, using their names or other names. They answer *نعم* or *لا*. If it is *لا*, they should state their names, using *أنا*, as follows:

١ أنتَ ليسا؟

٢ نعم.

١ أنتَ ليسا؟

٢ لا، أنا جنيفر.

Application: You may help your students apply what they have learned by conducting this communicative activity or a task (since it involves the execution of more than one function). Prepare index cards with two fictitious names on each. The first one is the student's name and the second belongs to another student whom he is trying to identify. At this point, the names may be written in English. Include some Arabic names that lend themselves to transliteration (e.g. Adnan, Hisham, Hala, Reem). The students mingle freely trying to identify the student whose name is listed on their cards. The instructions tell them that they

should greet every student appropriately before they try to elicit the required information and to take leave at the conclusion of the encounter. The exchanges may look something like the following:

- | | |
|---|--------------------|
| ١ | مَرَحِبًا. |
| ٢ | أَهْلًا. |
| ١ | أَنْتِ هَالَةٌ؟ |
| ٢ | لَا. أَنَا رِيم. |
| ١ | مَعَ السَّلَامَةِ. |
| ٢ | إِلَى اللِّقَاءِ. |

Evaluation: Silently act out an interaction similar to that above with a student. The class should provide the phrases needed at every stage. Obviously, hand and body gestures should be abundantly clear.

LESSON 3

Language Functions and Objectives: (1) the morning greeting and its response, (2) asking about well-being.

Exponents:

- | | |
|----|---------------------------------------------|
| ١- | صَبَاحُ الْخَيْرِ/صَبَاحُ النُّورِ |
| ٢- | كَيْفَ الْحَالُ؟/الْحَمْدُ لِلَّهِ بِخَيْرٍ |

Presentation (1): The context should be very clear so that the morning greeting would not be confused with something else. Use a picture if possible, or simply greet a student or two with “Good morning” so that students can make the association. Move directly to the Arabic greeting. Greet several students, gesturing to them to listen only. Then assume the role of an interlocutor and respond to صَبَاحُ الْخَيْرِ with صَبَاحُ النُّورِ.

Practice: Repetition of each phrase in chorus and individually. Conduct a chain drill.

Presentation (2): Present the phrase for asking about well-being and its response in a similar manner. You may break the response into two parts. Indicate that either one or both make an appropriate response. Again, setting a clear context is the key to effective learning.

Practice: Repetition of each phrase in chorus and individually. Conduct a chain drill.

Application: Students in pairs greet each other with the morning greeting and ask about each other's well-being. This activity is not highly communicative, but it at least satisfies the functional principle referred to above.

Evaluation: As in Lesson 2 above, act out an encounter with a student silently. Other students in the class provide the phrases needed for every exchange. Hand and body gestures should help in conveying the meaning.

LESSON 4

Language Functions and Objectives: (1) identifying place of origin, (2) identifying the location of Arab capitals and towns, (3) inquiring about the location of Arab capitals and towns, (4) inquiring about place of origin.

Exponents:

- ١- أنا مِن فاس.
- ٢- دَمَشَق فِي سوريَة.
- ٣- أَيْنَ دَمَشَق؟
- ٤- مِن أَيْنَ أَنْتَ/هُوَ/هِيَ؟

Presentation (1): Use maps of the United States and the Arab world to illustrate the origin of some of the students and perhaps celebrities. First, have students go to the map to indicate where they are from (e.g. أنا مِن أوهايو).

It is important to proceed from the familiar to the less familiar by asking about locations familiar to most students. Ask yes/no questions with rising intonation, using **مِن** to reinforce its use and to review personal pronouns as well as **نَعَمْ** and **لا**. The exchanges may look like the following:

- ١ أنتِ مِنْ كاليفورنيا؟
 ٢ نَعَمْ.
 ١ أنتِ مِنْ فلوريدا؟
 ٢ لا. أَنَا مِنْ إلينوي.

Introduce the third person singular pronouns هُوَ and هِيَ with reference to male and female students in the class or to celebrities (have photographs of some of them ready). For example, identify a male student by pointing at him and say, "هُوَ مِنْ...". Do the same thing with هِيَ. Alternate between the pronoun and the name of the student so that the relationship between the two can be made clear.

Practice: Repetition of the two pronouns هُوَ, هِيَ by themselves and in sentences, such as "هِيَ مِنْ نيويورك." In order to practice personal pronouns and names of Arab cities, conduct substitution drill number 1.

1 Drill

هُوَ مِنْ بوسطن.	
هِيَ مِنْ بوسطن.	هِيَ
هِيَ مِنْ بَيرُوت.	بَيرُوت
هَشَام مِنْ بَيرُوت.	هَشَام
رَيم مِنْ بَيرُوت.	رَيم
رَيم مِنْ تُونِس.	تُونِس
أَنَا مِنْ تُونِس.	أَنَا
مَروان مِنْ تُونِس.	مَروان
مَروان مِنْ بَغْدَاد.	بَغْدَاد
هُوَ مِنْ بَغْدَاد.	هُوَ
أَنْتِ مِنْ بَغْدَاد.	أَنْتِ
أَنْتِ مِنْ دِمَشق.	دِمَشق
أَنَا مِنْ دِمَشق.	أَنَا
أَنْتِ مِنْ دِمَشق.	أَنْتِ
لَنَا مِنْ دِمَشق.	لَنَا

Application: Show pictures of well-known celebrities (both historical and current figures) and ask individual students to identify their places of origin.

Presentation (2): Use a map of the Arab world or the Middle East to indicate major Arab cities. Pronounce the names of selected cities clearly and have the students repeat. Then introduce the names of some countries gradually. For example, if the word دِمَشق has been introduced, teach سورية and use both in one sentence, as in: دِمَشقُ في سورية.

Practice: Repetition of the preposition في. Conduct an oral substitution drill (#2), using the names of American towns and states. Keep the US map on the wall. The purpose is to help learners acquire this structure without being distracted by new names of Arab towns and countries. The model sentence is placed in a box. The teacher says the model sentence several times. Then he or she says the cue and gestures to the students to provide the expected sentence. The cue appears on the right and the students' expected response is next to it.

Drill 2

شيكاجو في إلينوي.

ديترويت في ميشيغن.	ديترويت
سان فرانسيسكو في كاليفورنيا.	سان فرانسيسكو
سنسناتي في أوهايو.	سنسناتي
سيراكيوز في نيويورك.	سيراكيوز
سياتل في واشنطن.	سياتل
ميامي في فلوريدا.	ميامي
أتلانتا في جورجيا.	أتلانتا

You may modify the above drill as you wish. After introducing and practicing the pronunciation of Arab countries and cities, conduct a similar drill, using their names, preferably with the map of the Arab world displayed.

Drill 3

دِمَشقُ فِي سوريَة.

بَيروت	بَيروت فِي لُبْنان.
القَاهِرَة	القَاهِرَة فِي مِصر.
تُونِس	تُونِس فِي تُونِس.
الرِّبَاط	الرِّبَاط فِي المَغْرِب.
عَدَن	عَدَن فِي اليَمَن.
عَمَّان	عَمَّان فِي الأُرْدُن.
مَكَّة	مَكَّة فِي السُّعُودِيَّة.
الجَزائِر	الجَزائِر فِي الجَزائِر.
دِمَشق	دِمَشق فِي سوريَة.
الحَلِيل	الحَلِيل فِي فِلَسطين.
بَغداد	بَغداد فِي العِراق.

Again, you may modify this drill at will to accommodate the learners' level at a given point of time.

Presentation (3): Use a map of the Arab world to ask about the location of towns. Ask, for example, “أَيْنَ حَلَب؟” and expect answers similar to the sentences in the oral drill.

Practice: Students take turns quizzing their classmates about the location of little-known towns in the country where instruction is taking place.

You may also put labels on the Arab world map bearing the names of towns in transliteration. Students take turns asking questions to the class about the location of these towns.

Presentation and practice (4): At this stage, you will be building on what has been introduced before. The students know all the component parts of the question you will be asking to elicit information about someone's place of origin, but they have not used it. Ask where certain celebrities come from, e.g., مَنْ أَيْنَ بِلْ كَلْتَن؟ Or

show a photograph of a well-known personality and ask, “مِنْ أَيْنَ هُوَ/هِيَ؟”. Variations of such questions include: مِنْ أَيْنَ أَنْتَ؟. Conduct Drill 4.

Drill 4

هِيَ مِنَ الْمَغْرِبِ .

أنا	أنا مِنَ الْمَغْرِبِ .
لُبْنَان	أنا مِنَ لُبْنَان .
هُوَ	هُوَ مِنَ لُبْنَان .
عَمَّان	هُوَ مِنَ عَمَّان .
نَحْنُ	نَحْنُ مِنَ عَمَّان .
دِمَشَق	نَحْنُ مِنَ دِمَشَق .
هِيَ	هِيَ مِنَ دِمَشَق .
بَغْدَاد	نَحْنُ مِنَ بَغْدَاد .
أَنْتَ	أَنْتَ مِنَ بَغْدَاد .
أَنْتِ	أَنْتِ مِنَ بَغْدَاد .

Application: (1) Pair up students and ask them to find out where their partners come from and to report the information back to the class. Example:

- | | |
|---|---------------------------------------------|
| ١ | مِنْ أَيْنَ أَنْتَ؟ |
| ٢ | أنا مِنَ كَلِيفْلَنْد . مِنْ أَيْنَ أَنْتَ؟ |
| ١ | أنا مِنَ بَقْلُو . |
| ٢ | هُوَ مِنَ بَقْلُو . |
| ١ | هِيَ مِنَ كَلِيفْلَنْد . |

(2) You may also conduct a simulated activity. Distribute index cards with the name of an Arab town or country each student will pretend to come from.

A variation of the above activity is to ask students to find out how many students in the class come from a specific town. You may use real information or, for a more controlled activity, use index cards.

LESSON 5

Language Functions and Objectives: (1) identifying objects, (2) expressing possession, (3) describing affiliation or origin.

Exponents:

- ١- كتاب، دفتر، مفتاح، حاسوب، هاتف، تلفاز، قلم
جريدة، نظارة، ساعة، دراجة، مسجلة، سيارة
- ٢- عندي، عندك، عنده، عندها، عند مايكل، عند ليسا
- ٣- مصري، أمريكي، فرنسي

Presentation (1): Use realia or pictures to present the vocabulary. When using real objects, try to select those representative of Arab culture. For example, use an Arabic language newspaper and an Arabic book. Keep in mind that when you present multiple items, always go back to all the items presented earlier before presenting a new one.

Practice: Repetition of items chorally and individually.

Evaluation: Check recognition by saying the word for a particular object. Students should be able to point to it or its picture. Check the ability to produce the words representing these objects by pointing to each object or picture of it. The students should be able to say the name individually or collectively.

Presentation (2a): Establish a clear setting and context for expressing possession. If you say, for example, *عندي ساعة*, make sure that the students know it is your watch. Use real objects whenever possible and pictures thereof. After modeling a sentence, students should repeat it several times. Present a second item using this structure with ample repetition. Go back to the first and second items before teaching the third.

Presentation (2b): Present *عندك* and *عندك*, with the items covered in question form, using a rising intonation. With the second person forms, remember to maintain eye contact with the addressee. Example: *عندك سيارة؟*

Practice: Communicative activity. Pair work. Instructions: Find out from your partner whether he or she has a car. **Important:** Before the students are engaged in the activity, make sure they know the question and the answer to be used in the

activity, paying special attention to the distinction between masculine and feminine forms (عِنْدَكَ، عِنْدُكَ). At this point, partner responses are limited to نَعَمْ and لَا.

Presentation (2c): Present عِنْدَهُ and عِنْدَهَا, in conjunction with the items covered. Indicate which items specific students possess:

عِنْدَ مايكل سَيَّارَةٌ/عِنْدَهُ سَيَّارَةٌ
عِنْدَ لَيْسَا سَيَّارَةٌ/عِنْدَهَا سَيَّارَةٌ.

Practice: Conduct a communicative activity. Group work. Instructions: Find out who in this class has a car and report your findings back to the class. Students have a two-part task. They should go around the class asking the same questions (عِنْدَكَ سَيَّارَةٌ؟) to all the students. Their reports at this point consist of statements strung together with no conjunctions:

مايكل عِنْدَهُ سَيَّارَةٌ. لَيْسَا عِنْدَهَا سَيَّارَةٌ.

Conduct substitution Drill 5. Modify and expand the drill as you wish.

Drill 5

عِنْدِي سَيَّارَةٌ.

هُوَ	عِنْدَهُ سَيَّارَةٌ.
هِيَ	عِنْدَهَا سَيَّارَةٌ.
أَنَا	عِنْدِي سَيَّارَةٌ.
دَرَّاجَةٌ	عِنْدِي دَرَّاجَةٌ.
مايكل	عِنْدَهُ دَرَّاجَةٌ.
لَيْسَا	عِنْدَهَا دَرَّاجَةٌ.
هَاتِف	عِنْدَهَا هَاتِف.
أَنْتَ	عِنْدَكَ هَاتِف.
أَنْتِ	عِنْدِكَ هَاتِف.

Presentation (3): Review the structure containing مِنْ used with political figures from the Arab world. The use of a map and photographs of these personalities is highly recommended. Examples:

مُبَارَكٌ مِنْ مِصْرَ هُوَ مِصْرِيٌّ.
عَرَفَاتٌ مِنْ فِلَسْطِينَ هُوَ فِلَسْطِينِيٌّ.
الْأَسَدُ مِنْ سُورِيَةِ هُوَ سُورِيٌّ.

Make sure that students pronounce the final *ي* as a double consonant in the relative adjectives above. Explain that feminine nouns and pronouns require the use of feminine adjectives normally indicated by a *tā' marbūta*.

Practice: Conduct a drill to practice the formation of relative adjectives.

Drill 6

عَدْنَانٌ سُورِيٌّ.

هِيَ	هِيَ سُورِيَّةٌ.
مِصْرَ	هِيَ مِصْرِيَّةٌ.
سَمِيرَ	سَمِيرٌ مِصْرِيٌّ.
أَنَا	أَنَا مِصْرِيٌّ.
الْمَغْرِبَ	أَنَا مَغْرِبِيٌّ.
هُوَ	هُوَ مَغْرِبِيٌّ.
رِيمَ	رِيمٌ مَغْرِبِيَّةٌ.
أَنْتَ	أَنْتَ مَغْرِبِيَّةٌ.
أَنْتَ	أَنْتَ مَغْرِبِيٌّ.
لُبْنَانَ	أَنْتَ لُبْنَانِيٌّ.
هِيَ	هِيَ لُبْنَانِيَّةٌ.
الْعِرَاقَ	هِيَ عِرَاقِيَّةٌ.

LESSON 6

Language Functions and Objectives: (1) identifying objects.

Exponents: ١- نافذة، طاولة، مسطرة، صورة، حاسبة، حقيبة، ممحاة، مِبراة، وَرَقَة
باب، لوح، كُرْسِي، هذا، هذه.

Presentation: The items in this lesson are from the classroom environment and,

therefore, it is easier to use real objects. When presenting multiple items, always remember to go back to all the items presented earlier before presenting a new one. You may group the items according to gender to make it easier for the students to remember them.

Use هذا to indicate masculine nouns and هذه for feminine nouns. Make it clear which demonstrative goes with which gender.

Practice: Conduct Drill 7 to practice gender distinction and to review vocabulary.

Drill 7

هذا كتاب .

قلم	هذا قلم .
باب	هذا باب .
دَفْتَر	هذا دَفْتَر .
لوح	هذا لوح .
جريدة	هذه جريدة .
مِسْطَرَة	هذه مِسْطَرَة .
صورة	هذه صورة .
كُرْسِي	هذا كُرْسِي .
مِفْتَاح	هذا مِفْتَاح .
حاسِبَة	هذه حاسِبَة .
حَقِيبَة	هذه حَقِيبَة .

Application: Activity. Pair work. Find out whether a partner has a computer. Group work. Find out who in the class has a calculator.

LESSON 7

Language Functions and Objectives: (1) describing school and school surroundings, (2) courses or subject matter, (3) profession, (4) location, (5) contrasting, (6) negation, (7) enumerating objects.

Exponents:

- ١- جامعة، غرفة، غرفة الصف، جدار
- ٢- رياضيات
- ٣- طالب، طالبة
- ٤- بجانب، في، على، هناك
- ٥- ليس
- ٦- لكن، لكن
- ٧- أيضاً، و

Presentation (1): Establish context and model carefully. It is important to call the students' attention to the pronunciation of words ending with a *tā' marbūṭa*. The *tā'* must be pronounced when a suffix is attached or when the word is the first word of an *idāfa* structure. Use words such as *سيارة، غرفة، دراجة* with personal possessive pronouns:

سيارتي	سيارة
دراجته	دراجة

Practice: Conduct Drill 8.

Drill 8

سيارتي.

سيارته	هو
سيارتها	هي
دراجتها	دراجة
دراجتي	أنا
حاسبتني	حاسبة
حاسبتك	أنت

جامعة أنت
جامعتك أنت
جامعة أنت
جامعتك أنت

Present جامعة along with the names of actual universities. Make certain the tā' marbūṭa is pronounced:

جامعة بيل، جامعة أوهايو ستيت، جامعة شيكاغو، جامعة ميشيغن، جامعة بركلي

Conduct Drill 9 to practice this structure.

Drill 9

جامعة كاليفورنيا.

جامعة هارفرد.	هارفرد
جامعة أوهايو.	أوهايو
جامعة دمشق.	دمشق
جامعة القاهرة.	القاهرة
جامعة بغداد.	بغداد
جامعة عمان.	عمان
جامعة الجزائر.	الجزائر
جامعة بيل.	بيل
جامعة لندن.	لندن

Presentation (2): Present the word رياضيات with reference to an object representative of this subject.

Practice: Repetition in chorus and individually.

Application: Pair work. Find out from a partner if he or she is taking math. The question should be عندك/عندكِ رياضيات؟. The answer is either نعم or لا.

Presentation (3): Present the word طالب and طالبة with reference to actual students in the class. Make sure the students grasp the distinction in gender.

Practice: Repetition in chorus and individually.

Presentation (4): Demonstrate, using different objects, how they are locationally

related to one another, e.g. a chair in relation to the window, a pen in relation to a book. For the word هُنَاكَ, use it to indicate the existence of different objects, e.g.

هُنَاكَ كُرْسِيٌّ بِجَانِبِ النَافِذَةِ.

Practice: Repetition in chorus and individually after every item has been presented. Conduct Drill 10. Explain that the definite article must be used in the drill.

