



**Marhaba!**  
*An Invitation to Arabic*

**Curriculum Guide**

SAMPLE

Copyright © 2012 by Cheng & Tsui Company, Inc.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, scanning, or any information storage or retrieval system, without written permission from the publisher.

All trademarks mentioned in this book are the property of their respective owners.

16 15 14 13 12 11 1 2 3 4 5 6 7 8 9 10

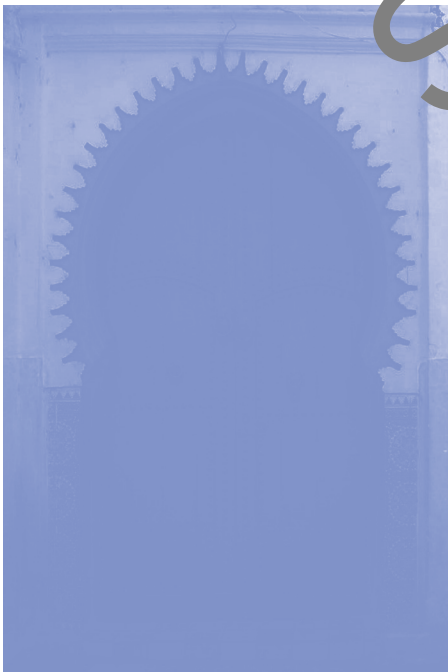
Published by  
Cheng & Tsui Company, Inc.  
25 West Street  
Boston, MA 02111-1213 USA  
Fax 617-426-3669  
www.cheng-tsui.com  
"Bringing Asia to the World"™

ISBN 978-0-88727-831-0

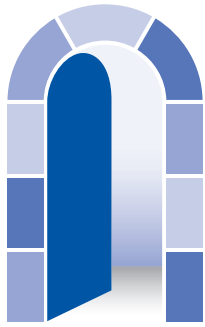
This effort was supported by the U.S. Department of Education, Office of Postsecondary Education, International Research and Studies Program grant P074030069; National Security Agency grants H98230-10-1-0032, H98230-09-1-0236, and H98230-08-1-0222; National Foreign Language Center grant Z914726; and institutional support from Boston Public Schools, Harvard University's Outreach Center at the Center for Middle Eastern Studies, Boston University School of Education, and Center for Applied Linguistics.

Special Thanks to:

Beryl Gilfix, Gwendolyn Reynolds, Paul Beran, Nada Shaath, Ilhem Chabout, Audrey Bastian, Amy Piacitelli, Mohamed Naggar, Michelle Timothy Safadi, Samir Gibrail, Khalid "Ramsey" Ibrahim, Salam Elmasri, Fatima Nouchkioui, Abir Zenait, Ayoub Nadama, Dima Saab, Mary Briden, Leah Rosenblatt, Cindy Radler-Okby, Rabia Mifdal, Fadia Hamid, Barbara Shepard



Printed in the United States of America



# Marhaba!

*An Invitation to Arabic*

## Curriculum Guide

SAMPLE

Steven Berbeco



CHENG & TSUI COMPANY

Boston

# Curriculum Development

---

## Curriculum Development Staff

- Project Manager** Dr. Steven Berbeco, Charlestown High School
- Curriculum Design Advisory Team** Professor Stephan Ellenwood, Boston University  
Professor Phil Tate, Boston University  
Professor Julie Coppola, Boston University  
Dr. Yu-Lan Lin, Boston Public Schools
- Program Evaluators** Dora Johnson, Center for Applied Linguistics  
Nancy Rhodes, Center for Applied Linguistics
- Research Assistants** Richard Cozzens  
Jane Thorson
- Graphic Design** Geoffrey Piel
- Videography** Douglas Guarino
- Arabic Summer Academy Teaching Staff**
- 2010** Carolyn Brunelle, Hiam Attali, Rosi Greenberg, Sarah Standish, Omar Albazzaz, Alma Heckman, Yamila Irizarry-Gerould, Richard Cozzens, Sahar Hakim, Alexander Kalamaroff
- 2009** Alia Hassan, Carolyn Brunelle, Megan Gavin, Sean McEneaney, Sara Eldib, Sarah Standish, Richard Cozzens, Hui Ken Kou, Alexander Kalamaroff
- 2008** Richard Cozzens, Housni Bennis, Katherine Sullivan, Giselle Khoury, Omar Albazzaz, Mohammad Abderrazaq, Nguyen Nguyen, Hansen Siu
- 2007** Lama Jarudi, Kyle McEneaney, Carolyn Brunelle, Alia Radman, Lindsey Gillis

## Contact Information

- Telephone** 617-988-2400
- Email** [editor@cheng-tsui.com](mailto:editor@cheng-tsui.com)
- Web** <http://www.marhabaproject.org>
- Mail** Marhaba! Project  
Cheng & Tsui Company, Inc.  
25 West Street  
Boston, MA 02111

**Developed With Support  
From Partner Schools**

**California**

Bell High School  
La Jolla Country Day School

**Connecticut**

Metropolitan Business Academy  
Hill Regional Career High School  
Engineering and Science University School

