

Igniting Students' Motivation For Learning Arabic in Elementary Schools

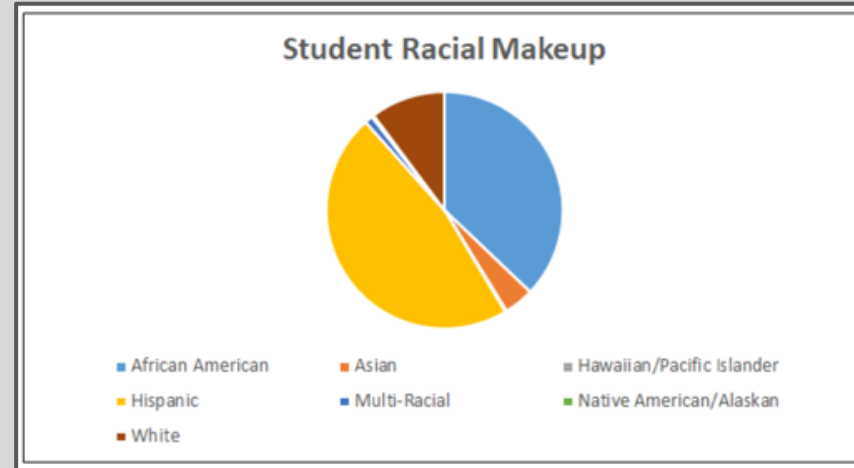
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A Snapshot of Chicago Public Schools

- Third largest District in the country
- 646 Schools
- 20,501 Teachers
- 371,382 Students
- 77.7% Economically Disadvantaged Students
- 13.7% Students with IEPs
- 18.0% English Language Learners (159 different languages spoken)



CPS World Language Programs 2018-2019

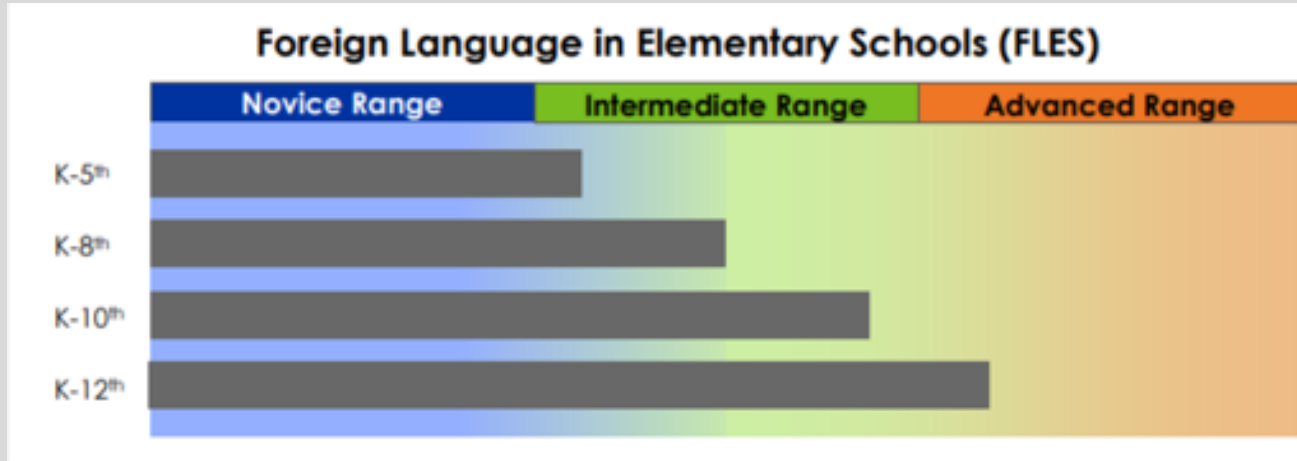
Language of Instruction	Arabic	Chinese	French	German	Italian	Japanese	Korean	Latin	Polish	Spanish	ASL
# of Elementary Schools	7	19	8	1	2	2	3	1	2	85	0
# of High Schools	4	17	39	2	2	4	1	5	2	100	8
# of Schools that offer World Language Programs	11	36	47	3	4	6	4	6	4	185	8
# of Students enrolled in a World Language Program	3,036	9,587	9,865	944	495	900	360	866	988	70,571	373

