

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

TEACHING ARABIC AS A SECOND LANGUAGE

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي
ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

22 الروم 30

And among his wonders is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are messages indeed for all who are possessed of [innate] knowledge!

A COMMUNICATIVE APPROACH: A ONE - DAY WORKSHOP

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BCMS

QUESTION 1

In your opinion, what is the most effective way of teaching Arabic as a second language?

Objective and Approach

- The **objective** is to enable students to communicate in Arabic.
- The **approach** is communicative and experiential which focuses on the purposeful

use of the language to perform **real-life tasks**, to **share ideas**, to **acquire information**, and to enhance **understanding of the culture** and to **get things done**.

The Communicative Approach puts “**communicative competence**” ahead of “**accurate grammar**.” The grammar is hidden within the body of a lesson. First, set the context, and then highlight grammar.

Gill Hart: “Remember that as individuals, most of us do not **LEARN A LANGUAGE** in order to communicate. First we try to communicate, and in doing so, we learn.”

Our Resources

- Satellite Stations: Al-Masreyyah, Al-Arabeyyah
- Newspapers
- Magazines
- Information about entertainment

- Business
- Employment
- Foods
- Holidays and celebrations
- Art work and artifacts of the Arab World
- Textbook series: Iqra Reader, Arabic between your hands.
- Internet Sources.

Basic Principles for Teachers

(ww2.scholastic.org)

1. The teacher changes role from “a leader” to “a facilitator”; “the guide by the side” and not “the sage on the stage”
2. Lessons are usually topic or theme based; target grammar “hidden” in the context.
3. Lessons are built around real world situations or functions:
 - Asking for information
 - Complaining

Apologizing Telephoning

4. Activities set by the teacher have relevance to real life situations; students can see the direct benefits of learning.
5. Dialogues should centre around communicative functions: socializing, giving directions, making telephone calls.
6. Engage learners in more useful rather than repetitive phrases or grammar patterns
7. Emphasis on communication and meaning rather than accuracy. Being understood takes precedence over correct grammar. The fine tuning of grammar comes later.
8. Communicative competence is the desired goal. The curriculum should enable learners to survive, converse and be understood in Arabic.

9. Emphasis is put on correct pronunciation; choral and individual drilling is used.
10. Authentic listening and reading texts are used more often, rather than artificial texts simply produced to target the Arabic language.
11. Songs and games are used to provide a natural environment to promote language and enhance pronunciation.
12. Feedback and correction is given by the teacher after tasks have been completed.

Basic Principles for Learners

(www.sil.org)

- 1) Learners are motivated as they have an interest in what is being communicated.
- 2) Learners are encouraged to speak rather than just barking out repetitive phrases.
- 3) Language is learned through trial and error.

- 4) Learners interact in pairs or groups.
- 5) Learners are corrected at end of activities.

A LESSON OUTLINE FOR THE COMMUNICATIVE APPROACH BY

**Jill Kerper Mora, Ed.D.
San Diego State University**

**Ten steps to follow in planning a
lesson using the communicative
approach to second-language teaching:**

1. Presentation of a situation or context through a brief dialogue or several mini-dialogues, preceded by a motivational activity relating the dialogue to learners' experiences and interest. This includes a discussion of the function and situation: People, roles, setting, topic and the level of formality or informality

the function and situation demand.

2. Brainstorming or discussion to establish the vocabulary and expressions to be used to accomplish the communicative intent. Includes a framework or means of structuring a conversation or exchange to achieve the purpose of the speakers.
3. Questions and answers based on the dialogue topic and situation: questions, yes/no, either/or and open-end questions.
4. Study of the basic communicative expressions in the dialogue or one of the structures that exemplifies the function, using pictures, real objects, or dramatization to clarify the meaning.
5. Learner discovery of generalizations or rules underlying the functional expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible.

6. Oral recognition and interpretative activities including oral production proceeding from guided to freer communication activities.
7. Reading and/or copying of the dialogues with variations for reading/writing practice.

8. Oral evaluation of learning with guided use of language and questions/answers, e.g. "How would you ask your friend to _____? And how would you ask me to _____?"

9. Homework and extension activities such as learners' creation of new dialogues around the same situation.

10. To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

Curriculum Organizers

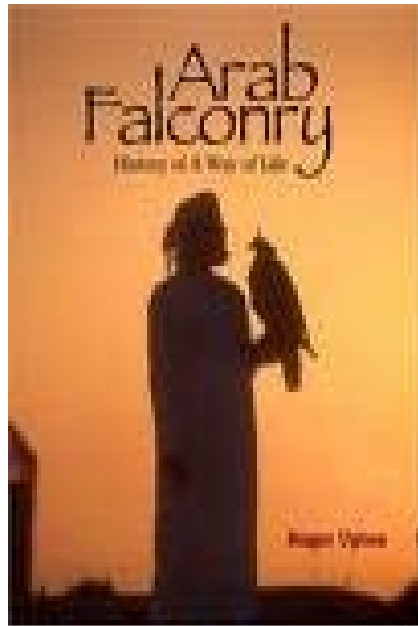
- **Communicating (connection with others for all reasons including the skills of listening, reading, speaking and writing)**
- **Acquiring Information (all types)**
- **Experiencing Creative Works (films and stories)**
- **Understanding Culture and Society (other cultures, Canadian mosaic)**

Question 2

As we examine the following slides, please write down other relevant topics

that come to your mind.

العرب و الصقور
Arab Falconry



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

الأرقام العربية Arabic Numerals



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

الطعام
FOOD



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

رحلة الى الصحراء
A trip to the desert



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

العرب والبترويل
Arabs and Oil



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

الفنون الإسلامية
Islamic Arts



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

العرب يحبون كرة القدم
Arabs Love Soccer



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

الحفلات

Celebrations



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

عقيدہ
Akeekah



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

كندا طبق سلاطه
Canada: A Salad Bowl



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

التعدد الحضاري
Multiculturalism



CURRICULUM ORGANIZERS

1. Communicating

2. Acquiring Information

3. Experiencing Creative Work

4. Understanding Culture and Society

Question 3

**Name 10 things (behaviour) students do.
Examples: eating, playing... Place a star**

beside the behaviour that you can easily teach in an Arabic-As-Second- language (ASL) program.

Workshop References

- www.aber.ac.uk Communicative Approach
- <http://Coe.sdsu.edu>
- Jill Kerper Mora, Ed.D., San Diego State University
- Gill Hart, 2007. English Teaching: What is the Communicative Approach?
- BC Muslim School Arabic Curriculum Document

A Concluding Word

Thank you for attendance and participation.
May Allah bless us all and make us among
those who follow the best of what they hear.

والسلام عليكم