**Massachusetts**

Charlestown High School  
Methuen High School  
Norwell High School

**New York**

Khalil Gibran International Academy  
Shalhevet High School for Girls

**North Carolina**

Military and Global Leadership Academy

**Ohio**

Chagrin Falls High School

**Oregon**

Arabic Heritage Center

**Rhode Island**

Lincoln School

**Utah**

Academy for Math, Engineering and Science  
Provo High School



# Table of Contents

---



## Curriculum Design

Who is this curriculum for? . . . . .	6
Why are students interested in Arabic?. . . . .	6
How do you prepare for class?. . . . .	7
Why is there no student textbook? . . . . .	8
What is a <b>دفتر</b> ? . . . . .	8
Where are the lesson plans? . . . . .	10
Does this method of teaching really work? . . . . .	10
What is on the training DVD and companion website? . . . . .	12
Which vocabulary words are actually important to learn?. . . . .	12
What is in the sample student <b>دفتر</b> ? . . . . .	13
What about different levels of Arabic? . . . . .	13
Curriculum Map: Term 1 . . . . .	15
Curriculum Map: Term 2 . . . . .	16
Curriculum Map: Term 3 . . . . .	18
Curriculum Map: Term 4 . . . . .	20
Culture Focus . . . . .	22
What is an assessment? . . . . .	24
What can we assess? . . . . .	24
How can we assess? . . . . .	25

## Linguistics

What is Arabic? . . . . .	28
How Arabic is spoken . . . . .	29
Arabic grammar . . . . .	30
How Arabic is written . . . . .	31

## How to...

Set up a <b>دفتر</b> . . . . .	33
Set up a Letter Page  . . . . .	36
Set up a Connecting Letters Page . . . . .	40
Set up a Hide and Seek Page . . . . .	42
Set up an Arabic Kung Fu Page  . . . . .	44

	Set up a Micrologue Page 	46
	Set up a Voicemail Dropbox Page 	49
	Set up a Sudoku Page	51
	Set up a Personals Ad Page	53
	Set up a Reverse Crossword Puzzle Page	56
	Set up a Battleship Page	58
	Set up a Simile Box Page	61
	Set up a Letter Bingo Page	63
	Set up a Thinking Head Page	66
	Set up a Postcard Page	68
<b>Games</b>	The Great Alphabet Debate	70
	Video Flashcards	72
	Hot and Cold	75
	Arabic Hopscotch	76
	Concentration	78
	Sentence Construction Kit	80
	Find a Friend	82
	Tic Tac Toe	84
	Role Playing	86
	Paper Engineering	88
<b>Supplemental Resources</b>	What are supplemental resources?	92
	Films	93
	Books	95
	Magazines	97
	Internet-based Materials	98
	Curriculum Materials for Teaching and Learning Arabic	99
<b>Glossary of Terms</b>		100

## Who is this curriculum for?

---

The Marhaba! curriculum is designed for first year Arabic language students at the middle school, high school, and college levels. Heritage students will find the material engaging, but this curriculum is aimed at the student with no prior knowledge and no particular skills in language-learning. The curriculum was developed with a student base that represents the geographic, ethnic, and socioeconomic diversity of the country.

This curriculum is for a teacher with strong language skills, a rich cultural background, and little teaching experience teaching young students. Teachers can use the curriculum with either English or Arabic as the language of instruction. Where most foreign language text books will give the teacher ready-made lessons, our curriculum guide is more of a tool kit that will take you through a simple and effective method of teaching Arabic.

By using the Marhaba! curriculum your students will feel a sense of ownership and responsibility for their learning, which will increase their motivation to do well in class. At the same time, the curriculum removes much of the day-to-day burden of creating teaching materials, and that will give you more time and energy to develop exciting class activities.

Our curriculum was developed by teachers... for teachers.

## Why are students interested in Arabic?

---

We have found that there are four common reasons why students seek out opportunities to study Arabic:

1. Learning Arabic is special. There are very few schools in the entire country that teach it right now, and students generally like being unique.
2. Arabic will help students get into college. College admissions officers are always looking for students who are different and stand out, and there are only a few students in America who have studied Arabic.
3. Arabic is a “critical need” language, which means that Arabic speakers’ skills will be in high demand when they graduate from college.
4. Students generally seek out challenges, and a well-taught Arabic class represents a great but manageable challenge.

Our education system lacks the infrastructure to produce a generation of culturally and linguistically literate graduates of Arabic. At a time when students are eager to make sense of global events, schools find themselves without the tools to help.

With your help, we can challenge our students, prepare them for well-paying jobs, get them into good colleges, and make them feel special in the process. Ready? Let’s do it!



## How do you prepare for class?

---

There are two basic models of curriculum today. The first is the traditional, direct method of delivering knowledge from the teacher to the students. Teachers use previously developed lessons to present the information in interesting and engaging ways. This method is sometimes referred to as “teacher-proof” because almost every detail of the lessons and units has been carefully molded so any teacher will get the same results just by following the directions.

The second model is new and experiential, where students are invited to learn material through simulations and role plays, hands-on projects, and games. Teachers again use previously developed lessons, but these focus on making learning engaging – so that students sometimes learn without realizing that they are in the middle of a lesson. There is more variability in the teacher’s role in the curriculum, but overall the learning still goes in one direction: from teacher to students.