Drill 10

الْكُرْسِيُّ بِجَانِبِ النَافِذَةِ.

الطاولة	الطاولة بِجَانِبِ النَافِذَةِ.
الباب	الباب بِجَانِبِ النَافِذَةِ.
الكتاب	الكتاب بِجَانِبِ النَافِذَةِ.
عَلَى	الكتاب عَلَى النَافِذَةِ.
الطاولة	الكتاب عَلَى الطاولة.
القَلَمُ	القَلَمُ عَلَى الطاولة.
الصورة	الصورة عَلَى الطاولة.
الجدار	الصورة عَلَى الجدار.
الكتاب	الصورة عَلَى الكتاب.
فِي	الصورة فِي الكتاب.
الورقة	الورقة فِي الكتاب.

Application: Pair work. Find out from your partner if there is a picture on the wall in his/her room and then report your findings back to the class. Students may use a rising intonation to form the question for now. The question should be similar to the following: هُنَاكَ صُورَةٌ عَلَى الْجِدَارِ فِي غُرْفَتِكَ؟ Let them practice the question before engaging in the activity.

Presentation (5): Use names (and pictures) of celebrities with typical hand gestures to illustrate the meaning and use of لَيْسَ. You may use statements such as these:

مارتن لوثر كينغ أمريكي. هُوَ لَيْسَ كَنْدِيًّا.
مادونا لَيْسَتْ مِنْ أَتْلَانْتَا.

Practice: Repeat the two forms several times. Students repeat in chorus and individually. Conduct Drill 11.

Drill 11

مايكل لَيْسَ مِنْ ديترويت.

واشنطن	مايكل لَيْسَ مِنْ واشنطن.
سِندي	سِندي لَيْسَتْ مِنْ واشنطن.
فيلادلفيا	سِندي لَيْسَتْ مِنْ فيلادلفيا.
هالة	هالة لَيْسَتْ مِنْ فيلادلفيا.
دمشق	هالة لَيْسَتْ مِنْ دمشق.
الرياض	هالة لَيْسَتْ مِنْ الرياض.
القاهرة	هالة لَيْسَتْ مِنْ القاهرة.
عدنان	عدنان لَيْسَ مِنْ القاهرة.
بغداد	عدنان لَيْسَ مِنْ بغداد.
تونس	عدنان لَيْسَ مِنْ تونس.

Presentation (6a): Contrast statements with لَكِنْ, starting with a possessive prepositional phrase, such as the following:

عِنْدِي هَاتِفٌ، لَكِنْ لَيْسَ عِنْدِي حاسوب.

Practice: Students provide statements such as the above about owning one thing and not another.

Presentation (6b): Contrast statements with لَكِنْ. Such statements start with a noun or with a pronoun suffixed to لَكِنْ. Example:

عدنان سوري، لَكِنْ مايكل أمريكي.
ريم في جامعة حلب، لَكِنْ هَا مِنْ دمشق.

Practice: Make sure students distinguish between the two forms of لَكِنْ. Conduct Drill 12 to practice the different attached pronouns with لَكِنْ.

Drill 12

لَكِنَّهُ.

لَكِنَّهَا	هِيَ
لَكِنَّنِي	أَنَا
لَكِنْ مَا يَكُل	مَا يَكُل
لَكِنْ لَيْسَا	لَيْسَا
لَكِنَّكَ	أَنْتَ
لَكِنَّكَ	أَنْتَ
لَكِنَّهُ	هُوَ

Presentation (7): Enumerate objects, names, and so forth, using رَ:

عِنْدِي سَيَّارَةٌ وَدَرَّاجَةٌ وَحَاسُوبٌ.

Practice: First pronounce رَ by itself several times and then have the students repeat it. By way of review, point out objects and parts of the classroom, using رَ:

هُنَاكَ بَابٌ وَنَافِذَةٌ وَطَاوِلَةٌ وَكُرْسِيٌّ فِي الْغُرْفَةِ.

Have students produce such statements while pointing out the objects. Start with two or three objects and increase the number gradually.

Express possession of two items using رَ and أَيْضًا.

عِنْدِي حَاسُوبٌ وَحَاسِبَةٌ أَيْضًا.

Conduct a chain drill in which each student expresses possession of two items using رَ and أَيْضًا.

Reading: Ask content questions while students are looking at the reading passages. Do not require them to read the passage aloud, only the part relevant to the question. This would help them to develop efficient reading strategies.

Reading aloud may be used as a measure of the students' ability to pronounce Arabic, or rather to convert the printed words to spoken utterances.

LESSON 8

Language Functions and Objectives: (1) school facilities, (2) disciplines, (3) identifying objects with demonstratives, (4) profession.

Exponents:

- ١- كُليَّة، مَكْتَبَة، مَسْبَح، مَكْتَب، مَلْعَب، مَخْبَر، أَرْض
- ٢- آداب، عُلُوم، حُقُوق، هَنْدَسَة، طِب، تِجَارَة، رِياضَة
- ٣- هَذَا، هَذِهِ، ذَلِكَ، تِلْكَ
- ٤- أَسْتَاذ

Presentation (1): Using pictures, present the items in (1) one by one, always recycling previously presented words. This will also serve as practice if you involve students in repeating the items after you model them. Note that أرض is feminine. Conduct Drill 13 to help students to make gender distinctions.

Drill 13

هَذِهِ كُليَّة.

هَذِهِ أَرْض.	أَرْض
هَذِهِ مَكْتَبَة.	مَكْتَبَة
هَذَا مَخْبَر.	مَخْبَر
هَذَا مَسْبَح.	مَسْبَح
هَذِهِ جَامِعَة.	جَامِعَة
هَذَا مَكْتَب.	مَكْتَب
هَذَا مَلْعَب.	مَلْعَب

Presentation (2): Use the first six words with كُليَّة. The resultant phrase is an *idāfa* structure. Remind students to pronounce the final *t*, e.g. كُليَّةُ الآداب. The last word in this item may be used with مَلْعَب، as in مَلْعَب رياضي.

Application: Activity. Pair work. Find out who in this class is in the College of Engineering. The question to be asked may be something like: أَنْتَ فِي كُليَّةِ الْهَنْدَسَةِ؟

Presentation (3): Identify objects previously presented with these demonstratives: هَذَا، هَذِهِ، ذَلِكَ، تِلْكَ. Demonstrate the difference in usage between the two sets on the basis of proximity to the object.

Practice: Conduct Drill 14. Repeat the model sentence several times. Pronounce the cue and the students will provide a modified sentence based on the new cue.

Drill 14

هذه جامعة.

هذه دراجة.	دراجة
تلك دراجة.	تلك
ذلك باب.	باب
هذا باب.	هذا
هذا حاسوب.	حاسوب
هذه مبرة.	مبرة
تلك مبرة.	تلك
تلك ساعة.	ساعة

Presentation (4): Teach أستاذ/أستاذة with reference to yourself.

Practice: Conduct Drill 15 to practice separate pronouns and gender agreement with previously covered nouns.

Drill 15

أنا أستاذ.

هو أستاذ.	هو
أنت أستاذ.	أنت
أنت أستاذة.	أنت
أنت طالبة.	طالبة
هو طالب.	هو
هو أمريكي.	أمريكي
مايكل أمريكي.	مايكل
ليسا أمريكية.	ليسا
هي أمريكية.	هي

سوريّة هي سوريّة.
لانا لانا سوريّة.

LESSON 9

Language Functions and Objectives: (1) Seeking and providing information, (2) using numbers, (3) expressing knowledge and the inability to do so, (4) expressing admiration, (5) expressing regret.

- Exponents:**
- ١- ما اسمك؟ ما عنوانك؟ مارقم هاتفك؟ ما معنى؟ من أين أنت؟
أين مدينة كذا؟ هل تسكن في شقة أم في بيت؟ كم لغة تعرفين؟ بلدة، شارع.
 - ٢- واحد، اثنان، ثلاثة، أربعة، خمسة، ستة، سبعة، ثمانية، تسعة، عشرة.
 - ٣- أعرف، لا أعرف، كلمة، لغة.
 - ٤- ما شاء الله!
 - ٥- آسف، آسفة.

Presentation (1): The context in the lesson is that of a job interview which involves eliciting and providing personal information. In the classroom, build on what the students already know. First ask them their names, where they come from, and where they live, as in the exponents. Ask where the towns they come from are located.

Delay teaching phone numbers, home addresses, and number of languages they know until after the numbers are adequately practiced.

Practice: Conduct Drill 16 to practice verb conjugation.

Drill 16

تسكن في شقة.

تسكن في بيت.	بيت
يسكن في بيت.	هو
أسكن في بيت.	أنا
أسكن في سكن الطلاب.	سكن الطلاب

شَقَّة	أَسْكُنُ فِي شَقَّة.
نَحْنُ	نَسْكُنُ فِي شَقَّة.
أَنْتَ	تَسْكُنُ فِي شَقَّة.
أَنْتِ	تَسْكُنِينَ فِي شَقَّة.
رَانِيَة	تَسْكُنُ فِي شَقَّة.
سَامِي	يَسْكُنُ فِي شَقَّة.
بَلَدَة	يَسْكُنُ فِي بَلَدَة.
هُم	يَسْكُنُونَ فِي بَلَدَة.

Practice: Conduct Drill 17 to practice verb conjugation and the accusative case.

Drill 17

أَعْرِفُ لُغَتَيْنِ.

رَانِيَة	تَعْرِفُ لُغَتَيْنِ.
نِزَار	يَعْرِفُ لُغَتَيْنِ.
وَاحِدَة	يَعْرِفُ لُغَةً وَاحِدَة.
نَحْنُ	نَعْرِفُ لُغَةً وَاحِدَة.
اِثْنَتَانِ	نَعْرِفُ لُغَتَيْنِ.
أَنَا	أَعْرِفُ لُغَتَيْنِ.
ثَلَاث	أَعْرِفُ ثَلَاثَ لُغَات.
هُوَ	يَعْرِفُ ثَلَاثَ لُغَات.
هِيَ	تَعْرِفُ ثَلَاثَ لُغَات.
أَنْتَ	تَعْرِفُ ثَلَاثَ لُغَات.
أَنْتِ	تَعْرِفِينَ ثَلَاثَ لُغَات.

Presentation (2): With reference to a chart containing numbers or simply using your fingers, introduce the numbers 0-10. Pronounce “zero” clearly and write it on the board. Practice in chorus and individually. Proceed to number 1 and practice it in the same manner. Go back to zero and alternate practice between 0 and 1.

After you present and practice a number, go back to all numbers that have been presented. When the list is complete on the board, ask the students to pronounce them in sequence as you point to each number. Then point at numbers randomly. When you feel that the students have developed reasonable mastery, ask them to read the numbers aloud chorally and begin to erase them one by one until the students can recite the entire set with no writing on the board.

Application: Conduct a communicative activity in which every student inquires about his or her partner's telephone number. Ensure that the students know the question they should ask and how to respond to it.

١. عِنْدَكَ هَاتِف؟
٢. نَعَمْ/لا
١. مَا رَقْمُ هَاتِفِكَ؟
٢. خَمْسَةُ أَرْبَعَةِ خَمْسَةِ - سِتَّةَ وَاحِدٍ تِسْعَةَ صِفْرِ.
١. شُكْرًا
٢. عَفْوًا.

Do the same to elicit house and license plate numbers.

Presentation (3): Introduce أعْرِفْ with reference to your ID card, for example. Say that you know your name, social security number, etc. by pointing to them and then saying them aloud. You may use other techniques of course. The same procedure may be used to introduce لا أعْرِفْ. Teach the words for some languages, such as Arabic, Japanese, Chinese, French, and Spanish.

Practice: For example, have students take turns saying the names of American and Arab towns they know (i.e. to which they have traveled). Then conduct either Drill 17 or a variation of it, such as the following:

أَعْرِفُ شِيكَاغُو.	
أَتَلَانْتَا	أَعْرِفُ أَتَلَانْتَا.
أَنْتَ	تَعْرِفُ أَتَلَانْتَا.
الْقَاهِرَة	تَعْرِفُ الْقَاهِرَة.

لا تعرفُ القاهرة.	لا
لا تعرفينَ القاهرة.	أنتِ
تَعرفينَ القاهرة.	نَعَم
تَعرفينَ دِمَشقَ.	دِمَشق

Write separate words on the board and teach **كَلِمَة**. Show a list of English words. Ask, **ما مَعْنَى هَذِهِ الْكَلِمَة؟** Point to words they know and words they do not. You may assign the role of the teacher to a student whose task is to select words and point them out. The other students respond by, **”أَعْرِفُ مَعْنَى هَذِهِ الْكَلِمَة/ لا أَعْرِفُ مَعْنَى هَذِهِ الْكَلِمَة“**.

Presentation (4, 5): Model and practice the pronunciation of the phrase **ما شاءَ اللهُ**. Indicate that it is used to express admiration. For relatively long phrases, use backward buildup, a pronunciation technique in which you start with the last word or syllable and build up the entire phrase gradually. This phrase can be built up as follows: **الله..الله، شاءَ.. شاءَ، شاءَ اللهُ... شاءَ اللهُ، ما.. ما، ما شاءَ اللهُ.. ما شاءَ اللهُ**.

Follow a similar procedure in presenting and practicing **آسَفَ، آسَفَ**. Use a chain drill for further practice, making sure students use the correct form relevant to their gender.

LESSON 10

Language Functions and Objectives: (1) Describing situations and conditions, (2) furniture, (3) school subjects, (4) indicating proximity, (5) cardinal numbers 1-10.

Exponents:

- ١- طالب، يدرُسُ، يَسْكُنُ، فِي شَقَّة.
- ٢- سَرِير، طَاوِلَة، كُرْسِي.
- ٣- مَادَّة، تِجَارَة، أَحْيَاء، طِب.
- ٤- هَذِهِ حَقِيبَتِي.
- ٥- صِفْر، وَاحِدٍ اِثْنَان، ثَلَاثَة، أَرْبَعَة، خَمْسَة، سِتَّة، سَبْعَة، ثَمَانِيَة، تِسْعَة، عَشْرَة.

Presentation (1): Refer to students, using **طالب/طالبة** and to your self, using **أستاذ/أستاذة**. Repeat several times alternating students.

Ask students, أنا طالبٌ في جامعة كذا, أنت طالبٌ في أية جامعة؟ Also, ask, أدرُسُ في جامعة كذا. في أية جامعة تدرُس/تدرُسِينَ؟ The answer should be: أدرُسُ في جامعة كذا.

Show pictures of a house and an apartment. Practice the pronunciation of شَقَّة. Ask individual students where they live, أينَ تَسْكُنُ/تَسْكُنِينَ؟ You may ask yes/no questions to elicit this information, تَسْكُنُ في شَقَّة أم في بَيْت أم في سَكَنِ الطُّلَابِ؟

Practice: Conduct a chain drill as follows:

- ١ أَسْكُنُ في شَقَّة. أينَ تَسْكُنُ/تَسْكُنِينَ؟
- ٢ أَسْكُنُ في بَيْت. أينَ تَسْكُنُ/تَسْكُنِينَ؟
- ٣ أَسْكُنُ في سَكَنِ الطُّلَابِ. أينَ تَسْكُنُ/تَسْكُنِينَ؟

Conduct Drill 18 to practice verb conjugation:

Drill 18

أَسْكُنُ في شَقَّة.

بَيْت	أَسْكُنُ في بَيْت.
مايكل	يَسْكُنُ في بَيْت.
شَقَّة	يَسْكُنُ في شَقَّة.
هي	تَسْكُنُ في شَقَّة.
أَنْتَ	تَسْكُنُ في شَقَّة.
أَنْتِ	تَسْكُنِينَ في شَقَّة.
أنا	أَسْكُنُ في شَقَّة.
عدنان	يَسْكُنُ في شَقَّة.
سَكَنِ الطُّلَابِ	يَسْكُنُ في سَكَنِ الطُّلَابِ.
هي	تَسْكُنُ في سَكَنِ الطُّلَابِ.

Application: Communicative activity. Find out where your partner lives and report this information back to the class:

- ١ أينَ تَسْكُنُ؟
- ٢ أَسْكُنُ في شَقَّة. أينَ تَسْكُنِينَ؟
- ١ أَسْكُنُ في سَكَنِ الطُّلَابِ.

- ١ يَسْكُنُ فِي شَقَّةٍ.
- ٢ تَسْكُنُ فِي سَكْنِ الطُّلَّابِ.

Presentation (2): Show pictures of a room, bed, chair, and table. Practice by repetition. Examples:

- كَمْ كُرْسِيًّا فِي غُرْفَتِكَ؟
- هَلْ هُنَاكَ طَاوِلَةٌ فِي غُرْفَتِكَ؟

Application: Find out if your partner has a bed in his/her room.

- ١ هَلْ هُنَاكَ سَرِيرٌ فِي غُرْفَتِكَ؟
- ٢ نَعَمْ/لا.

Presentation (3): Present school subjects that are actually taken by students. Present each one with reference to a picture or something that illustrates it. Use مَادَّةُ to refer to each subject presented.

- ١ هَلْ تَدْرُسِينَ الْأَحْيَاءَ؟
- ٢ لا/نَعَمْ.
- ١ كَمْ مَادَّةَ تَدْرُسِينَ؟
- ٢ أَدْرُسُ ثَلَاثَ مَوَادٍ.
- ١ مَا هِيَ؟
- ٢ الْعَرَبِيَّةُ وَالرِّيَاضِيَّاتُ وَالتَّارِيخُ.

Application: Find out what your partner is studying at this university.

- ١ مَاذَا تَدْرُسُ فِي هَذِهِ الْجَامِعَةِ؟
- ٢ أَدْرُسُ التِّجَارَةَ. وَأَنْتِ مَاذَا تَدْرُسِينَ؟
- ١ أَدْرُسُ عِلْمَ الْحَاسُوبِ.

Presentation (4): Write the numbers 0-10 one by one on the board or use flash cards. Pronounce each one and have the students repeat after you. When the list is complete, point to numbers randomly and in sequence until the students have developed reasonable facility in saying them. Then while they are reading them aloud from the board, start erasing them one by one. This technique may help the students to memorize the numbers quickly.

Application: Ask your partner what his/her telephone numbers and report it back to the class.

