Heritage Arabic eBook

Produced by
Alexander Elinson and Stephanie Love

The Graduate Center, CUNY
365 Fifth Avenue, Room 4415 New
York, New York, 10016

🌐 cilc.commons.gc.cuny.edu   📞 (212) 817 2082   ✉ cilc@gc.cuny.edu

🐦 @CILC_CUNY   📷 @cilc_lrc   f facebook.com/CILCCUNY

center for integrated language communities

Title: **The Place I Live**

Domain: This activity aids in Vocabulary Expansion, enriching the language learner's vocabulary by initiating interactions in which new words can be tried out and understood. Heritage learners' knowledge of vocabulary can be considerably different from that of non-heritage learners. Unlike non-heritage learners, HLs often have a more extensive knowledge of vocabulary in their dialects than in MSA. Yet, their familiarity with a home or community dialect can help build a strong vocabulary in MSA, due to the significant similarity between the two forms.

Modes of communication: Interpersonal, Interpretative and Presentational

Proficiency/Performance range: Novice-high to Intermediate-low

Objectives:
(1) Student will be able to identify Arabic synonyms.
(2) Student will be able to understand words in MSA that are often shared with regional dialects.
(3) Students will be able to compare and contrast spoken dialects and MSA.
(4) Students will be able to produce authentic written genres in Arabic, such as a guide to their city or town.

Description of activity:

In this activity, students will produce authentic communication materials intended to guide Arabic speaking visitors in their city or town. Students should target visitors who would benefit from these materials, such as their family, friends or colleagues. By drawing from their regional dialects, students will use this activity to expand and develop their vocabularies and explore synonyms in the Arabic language. Finally, students will aim to create a text type with their lists of new vocabulary words that is just above their current level of performance. Instructors will scaffold their instruction in order to aid students in this goal.

Step One: IN CLASS
1. Have students identify words they know or recognize by placing an "X" in the first two columns, filling in the definition (in English or Arabic) in the third or fifth column depending on where they placed the "X." (The words given here are just examples. Instructor should replace as necessary to better reflect their city or town).
2. Have students work with a partner and share what they know by comparing answers.

المفردات - المدينة التي أسكن فيها

المعنى بالإنجليزية	كلمات أخرى بنفس المعنى	أظنّ أنّ معناها...	سمعت الكلمة	أعرف معناها	الكلمة
					السيارة
					البناية
					البيت
					الشقة
					المنطقة
					الدكّان
					الشارع
					المتحف
					المطعم

3. Assign one of the words to each group and have each group write on the board all the synonyms they found for their given word. Ask the groups to compare answers on the board and add other synonyms they know. Then, as a class, ask students how they say each word in their regional dialects. Point out similarities and differences with MSA and add any words the students might have missed. Is there a word in MSA that corresponds with the word in the regional dialects? If so, is the meaning the same, different or similar? What are the differences between regional dialects? For example: السيارة in the Egyptian dialect is العربية, which means Arab (f) or Arabic in MSA.

4. In small groups, have students brainstorm in Arabic specific places in their city or town that fall under each category. For example, under the category of restaurant, have students discuss and write in Arabic their favorite restaurants. Depending on the performance level of your students, you could have students write these down as a list of words, a list of sentences, or a paragraph. You may ask students to discuss orally and then write down a short description of how to get to this place (the street address, the neighborhood it is located in, and how to get there by car or public transit).

Step Two: AT HOME

1. At home, have each student produce a one-page document in Arabic containing tips about the best places to visit in their city or town. Encourage students to be creative with this document by using visual aid, links, etc. The document could be a pamphlet, a map, or a social media page. Urge students to have specific Arabic speakers in mind while constructing their guide (this could be grandparents, cousins, Arab friends, or college students visiting from abroad). Doing so will encourage them to make their document more authentic.

Step Three: IN CLASS

1. In class, break up students into groups of two and have each student peer review his or her partner's document.
2. As a large group, model a text type that is one level above the students' performance. If students are able to list a series of words, help students write strings of sentences by scaffolding certain examples. For instance, you might write on the board "My favorite restaurant is…", "It is located at…., "The best place to get bagels in town is…", etc. If the students are writing at the level of sentences, help students think about words that they can use to connect the various sentences to produce a paragraph. At all levels, urge students not to repeat words, but rather, to use the synonyms discussed above.
3. Have students revise the document to incorporate the suggestions of peer reviewers and the modeling that you have offered. Students should turn in their documents for further comments. You may then ask them to revise their documents once again.
4. Debrief: Ask students in Arabic or English: what was the most challenging aspect of this activity? What did they learn about the relationship between words in regional dialects and MSA?