We are proposing a third model with the Marhaba! curriculum: give the curriculum to the students, as much as possible, and let their energy and creativity push their learning. We imagine a classroom where the teacher guides, encourages, and elicits from the students instead of instructing them. The teacher creates the organizing structure of each lesson, but it’s up to the students to create much of the content for the lessons.

This calls for a different sort of preparation for the teacher: focus on the structure of the **دفتر** (*daftar*) page and using it to guide learning. Try to become comfortable with “What do you think, and why?” responses instead of the more direct “Let me tell you the right answer” that students are used to. Your students have a lot of energy. It’s time now to give students the responsibility and the tools to use that energy for their own learning.



## Why is there no student textbook?

---

Teaching students is a difficult job no matter where you are, but teaching Arabic is really, really difficult. One of the most challenging parts of teaching Arabic is that there isn't a nice glossy color textbook that you can order, like other instructors have – even Latin has a great curriculum these days!

Arabic curriculum is coming along, but very slowly. Most teachers adapt a college-level textbook to their classrooms, or else develop their own lessons based on whatever materials they can find on the Internet.

We tried both of these approaches at Charlestown High School and neither worked. Fewer than half of our students graduate senior year; most of them go on to community college, where fewer than 15% typically graduate. The college-level textbooks assume skills that our students just don't have, and pulling lesson after lesson off the Internet prevented us from creating larger learning objectives.

So we decided instead to take a good idea from the Teachers' Curriculum Institute's History Alive! curriculum (<http://www.teachci.com>) and build lessons around a student-generated interactive notebook. This has developed over the past five years (and four summers) into the **دفتر** system: the teacher guides students in writing their own textbook, so that students personalize most of the assignments and take ownership of their learning.

The **دفتر** system is new, it's unusual, and it works. We regularly bring kids up to Novice-High ACTFL proficiency levels after 140 instructional hours. Our teachers provide a solid learning structure but the students energize their own learning.

The Marhaba! curriculum doesn't have a student textbook because your students haven't written it yet!

## What is a دفتر?

---

At the beginning of every term, students receive a blank notebook. We call this blank notebook a **دفتر**. Students use this notebook as their primary tool for learning Arabic: almost all of their learning is recorded in it or occurs through its use. The **دفتر** is a cooperative effort between teacher and student. The teacher organizes the notebook and creates the structure for learning, and the student fills in the pages with information and interpretive content.

For example, the teacher organizes letter pages. Each page is designed to be a formative assessment so you can guide your students in numbering pages and setting up the structure of the letter page: what are the important qualities of the letter, and examples of the different forms of the letter as well as the letter within a word.

Students have an active role in filling in these pages, too. They write mnemonics for how the letter sounds and what it looks like, personalizing their knowledge. Also, your students practice writing the new letter by copying it out several times.

Teacher Input

This image shows a notebook page with handwritten notes and a drawing. On the left side, there are sections for 'Initial', 'Medial', 'Final', and 'Word' with corresponding Arabic calligraphy examples. On the right side, there is a drawing of a smiling face with two dots for eyes and a wide, curved mouth. Above the drawing, the text reads 'How does it sound? Tah' and 'Is it social? yes'. Below the drawing, the text reads 'What does it look like? a smiley face' and 'Is it a zombie letter? no'. A large 'SAMPLE' watermark is overlaid diagonally across the page.

Student Input

This image shows a notebook page with handwritten notes and a drawing, similar to the teacher input page. On the left side, there are sections for 'Initial', 'Medial', 'Final', and 'Word' with corresponding Arabic calligraphy examples. On the right side, there is a drawing of a smiling face with two dots for eyes and a wide, curved mouth. Above the drawing, the text reads 'How does it sound? Tah' and 'Is it social? yes'. Below the drawing, the text reads 'What does it look like? a smiley face' and 'Is it a zombie letter? no'. A large 'SAMPLE' watermark is overlaid diagonally across the page.

Your students personalize their learning by recording the lesson in their own handwriting. These pages become a reference for them throughout the year, building a sense of responsibility and ownership for their learning.

## Where are the lesson plans?

---

The Marhaba! curriculum is a set of guidelines that describe a process of teaching student-centered lessons. This is in contrast to off-the-shelf curricula for teaching a foreign language that typically include a teacher textbook with answer key, a student textbook with prescribed drills, a collection of assessments, and supplemental overhead transparencies. These curricula are intended to be teacher-proof: they are built to deliver the same level of instruction regardless of the teacher in front of the class, by controlling the classroom experience down to the last quiz.

We are introducing a more flexible model of curriculum, one that depends on your unique qualities as a teacher and your students' energy for learning.

This curriculum has been developed and tested over four years, at the hands of two dozen teachers with varied teaching backgrounds, and with hundreds of students from different backgrounds and with diverse learning needs. The Marhaba! curriculum takes advantage of the natural talents and interests of teachers and students. Instead of taking over your classroom, the curriculum puts much of the effort of teaching into your students' hands, taking that weight off your shoulders.

We are including sample lessons, materials, and syllabi to show you how it can be done. But don't think that we're telling you how it should be done. We are looking forward to learning from your experience with the Marhaba! curriculum.