- ١ مَارَقْمُ هَاتِفِكَ؟
- ٢ رَقْمُ هَاتِفِي خَمْسَةَ أَرْبَعَةَ سَبْعَةَ ثَلَاثَةَ اِثْنَانَ وَاحِدٍ صِفْرٍ. مَارَقْمُ هَاتِفِكَ؟
- ١ رَقْمُ هَاتِفِي ...
- رَقْمُ هَاتِفِهِ/هَاتِفِهَا

LESSON 11

Language Functions and Objectives: (1) Describing family, (2) school subjects, (3) ordinal numbers.

- Exponents:**
- ١- زَوْج، زَوْجَة، أَب، أُم، ابْن، ابْنَة، وَلَد، بِنْت، أَخ، أُخْت، عَائِلَة
 - ٢- الرِّيَاضِيَّات، اللُّغَة الْإِنْكَلِيزِيَّة، هَنْدَسَة، كِيْمِيَاء، فِيزِيَاء، تَفَاضُل، فَصْل.
 - ٣- الْأَوَّل، الثَّانِي، الثَّالِث، الرَّابِع، الْخَامِس، السَّادِس، السَّابِع، الثَّامِن، التَّاسِع، الْعَاشِر.

Presentation (1): If you have access to photographs depicting family relationships clearly use them. Real ones of actual families, especially yours, make a good impact on students. If you use a family tree with pictures, make sure the relations are not confusing. Practice the pronunciation of each item well. Relate the items to students' backgrounds. Examples of teacher-student interactions:

- أ عندك أخ/أخت/زوج/زوجة؟
- ط نعم/لا. عندي/ليس عندي...
- أ كم أخاً/أختاً عندك؟
- ط عندي أخوان/أختان/ثلاثة إخوة/ثلاث أخوات.
- أ اسم أبي/أمي كذا. ما اسم أبيك/أمك؟
- ط اسم أبي ...

Application: Find out from your partner if he/she has a brother and/or a sister and how many.

- ١ عندك أخ/أخت؟

- ٢ نعم/لا.
١ كم أخا/أختاً عندك؟
٢ عندي أخوان/ثلاثة إخوة/ثلاث أخوات.

Find out how many students in this class have sisters. (This is a survey-like task which requires interaction with all the students in the class.)
عندك أخت؟

Presentation (2): As in Lesson 10, present school subjects that occur in the lesson as well as those actually studied by students.

Practice and Application: Reconduct the activity in Lesson 10 concerning school subjects.

Presentation (3): First list cardinal numbers 1-10 and review. Then list ordinal numbers (masculine, then feminine) gradually, each one listed next to its cardinal counterpart. Practice their pronunciation and memorization in a similar manner to the suggestions in Lesson 10.

Practice: Chain drill (student 1 says, الأول, student 2 الثاني, and so forth). Conduct Drill 19 as follows:

Drill 19

الأول	
الثاني	اثنان
الخامس	خمسة
التاسع	تسعة
الأول	واحد
الرابع	أربعة
العاشر	عشرة
الثالث	ثلاثة
السادس	ستة
السابع	سبعة
الثامن	ثمانية

Application: 1. Ask if your partner is the second sibling in his/her family.

- ١ أأنتَ الابنُ الثاني في عائلتك؟ / أأنتِ الابنةُ الثانيةُ في عائلتك؟
٢ نعم/لا.

2. Ask who in this class is the eldest son or daughter in their family. (Students should survey the entire class.)

أأنتَ الابنُ/الابنةُ الأولُ/الأولى في عائلتك؟

LESSON 12

Language Functions and Objectives: (1) Terms of address, (2) expressing regret and apology, (3) expressing lack of knowledge, (4) negating verbs in the present, (5) numbers 11-900.

Exponents:

- ١- يا آنسة، يا أخ، يا أستاذ، الأستاذ، السيد، السيدة.
٢- آسف، آسفة.
٣- الله أعلم.
٤- لا يعرف.
٥- أحدَ عشر، إثنا عشر، ثلاثة عشر، أربعة عشر، خمسة عشر، ستة عشر، سبعة عشر، ثمانية عشر، تسعة عشر، عشرون، ثلاثون، ... مئة، مئتان، ثلاثمئة، ...

Presentation (1): Address students with the proper terms. For example:

يا آنسة لينا، يا سيد مايكل.

Ask them to address you by أستاذة/أستاذ followed by your name. Indicate that in writing, the forms should take the definite article (e.g. الأستاذ).

Practice: Conduct a chain drill in which students greet one another, using their names with the appropriate term of address.

- ١ مرحباً يا آنسة لينا.
٢ أهلاً يا أخ مايكل. مرحباً يا آنسة جينيفر.
٣ أهلاً يا آنسة لينا. مرحباً يا سيد آلن.

Presentation (2): Express apology (by bumping into a student) or regret (by not

knowing the answer to a question, for example), using *آسِفَ/آسِفَة*. Explain that these forms change according to gender and number.

Practice: Repeat the two forms several times in chorus and individually. Conduct a chain drill in which each student uses the form suitable for him/her as follows:

١ آسِفَ.

٢ آسِفَة.

Application: Ask your partner the meaning of “progressive” in Arabic. If you or your partner both do not know, express regret.

١ ما مَعْنَى progressive بالعربية؟

٢ لا أَعْرِفُ. آسِفَ/آسِفَة.

Presentation (3): Present the phrase *الله أعلم* as an alternative to *لا أعرف* to express lack of knowledge. Practice as above and conduct the activity again, using *الله أعلم*.

Presentation (4): Explain briefly that *لا* is used to negate present-tense verbs. Ask the students questions to which you expect they will have no answers so that they would use *لا أعرف*.

Practice: Conduct Drill 20 to practice the use of the negative particle and verb conjugation.

Drill 20

لا يَسْكُنُ أَحْمَدُ فِي بَيْرُوتَ.

نَدِيمَ	لا يَسْكُنُ نَدِيمُ فِي بَيْرُوتَ.
هَالَةَ	لا تَسْكُنُ هَالَةُ فِي بَيْرُوتَ.
الْكُوَيْتَ	لا تَسْكُنُ هَالَةُ فِي الْكُوَيْتَ.
أَنَا	لا أَسْكُنُ فِي الْكُوَيْتَ.
تُونِسَ	لا أَسْكُنُ فِي تُونِسَ.
نَحْنُ	لا نَسْكُنُ فِي تُونِسَ.
هُمْ	لا يَسْكُنُونَ فِي تُونِسَ.
أَنْتَ	لا تَسْكُنُ فِي تُونِسَ.

أنت	لا تَسْكُنِينَ فِي تُونِسْ.
دَمَشَق	لا تَسْكُنِينَ فِي دَمَشَق.
هُوَ	لا يَسْكُنُ فِي دَمَشَق.
هِيَ	لا تَسْكُنُ فِي دَمَشَق.

Application: Ask if your partner lives in (a specific dorm) and report the information back to the class.

- ١ تَسْكُنِينَ فِي مَبْنَى ... يَا لَيْسَا؟
- ٢ لا. لا أَسْكُنُ فِي مَبْنَى ... تَسْكُنُ يَا مَائِكِل فِي مَبْنَى ...؟
- ١ لا. لا أَسْكُنُ فِي مَبْنَى ...
- ١ لا تَسْكُنُ لَيْسَا فِي مَبْنَى ...
- ٢ لا يَسْكُنُ مَائِكِل فِي مَبْنَى ...

Presentation (5): Present and practice the numbers 11-900 as described in Lessons 10 and 11. You may also use a map and ask students to provide estimates of distances between cities. Teach **مِيل** and **أَمِيَال** to use with distances.

كَمْ مِيَالاً مِنْ شِيكََاغُو إِلَى مَادِسَن؟
مِئَةً وَأَرْبَعُونَ مِيَالاً.

Practice: Use chain drills to practice sequences of numbers.

Application: Ask how many miles your partner's home is away from campus and report this information back to the class.

- ١ كَمْ مِيَالاً مِنْ بَيْتِكَ إِلَى الْجَامِعَةِ؟
- ٢ مِيلَان.

LESSON 13

Language Functions and Objectives: (1) Print media, (2) describing activities, (3) asking about an activity, (4) expressing possession, (5) requesting and providing things.

Exponents:

١- جَرِيدَةٌ، مَجَلَّةٌ.

٢. يقرأ، يكتبُ. أَيْةٌ مَجَلَّةٌ تقرأ؟
٣. ماذا تَفْعَلُ؟
٤. معي، لي.
٥. أعط، أعطي، تَفَضَّلْ، تَفَضَّلِي.

Presentation (1 and 2): Bring into the classroom Arabic-language newspapers and magazines. Teach and practice the words for these two media. Then teach the names of two or three publications. Make sure the students pronounce the *t* on the end of جَرِيدَةٌ and مَجَلَّةٌ when followed by a name. Examples:

جَرِيدَةٌ تَشْرِين. مَجَلَّةٌ الْعَرَبِي.

Indicate by gestures and words that you read a certain publication (أقرأ جَرِيدَةَ الأهرام). List the publications you read in Arabic and English. Explain briefly that the words for newspaper and magazine must exhibit a *fatha* on their ends because they function as the object of the verb أقرأ.

Practice: Conduct a chain drill in which each student tells the student sitting next to him or her which newspaper and magazine he or she reads.

- ١ أقرأ جَرِيدَةَ واشنطن پُوسْت.
- ٢ أقرأ مَجَلَّةَ تَايْم.

Application: 1. Ask your partner which newspapers and magazines he/she reads and report your findings back to the class. Practice the question and the answer before conducting the activity.

- ١ أَيْةٌ جَرِيدَةٌ تقرأ/تقرأين؟
- ٢ أقرأ جَرِيدَةَ نِيويورك تَايْمز ومَجَلَّةَ نِيوزويك.
- ١ يقرأ فُلان جَرِيدَةَ نِيويورك تَايْمز ومَجَلَّةَ نِيوزويك.

2. Ask how many students in the class read a certain publication (e.g. *Forbes*).

- ١ تقرأ/تقرأين مَجَلَّةَ فوربز؟
- ٢ نَعَمْ/لا.
- ١ ثلاثة طُلّابٍ يقرأون مَجَلَّةَ فوربز.

Presentation (3): Ask students what they are doing: ماذا تَفْعَلُ/تَفْعَلِينَ؟

Inquire about what a third person is doing:

ماذا تَفْعَلُ/يَفْعَلُ؟

Pretend that you are reading or writing and have students ask you what you are doing. Respond clearly. Practice the pronunciation of the different verb forms.

Practice: Make copies of pictures of someone reading and someone writing and distribute them randomly. Students should answer according to the pictures they received.

١. ماذا تَفْعَلُ/تَفْعَلِينَ؟

٢. أقرأ/أكتبُ.

Presentation (4): Demonstrate the difference in meaning between *عندي* and *لي* on the one hand and *معي* on the other. The first two signify possession, or ownership, whereas the latter denotes accompaniment or having something on you, but which is not necessarily yours.

Application: Ask if your partner has a car.

١. عندكَ سَيَّارَةٌ؟

٢. نَعَمْ عِنْدِي سَيَّارَةٌ/لا، لَيْسَ عِنْدِي سَيَّارَةٌ.

1. Ask who in the class has a calculator with him/her.

١. مَعَكَ حَاسِبَةٌ؟

٢. نَعَمْ مَعِيَ حَاسِبَةٌ/لا، لَيْسَ مَعِيَ حَاسِبَةٌ.

١. فُلَانٌ مَعَهُ حَاسِبَةٌ وَفُلَانَةٌ مَعَهَا حَاسِبَةٌ.

2. Ask how many students in the class have two sisters.

١. لَكَ أُخْتَانِ؟

٢. نَعَمْ لِي أُخْتَانِ/لا، لَيْسَ لِي أُخْتَانِ.

١. طَالِبَانِ عِنْدَهُمَا/لَهُمَا أُخْتَانِ فِي هَذَا الصَّفِّ.

Presentation (5): Go around the class requesting things from students, e.g.

أ. أعطني قَلَمًا/وَرَقَةً/حَاسِبَةً/مِمْحَاةً/كِتَابًا مِنْ فَضْلِكَ. شُكْرًا.

ط. عَفْوًا.

With the objects still in your possession, instruct the students to request them

back from you. Practice the forms well enough to enable them to interact with you and with each other.

ط أعطني قلمي من فضلك!
أ تفضل/تفضلي.
ط شكراً.
أ عفواً.

Practice: Drill the pronunciation of the component parts of the interaction above and ask one or two students to request items and give them back in the same way.

LESSON 14

Language Functions and Objectives: (1) Requesting and declining things politely, (2) describing activities, including drinking and eating, (3) expressing preferences.

Exponents:

- ١- تريد قهوة يا سيد؟ لا شكراً. أريد شاياً من فضلك. حاضر. تفضل.
- ٢- يأكل، يشرب، صباحاً، مساءً، يدرس، يسكن.
- ٣- أحب (العسل، الخبز، اللحم، التفاح، إلخ).

Presentation (1): Establish context by showing pictures of people ordering drinks in a cafeteria or a restaurant, or act out this waiter-customer skit:

١ تريد قهوة يا آنسة؟
٢ لا شكراً. أريد شاياً من فضلك.
١ حاضر. تفضلي.
٢ شكراً.
١ عفواً.

Introduce the vocabulary items for food and drink, using either pictures or real objects (note that only the drink is called قهوة; the beans, ground or whole, are بُن). Model the pronunciation of each word and have the students repeat. Proceed in this manner, always going back to the previously introduced items.

Practice: Repetition of individual items. Chain drill in which the students state what they want to drink, e.g. أريدُ شايًا.

Conduct another chain drill to review and practice عُفُوا / شُكْرًا. Use the same technique to practice تَفَضَّلْ / تَفَضَّلِي. Students, in pairs, act out the skit above.

Presentation (2): Elicit information from students about what they are studying at your institution, where they live, what they eat and drink at three different times of the day. Present the vocabulary items first. Use pictures or realia if possible. Model and practice the new words until reasonable mastery has been achieved. Ask questions such as the following:

ماذا تدرُسُ/ تدرُسِينَ في هذه الجامعة؟
أين تَسْكُنُ/ تَسْكُنِينَ؟
ماذا تَشْرَبُ/ تَشْرَبِينَ (تَأْكُلُ/ تَأْكُلِينَ) صباحاً (ظهراً، مساءً)؟

Application: Before conducting the communicative activities suggested below, make sure the students know the questions and answers for each activity.

1. Ask what your partner studies and report your findings back to the class.

- ١ ماذا تدرُسُ/ تدرُسِينَ في هذه الجامعة؟
- ٢ أدرُسُ دراساتَ دَولِيَّة. ماذا تدرُسُ/ تدرُسِينَ في هذه الجامعة؟
- ١ أدرُسُ عِلْمَ الحاسوب.
- ١ يدرُسُ فلان دراساتَ دَولِيَّة. تدرُسُ فلانة دراساتَ دَولِيَّة.
- ٢ يدرُسُ فلان عِلْمَ الحاسوب. تدرُسُ فلانة عِلْمَ الحاسوب.

2. Ask where your partner lives and report your findings back to the class.

- ١ أين تَسْكُنُ/ تَسْكُنِينَ؟
- ٢ أَسْكُنُ في شَقَّة. أين تَسْكُنُ/ تَسْكُنِينَ؟
- ١ أَسْكُنُ في سَكَنِ الطُّلَّاب.
- ١ يَسْكُنُ فلان في شَقَّة. تَسْكُنُ فلانة في شَقَّة.
- ٢ يَسْكُنُ فلان في سَكَنِ الطُّلَّاب. تَسْكُنُ فلانة في سَكَنِ الطُّلَّاب.

3. Ask what your partner eats and drinks in the morning and report your findings back to the class.

- ١ يا مايكل ماذا تأكلُ وتشربُ صباحاً؟
٢ أكلُ خُبْزاً وعَسَلًا وأشربُ قَهْوَةً. وأنت يا ليسا ماذا تأكلينَ وتشربينَ صباحاً؟
١ أنا لا أكلُ صباحاً، لكنني أشربُ كَأْسَ عَصِيرِ بُرْتُقال.
١ ياأكلُ مايكل خُبْزاً وعَسَلًا ويشربُ قَهْوَةً صباحاً.
٢ لا تأكلُ ليسا صباحاً، لكنها تشربُ كَأْسَ عَصِيرِ بُرْتُقال.

Tasks: In smaller classes, you may conduct tasks, or survey-like activities, which provide a higher level of interaction and require a longer time to conduct. Examples:

1. Ask who in the class studies (or how many students study) political science and report that back to the class.
2. Ask how many students live in dormitories.
3. Ask who does not eat anything for breakfast (or who eats a certain food for dinner, eats lunch in a restaurant, has dinner at home, etc.).

Such tasks require each student to provide specific information about all the students in the class, including names and numbers. Reporting back to the class is an important part of such tasks.

Presentation (3): Demonstrate by gesture or some other means that you like certain foods and drinks. Ask individual students what they like or if they like certain foods and drinks.

أشربُ القَهْوَةَ الأَمْرِيكِيَّةَ لكنني أحبُ القَهْوَةَ العَرَبِيَّةَ.
أحبُ التُّفَاحَ لكنني لا أحبُ البُرْتُقالَ.

Practice: Present and repeat the five forms of the verb أحبُ which will be needed in the activity. List them on the board one by one, making clear reference to person. Drill until reasonable fluency is achieved.

أحبُ، تُحبُ، تُحِبِّينَ، يُحبُّ، تُحبُّ

Application: 1. Ask who does not like American coffee in the class and report that back to the class.

- ١ هل تُحبُّ/تُحِبِّينَ القَهْوَةَ الأَمْرِيكِيَّةَ؟
٢ نَعَمْ/لا.

١ مايكل وليس لا يُحِبُّ القَهْوَةَ الأمريكيَّة.

2. Ask how many students do not like American coffee and report that back to the class.

١ هَلْ تُحِبُّ/تُحِبُّ القَهْوَةَ الأمريكيَّة؟

٢ نَعَمْ/لا.

١ أَرَبْعَةُ طُلَّابٍ لَا يُحِبُّونَ القَهْوَةَ الأمريكيَّة.

LESSON 15

Language Functions and Objectives: (1) Describing activities, (2) schedules, (3) telling time, (4) inquiring about people.

Exponents:

١- يَدْرُسُ، يَأْكُلُ، يَقْرَأُ، يَكْتُبُ.

٢- السَّاعَةُ الواحدة، والنصف، والرُّبْع، والثُلث، إلَّا رُبْعاً، إلَّا ثُلثاً.

٣- عِنْدِي دَرَسٌ/مَوْعِدٌ فِي السَّاعَةِ ...

٤- مَنْ؟

Presentation (1): This is a review of previously covered verbs. Present in a similar manner as in previous lessons.

