



Read, Learn and Play:

Online Interactive Arabic Reading Materials

Sarab Al Ani
Yale University

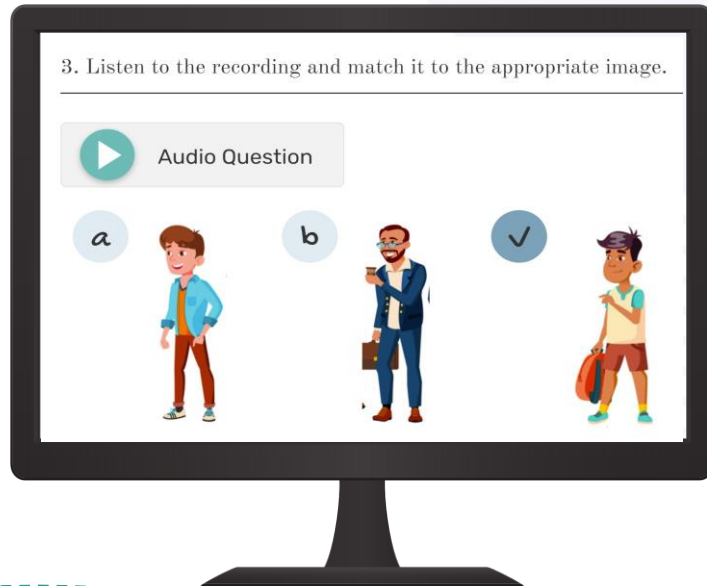
NEALLT 2022



Project In a Nutshell



“Read, Learn and Play: Online Interactive Arabic Reading Materials” provides original reading texts in the form of shareable eBooks along with virtual practice activities.



Theoretical Background and Connection to Project

The Importance of Reading



There is a large amount of research that stresses the importance of teaching reading in the second language classroom and the significance of teaching reading for foreign language learning as it provides context, leads to building vocabulary, developing comprehension skills and building general language competence.

(Mikulecky, 2008, Thornbury, 2006, Waring, 2000, 2003, Krashen, 2004, Dickinson, Griffith, Golinkoff, & Hirsh-Pasek, 2012).



Comprehensible Input

Providing **Comprehensible Input (CI)** is an essential aspect to take into consideration when designing instructional reading materials.

According to Krashen (1982, 1983) **Comprehensible input** is language input (reading or listening) that can be understood by the learners even though they do not understand every single word and structures in that language.



Comprehensible Input and RLP



Comprehensible Input + A Communication Framework

Van Patten (1996, 2002) states that learners must first have enough language to process (reading or listening). But having this input is not enough, they must also perform some act (reacting, responding, replying, etc.) using this language in order for them to be able to process it thoroughly.

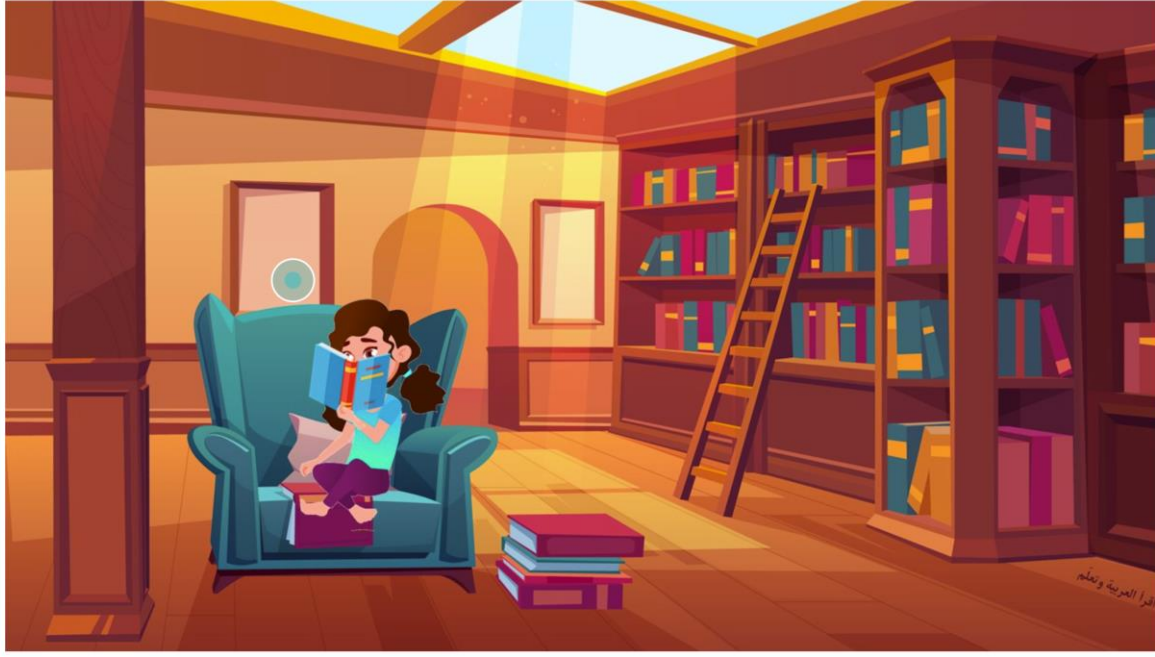
TPRS for instance does **more** than provide learners with CI. It **also designs activities** for the learners to complete using this input.