## Does this method of teaching really work?

---

Every experienced teacher has seen different textbooks and entire curriculum sets come and go. Sometimes a new way of teaching helps teachers in the classroom and significantly improves student learning. Other times teachers don't have a positive opinion of the curriculum and wonder whether it was tested with real students in a real classroom.

The educational theories behind Marhaba! have been published, studied, and tested for years. We have included academic references for the diverse classroom activities, and you will recognize many of the sources from graduate-level classes in pedagogy. In particular, we have incorporated elements of multiple intelligences theory, recent innovations in cognitive science, and of course Dewey's student-centered progressivism. The education theory behind the دفتر in particular is called non-linear curriculum design.

We tested how much students learn when teachers use Marhaba! in their classrooms. The results indicate that students become proficient in Arabic regardless of whether they are boys or girls, young or old, and also no matter whether their families qualify for free or reduced-priced school meals, or whether their parents went to college. Students who use Marhaba! succeed in learning Arabic in public and private schools, and in small and large classes.

This chart lists the results of a linear regression analysis of the effect of using Marhaba! on student proficiency, as measured by an Oral Proficiency Interview (OPI):

FACTOR	R <sup>2</sup>	β	SIG.
Use of Marhaba!	.288	.536	.000
Use of Marhaba! and Gender	.304	.555	.000
Use of Marhaba! and Grade (6-12)	.291	.516	.000
Use of Marhaba! and Free/reduced-price lunch	.310	.506	.000
Use of Marhaba! and Parents attended college	.305	.538	.000
Use of Marhaba! and Public or private school	.274	.495	.000
Use of Marhaba! and Class size (6-70 students)	.306	.648	.000

We also asked students what they thought of the دفتر, and checked to see whether students did better in Arabic if they liked using it. It turns out that there isn't a significant relationship between a student's attitude toward دفتر and how well they did on an OPI ( $r^2 = .002$ ,  $\beta = .747$ ), which means that your students can learn Arabic with this method of teaching even if they don't like it! This data and analysis are available in *Effects of Non-linear Curriculum Design on Arabic Proficiency*, Steven Berbeco's doctoral dissertation from Eastern University.

All of this means that Marhaba! can help your students to learn Arabic regardless of where you are teaching!




## What is on the training DVD and companion website?

---

This curriculum guide is a tool kit for using the **دفتر** system with your students. We have included examples of student work and explanations of how to use these ideas in your classroom.

We recognize that the Marhaba! curriculum is probably different from the methods of teaching that you are used to. We would like to come to your school to show you how it works, and the next best thing is to demonstrate our ideas to you through the examples of student work and short instructional videos. We have developed this training DVD to give you examples of what these activities look like in the classroom. The DVD will run on most computers just by inserting the disc into the drive.

Keep an eye out for the icon  in this curriculum guide. That's a signal that there is a corresponding video on the DVD to help explain our ideas in person!

Check out the companion website for this curriculum: **[www.marhabaproject.org](http://www.marhabaproject.org)** We will post updates including suggested lesson assignments, authentic materials, and other information that can be helpful to you.

## Which vocabulary words are actually important to learn?

---

Vocabulary is a very important part of studying a foreign language, and teachers have different ideas about what their students should learn first. Is it more important to be able to talk about yourself or should students learn how to describe the world around them? There isn't a clear answer to this question because there are so many different possible answers.

Instead we have developed lists of words that are very common in Arabic. How common? The vocabulary words in the student **دفتر** are among the most common words in Arabic today, according to *A Frequency Dictionary of Arabic: Core Vocabulary for Learners* (Routledge, 2011). This is an excellent reference for figuring out which words will be the most useful to your students as they progress in Arabic.

Many of the vocabulary words we offer are common and probably appear in beginning textbooks for other languages like Spanish and French. Other words may seem unusual, because they show up in many sayings that people use every day. These vocabulary words can be a great starting point for lessons about culture, too!!

## What is in the sample student دفتر?

---

The idea of a student-generated and student-centered curriculum is exciting but it may be difficult to imagine. We have found that a critical turning point in presenting the curriculum to most teachers comes when we hand out a sample student دفتر so they can see what the exercises and activities look like in practice.

We have scanned in four terms of sample student work, from four different students, so you can see what this curriculum looks like in a real classroom setting. The index at the front will help you find the pages you're looking for. As you flip through these pages you will see a lot of learning, a lot of creativity, and a few student errors along the way, too. After all, this is the real thing!

The first term is reproduced actual size, and the following three terms are reduced so you can get a sense of the pages. Keep in mind that this is just one way of teaching with the Marhaba! curriculum. Notebook pages can be larger, other activities can be swapped in depending on your students' abilities, and the culture units can be tailored to take advantage of your own background and interests.

## What about different levels of Arabic?

---

We have developed the Marhaba! curriculum for high school students who have no prior knowledge of Arabic, and little or no experience learning a foreign language. At the same time, our curriculum is flexible enough to adapt to further study, and we have had success with it also at the middle school and college levels.

The fundamental concept of the دفتر can be incorporated into middle school classes that spend more time exploring the alphabet and basic conversation skills. Also we have had success applying several of the curriculum's innovative teaching practices to more advanced topics at the college level. For example, micrologues can be scaled up easily to include more advanced vocabulary and grammar, voicemail dropbox assignments can become more complex, and the Great Alphabet Debate can be developed to include age-appropriate topics.



