

*Critical Language Awareness in Arabic Language Teaching: Five Modules for Professional Development* © 2024 by Saurav Goswami, Esha Mukherjee, Rima Elabdali, Hina Ashraf, & Lourdes Ortega, at Georgetown University's Initiative for Multilingual Studies with funding from Qatar Foundation International, is licensed under [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International](#).

*Note on how to use this module:* We have designed this teacher development module for an audience of teachers of Arabic working with k-12 students (any context, any level). The module can be completed in 1.5 hours. You will find 5 modules like this one. Each can be used alone. If you want to use them all, we have numbered them 1 through 5 to suggest a beneficial sequence. We'd love your feedback! Just email us at [lourdes.ortega@georgetown.edu](mailto:lourdes.ortega@georgetown.edu).

## Module 5

### Integrating materials

Goal: Teachers will brainstorm with other colleagues how to use cultural materials in their classroom for the purpose of exposing their students to Arabic dialects in the language classroom.

### Introduction for Workshop Leader

This is a resource bank with maps, songs, social media posts, and YouTube videos that teachers of Arabic can use in their classrooms. Teachers can use these resources to introduce diglossia, integrate dialects, or include a diversity of Arabic and authentic materials in their classrooms.

### Activity:

#### With a partner:

Explore the different materials in the resource bank for 10 minutes. Then, pick one resource from the list and answer the following questions:

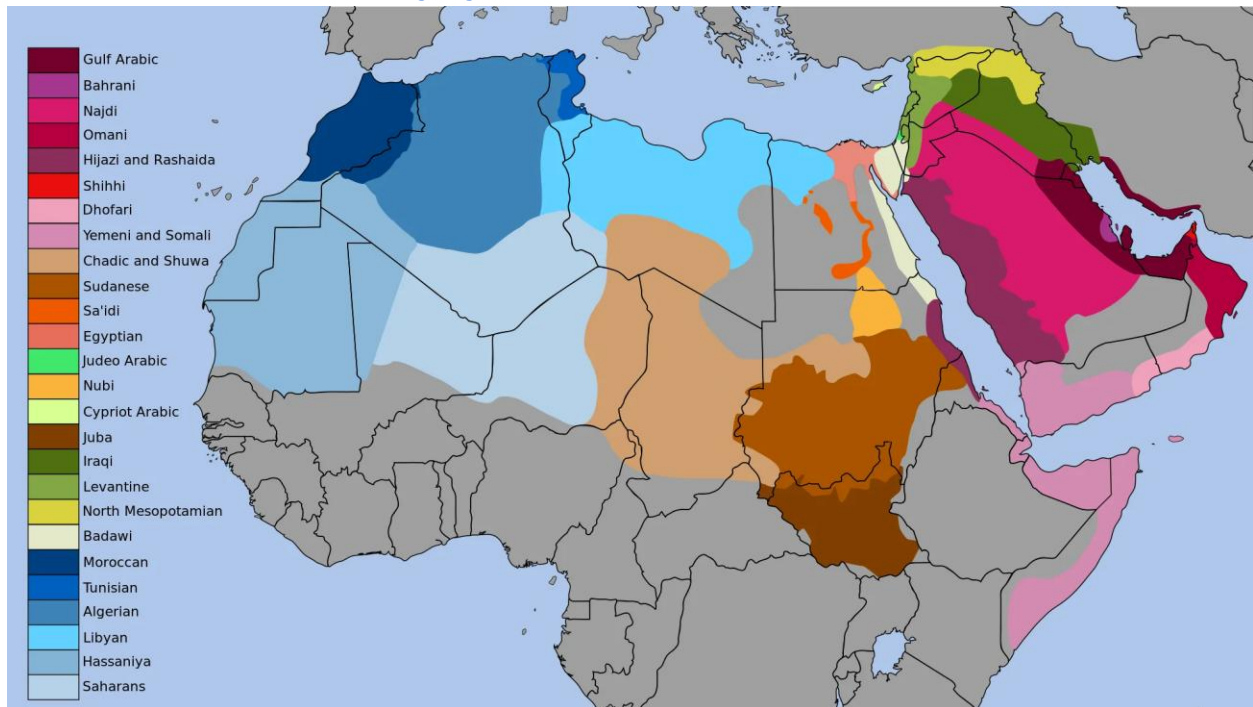
1. What kind of information is in the resource? How is it being presented (ie. is it visual, auditory, or a combination)? What variety, or varieties of Arabic is it using?
2. What are three adjectives that describe this resource? As an example, a travel vlog exploring Cairo could be described as *adventurous, historical, and exciting*.
3. What are two ways you can use it in the classroom?

