



## **STARTALK Classroom Video Collection: Arabic OneWorld Now!**

**Unit Theme:** Relationships

**Unit Subtheme:** Interacting in the Souk

### **Lesson Goals:**

At the end of this lesson, students will be able to

- retell the story of Mostafa,
- describe what they are wearing, and
- buy and sell clothing items in Arabic.

### **Part 1**

Abdessamad opens with a story about Mostafa, who needs a white shirt in order to work.

Questions to consider

- What is the value of opening a lesson with a story?
- How does the instructor call attention to the new vocabulary?
- What elements of the story would a non-Arabic speaker understand?
- What might have been done to make the story more comprehensible for students at this level?

### **Part 2**

Students learn additional clothing vocabulary and review colors.

Questions to consider

- How does the instructor enhance comprehension without using English when a student is confused as the first role play is introduced?
- How does the instructor allow students to personalize the new vocabulary?
- What strategy is used to allow students to interact with a variety of partners? What type of clarifying questions do the students ask following the activity? How did the activity create a need to ask for clarification?



### **Part 3**

Abdessamad integrates language and culture when he introduces a well-known quote from the Quran. This quote, “We depend on Allah the most dependable,” is often found hanging in Arabic shops.

Questions to consider

- What are the advantages and disadvantages of introducing culture in this way?
- What other strategies might have been used to incorporate language, culture, and content in this lesson?
- Do you believe that the instructor was focused on writing Arabic accurately or on calligraphy as an art form? What evidence exists to support your answer?

### **Part 4**

Students are expected to buy and sell items in the souk.

Questions to consider

- How does Abdessamad incorporate formative assessment into this lesson?
- What made the role plays in the souk more culturally authentic?

### **Reflect on the Lesson**

- Which of the 5Cs were reflected in this lesson? How were they incorporated?
- Which modes of communication were used during the lesson? How were they incorporated into the lesson?
- How will students be able to transfer their learning to real world situations?
- If you taught this lesson, what might you do differently? Why?
- If you were working with these students for the next class, what would you do?



### **Background Information**

OneWorld Now!  
Language: Arabic  
Level: Novice Low

This lesson was filmed with a group of students who are taking Arabic for high school credit. The OneWorld Now! students meet two days after school per week, for a total of three hours per week. Several of the students also participated in the summer STARTALK program. The instructor, Abdessamad Meskini, expects his students to remain in the target language and is able to structure activities to allow for this to occur.

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**Instructor:** Abdessamad Meskini

**Age of Learners:** 10<sup>th</sup>–12<sup>th</sup> grade