## What is an assessment?

---

A principal once bragged that he could teach Chinese to his dog. “But,” he warned, “does that mean that my dog will ever learn to speak Chinese?” Teaching and learning are cooperative efforts that require a teacher to impart knowledge to students, but also to check whether the students are learning the material.

There are two basic methods of checking on our students’ learning. A **formative assessment** is a quick glance at how much knowledge is being absorbed and can help you make small changes to your teaching methods to improve student learning. Formative assessments are usually “low stakes” like a pop quiz that doesn’t have much impact on the student’s term grade, but instead helps you answer the question: *How can I help this student master the material?*

A **summative assessment** is a comprehensive look at how much, and how well, a student has learned. You can use a summative assessment to make changes in the overall curriculum, especially when you teach the same lessons next year. A summative assessment is “high stakes” like a term test, and helps you answer the question: *Did this student master the material?*

## What can we assess?

---

As foreign language teachers we aim to teach our students all sides of the language: how to read and write Arabic in its different forms, how to speak and understand it, and the cultural overlap between Arabic and the cultures where it is spoken. This is a formidable project!

In this curriculum we divide the skills into large chunks that are taught separately but in parallel: literacy, comprehension, and culture.

Literacy skills include reading and writing. For first-year students this means recognizing and producing letter forms and words, and knowing how and when to connect letters. Comprehension skills mean speaking and understanding Arabic, including recognizing and producing letter sounds and words. We present sample outlines of how to teach culture skills for this curriculum, but we depend largely on your own experience to present Middle East culture to your students.

The fourth skill set that isn’t usually discussed but plays a significant role for our students is classroom management skills. Students are often helped by direct feedback about how they are acting in class: Are they mature or being silly? Are they motivated or acting lazy? We include this in the list of assessments to remind you that learning itself is a skill, and assessing student participation can be as valuable to inspiring learning as grading quizzes and tests.



# Curriculum Map: Term 1

---

## Objective

Students will recognize and produce the letters ا to ن , the short vowels, *shadda*, and *sukun*, and talk about themselves in short declarative statements.

## Overview

The focus for Term 1 is on the alphabet layer (see Glossary) and beginning conversation skills. Students will be introduced to half of the alphabet and several of the phonetic markers. Term 1 introduces students to the structure of the دفتر and its importance as a learning resource. Summative assessments support the integration of the literacy and comprehension lessons through individual, partner, and classroom activities.

## Content




**Literacy** ا ب ت ث ج ح خ د ذ ر ز  
short vowels, *sukun*, *shadda*, *alif haraka*


**Comprehension** Greetings, Meeting people, Calendar dates, Personal information, Family and friends, Ethnic origins, Classroom activities, Location, Courtesies, Likes and dislikes, Leisure activities, Personality characteristics

## Functional Objectives

**Students will be able to...** say hello, goodbye, and ask how people feel  
introduce themselves and their family, using correct gender  
spell their names  
ask and answer brief questions about personal information  
understand classroom directions  
tell what they like and don't like  
ask others what they like and don't like  
talk about activities  
ask if a statement is true  
describe themselves and their family and friends

## Assessments

**Formative** Notebook letter pages  
Connecting letters  
Hide and Seek  
Voicemail dropbox   
Micrologue   
Arabic Kung Fu   
Video Flashcards

**Summative** Weekly quiz  
Midterm test  
30 Second Challenge   
Culture project  
Term test

A 30 SECOND CHALLENGE IS WHEN A STUDENT STANDS IN FRONT OF THE CLASS AND TALKS IN ARABIC FOR THIRTY SECONDS. USUALLY STUDENTS ADAPT A MICROLOGUE TO TALK ABOUT THEMSELVES.



## Learning About the Arab World for Terms 1, 2, 3, and 4

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Students will recognize elements of Arab culture and the distinctive viewpoints that are available through Arab culture.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Arab culture is found in a wide swath that extends over some two dozen countries, several faiths, and its history extends far back into the 8th century BCE. It has a range of direct and indirect influences that touch our everyday lives even today. Most scholars prefer to speak of Arabic cultures because they also include peoples who are not distinctly Arabic, including those who speak other languages. Teaching about the cultures of the Arab world is therefore very easy and very difficult: it's easy to find material that is engaging and relevant, but difficult to choose just a few of those countries, faiths, histories, and influences.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

We introduce a different culture focus every term, learning to recognize cultural products and practices such as forms of calligraphy, tastes and spices, or recurring cinema images. Students are then asked to reflect on and personalize them: writing in different calligraphy styles, cooking small dishes, and predicting and acting out movie scenes. Although this curriculum is centered more on language teaching, it cannot be properly taught without incorporating culture. Thus culture is woven into the curriculum, including one period that focuses on a particular cultural practice or product.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Here are short, sample outlines or lesson plans that we have found successful for teaching culture. Use them as starting points for developing your own lessons, incorporating your own background, knowledge, and experience.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Culture is a great way to connect language learning to a real world context. Use the culture focus classes as an opportunity to reinforce your students' reading, writing, speaking, and understanding by using Arabic vocabulary wherever possible.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Echevarria, J., M. Vogt & Short, D. (2004). *Making content comprehensible for English language learners: The SIOP model*. Boston: Pearson.