Application: Use similar activities as in previous lessons.

Presentation (2): Use an actual analog clock or make one from cardboard. Show different times, and practice the pronunciation of each one intensively.

Practice: Show random times on the clock and get individual students to say the time. You may also draw clock faces on the board, showing different times. Number the clocks and give out to the students cards bearing corresponding numbers randomly ordered. Each student should tell the time shown on the clock with the same number on his/her card. For further practice, conduct Drill 21.

Drill 21

الساعة الخامسة

الساعة الرابعة.	أربعة
الساعة الواحدة.	واحد
الساعة الثامنة.	ثمانية
الساعة السادسة.	ستة
الساعة السادسة والنصف.	نصف
الساعة الثالثة والنصف.	ثلاثة
الساعة الثالثة والرُّبع.	رُّبع
الساعة الثانية والرُّبع.	اثنان
الساعة الثانية والثُلث.	ثُلث

Application: 1. Ask at what time your partner studies in the library.

- ١ في أيّة ساعة تدرُسُ في المكتبة؟
- ٢ أدرُسُ في المكتبة في الساعة الرابعة.

Presentation (3): Show an actual schedule or your calendar. If necessary, fill it out with appointments at different times. A contrived calendar on a transparency works well. Make sure the handwriting is clear and the names are not too unfamiliar. Explain at what times you teach, or go to classes if you are a graduate student, and at what times you meet with students and other people.

Application: 1. Have the students replicate your schedule in writing, using information relevant to them.

2. Ask at what time your partner has a certain class and report that back to the class.

- ١ في أيّة ساعة عندك تاريخ/رياضيات/دراسات دولية؟
- ٢ عندي تاريخ في الساعة العاشرة.

3. Ask whether or not your partner has an appointment today. If so, inquire as to what time and with whom.

- ١ عندكَ مَوْعدُ اليوم؟
- ٢ نَعَمْ/لا.
- ١ مَعَ مَنْ؟
- ٢ مَعَ أستاذ التاريخ/مايكل/ليسا.
- ١ في أَيَّةِ ساعةٍ مَوْعدُكَ؟
- ٢ في الساعةِ الثانيةِ والنصفِ.
- ١ جينيفر عندها موعد اليوم مَعَ أستاذ التاريخ في الساعةِ الثانيةِ والنصفِ.

Presentation (4): Explain that this is a question word used to inquire about a person. Ask questions about who does certain things:

- مَنْ يدرُسُ التاريخ؟
- مَنْ يسكُنُ في سَكَنِ الطُّلاب؟
- مَنْ يشربُ حليباً صباحاً؟
- مَنْ يقرأ جريدةً شيكاغو تريبيون؟

Application: Distribute cards on which questions are written. Each student should ask the class a question containing مَنْ to find out a certain piece of information. You may tabulate the data on the board or on the overhead projector as the students elicit them from the rest of the class. The questions may be written in Arabic, in which case the activity would be one of reading and listening comprehension. Or you may write them in English where each student must negotiate the meaning on his or her own. The questions may be similar to those listed above or to the following additional questions:

- مَنْ عندهُ سَيَّارةُ تويوتا، فورد،...؟
- مَنْ عندهُ مَوْعدُ مَعَ أستاذِهِ اليوم؟
- مَنْ عندهُ أخت؟
- مَنْ يَعْرِفُ ثَلَاثَ لُغَات؟

LESSON 16

Language Functions and Objectives: (1) Describing people and objects, (2) describing activities in the past and present.

Exponents:

١- فتاةٌ جميلةٌ/طويلةٌ/قصيرةٌ/كبيرةٌ/صغيرةٌ.

دارٌ كبيرةٌ/جديدةٌ/قديمةٌ/صغيرةٌ

سيارةٌ أمريكيةٌ/ألمانيةٌ/يابانيةٌ/قويةٌ/جميلةٌ/حديثةٌ

رجُلٌ وسيمٌ/طويلٌ

٢- دَرَسَ التِّجَارَةَ. سَكَنَ فِي بَيْرُوتَ. قَرَأَ مَجَلَّاتٍ عَرَبِيَّةً فِي الْمَكْتَبَةِ. ذَهَبَ بِالسَّيَّارَةِ إِلَى الْجَامِعَةِ.

Presentation (1): Use graphics, yourself, and the students to illustrate the examples. You may use *ليستَ/ليْسَ* with these adjectives to express the lack of such attributes.

هذه فتاة. هي طويلة وجميلة. هي ليست قصيرة.

هذا رجل. هو قصير، لكنه وسيم.

أنا طويل/لست طويلاً.

Practice: Using the same pictures, have the students produce relevant nouns and adjectives:

فتاةٌ جميلة، بيتٌ كبير، رجلٌ قصير.

Practice noun-adjective gender agreement and the most common forms of *ليسَ* by conducting oral Drill 22.

Drill 22

أنا طويلٌ.

هو

هي

قصير

ليس

هو

أنا

هالة

هو طويلٌ.

هي طويلةٌ.

هي قصيرةٌ.

هي ليست قصيرةٌ.

هو ليس قصيراً.

أنا لست قصيراً.

هالة ليست قصيرةٌ.

طَوِيل هَالَة لَيْسَتْ طَوِيلَةً.
عَدَنان عَدَنان لَيْسَ طَوِيلًا.

Application: Ask if your partner has a tall brother and report this information back to the class.

- ١ يا لَيْسَا، عِنْدَكَ أَخٌ طَوِيلٌ؟
- ٢ نَعَمْ عِنْدِي أَخٌ طَوِيلٌ. / لا، لَيْسَ عِنْدِي أَخٌ طَوِيلٌ.
- ١ لَيْسَا عِنْدَهَا / لَيْسَ عِنْدَهَا أَخٌ طَوِيلٌ.

Present in a similar fashion descriptions of a house, an apartment, and a car. Conduct Drill 23 to practice noun-adjective agreement.

Drill 23

عِنْدِي شَقَّةٌ صَغِيرَةٌ.

بَيْتٌ	عِنْدِي بَيْتٌ صَغِيرٌ.
سَيَّارَةٌ	عِنْدِي سَيَّارَةٌ صَغِيرَةٌ.
كَبِيرٌ	عِنْدِي سَيَّارَةٌ كَبِيرَةٌ.
حَدِيثٌ	عِنْدِي سَيَّارَةٌ حَدِيثَةٌ.
قَوِيٌّ	عِنْدِي سَيَّارَةٌ قَوِيَّةٌ.
الْيَابَانِ	عِنْدِي سَيَّارَةٌ يَابَانِيَّةٌ.
أَمْرِيكَا	عِنْدِي سَيَّارَةٌ أَمْرِيكِيَّةٌ.
أَلْمَانِيَا	عِنْدِي سَيَّارَةٌ أَلْمَانِيَّةٌ.

Application: 1. Ask if your partner has a recent-model/American/Japanese/German car.

- ١ عِنْدَكَ سَيَّارَةٌ حَدِيثَةٌ / أَمْرِيكِيَّةٌ / يَابَانِيَّةٌ / أَلْمَانِيَّةٌ؟
- ٢ نَعَمْ عِنْدِي سَيَّارَةٌ حَدِيثَةٌ / لا، لَيْسَ عِنْدِي سَيَّارَةٌ حَدِيثَةٌ.

2. Ask how many students in the class live in a large house.

- ١ هَلْ تَسْكُنُ / تَسْكُنِينَ فِي بَيْتٍ كَبِيرٍ؟
- ٢ نَعَمْ / لا.
- ١ خَمْسَةُ طُلَّابٍ يَسْكُنُونَ فِي بَيْتٍ كَبِيرٍ.

Presentation (2): Draw a calendar page on the board, or use an actual one, to illustrate present and past time. Contrast statements by using the negative particle ما:

دَرَسَ مايكل اللُّغة الإسبانيَّة، لكنَّهُ ما دَرَسَ اللُّغة الفَرَنسيَّة.
يَدْرُسُ مايكل الآنَ اللُّغة العَرَبِيَّةَ.
ذَهَبَتْ لَيسا إلى فلوریدا بِالطَّائِرَةِ لكنَّها ما ذَهَبَتْ إلى تونِس.
تَذْهَبُ لَيسا الآنَ إلى الجَامِعة بِالسَّيَّارة.
سَكَنْتُ في شَقَّة صَغِيرَةٍ. ما سَكَنْتُ في سَكَنِ الطُّلَّابِ.
أَسْكُنُ الآنَ في بَيْتٍ كَبِيرٍ.
قَرَأَ مايكل الجَرِيدَةَ يَوْمَ الأَحَدِ. ما قَرَأَ مايكل جَرِيدَةً يَوْمَ السَّبْتِ.
يَقْرَأُ مايكل الجَرِيدَةَ في المَكْتَبَةِ.

Application: Ask if your partner studied French/went to Syria/lived in a large house/read an Arabic magazine and report this information back to the class.

- ١ هل دَرَسْتَ اللُّغة الفَرَنسيَّةَ/ذَهَبْتَ إلى سورِيَةِ/سَكَنْتَ في بَيْتٍ كَبِيرٍ/قَرَأْتَ مَجَلَّةً عَرَبِيَّةً؟
- ٢ نَعَمْ/لا.
- ١ (ما) دَرَسَ مايكل اللُّغة الفَرَنسيَّةَ.

LESSON 17

Language Functions and Objectives: (1) Describing activities in the past, present, and future, (2) days, months, calendars, (3) reporting speech, (4) expressing sequence, (5) comparing and contrasting, (6) expressing certainty and lack of it.

- Exponents:**
- ١- كَتَبَ يَوْمِيَّاتِهِ، يَدْرُسُ عِلْمَ الحاسوبِ، سَيَشْتَرِي قَمِيصاً.
 - ٢- يَوْمَ، شَهْرَ، السَّبْتِ، الأَحَدِ، الإِثْنَيْنِ، الثُّلاثاءِ، الأَرْبعاءِ، الخَميسِ، الجُمُعَةِ، كانونَ الثَّانِي، شُباطِ، آذارِ، نَيْسانِ، أَيْيارِ، حَزيرانِ، تَمُوزِ، آبِ، أَيْلولِ، تَشْرينِ الأوَّلِ، تَشْرينِ الثَّانِي، كانونَ الأوَّلِ.
 - ٣- قالَ/قالتَ إنَّ...
 - ٤- قَبْلَ، بَعْدَ

٥. أَكْبَرَ، أَصْغَرَ، أَقْرَبَ، أَجْمَلَ، أَحَدَثَ، أَطَوَّلَ، أَقْصَرَ
٦. أَظُنُّ أَنَّ

Presentation (1): As in previous lessons, describe activities that are in progress or took place in the past:

ماذا تدرُسُ/تدرُسِينَ؟
أين/ماذا أَكَلْتَ صَبَاحاً؟

Present the future with reference to a calendar page.

أَكُلُ مَايْكَلُ فِي الْمَطْعَمِ يَوْمَ الثَّلَاثَاءِ. سَيَأْكُلُ فِي بَيْتِ أَبِيهِ وَأُمِّهِ يَوْمَ السَّبْتِ.
ذَهَبْتُ إِلَى كَاليفورْنِيَا فِي تَشْرِينَ الثَّانِي. سَأَذْهَبُ إِلَى دِمَشْقَ فِي حَزِيرَانَ.
قَرَأْتُ فِي الْمَكْتَبَةِ. أَقْرَأُ فِي غُرْفَةِ الصَّفِّ الْآنَ. سَأَقْرَأُ فِي بَيْتِي هَذَا الْمَسَاءَ.

Application: Ask if your partner has been to Arizona and if he/she is going to Florida?

هل ذَهَبْتَ إِلَى أَرِيزُونَا؟ هل سَتَذْهَبُ/سَتَذْهَبِينَ إِلَى فِلُورِيدَا؟

Presentation (2): Use a calendar to teach the days and months. They need to be spread over several sessions with plenty of practice to be retained.

Practice: Get the students to write the date on the board as a daily routine.

Presentation (3): Ask students questions and report the answers to the class.

أ. ماذا تدرُسُ فِي هَذِهِ الْجَامِعَةِ؟
ط. أدرُسُ التِّجَارَةَ.
أ. يَقُولُ مَايْكَلُ إِنَّهُ يدرُسُ التِّجَارَةَ.

Application: Ask if your partner has been to Arizona and report the information back to the class.

١. هل ذَهَبْتَ إِلَى أَرِيزُونَا؟
٢. نَعَمْ/لا.
١. يَقُولُ مَايْكَلُ إِنَّهُ (مَا) ذَهَبَ إِلَى أَرِيزُونَا.
تَقُولُ لَيْسَ إِنَّهَا (مَا) ذَهَبَتْ إِلَى أَرِيزُونَا.

Presentation (4): Use a calendar to illustrate بَعْدَ and قَبْلَ. Then use بَعْدَ ذَلِكَ to

describe a sequence of activities. You may use the same technique with قَبْلَ.

أُتَيْتُ إِلَى الْجَامِعَةِ. بَعْدَ ذَلِكَ ذَهَبْتُ إِلَى الصَّفِّ. بَعْدَ دَرَسِ التَّارِيخِ ذَهَبْتُ إِلَى الْمَكْتَبَةِ. بَعْدَ ذَلِكَ أَكَلْتُ فِي الْمَطْعَمِ. بَعْدَ ذَلِكَ قَرَأْتُ الْجَرِيدَةَ.

Presentation (5): Review all the adjectives covered so far and list them on the board. Compare objects and people and list the comparative forms next to the adjectives. Get the students to memorize the pattern أَنْعَلْ.

سَيَّارَتِي كَبِيرَةٌ. هِيَ أَكْبَرُ مِنْ سَيَّارَتِكَ.
شَقَّةٌ لَيْسَا قَرِيبَةً مِنَ الْجَامِعَةِ. هِيَ أَقْرَبُ مِنْ شَقَّةِ مَايْكَلِ.
بَارِيسُ أَجْمَلُ مِنَ الْقَاهِرَةِ. الْقَاهِرَةُ أَكْبَرُ مِنْ بَارِيسِ.
الْقَاهِرَةُ أَكْبَرُ مَدِينَةٍ فِي الْوَطَنِ الْعَرَبِيِّ.
دِيلَاوِيرُ أَصْغَرُ وَلايَةٍ فِي أَمْرِيكَ.

Practice: Conduct Drill 24 and repeat as necessary.

Drill 24

طَوِيلٌ ... أَطْوَلُ.

أَجْمَلُ	جَمِيلُ
أَقْرَبُ	قَرِيبُ
أَوْسَمُ	وَسِيمُ
أَقْصَرُ	قَصِيرُ
أَكْبَرُ	كَبِيرُ
أَصْغَرُ	صَغِيرُ

Application: Ask if you or your partner lives closer to campus.

- ١ في أَيِّ شَارِعٍ تَسْكُنُ؟
- ٢ أَسْكُنُ فِي شَارِعِ كَذَا.
- ١ بَيْتُ مَايْكَلِ أَقْرَبُ مِنْ بَيْتِي إِلَى الْجَامِعَةِ.

Presentation (6): Explain that أَظُنُّ أَنْ is equivalent to "I think that." Refer students to section 3 in the textbook for out-of-class reading and explain briefly that the noun following أَنْ is مَنْصُوبٌ (accusative) and that it is marked by a *fatha* on its end. Using a map, pictures, or realia, make statements relevant to each one.

Make sure that the context is clear. Examples:

أَطْنُ أَنْ هَذِهِ السَّيَّارَةُ أَقْوَى مِنْ هَذِهِ.
 أَطْنُ أَنْ بَيْتَكَ أَقْرَبُ إِلَى الْجَامِعَةِ مِنْ بَيْتِي.
 أَطْنُ أَنْ هَذَا الْقَلَمُ أَكْبَرُ مِنْ هَذَا.
 أَطْنُ أَنْ مَدِينَةَ سَانِ فَرَانْسِيْسْكَو جَمِيلَةٌ.

Practice: Conduct Drill 25 for case and gender agreement practice.

Drill 25

أَطْنُ أَنْ الْجَامِعَةَ كَبِيرَةً.

أَطْنُ أَنْ الْجَامِعَةَ قَرِيبَةً.	قَرِيبَ
أَطْنُ أَنْ الْبَيْتَ قَرِيبًا.	الْبَيْتَ
أَطْنُ أَنْ الْبَيْتَ صَغِيرًا.	صَغِيرَ
أَطْنُ أَنْ الْوَلَدَ صَغِيرًا.	الْوَلَدَ
أَطْنُ أَنْ الْفَتَاةَ صَغِيرَةً.	الْفَتَاةَ
أَطْنُ أَنْ الْفَتَاةَ جَمِيلَةً.	جَمِيلَ

Application: Ask how many students in this class think that this is the largest campus in the U.S.A. (or any other country).

- ١ هل تظنُّ أَنْ جَامِعَتِنَا أَكْبَرُ جَامِعَةٍ؟
- ٢ نعم/لا.
- ١ خَمْسَةُ طُلَّابٍ يَظُنُّونَ أَنْ جَامِعَتِنَا أَكْبَرُ جَامِعَةٍ.

LESSON 18

Language Functions and Objectives: (1) Describing the four seasons, (2) describing the weather, (3) partitive nouns.

Exponents

- ١- فَصْل، الرَّبِيع، الصَّيْف، الخَرِيف، الشِّتَاء. أَذَار، نَيْسَان، أَيَّار.
- حَزِيرَان، تَمُوز، آب، أَيْلُول، تَشْرِينِ الْأَوَّل، تَشْرِينِ الثَّانِي، كَانُونِ الْأَوَّل، كَانُونِ الثَّانِي، شُبَّاط.
- ٢- الطَّقْس، بَارِد، حَار، دَافِئ، مُعْتَدِل، صَحْو، غَائِم، مَاطِر، رِيَّاح خَفِيفَة/قَوِيَّة، دَرَجَة الْحَرَارَة.
- ٣- مُعْظَم، بَعْض، كُلِّ، جَمِيع

Presentation (1): It is recommended to use a calendar with photographs representative of the different seasons and months. Start with the present month. Pronounce the name of the month clearly and have the students repeat it several times. Write it on the board. Present the two adjacent months, using **قَبْلَ** and **بَعْدَ**. Write them on the board along with the current month in their correct chronological sequence. Practice the pronunciation of the three months until learned by heart. Present the season that corresponds to them. Do the same thing for the rest of the months and seasons.

Practice: Repetition of the twelve months from a list, preferably on the board or overhead. In this manner, both visual recognition of the names and memorization may be achieved. Conduct Drill 26 after reasonable mastery has been achieved.