Comprehensible Input and RLP: Worksheets



ماذا يفعلون؟

Type one word (a conjugated verb in the present) per tag.



سارة تحب أن تقرأ في مكتبة
المدينة، و سامي أيضا.



Comprehensible Input and RLP: Worksheets

I can recognize a few individual written words.

I can identify groups and categories (the world around me; school/house)

1. Read the word and match it to the appropriate image.

مَدْرَسَة

a



b



c



d



2. Read the word and match it to the appropriate image.

صَف

a



b



c



d



Language Level

Embedded within the pedagogical strategy of providing learners with Comprehensible Input for the purpose of learning, embedded with that idea is the concept of distinct language levels.

According to the Proficiency Guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) (2012) there are five levels of language proficiency

Each is characterized by certain functions, topics, text type, degree of control, vocabulary type and level of accuracy (ACTFL proficiency guidelines, 2012).



Language Level and RLP



Read Play Learn – K-16 Online In x

https://campuspress.yale.edu/readlearnplayarabic/

Log In

SIGN UP FOR UPDATES!

اقرأ وتعلم K-16

HOME | ABOUT | NOVICE TEXTS | INTERMEDIATE TEXTS | ADVANCED TEXTS

Read Play Learn Arabic

K-16 Online Interactive Arabic Reading Materials

Language Level and RLP

اقرأ العربية وتعلم
K-16
Materials
Read Learn Play



All Worksheets

Initial workshee... ⚙️

أين لولو؟

الأصدقاء

زيارة جدي

زيك على الأرض

زيك في المطبخ

سامي في المدينة

كتاب سارة

يوم العيد

Electronic and Virtual Materials



Using technology in teaching language is an aspect that has been constantly gaining significance for the past thirty years, and its benefits have been well documented with regard to all four language skills (reading, writing, speaking and listening)

Benefits:

- Practicality and ease of use
- Availability and variety
- Preferred by learners who are technology natives
- Increases student centeredness and reduces teacher centeredness
- Reduces affective filter



Electronic/Virtual Materials and RLP



سامي في المدينة!

تأليف: Tarif Tahim و Sarah Al-Mani

هذا الكتاب جزء من مجموعة: اقرأ العربية وتعلم
رابط الموقع:
<https://campuspress.yale.edu/readlearnplayarabic/>



Electronic/Virtual Materials and RLP



All Worksheets


- Initial worksheet de...
- أين لولو؟
- الأصدقاء
- زيارة جنثي
- زيك على الأرض
- زيك في المطبخ
- سامي في المدينة
- كتاب سارة
- يوم العيد
- CREATE FOLDER

Search worksheets

يوم العيد 5

I can present information about familiar activities or events, using simple sentences.
I can write about events that took place during a Holiday that I read about using simple sentences.

Look at the picture and then write **one sentence** telling us what Sara is doing as she prepares to go in that picture.



Write your answer...

Answer recorder (optional) - Voice

Look at the picture and then write **one sentence** telling us what Sara is doing as she was preparing for the in that picture.

Edit Preview

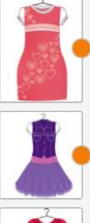
يوم العيد 5
Read Arabic and L...

Share

يوم العيد 4

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.

Match the pictures on the left-hand side with the words that describe them on the right-hand side.



فستان لوزي
فستان لسامي
فستان بفسيفي


Edit Preview

يوم العيد 4
Read Arabic and L...