## Teaching Literacy and Comprehension for Terms 1, 2, 3, and 4

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Students will create their own structured textbook, for use throughout the term.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

The دفتر is a student-centered and student-generated textbook, a combination of learning medium and reference tool. Students organize their دفتر under the guidance of their teacher, so that the information and assignments appear on the same page across all of the students' دفتر. It is designed to permit variability in design and construction, to allow students the opportunity to personalize and take ownership of their learning. The دفتر is the single most important element of the Marhaba! curriculum and is used daily in the classroom as well as for homework assignments.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Before class, number all of the pages of the teacher's دفتر, opening the book from right to left. Mark the title page, the contact information page, and the Arabic alphabet. Explain to the students that they will create their own textbooks, and that they are responsible for their دفتر throughout the year. Guide the students to number all of the pages of their دفتر, opening the book from right to left, then guide them in creating a title page, a contact information page, and an Arabic alphabet page.

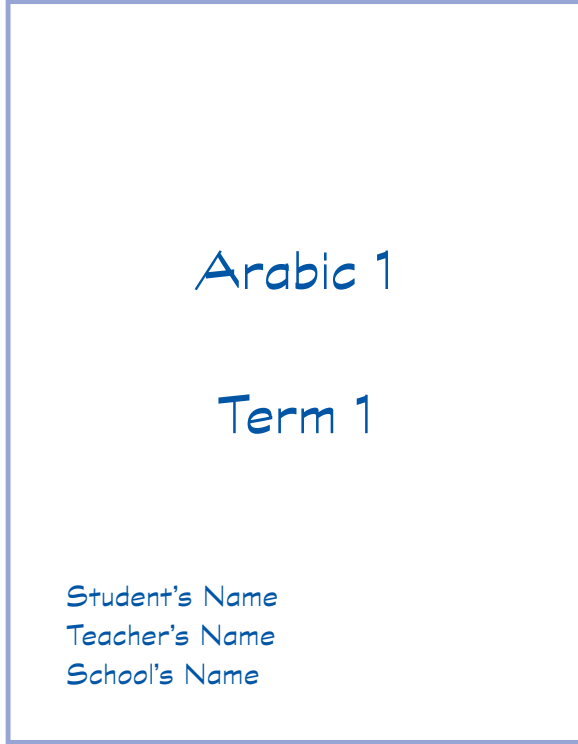
Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

1. Setting up the دفتر is designed as an in-class activity for students to create their own textbook. As a general rule, a few students will not follow the directions correctly and number pages in the wrong direction or will miss a page number, so encourage them to be slow and careful as they work.
2. Before class, open the teacher's دفتر from right to left and begin numbering the pages using Arabic numerals (٥ ٤ ٣ ٢ ١, etc.), until the last page of the دفتر. Then, set up the title page.
3. Explain to the students that this class is unusual in that they will create their own textbooks for each term. Encourage the students to be careful about setting up their دفتر properly, since they will use them throughout the school year, and they will have to make a new one from scratch if they lose it.
4. Ask the students to open their دفتر from right to left, and check with the student on either side to make sure everyone has opened the دفتر correctly. Then, guide the students to number all of the pages of their دفتر in the upper outside corner of each page, using Arabic numerals. Students should stop and check themselves periodically to be sure that odd-numbered pages are always on the left.

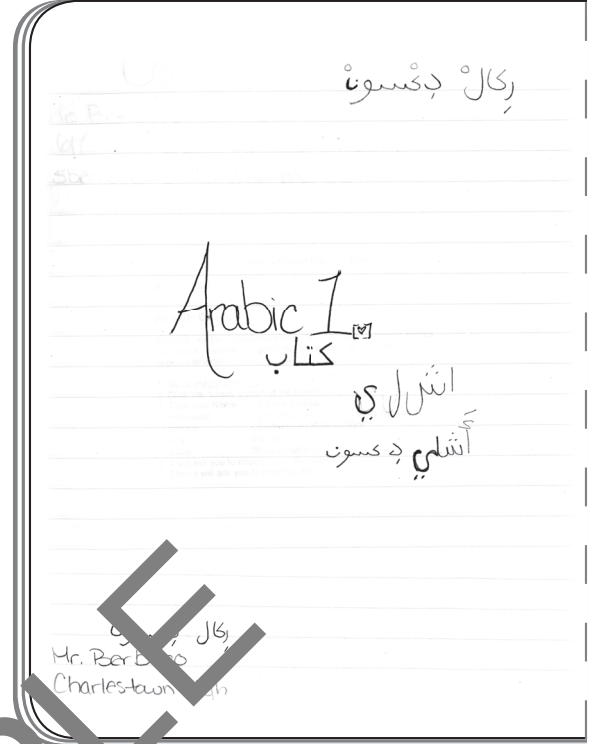
THE دفتر IS THE SINGLE MOST IMPORTANT PART OF THE MARHABA! CURRICULUM – AND IT'S THE KEY TO YOUR STUDENTS' LEARNING!