Drill 26

أَذَارُ بَعْدَ شُبَّاطِ.

نيسانُ بَعْدَ أَذَارِ.	نيسان
أَيَّارُ بَعْدَ نيسانِ.	أَيَّار
حَزِيرَانُ بَعْدَ أَيَّارِ.	حَزِيرَان
حَزِيرَانُ قَبْلَ تَمَّوزِ.	قَبْلَ
تَمَّوزُ قَبْلَ آبِ.	تَمَّوز
آبُ قَبْلَ أيلولِ.	آب
أيلولُ قَبْلَ تَشْرِينِ الأوَّلِ.	أيلول
أيلولُ بَعْدَ آبِ.	بَعْدَ
تَشْرِينُ الأوَّلُ بَعْدَ أيلولِ.	تَشْرِينُ الأوَّلِ
تَشْرِينُ الثاني بَعْدَ تَشْرِينِ الأوَّلِ.	تَشْرِينُ الثاني
كانونُ الأوَّلُ بَعْدَ تَشْرِينِ الثانيِ.	كانونُ الأوَّلِ
كانونُ الأوَّلُ قَبْلَ كانونِ الثانيِ.	قَبْلَ
كانونُ الثاني قَبْلَ شُبَّاطِ.	كانونُ الثاني
شُبَّاطُ قَبْلَ أَذَارِ.	شُبَّاط

Application: Ask your partner when he or she came to this school and report your findings back to the class.

- ١ متى أَتَيْتُ/ أَتَيْتِ إِلَى هَذِهِ الْجَامِعَةِ؟
 ٢ أَتَيْتُ فِي شَهْرِ أَيْلُولٍ.
 ١ أَتَى فُلَانٌ إِلَى هَذِهِ الْجَامِعَةِ فِي شَهْرِ أَيْلُولٍ.

Presentation (2): Set the context for these weather-related terms with a chart representing a weather forecast, such as the ones in Lesson 18 in the textbook. As you finish presenting and practicing some items, make changes to the chart (e.g. temperature, wind, rain).

Practice: In addition to repetition, these items should be used regularly in order to be retained. As part of the warm-up phase in every lesson plan, make providing the complete date and describing today's weather daily items.

Application: Ask which month/season your partner likes and report this information back to the class.

- ١ أَيُّ شَهْرٍ/فَصْلٍ تُحِبُّ/تُحِبُّ؟
 ٢ أُحِبُّ شَهْرَ حَزِيرَانَ/فَصْلَ الرَّبِيعِ.
 ١ يُحِبُّ فُلَانٌ شَهْرَ حَزِيرَانَ/فَصْلَ الرَّبِيعِ.

Presentation (3): Explain briefly that كُلُّ، بَعْضُ، and مُعْظَمُ are nouns and that they form *idāfa* structures with following nouns. List the three nouns one by one on the board, practicing the pronunciation of each one well. Place a *damma* on the ends of these words and repractice. Make another column on the board of nouns already covered, which can form meaningful phrases with the three partitive nouns. Make associations between the words in both columns and place a *kasra* on the end of the words in the second column to indicate case.

Practice: Have the students form phrases from the two columns. Practice the pronunciation of each phrase, paying attention to case markers (e.g. مُعْظَمُ الطُّلَابِ).

LESSON 19

Language Functions and Objectives: (1) Describing daily activities, (2) asking someone not to do something, (3) explaining reason.

- Exponents:**
- ١- يَنْهَضُ مِنَ النَّوْمِ، يَسْتَحِمُّ، يَغْسِلُ وَجْهَهُ، يَنْظِفُ أَسْنَانَهُ، يُحَضِّرُ فُطُورَهُ، يَأْكُلُ، يَذْهَبُ إِلَى، يُشَاهِدُ التَّلْفَازَ/الْأَخْبَارَ.
 - ٢- لَا تَنْسَ/تَنْسِي/تَنْسُوا، لَا تَكْتُبْ/تَكْتُبِي/تَكْتُبُوا.
 - ٣- لِأَنَّ

Presentation (1): Set the context by acting out or using pictures and objects, then model and practice different sentences describing daily routines. Help students to make relatively complex sentences by adding an adverbial phrase to these sentences, e.g. أَنْهَضُ فِي السَّاعَةِ السَّابِعَةِ.

Practice: Have students form sentences, such as the one above. Practice pronunciation, then change the subject to the second and third persons, masculine and feminine. Conduct Drill 27.

Drill 27

أَنْهَضُ فِي السَّاعَةِ السَّابِعَةِ

هُوَ	يَنْهَضُ فِي السَّاعَةِ السَّابِعَةِ.
هِيَ	تَنْهَضُ فِي السَّاعَةِ السَّابِعَةِ.
أَنْتَ	تَنْهَضُ فِي السَّاعَةِ السَّابِعَةِ.
أَنْتِ	تَنْهَضِينَ فِي السَّاعَةِ السَّابِعَةِ.
السَّادِسَةُ	تَنْهَضِينَ فِي السَّاعَةِ السَّادِسَةِ.
تَأْكُلِينَ	تَأْكُلِينَ فِي السَّاعَةِ السَّادِسَةِ.
أَنَا	أَكُلُ فِي السَّاعَةِ السَّادِسَةِ.
هُوَ	يَأْكُلُ فِي السَّاعَةِ السَّادِسَةِ.
هِيَ	تَأْكُلُ فِي السَّاعَةِ السَّادِسَةِ.

Application: Find out from your partner at what time he or she goes to bed/gets up/prepares breakfast/watches TV. Report back to the class.

- ١ في أَيَّةِ سَاعَةٍ تَذْهَبُ/تَذْهَبِينَ لِلنَّوْمِ/تَنْهَضُ/تَنْهَضِينَ/تُحَضِّرُ الْفُطُورَ/تُحَضِّرِينَ الْفُطُورَ/تُشَاهِدُ التِّلْفَازَ؟
- ٢ أَذْهَبُ لِلنَّوْمِ فِي السَّاعَةِ الْعَاشِرَةِ./أَنْهَضُ فِي السَّاعَةِ السَّابِقَةِ/أُحَضِّرُ الْفُطُورَ فِي السَّاعَةِ السَّابِقَةِ وَالنِّصْفِ/أُشَاهِدُ التِّلْفَازَ فِي السَّاعَةِ السَّادِسَةِ وَالنِّصْفِ.
- ١ يَذْهَبُ فُلَانٌ لِلنَّوْمِ فِي السَّاعَةِ....

Presentation (2): With the appropriate gesture, ask students not to do something:

- لا تَكْتُبْ/تَكْتُبِي/تَكْتُبُوا عَلَى الْجِدَارِ.
لا تَنْسَ/تَنْسِي/تَنْسُوا مَوْعِدَ دَرَسِ الْعَرَبِيَّةِ.
لا تَأْتِ/تَأْتِي/تَأْتُوا مُتَأَخِّرًا/مُتَأَخِّرَةً/مُتَأَخِّرِينَ.
لا تَأْكُلْ/تَأْكُلِي/تَأْكُلُوا فِي ذَلِكَ الْمَطْعَمِ.

Practice: Ask individual students to address a male or a female student or a mixed group of students, using these imperative forms. Specify the content, write the student's sentence on the board, make the necessary modifications, and practice with the entire class and individually.

Presentation (3): Create a hypothetical situation and explain it, using لَأَنَّ:

- أَنَا مُتَأَخِّرٌ. لِمَاذَا؟ لَأَنِّي لَيْسَ عِنْدِي سَيَّارَةٌ.
مَا يَكُلُ لَيْسَ هُنَا. لِمَاذَا؟ لَأَنَّهُ يَدْرُسُ فِي الْمَكْتَبَةِ.
لِمَاذَا لَا تَسْكُنُ فِي فُلُورِيدَا فِي الصَّيْفِ؟ لَأَنَّ الطَّقْسَ حَارٌّ.
لِمَاذَا تَأْتِي بِالسَّيَّارَةِ؟ لَأَنَّ الْجَامِعَةَ لَيْسَتْ قَرِيبَةً.

Explain briefly that when لَأَنَّ is followed by a noun, which is its subject, this noun is in the accusative case.

Practice: Use لَأَنَّ clauses with full inflections and practice to help students internalize this usage. Conduct Drill 28.

Drill 28

لَأَنَّ الْوَلَدَ طَوِيلٌ.

لَأَنَّ الْوَلَدَ وَسِيمٌ.

لَأَنَّ الْوَلَدَ قَصِيرٌ.

وَسِيمٌ

قَصِيرٌ

البنت	لأنَّ البنتَ قَصِيرَةً.
جَمِيل	لأنَّ البنتَ جَمِيلَةً.
الدار	لأنَّ الدارَ جَمِيلَةً.
قَرِيب	لأنَّ الدارَ قَرِيبَةً.
بَعِيد	لأنَّ الدارَ بَعِيدَةً.
حَارٌّ	لأنَّ الدارَ حَارَّةً.
الطَّقس	لأنَّ الطَّقسَ حَارٌّ.
مُعْتَدِل	لأنَّ الطَّقسَ مُعْتَدِلٌ.

Application: Ask your partner why he/she studies at this university (you may need to provide students with useful vocabulary items upon request).

- ١ لماذا تدرُس/تدرُسِين في هذه الجامعة؟
- ٢ لأنها قَرِيبَة مِن بَيْتِي/بَعِيدَة عَن مَدِينَتِي/مُمْتَازَة/كَبِيرَة.

LESSON 20

Language Functions and Objectives: (1) Describing activities in the past, present, and future, (2) expressing reason.

- Exponents:**
- ١- أدرُسُ العَرَبِيَّةَ، ذَهَبْتُ إِلَى شِيكَاغُو بِالسَّيَّارَةِ، سَأَزُورُ كَنْدَا،
سَوْفَ أَنْزِلُ فِي فُنْدُقٍ.
 - ٢- لِذَلِكَ أَحِبُّ الْفُولَ.

Presentation (1): This is primarily a review of previously covered material. Describe things you normally do, did, or will do and have students replicate those with modifications.

أُشَاهِدُ الْأَخْبَارَ فِي السَّاعَةِ الْعَاشِرَةِ (الخامسة والنصف، السادسة والنصف). لَا أَشَاهِدُ الْأَخْبَارَ.
ذَهَبْتُ إِلَى فُلُورِيدَا فِي الصَّيْفِ (الشَّتَاءِ، الخَرِيفِ، الرَّبِيعِ). مَا ذَهَبْتُ إِلَى فُلُورِيدَا.
سَأَزُورُ أُمِّي وَأَبِي فِي حَزِيرَانِ (تَمُوزَ، تَشْرِينَ الثَّانِي). سَوْفَ أَزُورُ أَصْدِقَائِي.

Application: 1. Ask how many students in this class watch the news at 11 o'clock and report this back to the class.

- ١ هل تُشاهد/تُشاهدين الأخبار في الساعة الحادية عشرة؟
 ٢ نَعَمْ/لا.
 ١ خمسة طلاب يُشاهدون الأخبار في الساعة الحادية عشرة.

2. Ask how many students stayed in a hotel this summer.

- ١ هل نزلت/نزلت في فندق في الصيف؟
 ١ طالبان نزل في فندق في الصيف.

3. Ask who will visit his/her family on the weekend.

- ١ هل ستزور أسرتك في عطلة الأسبوع؟ هل ستزورين أسرتك في عطلة الأسبوع؟
 ١ ليسا ومايكل ودبي سينزورون أسرتهن في عطلة الأسبوع.

Presentation (2): Express the reason for doing certain things:

- الطقس حار لذلك سأسبح في البحيرة أو المسبح.
 ليس عندي دروس الآن لذلك سأقرأ في المكتبة.
 مايكل ليس عنده مطبخ، لذلك يأكل في المطعم.

Write the main sentence first after you pronounce it several times. Have the students repeat it. Then provide the reason next to it. Practice in the same manner.

Practice: Call on individual students to provide main sentences individually or collectively. Assign one student to write the sentences on the board. You may also provide main sentences for which students provide reasons:

- ليس عندي سيارة. (لذلك أتي إلى الجامعة بالحافلة)
 أبي وأمي يسكنان في فلوريدا. (لذلك سأنهض إلى هناك في عطلة الربيع)
 لا أكل فطوري في البيت. (لذلك أكل في المقصف)

LESSON 21

Language Functions and Objectives: (1) Describing events, (2) providing personal information.

- Exponents:**
- ١- يَحْتَفِلُّ عِيدُ الْمِيلَادِ، عِيدُ الْفِصْحِ، عِيدُ الْفِطْرِ، عِيدُ الْاِسْتِقْلَالِ الْأَمْرِيكِيِّ،
دِيكَ حَبَشْ، حَلَوَى الْقَرْعِ
 - ٢- تَارِيخُ الْوِلَادَةِ وَمَكَانُهَا، السَّكْنُ، الدِّرَاسَةُ، السِّنُّ.

Presentation (1): To set the context, bring in items or graphics representative of the different occasions and festivities you want to present, both Arab and American. Point to the object or picture and ask pertinent questions. Write the answers on the board and practice the pronunciation of each, e.g. (assuming a Christmas tree)

- ما هذه؟ (شَجَرَةٌ)
أَيُّ شَجَرَةٍ هَذِهِ؟ (شَجَرَةُ عِيدِ الْمِيلَادِ)
مَتَى يَأْتِي عِيدُ الْمِيلَادِ؟ (فِي شَهْرِ كَانُونِ الْأَوَّلِ)
فِي أَيِّ يَوْمٍ مِنَ الشَّهْرِ؟ (فِي الْخَامِسِ وَالْعِشْرِينَ)
مَاذَا يَأْكُلُ النَّاسُ فِي عِيدِ الْمِيلَادِ؟ (دِيكَ حَبَشْ، حَلَوَى)
أَيْنَ سَتَكُونُ فِي عِيدِ الْمِيلَادِ؟ (فِي بَيْتِي، مَعَ أُسْرَتِي)

Application: 1. Ask your partner where he or she celebrated Christmas, for example.

- ١ أَيْنَ احْتَفَلْتَ/احْتَفَلْتَ بِعِيدِ الْمِيلَادِ فِي عَامِ سَبْعَةٍ وَتِسْعِينَ؟
- ٢ فِي بَيْتِي، مَعَ أُسْرَتِي.

2. Ask how many students celebrate عيد الفطر in this class.

- ١ هَلْ تَحْتَفِلُ/تَحْتَفِلِينَ بِعِيدِ الْفِطْرِ؟
- ٢ نَعَمْ/لَا.
- ١ ثَلَاثَةُ طُلَّابٍ يَحْتَفِلُونَ بِعِيدِ الْفِطْرِ فِي هَذَا الصَّفِّ.

3. Ask your partner what he/she ate on July fourth last year?

- ١ مَاذَا أَكَلْتُ/أَكَلْتَ فِي عِيدِ الْاِسْتِقْلَالِ (أَو: الرَّابِعِ مِنْ تَمُوزِ)؟
- ٢ أَكَلْتُ لَحْمًا وَخَضْرَاءً.
- ١ أَكَلْتُ قُلْنَ لَحْمًا وَخَضْرَاءً.

Presentation (2): Establish context by showing an identification card on the overhead or, if not available, blow it up on a piece of cardboard. Ask the person's name, date and place of birth, and any other relevant information. You may then use the blackboard to fill out biographical information about celebrities, members of the class, or yourself.

Practice: Have students go to the board and fill out information about real or fictitious people.

Application: 1. Ask your partner his or her date (not necessarily the year) and place of birth.

- ١ متى وُلِدْتُ/وُلِدْتَ؟
- ٢ وُلِدْتُ فِي الْخَامِسِ وَالْعِشْرِينَ مِنْ أَيْلُول.
- ١ أَيْنَ وُلِدْتُ/وُلِدْتَ؟
- ٢ وُلِدْتُ فِي مَدِينَةِ ...

2. Ask your partner the name and location of his or her elementary and secondary schools.

- ١ مَا اسْمُ مَدْرَسَتِكَ الْإِبْتِدَائِيَّةِ وَمَا اسْمُ مَدْرَسَتِكَ الثَّانَوِيَّةِ؟
- ٢ اسْمُ مَدْرَسَتِي ...

3. Ask your partner at what age he or she owned his/her first bicycle, dog, cat, computer, car, etc. and report this information back to the class.

- ١ فِي أَيِّ سِنٍّ اشْتَرَيْتَ/اشْتَرَيْتِ أَوَّلَ دَرَّاجَةٍ؟
- ٢ فِي سِنِّ الثَّانِيَةِ عَشْرَةَ.
- ١ اشْتَرَيْتُ مَايكلَ أَوَّلَ دَرَّاجَةٍ فِي سِنِّ الثَّانِيَةِ عَشْرَةَ.

LESSON 22

Language Functions and Objectives: Describing people, activities, and past events.

Exponents: وُلِدَ، تُوُفِّيَ، مَاتَ، اغْتِيلَ، انْتَقَلَ، كَانَ، صَارَ، انْتُخِبَ، حَارَبَ، قَامَتِ الْحَرْبُ، احْتَفَلَ، اسْتَشْهَدَ، عَمِلَ، رَأْسَ، زَعِيمَ، مُؤَرِّخَ.

Presentation: First introduce the new key words one by one and list them on the board, practicing each one adequately (go back to the top of the list every time you increase it by one). Select one or two well-known personalities not covered in the textbook and brainstorm the students to create a profile for each one containing information on their background, activities, and significant contributions. You may need to provide a few additional vocabulary items. In your elicitation of this information, use key items covered in Lesson 22 and before. Write the answers to the elicitation questions on the board. Example questions:

متى ولد جون كينيدي؟
أين ولد؟
أين درس وماذا درس؟
هل هو من أسرة غنية أم فقيرة؟
ماذا عمل قبل أن يكون رئيساً؟
هل له إخوة وأخوات؟ هل تعرف بعضهم؟
ما اسم زوجته؟
من حارب الرئيس كينيدي؟
هل توفي أم اغتيل؟
أين اغتيل؟
ما اسم الرجل الذي اغتاله؟
كم كان عمر الرئيس كينيدي حين اغتيل؟

Application: Divide the class into groups of four and ask them to create profiles of well-known celebrities along the lines of the sketches you have created and those in the textbook. Assign one student to be the reporter.

LESSON 23

Language Functions and Objectives: (1) Describing events and activities, (2) expressing frequency, (3) expressing exception, (4) explaining reason.

Exponents: ١- عيد، عطلة، رمضان، يصوم الناس في رمضان، نستقبل الناس في العيد.

