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التعليم
فوق
الجميع

MY DIALECT AND MSA (LEVEL 2)

Description	Learners practice their reading and data handling skills and discover the similarities and differences between your dialect and Modern Standard Arabic (MSA).
Leading Question	How is my dialect different from (and similar to) MSA?
Total Time Required	30-60 minutes a day for 4 days
Age group	7-10 years old
Supervision	Supervised by parents / guardians
Supplies Required	Notebook or chart paper, pen/pencil, ruler, color pens, Arabic textbook or other age-appropriate literary source.
Subjects	Arabic language, mathematics
Learning Outcomes	By the end of this project, learners will be able to: 1. Practice reading skills in MSA 2. Learn Arabic vocabulary 3. Practice addition and multiplication up to one digit (optional/advanced)
Previous Learning	Grade 1-4 Arabic ● Basic reading of words ● Knowledge of at least 1 dialect (preferably native) ● Counting, addition and multiplication (optional/advanced)

DAY 1

Today you will read a short story or poem in Arabic and try to understand it and translate it to your dialect.

Suggested Duration	Activity and Description

10 minutes	● The learner will browse an Arabic book for a short poem or story to read together with a parent/sibling. The learner will read it aloud.
	● If he or she cannot read yet, you can:
	  o read it to them,
	  o browse the images and describe it to them, or

	o listen to audio clips online if available.
15 minutes	● Discuss what the learner just read and ask them to explain what they understand or see. ● Correct them if needed and explain words that they get wrong, then ask them to read it again and 'translate' it to your dialect. ● If you are listening to an audio clip, ask them to write down some words from the story and then ask them to name the equivalent word in your dialect. ● If they are describing a picture, you can ask them a couple of questions and have them respond in MSA. *Sample questions for an image are attached in Appendix 1.*

30 minutes	● The learner will reflect on the following:
	  ● What did you think about this activity?
	  ● Was it hard/easy?
	  ● Were there any words that we use in our dialect?
	  ● What words were familiar (from their dialect) and what words differed?
	● Explain that the Arabic language is spoken by millions of people in over 20 countries and that there is a lot of variation in how we speak Arabic
	  o Explain how our dialects are influenced by many other languages, both native and regional
	  o For example, that the word شنطة used for bag in many dialects actually has Turkish and Persian origins and that the MSA word is حقيبة.

5 minutes	● Optional: The learner will try to think of other examples to show how diverse different dialects are compared to one another? ● For example: is the same word for "light/light bulb" used in the Qatari and Syrian dialect? *(Use any dialects he or she is familiar with)*

DAY 2

Today you will compare different Arabic dialects within different stories and poems.

Suggested Duration	Activity and Description

10 minutes	● Explain to the learner that he or she will undertake a project to see how similar or different your dialect is compared to MSA.
	● Using a pen/pencil and ruler, create a table in a piece of paper and record:
	  o Word in MSA
	  o Corresponding word in dialect

	o Class of words (noun, verb, pronoun, etc.) o Similarity or difference ● A template is available under Appendix 2
10 minutes	● The learner will look for another short story, poem or image from another source and repeat yesterday's exercise.
5 minutes	● Discuss the story/poem/image with the learner and ask about the words they understood and did not understand and explain those.
10 minutes	● The learner will write some words from the story/image in the table and fill in the other columns. ● Guide him or her in identifying the corresponding word in your dialect. ● *TIP: You may want to write the words in dotted lines and ask the learner to trace them for writing practice if they cannot write yet.*

DAY 3

Today you will continue reading and analysing different arabic dialects.

Suggested Duration	Activity and Description
30-40 minutes	● The learner will repeat Day 2s activity with two additional short stories/poems/images of his or her choice. ● *TIP: If they do not find any additional stories or poems engaging and you have access to television or Arabic video clips on a phone or tablet, repeat the activity with short clips.* ● *TIP: Another alternative is to ask the learner to have daily conversations for at least one hour with you or other family members or friends in MSA and note down all the words he or she uses then find their equivalent in the dialect.*

DAY 4

Today you will see the differences that you have noted down of the different dialects.