Here is how a sample title page should look:

Structure of the page



Sample page



5. Guide the students in setting up a title page on page ١ with a structure similar to the teacher's دفتر. After first term, encourage your students to write their names in Arabic instead of English. Also, offer students the option of writing "Arabic 1" and "Term 2", "Term 3", and "Term 4" in Arabic, too.
6. Guide the students in setting up a contact information page on page ٢ with your name, room number, email address, voicemail (drop) number, and any other pertinent information.
7. Guide students in setting up an Arabic alphabet page by affixing copies of the alphabet to page ٣ of their دفتر.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

The دفتر allows for variability in design, so that students feel free to personalize it. Check the structure of the دفتر, though, to ensure that it is organized well enough to support the term's learning.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Cabalo, J., Newman, D., & Jaciw, A. (2006). Effectiveness of TCI's History Alive! for Eighth Graders: A Report of a Randomized Experiment in Alum Rock Union Elementary School District. Retrieved March 1, 2010 from <http://www.empiricaleducation.com/reports.php>

Kumaravadivelu, B. (1992). Macrostrategies for the Second/Foreign Language Teacher. *The Modern Language Journal*, 76/1, 41-49.

Teachers Curriculum Institute. (2003). History Alive! The United States Improves Grade 8 Texas Assessment of Academic Skills (TAAS) Scores. Retrieved March 1, 2010 from [http://teachctci.com/docs/texas\\_impact\\_report\\_2003.pdf](http://teachctci.com/docs/texas_impact_report_2003.pdf).



## Teaching Comprehension for Terms 1, 2, 3, and 4

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Students will produce a short thematic monologue in Arabic.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

A micrologue is an in-class opportunity for students to recite a short monologue in Arabic, using visual cues to help with memory recall. A micrologue contains six to eight drawings arranged in a circle and a list of the active vocabulary. It is designed to permit variability in student repetition and memorization. This activity is a useful way to teach speaking and listening skills, and can be used as pair work and as a classroom activity.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Before class, assign a page for the micrologue assignment. Mark this page in the teacher's دفتر and then prepare a micrologue. Explain to the students that they will learn how to recognize and use new vocabulary words, and ask them to set up the micrologue in their دفتر. Introduce the micrologue, guiding the students through it by choral reading three or four times. Invite students to recite the micrologue, as individuals or "tag team" with a partner.

Here is how sample micrologue pages should look:

Structure of odd-numbered pages

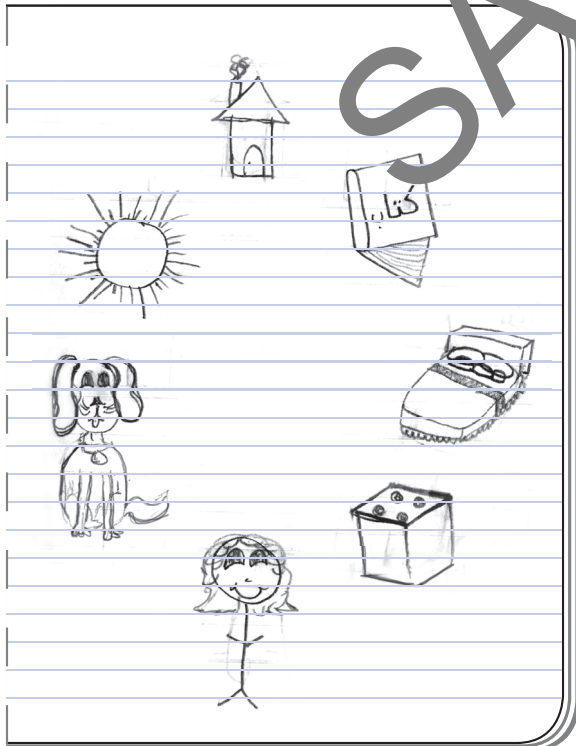
Vocabulary	Vocabulary
Vocabulary	Vocabulary
Vocabulary	Vocabulary
Vocabulary	Vocabulary
Vocabulary	Vocabulary
Vocabulary	Vocabulary

Sample page

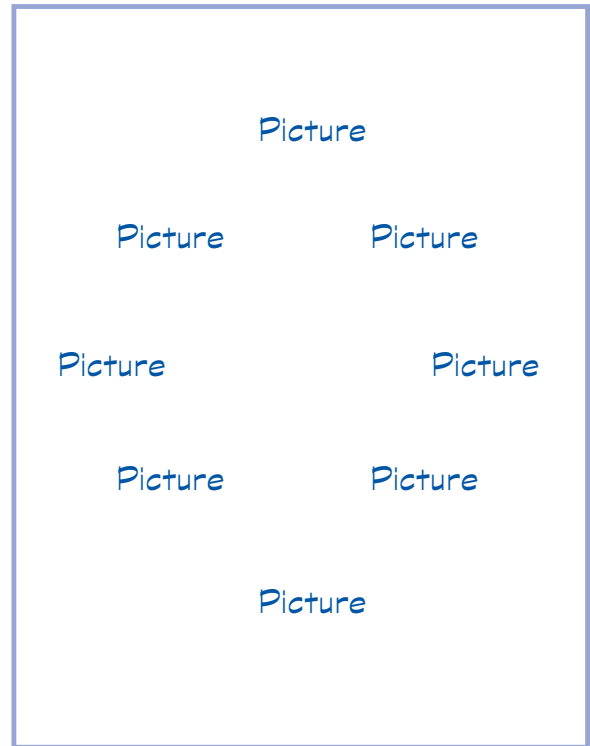
(At my house)	في بيتي
اين كتابي؟ where's my book?	في الصباح in the morning
لا أعرف! I don't know!	في بيتي in my house
كلبي my dog	كتابي {my book}
أكل he ate	إمتطاي {my test}
	في غرفتي {in my room}
	تحت السريري under my bed
	في المطبخ in my kitchen
	أمي my mother