- يَزُورُ النَّاسُ بَعْضَهُمْ بَعْضًا فِي رَمَضَانَ، بِطَاقَةِ مُعَايِدَةٍ، كُلُّ عَامٍ وَأَنْتُمْ بِخَيْرٍ، التَّهَابُ ضِرْسٍ،
 أَلَمٌ فِي الضَّرْسِ.
 ٢- مَرَّةً، مَرَّتَانِ، كُلُّ يَوْمٍ.
 ٣- مَا عَدَا.
 ٤- لِ، لِأَنَّ، بِسَبَبِ.

Presentation (1): In the context of Ramadan (with pictures and greeting cards, if possible), describe what people do:

- يَصُومُ النَّاسُ فِي رَمَضَانَ.
 يَزُورُ النَّاسُ بَعْضَهُمْ بَعْضًا فِي رَمَضَانَ.
 يَسْتَقْبِلُ النَّاسُ بَعْضَهُمْ بَعْضًا فِي رَمَضَانَ.
 يَكْتُبُ النَّاسُ بِطَاقَاتِ مُعَايِدَةٍ إِلَى بَعْضِهِمْ بَعْضًا فِي الْعِيدِ.
 يَقُولُ النَّاسُ «كُلُّ عَامٍ وَأَنْتُمْ بِخَيْرٍ» لِبَعْضِهِمْ بَعْضًا فِي الْعِيدِ.

In the context of a toothache, present the words needed and make descriptive sentences:

- (كَانَ) عِنْدِي التَّهَابُ فِي ضِرْسِي.
 (كَانَ) عِنْدِي أَلَمٌ فِي ضِرْسِي.
 (كَانَ) ضِرْسِي يُؤْلِمُنِي.
 أَعْطَانِي الطَّبِيبُ أَرْبَعَ حَبَّاتِ أُسْبِرِينِ.

Application: Ask how many students in this class fast in Ramadan.

- ١ هَلْ تَصُومُ/تَصُومِينَ فِي رَمَضَانَ؟
 ٢ نَعَمْ/لا.
 ١ ثَلَاثَةُ طُلَّابٍ يَصُومُونَ فِي رَمَضَانَ.

Presentation (2): By appropriate gestures, present the key item (مَرَّةً) in this section, practice its pronunciation, and write it along with its variations on the board. Involve students in answering questions containing this item, e.g.

- أ كَمْ مَرَّةً ذَهَبْتَ إِلَى دِينِي وَرَلَد؟
 ط ذَهَبْتُ مَرَّةً/مَرَّتَيْنِ/ثَلَاثَ مَرَّاتِ.
 أ كَمْ مَرَّةً قَرَأْتَ الدَّرْسَ الْعِشْرِينَ؟

- ط قَرَأْتُهُ مَرَّتَيْنِ.
 أ كَمْ مَرَّةً تَزُورُ أَسْرَتَكَ فِي الشَّهْرِ؟
 ط أَزُورُهَا أَرْبَعَ مَرَّاتٍ.

Practice: List the sentences on the board and have the students repeat each one as it is written. You may construct a sentence builder on the board from which students take turns composing meaningful sentences:

زَارَ	أَحْمَدَ	أَسْرَتَهُ	مَرَّةً
زَارَتْ	مَائِكَلَ	أَسْرَتَهَا	مَرَّتَيْنِ
صَامَ	لَيْسَا	رَمَضَانَ	ثَلَاثَ مَرَّاتٍ
صَامَتِ	هَبَةَ	بِطَاقَةِ مُعَايَدَةِ	
كَتَبَ			
كَتَبَتْ			

Application: 1. Ask your partner how many times he or she has been to Disney World/New York City/Chicago/Europe.

- ١ كَمْ مَرَّةً زُرْتُ/زُرْتَ دِيزْنِي وُورْلد/مَدِينَةَ شِيكَاغُو/مَدِينَةَ نِيُويُورِك/الْبِلَادِ الْعَرَبِيَّةِ؟
 ٢ زُرْتُ شِيكَاغُو مَرَّتَيْنِ.

2. Ask your partner if he has had a tooth inflammation and if so when.

- ١ هَلْ كَانَ عِنْدَكَ التَّهَابُ فِي الضَّرْسِ؟
 ٢ نَعَمْ/لا.
 ١ مَتَى؟

2. Ask your partner to whom he or she has written a greeting card.

- ١ لِمَنْ كَتَبْتَ بِطَاقَةَ مُعَايَدَةِ؟
 ٢ لِأَسْرَتِي/لصَدِيقِي/لأَصْدِقَائِي.

Presentation (3): With appropriate gestures, demonstrate the meaning and use of مَا عَدَا. If there is a student absent from class, you may say,

كُلُّ الطُّلَابِ فِي الصَّفِّ مَا عَدَا فُلَانِ.

Other possible statements include:

أُدْرُسُ فِي الْمَكْتَبَةِ كُلَّ يَوْمٍ مَا عَدَا يَوْمَ الْأَحَدِ.
 زُرْتُ مَدْنَ كَالِيفُورْنِيَا الْكَبِيرَةَ مَا عَدَا سَان دِييَغُو.
 أَحَبُّ كُلِّ فُصُولِ السَّنَةِ مَا عَدَا الصَّيْفَ.
 نَزَلْنَا فِي الْعَطْلَةِ فِي فُنْدُقٍ رَمَادًا مَا عَدَا يَوْمَيْنِ.

Practice: It is important to ensure that students produce the correct case ending on the noun after *ما عدا*. It must always be accusative, marked by *fatha*, *double fatha*, or *ين*. Write one or two statements on the board and have the students produce two more. Ask them to provide the correct endings and practice their pronunciation.

Presentation (4): In this lesson, three structurally distinct ways of explaining reason are introduced. Present one structure at a time, practice it, and use it communicatively. When students exhibit reasonable mastery using the structure, proceed to the next one.

A. Explaining reason with *لأنَّ*: Make clear, contextualized statements and explain them using *لأنَّ*. Explain briefly that the noun following *لأنَّ* is its subject and is accusative:

يَسْكُنُ سَالِمٌ فِي حَلَبَ لِأَنَّهُ يَعْمَلُ فِيهَا. (followed by a pronoun)
 مَا أَكَلْتُ فَطُورِي لِأَنِّي مُتَأَخِّرٌ. (followed by a pronoun)
 أَمْشِي مِنْ بَيْتِي لِأَنَّ الْجَامِعَةَ قَرِيبَةٌ. (followed by a noun)
 أَكَلْتُ فِي ذَلِكَ الْمَطْعَمِ لِأَنَّ الْفَوْلَ مُمْتَازٌ هُنَاكَ. (followed by a noun)

B. Explaining reason with *بسببِ*: The same procedure above may be followed. Point out that the noun following *بسببِ* forms an *idāfa* structure with it:

الْيَوْمَ عَطْلَةٌ بِسَبَبِ الثَّلْجِ.
 مَا مَشَيْتُ الْيَوْمَ بِسَبَبِ الْمَطَرِ.

C. Explaining reason with *لِ*: The function is performed, using *المضارع المنصوب*:

ذَهَبْتُ إِلَى الْمَكْتَبَةِ لِأَقْرَأَ كِتَابًا.
 أَتَى الطَّلَابُ لِیَدْرُسُوا فِي الْمَكْتَبَةِ.

Application: Ask your partner why he or she studies at this institution and report this information back to the class.

- ١ لماذا تدرُسُ / تدرُسِينَ في هذه الجامعة؟
- ٢ لأنها قريبة من بيتي / لأن أبي أستاذ فيها / لأنني أريد دراسة اللغة العربية.

LESSON 24

Language Functions and Objectives: (1) Expressing opinion, (2) describing activities, (3) describing place of residence, (4) describing the neighborhood, (5) expressing intention.

Exponents:

- ١- تُعْجِبُنِي الشُّقَّةُ لِأَنَّهَا قَرِيبَةٌ.
- ٢- انْتَقَلْتُ، حَمَلْتُ، سَاعَدْتُ، زَارْتُ.
- ٣- مَطْبَخٌ وَاسِعٌ، بَرَادٌ، مَوْقِدٌ، مَجْلَى، حَمَامٌ، مَغْسَلَةٌ، مِرْحَاضٌ، أُرِيكَةٌ، خَزَانَةٌ كُتُبٍ، مَصْبَاحٌ.
- ٤- مَكْتَبٌ مُحَامٍ، طَبِيبٌ، شَرَكَةٌ تَأْمِينٌ، مَصْرَفٌ، حَدِيقَةٌ، مَوْقِفٌ، بَقَالٌ، خُضْرِيٌّ، مَطْعَمٌ، مَحَطَةٌ مِتْرُو، قَرِيبٌ، بَعِيدٌ، أَمَامٌ، مُقَابِلٌ، خَلْفٌ، يَمِينٌ، يَسَارٌ، فَوْقَ، تَحْتَ، بَيْنَ.
- ٥- أُرِيدُ أَنْ أَزُورَ أَبِي وَأُمِّي فِي الْعُطْلَةِ.

Presentation (1): Make statements that express an opinion. They must have a clear context or reference. Preferably, they should be supported with a reason:

- يُعْجِبُنِي هَذَا الْمَطْعَمُ لِأَنَّهُ نَظِيفٌ.
مَدِينَةُ الإسْكَندَرِيَّةِ جَمِيلَةٌ لِأَنَّ شَوَاطِئَهَا نَظِيفَةٌ.
الوَلَايَاتُ الْمُتَّحِدَةُ عَظِيمَةٌ لِأَنَّهَا دِيمُوقْرَاطِيَّةٌ.

Practice: Elicit sentences, such as the above from students and write them on the board. Practice the pronunciation of each one.

Application: 1. Ask your partner which city anywhere in the world he or she would like to visit and why, then report this information back to the class.

- ١ أَيَّةَ مَدِينَةٍ تُحِبُّ أَنْ تَزُورَ/ تُحْبِبَ أَنْ تَزُورِي؟
- ٢ أَحِبُّ أَنْ أَزُورَ بَارِيسَ.
- ١ لماذا؟

- ٢ يُقَالُ إِنَّهَا أَجْمَلُ مَدِينَةٍ فِي الْعَالَمِ.
١ تُحِبُّ لَيْسَا أَنْ تَزُورَ مَدِينَةَ بَارِيسَ لِأَنَّهَا أَجْمَلُ مَدِينَةٍ فِي الْعَالَمِ.

2. Ask where your partner would like to be during the break and why, then report this information back to the class.

- ١ أَيْنَ تُرِيدُ أَنْ تَكُونَ فِي الْعُطْلَةِ/أَيْنَ تُرِيدِينَ أَنْ تَكُونِي فِي الْعُطْلَةِ؟
٢ أُرِيدُ أَنْ أَكُونَ فِي مَدِينَةِ نِيُورُوكِ.
١ لِمَذَا؟
٢ لِأَنَّهَا مَدِينَةٌ كَبِيرَةٌ وَفِيهَا نَاسٌ كَثِيرُونَ.
١ يُرِيدُ مَايكل أَنْ يَكُونَ فِي مَدِينَةِ نِيُورُوكِ لِأَنَّهَا مَدِينَةٌ كَبِيرَةٌ وَفِيهَا نَاسٌ كَثِيرُونَ.

Presentation (2): Elicit information from the students concerning activities they have been involved in:

- مَنْ زَارَ مَدِينَةَ الرِّبَاطِ؟ مَتَى؟ مَعَ مَنْ؟ أَيْنَ نَزَلْتَ؟ كَمْ يَوْمًا؟
حِينَ أَتَيْتَ إِلَى هَذِهِ الْجَامِعَةِ مَنْ سَاعَدَكَ؟
هَلْ تُرِيدُ أَنْ تَنْتَقِلَ إِلَى جَامِعَةٍ أُخْرَى؟ إِلَى أَيَّةِ جَامِعَةٍ؟ لِمَذَا؟

Practice: List some of the elicited sentences on the board and practice their pronunciation.

Application: Ask how many students in this class have been to X and report back to the class.

- ١ هَلْ زُرْتُمْ مَكَانَ كَذَا؟
٢ نَعَمْ/لا.
١ خَمْسَةُ طُلَّابٍ زَارُوا مَكَانَ كَذَا.

Presentation (3): Describe the inside of the house, preferably yours, with actual pictures and an approximate floor plan drawn on the board. Identify parts, appliances, and pieces of furniture and write these items on the board. Practice each one as you add it to the list along with all previous items.

Application: 1. Ask how many bathrooms your partner has in his/her place of residence.

- ١ كَمْ حَمَّامًا يَوْجَدُ فِي بَيْتِكَ؟

2. Ask if your partner has a refrigerator in his or her place of residence and what color it is.

- ١ عندَكَ بَرَادٌ فِي بَيْتِكَ؟
- ٢ نَعَمْ/لا.
- ١ مَا لَوْنُهُ؟
- ٢ أبيض.

Presentation (4): Bring pictures showing two neighborhoods, preferably a typical one from the home culture and one from the target culture (anywhere in the Arab world). Describe the content of the pictures and write the descriptions on the board. Practice the new vocabulary with reference to the pictures.

Application: 1. Ask if there is a doctor's office/insurance company/bank/park/bus stop/lawyer's office/grocer/restaurant where your partner lives.

- ١ أَيْوجدُ عِيَادَةُ طَبِّيبٍ/شَرِكَةُ تَأْمِينٍ/مَصْرِفٍ/حَدِيقَةٍ/مَوْقِفُ حَافِلَاتٍ/مَكْتَبُ مُحَامٍ حَيْثُ تَسْكُنُ؟

2. Ask what there is opposite/next to/above/below/near/behind/to the left of the place of residence of your partner.

- ١ ماذا يَوجدُ مُقَابِلَ/بِجَانِبِ/فَوْقَ/تَحْتَ/قُرْبَ/خَلْفَ/إِلَى يَسَارِ بَيْتِكَ؟

LESSON 25

Language Functions and Objectives: (1) Describing activities (2) describing time and place, (3) negating future time.

- Exponents:**
- ١- رَكِبْتُ السَّيَّارَةَ، التَّقَطْتُ صُورَةً، رَأَيْتُ أَصْدِقَائِي، سَافَرْتُ إِلَى سُورِيَّةَ، مَرَرْتُ بِعَمَّانَ، وَصَلْتُ إِلَى الْمَطَارِ، تَنَاوَلْتُ عَشَائِي، مَشَيْتُ فِي الشَّارِعِ، سَبَحْتُ فِي الْبَحْرِ، اشْتَرَيْتُ قَمِيصًا.
 - ٢- أَدْرُسُ فِي الْمَكْتَبَةِ مَسَاءً. أَسْكُنُ هُنَا مِنْذُ سَنَتَيْنِ. مَشَيْتُ شِمَالًا إِلَى الْحَدِيقَةِ.
 - ٣- لَنْ يُسَافِرَ أَخِي إِلَى الْأُرْدُنِّ.

Presentation (1): Describe some similar activities that you have done with the help of a map, pictures, or realia. Present one sentence at a time, write it on the

board, and make sure the students can pronounce it and understand it. The list of sentences should constitute a small story. Examples:

رَكِبْتُ سَيَّارَتِي صَبَاحَ يَوْمِ السَّبْتِ.
سَافَرْتُ إِلَى مَدِينَةٍ كَذَا فِي الشَّمَالِ لِأَزُورَ أُسْرَتِي.
مَرَرْتُ بِبَلَدَةٍ صَغِيرَةٍ.
تَنَاوَلْتُ غَدَائِي فِي مَطْعَمٍ صَغِيرٍ.
وَصَلْتُ إِلَى مَدِينَةٍ كَذَا بَعْدَ الظُّهْرِ.
جَلَسْتُ مَعَ أُسْرَتِي وَتَنَاوَلْنَا الْعِشَاءَ.

Decide with the students on a similar context and elicit sentences from them to make a story. Write and practice every sentence.

Application: 1. Ask your partner what he/she bought last weekend.

- ١ ماذا اشتريت في عطلة الأسبوع؟
- ٢ اشتريت كذا. / ما اشتريت شيئاً.

2. Ask your partner if he/she took any pictures with his/her friends.

- ١ هل التقطت صوراً مع أصدقائك؟
- ٢ نعم/لا.

3. Ask your partner what he/she sees from his/her bedroom window.

- ١ ماذا ترى/ترين من شباك غرفة نومك؟
- ٢ أرى دكان البقال/عيادة الطبيب/شارع كذا.

Presentation (2): Describe activities and the time or place they occurred. List sentences one by one and practice each:

قَرَأْتُ كِتَاباً فِي الْمَكْتَبَةِ أَمْسَ.
مَشَيْتُ شِمَالاً إِلَى شَقَّةِ صَدِيقِي.
شَاهَدْتُ فِيلْمًا مَسَاءً أَمْسَ.
أَتَيْتُ إِلَى الصَّفِّ صَبَاحاً.

Application: 1. Ask your partner what he/she did on Saturday morning.

- ١ ماذا فعلت صباح يوم السبت؟
- ٢ غَسَلْتُ سَيَّارَتِي/قَرَأْتُ دُرُوسِي/نَظَّفْتُ غُرْفَتِي.

2. Ask your partner if he/she walks north to campus.

١ هل تمشي/تمشين شمالاً إلى الجامعة؟

٢ لا، أمشي شرقاً إلى الجامعة.

Presentation (3): With a clear context established, mention one or two things you will not do in the future:

لن أشتري سيارةً بورشة.

لن أسافر إلى ألاسكا في الشتاء.

Application: Find out one or two things your partner will not do on this weekend.

١ ما الشيء الذي لن تفعله في عطلة الأسبوع؟

٢ لن أسافر إلى بيت أسرتي. لن أنظف غرفتي.

LESSON 26

Language Functions and Objectives: (1) Expressing preferences (2) expressing degree, (3) expressing frequency.

Exponents:

١ رياضتي المفضلة كرة السلة. أفضل العنب من الفواكه.

تُعجبني كرة الطاولة.

٢ أشاهد الأفلام قليلاً. أحب التفاح كثيراً. أتكلم الإنكليزية جيداً. جامعتنا كبيرة جداً.

٣ لا أحب اللحم أبداً. أقرأ الجريدة في المكتبة أحياناً. أشاهد أخبار الساعة السادسة والنصف غالباً. أذهب إلى الجامعة يومياً. شاهدت ذلك الفيلم مرتين.

Presentation (1): With the appropriate context, state what you like and do not like. List your statements on the board one by one, practicing each one separately. Elicit similar statements from two or three students:

أحب عصير البرتقال.