Share

يوم العيد 3

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.
In my own and other cultures, I can identify some typical products related to famous celebrations.



حريزة
عز الحضور
كاف بالقرنات
مشك العيد
كعك

Edit Preview

يوم العيد 3
Read Arabic and L...

Share

يوم العيد 2

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are written.
I can understand the time, and when events took place.

Read the questions on the right-hand side and then match them with the correct reply on the left-hand side.

عنا
يوم العيد
الأيام العاصي
الجمعة
عندما نطق بمل العيد
عندما نذهب الى منزل الفلك

من اجل مل العيد
جمعة
من اجل مل العيد في المنزل
الجمعة
من اجل مل العيد
الجمعة
من اجل مل العيد

Edit Preview

يوم العيد 2
Read Arabic and L...

Share

The Special Case of Arabic



Arabic is one of the less commonly taught languages in the United States (National Council of the Less Commonly Taught Languages).

According to the US Department of State, Arabic language is one of the languages that are “Super Hard” for natives of English to learn due to the fact that they need to spend more time in order to reach a certain level (US Department of States)

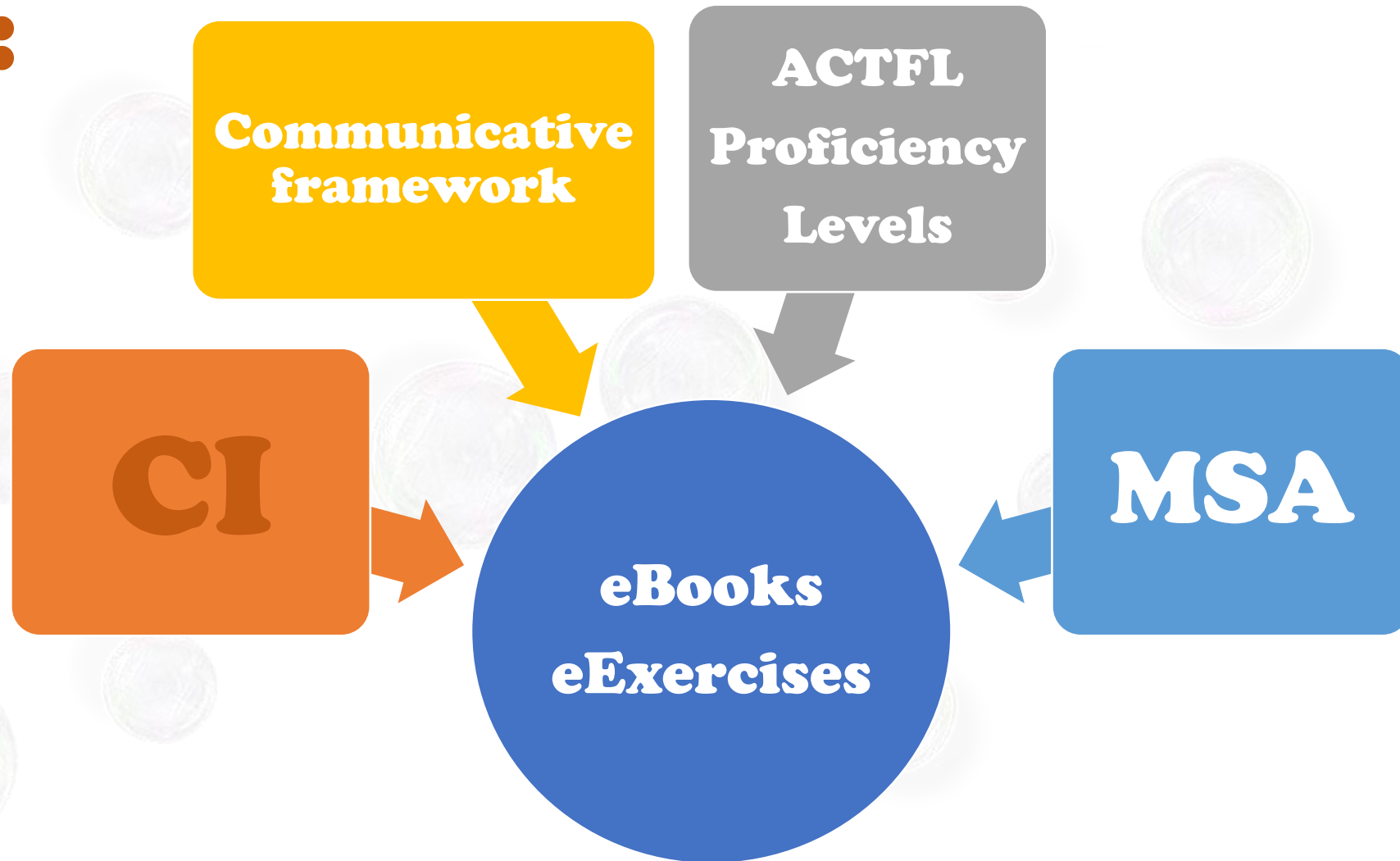
The demand on learning Arabic in the United States has been increasing for the past twenty years for various reasons (Al-Batal, 2006, Wahba, Taha, & England, 2014).