1. The micrologue assignment is designed as an in-class activity for students to learn how to recognize and use new vocabulary words. As a general rule, students are initially nervous about the quantity of new words but learn very quickly to recognize them and then use them in context.
2. Before class, develop a micrologue. Then assign facing pages in the دفتر for the micrologue and set up the teacher's دفتر for those pages by drawing the micrologue on the even-numbered, right-side page and writing the vocabulary on the odd-numbered, left-side page. This is helpful to you in keeping track of which pages have already been assigned, and also helpful to students who miss class and want to catch up on work.
3. Ask the students to set up facing micrologue pages in their دفتر in preparation, and give them the page numbers that you will be working on. Students should check with each other on either side to make sure they are all working on the same pages.
4. Model the micrologue by reading it once out loud. Pause, then read it again out loud. Encourage the students to figure out what they think it means, and guide them to the correct answers. As a general rule, try not to translate any part of the micrologue for the students and instead allow them to learn by exploration. You can perform a monologue that's entirely in Arabic or connect the Arabic vocabulary words using English sentences as models from the DVD.
5. Ask the students to join you in reading the micrologue line by line in choral reading. Repeat this so that the students have recited it with you two or three times.

Sample page



Structure of even-numbered pages



6. Invite a student volunteer to recite the micrologue, as an individual or “tag team” with a partner.
7. Repeat with other student volunteers. It can also be helpful to read the micrologue line by line in choral reading again.
8. When most of the students have a good – but not perfect – understanding of the micrologue, begin pointing to the vocabulary words as you and the students say them.

SOME STUDENTS DRAW BETTER THAN OTHERS, BUT THE IMPORTANT THING IS THAT THEIR OWN DRAWINGS WILL HELP THEM REMEMBER THE MATERIAL.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

As a follow-up homework assignment, you can assign the micrologue as a voicemail dropbox (see next page).

As a general rule, students should receive credit for the micrologue pages in their دفتر when they can recite the micrologue well, allowing for variability in student repetition and memorization. Be sure to encourage the students to continue practicing the micrologue until they can recognize and use the vocabulary words.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Canfield, S. A. (1987). The Micrologue in a Student-Directed Conversation Class. *The Ram's Horn IV*, 1986-1987. Washington, D.C.: ERIC Document Reproduction Service, ED 281 393.

Mydlarski, D. (1979). Using the Micrologue in the Language Classroom. *Canadian Modern Language Review*, 35/4: 625-628.

Price, J-A. (1978, January 8). Language: Get a New Accent at Dartmouth. *New York Times*.

Rassias, J. A. (1967). *A Philosophy of Language Learning*. Hanover, New Hampshire.

Rassias, J. A. (1970). *New Dimensions in Language Training, the Dartmouth College Experiment*. Washington, D.C.: ERIC Document Reproduction Service, ED 046 286.

Rassias, J. A. (1974). *The Dartmouth Intensive Language Model*. Hanover, New Hampshire. Cited in Horner, J. & Stansfield, C. (1980): *The Dartmouth/Rassias Method: An Annotated Bibliography*. Washington, D.C.: ERIC Document Reproduction Service, ED 181 716.

# How to set up a Battleship Page



## Teaching Literacy for Terms 3 and 4

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Students will practice recognition and production of words and phrases.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

A Battleship game is a self-paced partner work activity in which students will practice recognizing and producing words in Arabic. A Battleship game contains directions and two game boards. This activity is a useful way to assess student understanding of vocabulary, and can be used as a partner work in-class activity.

Objective	Overview	Quick Instruction	How to do it	Finishing Up	References
-----------	----------	-------------------	--------------	--------------	------------

Before class, assign a pair of facing pages for the Battleship assignment after the vocabulary pages that you are assessing. Mark these pages in the teacher's دفتر, then prepare a Battleship assignment. Explain to the students that they will practice new vocabulary, and ask them to set up the Battleship pages in their دفتر. Introduce the Battleship assignment, guiding the students through reading it once out loud and together. Encourage students not to transliterate the letters or words, since this defeats the purpose of the assignment. Pair up the students in partner teams and watch 'em go!

Structure of odd-numbered pages

	ا	ب	ت	ث	خ	ح	ج	د	ذ
١									
٢									
٣									
٤									
٥									
٦									
٧									
٨									
٩									

Sample page

٥٥	ا	ب	ت	ث	خ	ح	ج	د	ذ
١									
٢									
٣									
٤									
٥									
٦									
٧									
٨									
٩									