أفضل السكن قرب الجامعة.

يُعجبني هذا الكتاب.

طعامي المفضل الأرز.

Application: 1. Ask your partner what his/her favorite fruit is.

- ١ ما فاكهَتُكَ المفضلة؟
٢ فاكهَتِي المفضلة العنب/الموز/التفاح.

2. Ask your partner which school subject he/she likes.

- ١ أية مادة تُعجبُكَ؟
٢ تُعجبُنِي مادة التاريخ/الفيزياء/الرياضيات/اللغة.

Presentation (2): Make statements containing adverbs, such as *جيداً، كثيراً، قليلاً*. Write them on the board and elicit more of them from the students, making any necessary modifications:

أتكلّمُ العربيّةَ جيداً.
يُعجبُنِي الطّعامُ الإيطاليُّ كثيراً.
أقرأُ في سريري قليلاً قبلَ النومِ.
البحرُ جميلٌ جداً في الإسكندرية.

Application: 1. Ask about one thing your partner likes a great deal.

- ١ ماذا يُعجبُكَ كثيراً؟
٢ يُعجبُنِي المشيُّ كثيراً.

2. Ask what one thing your partner does well.

- ١ ماذا تفعلُ جيداً؟
١ أركبُ الدراجةَ جيداً.

3. Ask your partner about what he or she knows very little.

- ١ ماذا تعرفُ قليلاً؟
٢ أعرفُ اللّغة العربيّةَ قليلاً.

Presentation (3): Using an appropriate context, provide statements containing adverbs of time and place to express frequency. Practice the pronunciation of each sentence before proceeding to the next one. Student-generated sentences may be checked for accuracy collectively with changes suggested by the students themselves.

لا آتي إلى الجامعة في المساء أبداً.

أَكَلُ فُطُورِي فِي السَّاعَةِ السَّابِعَةِ يَوْمِيًّا.
زُرْتُ الْجَزَائِرَ ثَلَاثَ مَرَّاتٍ.
أَشَاهِدُ أَخْبَارَ السَّاعَةِ الْخَامِسَةِ أحياناً.
أُسَافِرُ إِلَى بَلَدِي فِي الصَّيْفِ دَائِماً.
أَكُلُ غَدَائِي فِي الْمَطْعَمِ غَالِباً.

Application: 1. Ask how often your partner goes to the movies.

١ كَمْ مَرَّةً تَذْهَبُ/تَذْهَبِينَ إِلَى السِّيْنَمَا؟

٢ أَذْهَبُ إِلَى السِّيْنَمَا مَرَّةً فِي الشَّهْرِ.

2. Ask how many students sometimes have dinner at a fancy restaurant.

١ هَلْ تَأْكُلُ/تَأْكُلِينَ فِي مَطْعَمٍ جَيِّدٍ أحياناً؟

٢ نَعَمْ/لا.

3. Ask when your partner most often watches television.

١ مَتَى تُشَاهِدُ/تُشَاهِدِينَ التِّلْفَازَ غَالِباً؟

٢ أَشَاهِدُ التِّلْفَازَ غَالِباً فِي الْمَسَاءِ.

LESSON 27

Language Functions and Objectives: (1) Describing geographical locations, (2) describing countries, (3) expressing exception.

Exponents:

- ١- يَقَعُ لُبْنَانُ عَلَى الْبَحْرِ الْمُتَوَسِّطِ. يُطِلُّ الْيَمَنُ عَلَى بَحْرَيْنِ.
يَحُدُّ الْمُحِيطُ الْأَطْلَسِيُّ الْمَغْرِبَ مِنَ الْغَرْبِ. شَمَالاً، جَنُوباً، شَرْقاً.
- ٢- مَسَاحَةٌ، عَدَدُ السُّكَّانِ، زِرَاعَةٌ، صِنَاعَةٌ، جِبَالٌ، بَحَارٌ، أَنْهَارٌ، مِيْنَاءٌ، خَلِيجٌ، جَزِيرَةٌ، صَحْرَاءٌ،
مُحِيطٌ، خَرِيطَةٌ.
- ٣- أَحِبُّ الْفَوَاكِهَ مَا عَدَا الْإِجَاصَ. مَا وَصَلَ إِلَّا أَحْمَدُ. لَا أَحِبُّ إِلَّا الْحِمُّصَ. وَصَلَ الطُّلَّابُ إِلَّا
خَالِداً.

Presentation (1): Use maps to describe geographical locations. Introduce key vocabulary items first and practice them (e.g. غَرْبٌ، شَرْقٌ، جَنُوبٌ، شَمَالٌ، يَحُدُّ، يُطِلُّ، يَقَعُ).

Point out specific cities or countries and have the students produce descriptions, using appropriate words, such as those listed above.

Practice: Display the sentence builder below on an overhead and use it in conjunction with a map to help students produce descriptive sentences of the locations of some Arab cities and countries. There is more than one possibility for combining words. Preferably, a student should be able to produce a sentence and demonstrate it with the map simultaneously.

العَرَبِيَّ	الْبَحْرِ		سورية	
النيل	المُحيطِ	في	تونس	يَقَعُ/تَقَعُ
فِلَسْطِينِ	الْجَنُوبِ	على	الْكُوَيْتِ	يَحْدُ/تَحْدُ
شِبْهِ الْجَزِيرَةِ الْعَرَبِيَّةِ	الْخَلِيجِ	مِنْ	القاهرة	يُطِلُّ/تُطِلُّ
الْمُتَوَسِّطِ	نَهْرِ		الرياض	
الْأَطْلَسِيِّ	وَسْطِ		المغرب	

Application: Divide the class into groups of four and have each group produce a description of the location of a certain state, country, or city. The reporter of each group presents the description without mentioning the name of that entity. The rest of the class should guess its name. A map of the world should be displayed for reference.

Presentation (2): Using a map, provide a brief description of a certain state or country, including location, area, population, and features. Drill each word and phrase separately.

Application: Students, in pairs or larger groups, work on similar profiles. Each group presents its country of choice with the use of a map.

Presentation (3): The students should read the explanations in the textbooks in section 3 before coming to class. Make statements expressing exception along the lines of the examples listed above. Practice the pronunciation making sure the students understand and can form such sentences.

LESSON 28

Language Functions and Objectives: (1) Expressing obligation, (2) expressing possibility, (3) describing habits (4) expressing preference.

Exponents:

- ١- عَلَى هَالَةِ أَنْ تَدْرُسَ فِي حَلَبَ. عَلَيْكَ أَنْ تَأْتِيَ مُبَكَّرًا.
- ٢- يُمَكِّنُ أَنْ أَفْهَمَ/أَسَاعِدَ/أَكْتُبَ/أَقْرَأَ/أَفْعَلَ.
- ٣- أَشَاهِدُ بَرْنَامَجَ كَذَا فِي السَّاعَةِ السَّادِسَةِ/كُلِّ يَوْمٍ.
- ٤- مُغَنِّيَتِي الْمُفَصَّلَةُ فَيُورِز. مُسَلْسَلِي الْمُفَضَّلُ فَرِيحَر.

Presentation: (1): Make statements about what students must do in your class, for example. Write each statement on the board, practice it adequately, erase it, and have a student or two try to reproduce it, e.g.:

- عَلَى الطُّلَّابِ أَنْ يَقْرَأُوا الدَّرْسَ قَبْلَ أَنْ يَأْتُوا إِلَى الصَّفِّ.
عَلَيْكُمْ أَنْ تَأْتُوا إِلَى الدَّرْسِ فِي السَّاعَةِ كَذَا.
عَلَى كُلِّ طَالِبٍ أَنْ يَكْتُبَ يَوْمِيَّاتِهِ بِالْعَرَبِيَّةِ.
عَلَيْنَا أَلَّا نَنْسَى عِيدَ مِيلَادِ لَيْسَا.

Application: Ask what your partner has to do this weekend and report that back to the class.

- ١- مَاذَا عَلَيْكَ أَنْ تَفْعَلَ/تَفْعَلِي فِي عُطْلَةِ نَهَايَةِ الْأُسْبُوعِ هَذِهِ؟
- ٢- عَلَيَّ أَنْ أَنْظِفَ غُرْفَتِي/أَغْسِلَ مَلَابِسِي/أَدْرُسَ مَادَّةَ التَّارِيخِ.
- ١- عَلَى لَيْسَا أَنْ تَنْظِفَ غُرْفَتَهَا....

Presentation (2): Make statements about the possibility of performing certain activities. Follow the same procedure described above.

يَا مَايَكُل! أَيْمَكِّنُكَ أَنْ تَأْخُذَنِي مَعَكَ بِالسَّيَّارَةِ إِلَى الْمَدِينَةِ؟

لا يُمكنُنِي أَنْ أَحْمِلَ هَذِهِ الطَّائِلَةَ وَحْدِي.
يُمْكِنُ أَنْ تَكْتُبُوا صَفْحَةً وَاحِدَةً لِيَوْمِ غَدٍ.

Application: Ask your partner if it is possible for him/her to buy a new car at this time.

- ١ أَيْمُكُنْكَ أَنْ تَشْتَرِيَ سَيَّارَةً جَدِيدَةً الْآنَ؟
- ٢ نَعَمْ/لا.
- ١ لا يُمْكِنُ لَيْسَا أَنْ تَشْتَرِيَ سَيَّارَةً جَدِيدَةً الْآنَ. أَوْ: لَيْسَا لَا يُمْكِنُهَا أَنْ تَشْتَرِيَ سَيَّارَةً جَدِيدَةً الْآنَ.

Presentation (3): Describe habitual activities with a clear context:

أَتَنَاوَلُ عَشَائِي فِي السَّاعَةِ السَّادِسَةِ وَالنِّصْفِ كُلَّ يَوْمٍ.
أَمْشِي إِلَى عَمَلِي وَلَا أَرْكَبُ سَيَّارَتِي.

Application: Ask what your partner does regularly in the morning and report this information back to the class.

- ١ مَاذَا تَفْعَلُ عَادَةً فِي الصَّبَاحِ؟
- ٢ أَتَنَاوَلُ فُطُورِي وَأَسْتَمِعُ إِلَى الْأَخْبَارِ.
- ١ يَتَنَاوَلُ مَايْكلَ فُطُورَهُ وَيَسْتَمِعُ إِلَى الْأَخْبَارِ.

Presentation (4): State your favorite things and write a few of them on the board one at a time. Practice each before asking students to provide their own preferences.

بِرَنَامَجِي الْمَفْضَلِ فِي التِّلْفَازِ كَذَا.
فَاكِهَتِي الْمَفْضَلَةُ الْعِنَبُ.

Application: Ask your partner what his/her favorite food is and report it back to the class.

- ١ مَا طَعَامُكَ الْمَفْضَلُ؟
- ٢ طَعَامِي الْمَفْضَلُ الْفُولُ/الْبَيْتْزَا/الْخُضَرُ.
- ١ طَعَامُ لَيْسَا الْمَفْضَلُ الْبَيْتْزَا.

LESSON 29

Language Functions and Objectives: (1) Describing professions, (2) describing travel-related activities.

Exponents:

- ١- هُوَ طَبِيبٌ وَزَوْجَتُهُ مُحَاسِبَةٌ.
- ٢- سَافَرَ بِالطَّائِرَةِ إِلَى بَغْدَادَ. تَسُوقُ سَلَوَى سَيَّارَتَهَا إِلَى الْجَامِعَةِ يَوْمِيًّا. غَادَرَتِ الطَّائِرَةُ الْمَطَارَ فِي مَوْعِدِهَا. نَزَلْنَا فِي فُنْدُقٍ صَغِيرٍ وَنَطِيفٍ. اشْتَرَيْتُ تَذْكَرَةَ قِطَارٍ بِالدَّرَجَةِ الْأُولَى. كَانَتِ الْحَافِلَةُ مُزْدَحِمَةً بِالنَّاسِ وَلَمْ أَجِدْ مَقْعَدًا أَجْلِسُ فِيهِ. وَصَلَ الْقِطَارُ إِلَى الْمَحْطَةِ مَسَاءً.

Presentation (1): Elicit professions from students' background (their family and friends), list them on the board, and practice their pronunciation.

Application: Ask what one of your partner's parents does and report it back to the class.

- ١ ماذا يَعْمَلُ أَبُوكَ؟
- ٢ أَبِي صَحْفِيٌّ.
- ١ أَبُو مَايْكَلٍ صَحْفِيٌّ.

Presentation (2): With the use of pictures, describe travel activities as above. List each sentence and practice it well. Have students produce a few sentences, using the new vocabulary.

Application: 1. Ask if your partner has traveled by plane during the present year and if so, how many times, then report this information back to the class.

- ١ هَلْ سَافَرْتَ بِالطَّائِرَةِ هَذِهِ السَّنَةَ؟
- ٢ نَعَمْ/لَا.
- ١ كَمْ مَرَّةً سَافَرْتَ؟
- ٢ سَافَرْتُ مَرَّتَيْنِ.
- ١ سَافَرْتُ لَيْسَا مَرَّتَيْنِ بِالطَّائِرَةِ هَذِهِ السَّنَةَ.

2. Ask how many students in the class traveled by train this year.

- ١ هَلْ سَافَرْتَ بِالْقِطَارِ هَذِهِ السَّنَةَ؟
- ٢ نَعَمْ/لَا.

- ١ ثلاثة طلاب فقط سافروا بالقطار هذه السنة.
3. Ask how many students in the class traveled in first class this year.
- ١ هل سافرت بالدرجة الأولى هذه السنة؟
- ٢ نعم/لا.
- ١ لم يسافر أي طالب بالدرجة الأولى هذه السنة.

LESSON 30

Language Functions and Objectives: (1) Describing family members, (2) comparing people, (3) expressing reason.

Exponents:

- ١- أب، أم، أخ، أخت، ابن، ابنة، خال، خالة، عم، عمّة، جدّ، جدّة.
- ٢- أكبر، أصغر، أطول، أقصر، أجمل، أبعد، أقرب.
- ٣- سافر إلى كليفلند كي يزور أسرته.
- أتى إلى أمريكا ليدرس علم الحاسوب.
- عنده مخزن كبير لتخزين بضاعته.

Presentation (1): A family tree and family pictures may help to create a good context for presenting the new vocabulary. Make sure that whatever graphics are used are not confusing. List each word on the board and practice it. Elicit from a few students the names of their fathers, mothers, etc. Write the question and answer on the board and practice them.

Application: 1. Ask the name of one of your partner's paternal uncles and report this information back to the class.

- ١ ما اسم عمك؟
- ٢ اسم عمي يوجين.
- ١ اسم عم مايكل يوجين.

2. Ask if your partner has maternal uncles and, if so, how many and report this information back to the class

١ كَمْ خَالَاً لَكَ/لَكَ؟

٢ لي خالان.

١ ليسا لها خالان.

3. Ask how many students have three or more paternal aunts and report this information back to the class.

١ كَمْ عَمَّةً لَكَ/لَكَ؟

٢ لي عَمَّتَان.

١ طالبان فقط لهما ثلاث عمات.

Presentation (2): Review some adjectives and how to derive comparative and superlative forms. With the use of pictures and objects, compare people and objects. Write each sentence on the board and practice it:

مدينة شيكاغو أكبر من مدينة توليدو.

دمشق أقدم مدينة في العالم.

النيل أطول نهر في العالم.

Application: 1. Ask your partner for the name of the largest town in which he/she lived and the name of the prettiest town he/she has seen.

١ ما اسم أكبر مدينة سكنت فيها؟

٢ مدينة كذا.

١ ما اسم أجمل مدينة شاهدتها؟

٢ مدينة كذا.

2. Find out who in this class lives farthest from campus.

١ أين تسكن/تسكنين؟

٢ أسكن في ...

١ كم ميلاً/دقيقة من الجامعة مشياً/بالسيارة؟

٢ ثلاثة أميال/عشر دقائق مشياً/بالسيارة.

١ بيت ماكل أبعد بيت عن الجامعة.

Presentation (3): Explain why certain actions are performed. The context for

the action and the reason for doing it should be clear. Ask one student where he/she was before coming to this institution. Write the statement on the board and practice it. Ask him/her the reason for coming here. Put the reason next to it. Elicit similar statements, using the three different forms (i.e. **لـ**, **لـ** مضارع منصوب، **لـ** (i.e. **لـ** مصدر) one at a time:

أتى مايكل إلى هذه الجامعة كي يدرس العلوم السياسية.
أتى مايكل إلى هذه الجامعة ليدرس العلوم السياسية.
أتى مايكل إلى هذه الجامعة لدراسة العلوم السياسية.

Application: Ask your partner if he or she will stay at home on Saturday, and, if so, why, then report this information back to the class.

- ١ هل ستبقى/ستبقى في البيت يوم السبت؟
- ٢ نعم/لا.
- ١ لماذا؟
- ٢ كي أنظف غرفتي.
- ١ ستبقى ليسا في البيت يوم السبت كي تنظف غرفتها.

Variations of the last two exchanges:

- ٢ لأنظف غرفتي.
- ١ ستبقى ليسا في البيت يوم السبت لتنظف غرفتها.
- ٢ لتنظيف غرفتي.
- ١ ستبقى ليسا في البيت يوم السبت لتنظيف غرفتها.

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Appendix 1

1. A formative, weekly, open-ended evaluation form.

Institution
Department

In order to provide you with the most effective learning experience, your feedback regarding the instructional process is very valuable to your instructor and the department. In no more than three minutes, please provide your thoughts and comments about the following:

What aspects of class work were most useful and interesting to you during this week?

What parts of the material or class activities were unclear to you?

What can I do to help you learn better?

2. A summative, open-ended evaluation form of materials and methodology.

Institution
Department

Course: Arabic _____

Quarter/Year: _____

Course Evaluation Form

Your input to the learning/teaching process is highly appreciated. Please comment on the following points (use back if necessary):

- Quality of instruction (clarity, responsiveness, interest, mastery of the subject matter, etc.):
- Quality of instructional materials (relevance, length, level of difficulty, etc.):
- Quality of topics (What topics would you like to see removed or added?):
- Quality of oral and written activities (Do they promote the language skills listed in the syllabus?):
- Quality of assessment (Do the tests measure subskills that contribute to the course objectives?):

3. A summative, open-ended evaluation form of materials, instructor, and methodology.

**Institution
Department**

Course: Arabic _____

Quarter/semester and Year: _____

Course Evaluation Form

Please take a few moments to provide your assessment of this course. Your input will contribute to the enhancement of the instructional methods and materials being used (use back if necessary).