Materials Creation Process

Read, Learn, Play

Project:



Work Process:



Testers Input

- **Classes they used the materials in.**
 - **Ways they used the materials.**
 - **Activities They suggest.**
 - **Requests they make.**
 - **Observations they make.**
 - **Aspects they loved.**



How it works.





Questions! أسئلة!

Sarab Al Ani
Yale University
sarab.alani@yale.edu



<https://campuspress.yale.edu/readlearnplayarabic/>



References:



- Al-Batal, M. (2006). Facing the crisis: teaching and learning Arabic in the United States in the post-September 11 Era. *ADFL BULLETIN*, 37(2/3), 39.
- Al-Mahrooqi, R., & Troudi, S. (Eds.). (2014). *Using technology in foreign language teaching*. Cambridge Scholars Publishing.
- Altun, M. (2015). The integration of technology into foreign language teaching. *International Journal on New Trends in Education and Their Implications*, 6(1), 22-27.
- Asher, J. J. (1969). The total physical response approach to second language learning. *The modern language journal*, 53(1), 3-17.
- Dickinson, D. K., Griffith, J. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2012). How reading books fosters language development around the world. *Child development research*, 2012.
- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer assisted language learning*, 27(1), 70-105.
- Kessler, G. (2018). Technology and the future of language teaching. *Foreign Language Annals*, 51(1), 205-218.
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Krashen, S. D. (2004). *The power of reading: Insights from the research: Insights from the research*. ABC-CLIO.



References:



- Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom.*
- Lichtman, K. (2018). *Teaching Proficiency Through Reading and Storytelling (TPRS): An Input-Based Approach to Second Language Instruction.* Routledge.
- Lichtman, K. (2018). *Teaching Proficiency Through Reading and Storytelling (TPRS): An Input-Based Approach to Second Language Instruction.* Routledge.
- Mikulecky, B. S. (2008). Teaching reading in a second language. *Recuperado de <http://longmanhomeusa.com>.* Page 5)
- Nuttall, C. (1996). *Teaching reading skills in a foreign language.* Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Ryding, K. C. (2006). Teaching Arabic in the United States. *Handbook for Arabic language teaching professionals in the 21st century*, 13-20.
- Sharma, P., & Barrett, B. (2008). *Blended learning: Using technology in and beyond the language classroom.* Macmillan.
- Thornbury, S. (2006). *How to teach vocabulary.* Pearson Education India.
- VanPatten, B. (1996). *Input processing and grammar instruction in second language acquisition.* Greenwood Publishing Group.



References:

- VanPatten, B. (2002). Processing instruction: An update. *Language learning*, 52(4), 755-803.
- VanPatten, B., & Oikkenon, S. (1996). Explanation versus structured input in processing instruction. *Studies in Second Language Acquisition*, 495-510.
- Wahba, K., Taha, Z. A., & England, L. (Eds.). (2014). *Handbook for Arabic language teaching professionals in the 21st century*. Routledge.
- Waring, R. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader?. *Reading in a Foreign language*, 15(2), 130.
- Waring, R., & Takahashi, S. (2000). The Oxford University Press guide to the 'why and how' of using graded readers. *Tokyo: Oxford University*.
- Whitehurst, G. J., Falco, F. L., Lonigan, C. J., Fischel, J. E., DeBaryshe, B. D., Valdez-Menchaca, M. C., & Caulfield, M. (1988). Accelerating language development through picture book reading. *Developmental psychology*, 24(4), 552.
- <https://ncolctl.org/>
- <https://www.state.gov/foreign-language-training/>