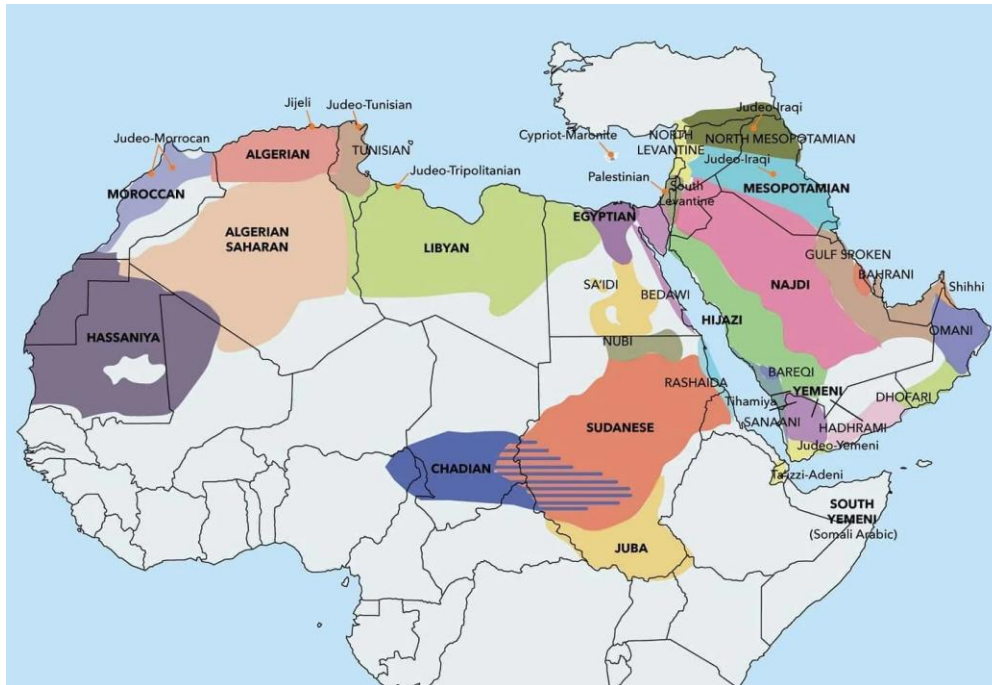
### With the whole group:

Briefly introduce the resource you picked, the three adjectives that describe the resource, and the two ways you can use it in the classroom.

### Maps and charts

<https://www.importanceoflanguages.com/arabic-dialects/>





Reddit:

[https://www.reddit.com/r/linguistics/comments/jr4ot7/classification\\_tree\\_of\\_neoarabic\\_varieties/#lightbox](https://www.reddit.com/r/linguistics/comments/jr4ot7/classification_tree_of_neoarabic_varieties/#lightbox)

YouTube links

Food/travel vloggers:

- [Joe Hattab \(Shaami\)](#)
- [Basil ElHaj \(Jordanian dialect\)](#)
- [Rahalista \(Libyan/North African\)](#)
- [Ibn Hattuta \(Jordanian\)](#)
- [Ahmed ElBadawi \(Egyptian\)](#)
- [Abirz Saghir \(Lebanese\)](#)

TikTok/YouTube (Comparing dialects)

- [Arabic dialects challenge](#)

Musicians & Artists

- Fairuz (Lebanese)
- Cairokee (Egyptian)
- Nancy Ajram (Egyptian)
- Amr Diab (Egyptian)

- **Carthago (Tunisian Disco - released through Habibi Funk)**
- **Ya Zareef Al-Toul (Palestinian folk song)**
- **Sabah Fakhri (Syrian)**

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