Instructional Materials

- Adequacy and relevance to the goal of the course.
- Usefulness of the materials to your own purpose.
- What you like best and least about the materials.
- Need for supplementary materials.

Instructor

- Punctuality in coming to class and promptness in returning assignments and tests.
- Responsiveness to students' needs.
- Preparedness.
- Mastery of the subject matter and interest.
- What you like best and least about the instructor.

Student Activities

- Amount of homework.
- Quality of class and homework activities. Do they contribute to better learning?

Assessment

- Do you think the tests measure what is supposed to be measured?
- Should additional forms of assessment be used?

Miscellaneous

- What would you like to see covered or used in this course?
 - Is there a need for additional reading courses? If so, how many?
4. A summative evaluation form with Likert-style and open-ended items.

**Institution
Department**

Course:

Academic quarter or semester:

Course Evaluation Form

Your input regarding Arabic instruction is highly appreciated and will contribute to enhancing the quality and effectiveness of instruction. Please take a few moments to evaluate the following items in terms of how much you have been satisfied with them. The number 1 indicates the lowest rating and 5 the highest.

- | | | | | | |
|-----------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Dictation. | 1 | 2 | 3 | 4 | 5 |
| 2. Classroom communicative activities. | 1 | 2 | 3 | 4 | 5 |
| 3. Oral interviews. | 1 | 2 | 3 | 4 | 5 |
| 4. Audiotapes. | 1 | 2 | 3 | 4 | 5 |
| 5. Instructional materials. | 1 | 2 | 3 | 4 | 5 |
| 6. Usefulness of content. | 1 | 2 | 3 | 4 | 5 |
| 7. Developing abilities to use Arabic. | 1 | 2 | 3 | 4 | 5 |
| 8. Interest generated by materials. | 1 | 2 | 3 | 4 | 5 |
| 9. Instructor's preparedness. | 1 | 2 | 3 | 4 | 5 |
| 10. Involving learners in the process. | 1 | 2 | 3 | 4 | 5 |
| 11. Instructor's responsiveness to the needs of students. | 1 | 2 | 3 | 4 | 5 |
| 12. Instructor's knowledge of the subject matter. | 1 | 2 | 3 | 4 | 5 |
| 13. Instructor's interest in the subject. | 1 | 2 | 3 | 4 | 5 |
| 14. Organization of class meeting (efficient use of time). | 1 | 2 | 3 | 4 | 5 |
| 15. Punctuality (classes start and end on time). | 1 | 2 | 3 | 4 | 5 |
| 16. Clarity of presentation. | 1 | 2 | 3 | 4 | 5 |
| 17. Degree of interest generated in class sessions. | 1 | 2 | 3 | 4 | 5 |
| 18. Instructor's tolerance and helpfulness. | 1 | 2 | 3 | 4 | 5 |
| 19. Promptness in returning homework and tests. | 1 | 2 | 3 | 4 | 5 |
| 20. Instructor's availability during office hours. | 1 | 2 | 3 | 4 | 5 |
| 21. What did you like best about the course? | | | | | |
| 22. What aspects of the course do you think need improvement? | | | | | |
| 23. Would you recommend it to a friend? | | | | | |
| 24. What did you like best about the instructor? | | | | | |
| 25. What did you like least about the instructor? | | | | | |
| 26. Would you recommend him or her to a friend? | | | | | |
| 27. Do you think this course met the objectives stated in the syllabus? Please explain. | | | | | |

Appendix 2

A Modified Survey of Language Learning Strategies

Name:

Date:

Instructions

The following statements are related to your experience in learning Arabic. Please read each statement and rate it in terms of how true the statement is in reflecting what you actually do when you are learning Arabic, not in terms of what you think you should do or what other people do. There are no right or wrong answers, since people learn differently. To rate each statement, circle the appropriate number. Number 1 means that the statement is very rarely true of you; that is, the behavior described is never or rarely used, and 5 denotes high frequency or constant use of that behavior.

Please return this form and the worksheet. You may keep the Profile and the Key.

When learning a new word ...

	<u>Never</u>		<u>Most Often</u>		
1. I group new vocabulary items based on type of word (i.e., nouns; similarity; greetings; opposites).	1	2	3	4	5
2. I relate new language information to concepts already in memory (i.e., associations between two things, e.g., bread and butter, or multiple things, i.e., semantic maps).	1	2	3	4	5
3. I put the new word in a sentence so that I can remember it.	1	2	3	4	5
4. I associate the sound of the new word with the sound of a familiar word.	1	2	3	4	5
5. I use rhyming to remember a new words	1	2	3	4	5

When learning new material ...

6. I review often.	1	2	3	4	5
7. I do not write down the new words, but rather try initially to memorize them and use them orally.	1	2	3	4	5
8. I say or write new expressions repeatedly to practice them.	1	2	3	4	5
9. I imitate the way native speakers talk.	1	2	3	4	5
10. I read a story or a dialogue several times until I can understand it.	1	2	3	4	5
11. I revise what I write in Arabic to improve my writing.	1	2	3	4	5
12. I practice Arabic sounds and alphabet.	1	2	3	4	5
13. I use idioms and other routines in Arabic.	1	2	3	4	5
14. I use familiar words in different combinations to make new sentences.	1	2	3	4	5
15. I watch TV shows or movies or listen to the radio in Arabic.	1	2	3	4	5

16. I attend and participate in out-of-class events where Arabic is spoken.	1	2	3	4	5
17. I read for pleasure in Arabic.	1	2	3	4	5
18. I skim the reading passage first to get the main idea, then I go back and read it more carefully.	1	2	3	4	5
19. I make summaries of new language material.	1	2	3	4	5
20. When I do not understand all the words I read or hear, I guess the general meaning by using any clue I can find, for example, clues from the context or situation.	1	2	3	4	5
21. I read without looking up every unfamiliar word.	1	2	3	4	5
22. In a conversation, I anticipate what the other person is going to say based on what has been said so far.	1	2	3	4	5
23. If I am speaking and cannot think of the right expression, I use gestures or switch back to my own language.	1	2	3	4	5
24. I preview the language lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know.	1	2	3	4	5
25. When someone is speaking Arabic, I try to concentrate on what the person is saying and put unrelated topics out of my mind.	1	2	3	4	5
26. I decide in advance to pay special attention to specific language aspects; for example, I focus on the way native speakers pronounce certain sounds.	1	2	3	4	5
27. I try to find out all I can about how to be a better language learner by reading books or articles, or by talking to others about how to learn.	1	2	3	4	5
28. I arrange my schedule to study and practice the new language consistently, not just when there is the pressure of a test.	1	2	3	4	5
29. I arrange my physical environment to promote learning; for instance, I find a quiet, comfortable place to review.	1	2	3	4	5
30. I try to relax whenever I feel anxious about using Arabic.	1	2	3	4	5
31. I make encouraging statements to myself so that I will continue to try hard and do my best in language learning.	1	2	3	4	5
32. I actively encourage myself to take wise risks in language learning, such as guessing meaning or trying to speak, even though I might make some mistakes.	1	2	3	4	5
33. I give myself a tangible reward when I have done something well in my language learning.	1	2	3	4	5
34. I pay attention to physical signs of stress that might affect my language learning.	1	2	3	4	5
35. If I do not understand, I ask the speaker to slow down, repeat, or clarify what was said.	1	2	3	4	5
36. I ask other people to verify that I have understood or said something correctly.	1	2	3	4	5
37. I ask other people to correct my pronunciation.	1	2	3	4	5
38. I work with other language learners to practice, review,					

Appendix

	or share information.	1	2	3	4	5
39.	I have a regular language learning partner.	1	2	3	4	5
40.	When I am talking with a native speaker, I try to let him or her know when I need help.	1	2	3	4	5

This survey is an adaptation of Oxford's (1990) survey designed for speakers of English learning a new language (pp. 283-291).

Worksheet

Name:

1. In each blank, copy the number you circled for each item that describes behaviors (i.e., 1, 2, 3).
2. Total each column and put the result on the line marked "Sum."
3. Divide each Sum by the number under "Sum" to provide an average for each column. Round each average to the nearest tenth ($3.36 = 3.4$). Your average for each part should be between 1.0 and 5.0.
4. Calculate overall average by adding up all the Totals of Sums (A-F) and dividing by 40, which should also be between 1.0 and 5.0.
5. When the Profile of results is distributed, transfer the averages for each part to the respective parts of the Profile to obtain an interpretation of your results.

<u>Part A</u>	<u>Part B</u>	<u>Part C</u>	<u>Part D</u>	<u>Part E</u>	<u>Part F</u>	<u>Total of Sums</u>
1.	8.	20.	24.	30.	35.	A.
2.	9.	21.	25.	31.	36.	B.
3.	10.	22.	26.	32.	37.	C.
4.	11.	23.	27.	33.	38.	D.
5.	12.		28.	34.	39.	E.
6.	13.		29.		40.	F.
7.	14.					
	15.					
	16.					
	17.					
	18.					
	19.					
Sum	Sum	Sum	Sum	Sum	Sum	Overall Average
+7=	+12=	+4=	+6=	+5=	+6=	+40=

Profile of Results on the Language Learning Strategies

This profile will summarize your results on language learning strategies and will show the kinds of strategies you use in learning a new language, specifically Arabic. Please note that there is no best average score for each part, since people learn languages differently.

To complete this profile, transfer your averages from the Worksheet. *You may keep this form.*

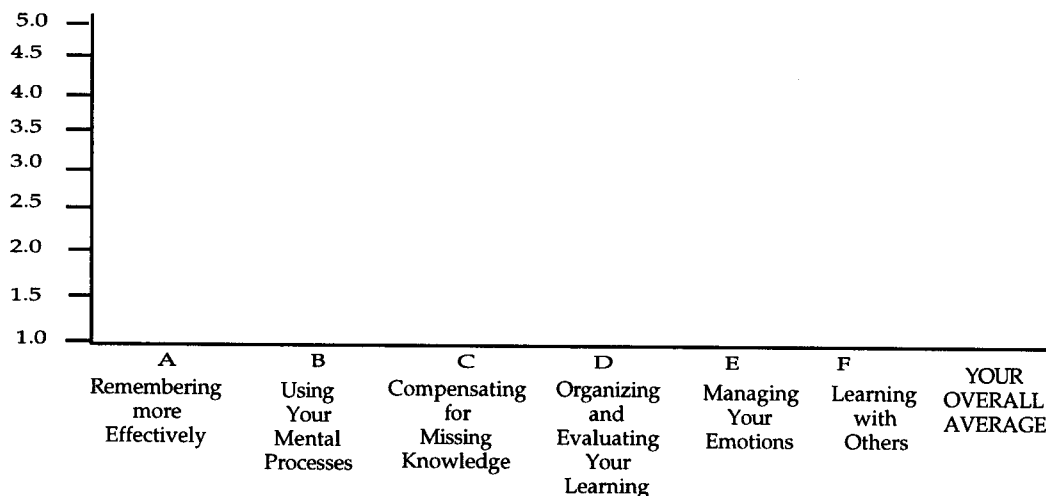
<u>Part</u>	<u>What strategies are covered</u>	<u>Your Average on This Part</u>
A.	Remembering More Effectively.	
B.	Using Your Mental Processes.	
C.	Compensating for Missing Knowledge.	
D.	Organizing and Evaluating Your Learning.	
E.	Managing Your Emotions.	
F.	Learning with Others.	
YOUR OVERALL AVERAGE OF STRATEGY USE		

Key to Understanding Your Averages

What These Averages Mean to You

1. The overall average indicates how frequently you use language learning strategies in general.
2. The averages for each part show which groups of strategies you tend to use the most in learning a new language.

Optimal use of language learning strategies depends on age, personality, stage of language learning, purpose for learning the language, previous experience, and other factors. If you want, you can make a graph of your averages to see how high or low you are on a given part. Place dots that represent your averages of the different parts and draw bars or connect them with a line.



Appendix 3

Objectives: List objectives in functional terms, i.e., what students will be able to do.

Warm-up	Greetings, asking about well-being, the weather, time, date, etc.
Review	Go over previously introduced material. Use realia if possible to review vocabulary items. For structures, re-conduct activities if needed (e.g. school subjects currently studied, preferred foods and drinks, pattern drills). Use the board to list and illustrate structural points.
Quiz	Give a short quiz on some vocabulary items or structures covered. It should not take more than six or seven minutes.
Presentation	<ol style="list-style-type: none"> 1. Establish a context by real objects, pictures, other graphics, gestures, or pantomime. It must be clear. 2. List the instructional aids you will use (e.g. flashcards, overhead transparencies, print media, audio, video). 3. List new items (vocabulary and structures).
Practice	Repetition, pattern drills, and chain drills.
Application	Describe the communicative activities you will conduct and list exponents to be used in these activities.
Evaluation	Test the students' ability to recognize the items presented and their ability to produce them orally and/or in writing.
Wind-down	Ask questions from mastered material only. Use greetings and bid the students farewell.
Homework Assignment	Assign exercises from the textbook relevant to the presented material or design out-of-class tasks.

Descriptive Lesson Plan

Sample Lesson Plan

Objectives: Colleges and school facilities

Warm-up: صباح الخير. كيف الحال؟ من أين أنت؟ عندك سيارة/دراجة/حاسوب؟

Review: Show pictures of previously covered items to elicit them. Point to the parts of the room and ask students to provide their names,

أنت طالبة أم أستاذة؟ في أية جامعة؟ هل أنت من هذه المدينة/الولاية؟
ما اسم أستاذ العربية؟ هل هناك صورة على الجدار في غرفتك؟ ماذا هناك بجانب الباب؟

Presentation: Use pictures of different colleges and facilities on your campus. As you present each item, refer to its pictures.

ما اسم جامعتك؟ هل هناك كلية طب في هذه الجامعة؟ أين هي؟ في أية كلية أنت؟ غرفة صفنا في أية كلية؟
هناك ست كليات في هذه الجامعة، كلية الطب وكلية الهندسة وكلية العلوم وكلية الآداب وكلية التجارة وكلية الحقوق.
عندك مكتب في هذه الجامعة؟ عندي مكتب؟ أين مكنتي؟
هذا هو المسيح؟ هل هناك مسبح بجانب غرفة الصف؟ أين المخبر اللغوي؟

Practice: As you present each item, repeat it clearly and then ask students to repeat after you chorally and individually.

كلية.. كلية.. كلية..
كلية الهندسة... كلية الهندسة... كلية الهندسة...

Application: Communicative activity 1. Instructions: Find out from your partner in which college he or she is and report this information back to the class.

- في أي كلية أنت؟
- أنا في كلية العلوم.
- هو/هي في كلية العلوم.

Communicative activity 2. Find out from your partner if there is a swimming pool next to his/her house.

- هل هناك مسبح بجانب بيتك؟
- نعم/لا ليس هناك مسبح بجانب بيتي.
- هناك/ليس هناك مسبح بجانب بيتي/بيتها.

Evaluation: Point to the pictures shown earlier to elicit the new words again.

Wind-down: هذه سيارة؟ ما هذه؟ عندك سيارة/دراجة؟ شكراً. مع السلامة.

Objectives:

Warm-up	
Review	
Quiz	
Presentation	
Practice	
Application	
Evaluation	
Wind-down	
Homework Assignment	

Blank Lesson Plan

Appendix 4

Two major rating scales are used to evaluate language performance in an oral interview: the government scale and the scale of the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL scale is more suitable for use in an academic situation, since it distinguishes better among candidates at the lower levels of language proficiency.

The ACTFL Scale	The Government Scale
Novice Low	0.....No ability in the language.
Novice Mid	-Very limited capacity.
Novice High	0+Ability to operate with learned phrases.
Intermediate Low	1.....Basic survival needs and social niceties.
Intermediate Mid	-Some survival needs with some limited social demands
Intermediate High	1+Most survival needs and limited social demands.
Advanced	2.....Routine social demands and limited work requirements.
Advanced High	2+Most work requirements and ability to communicate on concrete topics.
Superior	3-4Effective oral participation in most formal and informal conversations with structural and lexical accuracy.
Native	5.....Oral language performance is similar to that of an educated native speaker.

Endnotes

¹ The term “teacher” will be used to refer to anyone who is in charge of delivering instruction to a group of learners, be it a professor, instructor, lecturer, or teaching assistant.

² See Alosch 1997 for a detailed description of the Arabic diglossic situation.

³ See Alosch 1997 for a detailed discussion of the form-meaning relationship.

⁴ This section is based in part on a statement of my teaching philosophy submitted to the College of Humanities at the Ohio State University in 1994.

⁵ See the role of evaluation in schematic designs of an Arabic curriculum in Alosch 1992, 1997.

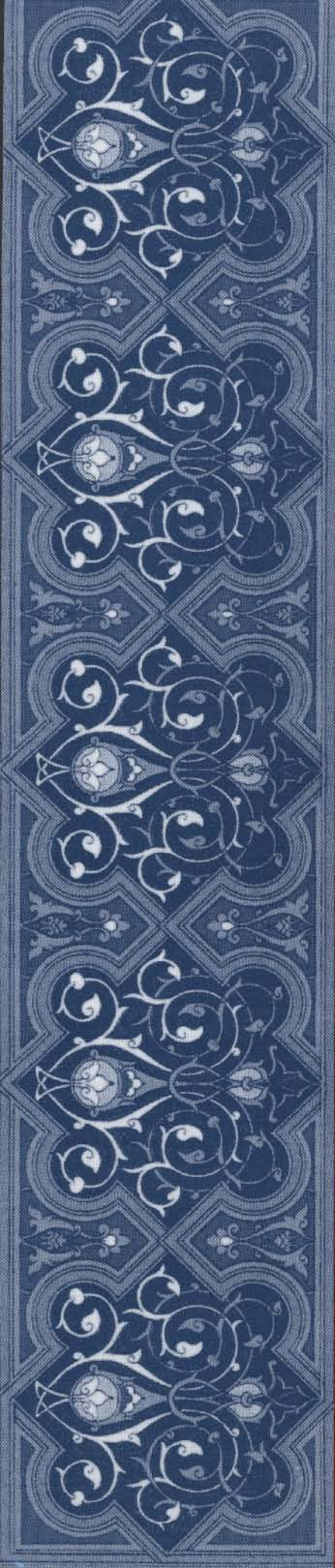
⁶ A project for developing a cross-platform, improved version is under way.

⁷ For a more detailed discussion of assessment, see Alosch 1997.

⁸ Samples are included in Appendix 3.

⁹ See sample forms listed in Appendix 1.

¹⁰ A possible culturally appropriate response may be ما شاء الله.



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