ELEMENTARY SCHOOL STUDENTS= **46,536**

HIGH SCHOOL STUDENT = **51,072**

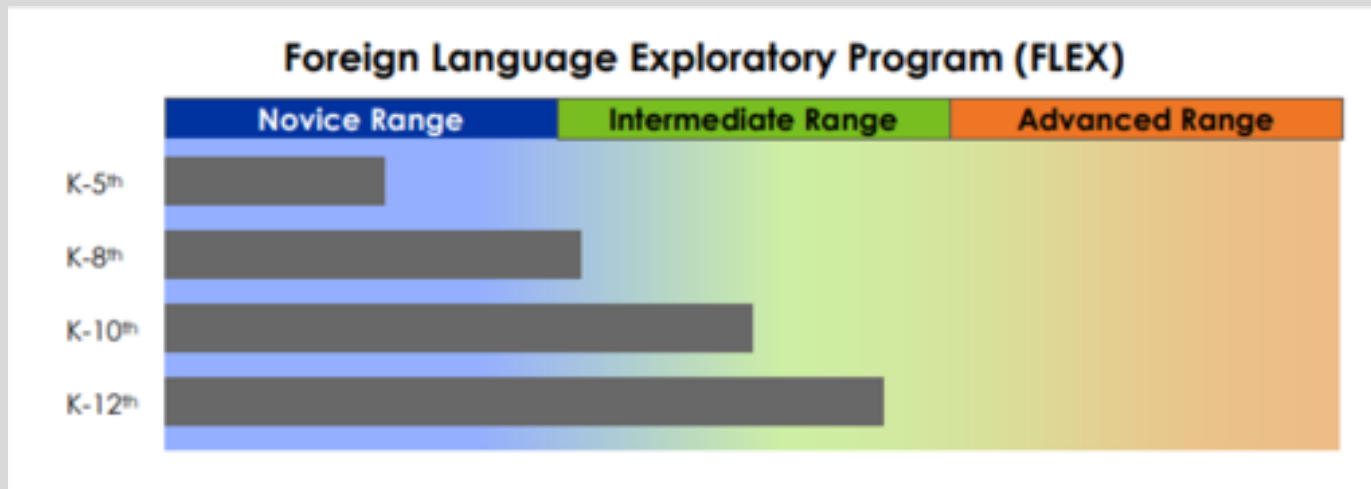
TOTAL NUMBER OF WORLD LANGUAGES STUDENTS= **97,608**

FLES



Foreign Language in the Elementary Schools (FLES) Program of Instruction: Goals include the acquisition of listening and speaking skills in the target language as well as the development of reading and writing skills and an understanding and appreciation of the culture(s) associated with the language. FLES classes in CPS meet a minimum of 120 minutes per week, for 40 weeks per year.

FLEX



Foreign Language Exploratory or Experience Program (FLEX) in the Elementary Schools: The proficiency goals and student outcomes for this program are to be exposed to the basic vocabulary, phrases and culture(s) of that language. The level of proficiency achieved is much lower than in FLES programs, but FLEX programs can serve a useful purpose by creating **enthusiasm** for language learning in general. FLEX classes in CPS meet less than 120 minutes per week. The number of weeks during which instruction is offered can vary depending on the particular school setting/s.

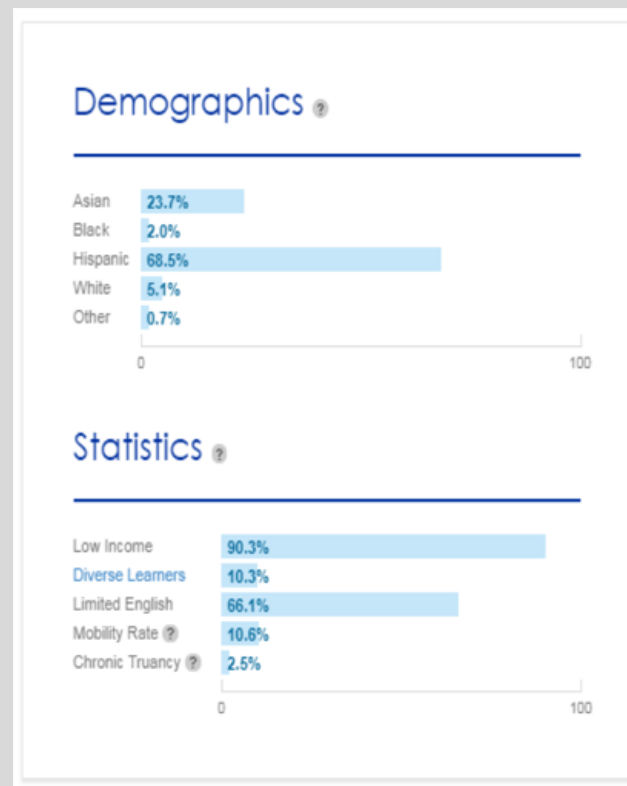
Alessandro Volta Elementary School



Snapshot of Volta Elementary



- Second highest ELL population in CPS
- 553 students in the bilingual programs
- 25 different language spoken by students



Uniqueness/Challenges of Teaching Arabic as a World Language in Elementary Public Schools

- Choice
- Mobility rates and programming logistics
- Curriculum
- Time
- Space
- Stereotypes

World Language Guidance Document

Chicago Public Schools

World Language Guidance Document

Version 2.0 – SY18-19



CPS WORLD LANGUAGES PHILOSOPHY

"Every student has access to an education that fosters **bilingualism**, **biliteracy** and **intercultural flexibility** as key contributors to their success in the global community."