Suggested Duration	Activity and Description

10 minutes	• The learner will count the number of check marks in the similarities and differences columns for each story and write the total. • The learner can do other mathematical activities as well. • *For example: you can ask him or her to show you how we can get the total number of words collected from all the tables by using multiplication instead of counting (if you have the same number of words per table, you can use arrays (الشبكات) to find the total – " you have 10 words and 3 tables, instead of counting the words in each table, just do 10 x 3 = 30 words)"*

5 minutes	• The learner will present their findings to the family from the completed tables:
	   o How many words are similar/different in the short story/poem/image activity?
	   o Where there some words that look the same in MSA and the dialect, but are pronounced differently?

15 minutes	• Have a discussion with the learner around their results:
	   o Do they think their dialect is similar or different compared to MSA? Why or why not?
	   o Were the MSA words used in stories or movies more or less similar to our dialect compared to poems, or was there no difference? How do you do this?

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Additional Enrichment Activities	• You can add another dialect the learner is familiar with, if any, and compare which dialect is closer to MSA. • You can ask the learner to perform more advanced mathematical operations using data from the tables.

ASSESSMENT CRITERIA

A majority of my learners were able to:
☐ Pronounce correctly while reading stories and poems with inflections.
☐ Complete a minimum of 3 short stories poems, and/or movies.
☐ Complete 3 tables for each story/poem/movie.
☐ Present tables.

APPENDIX

APPENDIX 1: SAMPLE PICTURE AND QUESTIONS
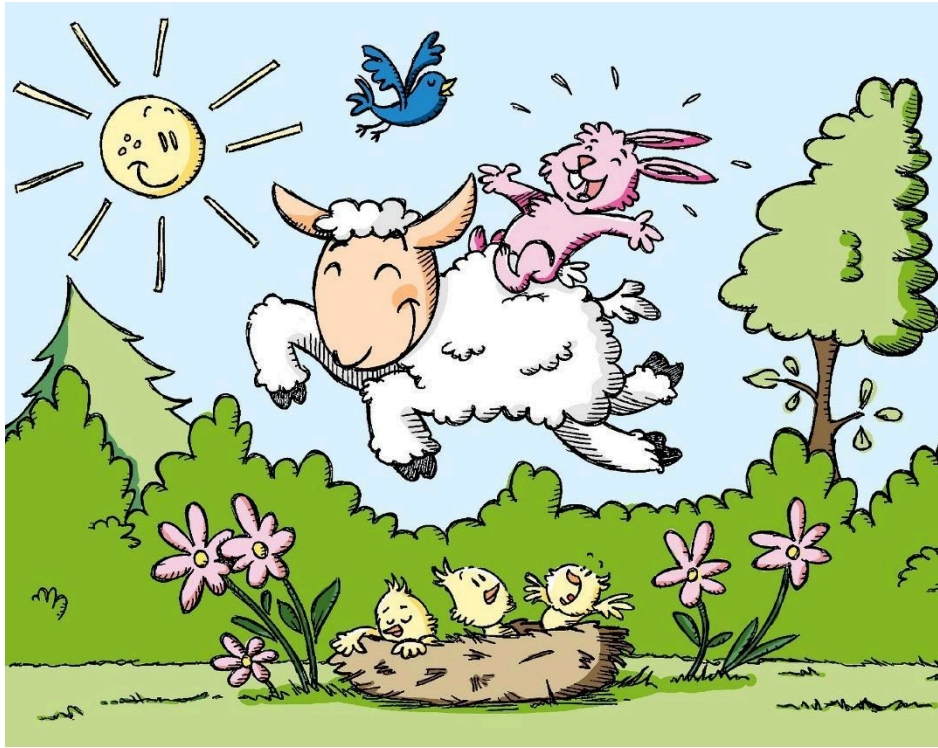
Sample questions :
ماذا ترى في الصورة؟
لماذا الأرنب سعيد؟
ماذا يفعل الخروف؟
كم حيواناً في الصورة؟
كم زهرةً في الصورة؟

Source:
https://pixabay.com/illustrations/spring-lamb-happy-outdoor-meadow-2920471/

APPENDIX 2: TEMPLATE FOR COMPARISON

الرقم No.	الكلمة باللغة العربية الفصحى Word in MSA	الكلمة باللهجة العامية Word in dialect	متطابق Similar	مختلف Different
1	كتاب (Book)	كتاب	✓	
2	دراجة هوائية (Bicycle)	سيكل/عجلة		✓
3	صعد (He went up)	طلع		✓

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EAA welcomes feedback on its projects in order to improve. For feedback please use this link
https://forms.gle/pVXs3vQEufuzSShs7