Model Unit Templates

Unit Goals	
<p>Learners will be able to:</p> <ul style="list-style-type: none">• Ask and answer questions about the weather• Describe the weather conditions in different cities around the world• Ask and answer questions about what to wear on a daily basis• Compare what we wear and what people in countries where the target language is spoken wear• Conduct a mini-research on one city where the target language is spoken to collect information about the weather and clothing people wear in that city. Create a visual with this information to present to the class• Locate countries where the target language is spoken on a world map, and describe ethnic clothing people wear in those countries• Identify other factors besides the weather that might influence people's choices in what they wear	
Summative Performance Tasks	
Interpretive	
<ul style="list-style-type: none">• Watch short weather forecast videos about two to three locations (cities) where the target language is spoken, and identify the weather in each of those cities based on the video. (The video is 4:53 minutes long. Teachers can use all or part of the video.)• Listen to an advertisement for clothing, and circle the items mentioned in the advertisement.• Read/Listen to a short description of the weather in a newspaper and match the description to appropriate weather symbols.	
Presentational	Interpersonal
Create a visual (PowerPoint, poster, short video) about the weather conditions of a city where the target language is spoken and the clothing styles people wear in that city.	With a partner, look at a world weather map and locate places where the target language is spoken. Describe the weather for those places, and make predictions about what people in those places might wear based on the weather.

Can Do Statements	
Interpretive	<ul style="list-style-type: none"> • (L) I can understand weather-related words and connect what I hear with a visual. • (L) I can associate the names of clothing items with pictures of the items. • (L) I can understand a description of the weather conditions in a city where the target language is spoken, and sketch the weather described. • (R) I can identify familiar weather words in a short newspaper weather forecast.
Presentational	<ul style="list-style-type: none"> • (S+W) I can describe weather conditions using simple sentences. • (S+W) I can name clothing items people wear in different weather conditions. • (S) I can describe what people wear in different countries. • (S) I can express my likes and dislikes of certain weather conditions and certain clothing styles. • (S) I can state simple reasons why people wear certain clothes (weather-related or a custom).
Interpersonal	<ul style="list-style-type: none"> • I can ask and respond to simple questions about the weather of different cities where the target language is spoken based on weather symbols on a world map. • I can share how people dress depending on the weather and local customs. • I can compare the weather of a city I researched with the weather in other cities that my classmates researched to find which cities have similar weather. • I can agree or disagree with my classmates' opinion about what to wear in different weather conditions.

**So how do we get students
excited about Arabic?**

Don't tell them...Show them!
Immerse them in the culture.

Cultural Immersion

Create an environment where students feel they are in the Arab world!







Class Library

- Arabic picture books
- Bilingual Books
- English picture books with Arabic characters





**So how do we get students
excited about Arabic?**

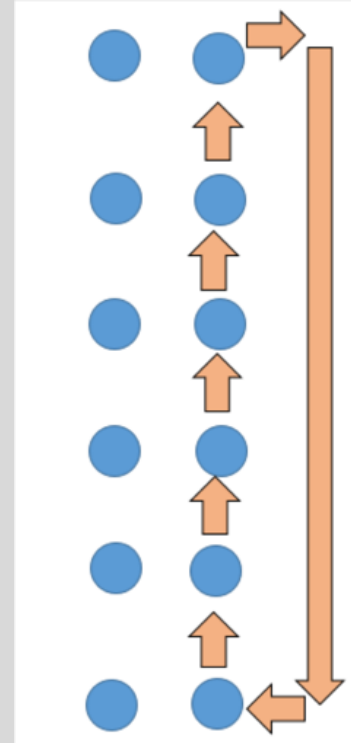
Use a variety of games and activities
to keep students engaged!

Mingle-Pair-Share

- Students walk around in class to an Arabic song.
- When teacher stops the music, students find a partner.
- Students then complete the task the teacher assigns. (Students can introduce themselves, have a short Q and A, read, etc.
- The teacher observes the students to make sure all students got to complete the task then starts the music.
- When the music starts, students walk again and find a different partner.
- Teachers use their own discretion to how many rounds/partner is enough before the game ends.

Parallel Lines

- Students stand up in two lines facing each other.
- Teachers assign one line to be the stationery line and the other the moving line.
- Students complete the task with the person they are facing.
- Upon a cue from the teacher, the students in the moving line take one step to the right, thus facing a new student. This student will become the new partner.
- The rotation and the game end when the student face the same partner they started with.



The Magical Apple

- Choose any object in the classroom and proclaim that it is magical!
- Explain to the students that the person that has the magical object, an apple in my case, has the right to talk. Everyone else is silent listening to that student.
- When the student holding the apple is finished with the turn, he/she passes the apple to another student.



Flash Cards / Card Games

Slap Jack

How to play:

- This game can be played in groups of 3 to 6 students.
- The dealer, one of the students in the group, shuffles all the cards and places them one at time face up in the center.
- The student that slaps the card first and says what it is, or reads it, gets to keep it.
- The student with the most cards at the end wins.
- It is preferable to switch the dealer every turn, so all students get the chance to play/practice.

Dice Game

- Depending on the task the teacher wants the students to practice, teachers creates 6-12 tasks the students are comfortable doing on their own.
- Students take turn rolling the dice and depending on the number they get, they complete the task that correlates with the number.



