

My DIALECT AND MSA (LEVEL 3)

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	40 minutes-2 hours a day for 4 days
Age group	8-12 year olds
Subjects	Arabic language, mathematics
Supplies Required	Notebook or chart paper, pen/pencil, ruler, color pens, Arabic textbook or other age-appropriate literary source.
Supervision	Supervised by parents / guardians
Learning Outcomes	By the end of this project, learners will be able to: <ol style="list-style-type: none"> 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 <ul style="list-style-type: none"> ● Basic word reading ● 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	<ul style="list-style-type: none"> ● The learner will browse his or her Arabic book for a short poem or story to read.
10 minutes	<ul style="list-style-type: none"> ● The learner will write in a notebook what the main idea and message of the story or poem. ● Correct them and explain the words they got wrong, if any, then ask them to read it again and 'translate it' to their dialect.

30 minutes	<ul style="list-style-type: none"> The learner will reflect and write down 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?
5 minutes	<ul style="list-style-type: none"> 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 in different stories and poems and pick out specific words to analyse.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> The learner will undertake a project to see how similar or different their dialect is compared to MSA. Share the evaluation criteria with the learner before starting the project so they know how they will be assessed. Using a pen/pencil and ruler, create a table in a piece of paper and record: <ul style="list-style-type: none"> Word in MSA Corresponding word in dialect Class of word (noun, verb, pronoun, etc.) Similarity or difference A template for the table is provided in Appendix 1
5 minutes	<ul style="list-style-type: none"> The learner will revise word classes in Arabic: الاسم والفعل والحرف
10 minutes	<ul style="list-style-type: none"> The learner will browse through their books and find another poem or short story to read.
10 minutes	<ul style="list-style-type: none"> The learner will write down unfamiliar words and find their meaning using a dictionary, or by asking an adult or looking it up online.
10 minutes	<ul style="list-style-type: none"> The learner will choose 10-20 words from the story in the table and fill in the other columns. The learner may request assistance from an adult to identify the corresponding word in the dialect and identify the correct class of words.
20-30 minutes	<ul style="list-style-type: none"> The learner will write a separate paragraph in his or her notebook about 3-5 words they select from the table. The paragraphs for each word must answer the following questions:

	<ul style="list-style-type: none"> ● ما هو الفرق بين هذه الكلمة كما وردت في النص باللغة العربية وكما تُستخدم في لهجتك؟ إذا كانت الكلمة تُكتب بنفس الطريقة فهل هناك اختلاف في النطق؟ كيف يختلف النطق؟ ● ما هي الأحرف غير الأصلية لهذه الكلمة في اللغة العربية؟ ● ما هي الأحرف غير الأصلية لهذه الكلمة في لهجتك؟
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DAY 3

Today you will continue reading stories and poems and analysing dialect differences.

Suggested Duration	Activity and Description
2 hours	<ul style="list-style-type: none"> ● The learner will repeat yesterday's activity with three additional short stories/poems/images of his or her choice. ● Make sure they read independently and only interject to correct them when they make an error ● The final output should be <ul style="list-style-type: none"> ○ 4 tables with 10-20 words ○ 12-15 paragraphs answering the three questions above for 3-5 words from the 4 tables. ● <i>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.</i> ● <i>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.</i>

DAY 4

Today you will look at the similarities and differences between dialects.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● The learner will calculate the total of similarities and differences columns for each story.
10 minutes	<ul style="list-style-type: none"> ● The learner will calculate the percentage of similarities or differences in the words of each story or poem and write it at the bottom of the page.

	<ul style="list-style-type: none"> ● If he or she is unable to do so, tell them that they should divide the number of similar or different words by the total number of words, then multiply the result by 100. ● <i>Optional: the learner can draw a pie chart of the percentage differences and similarities for each poem/story. A sample chart is added in Appendix 2.</i> ● <i>Remind them that adding all the part of a pie chart should give us 100%.</i>
5 minutes	<ul style="list-style-type: none"> ● The learner will present their findings to the family either from the completed tables or pie charts.
15 minutes	<ul style="list-style-type: none"> ● Have a discussion with the learner around their results: <ul style="list-style-type: none"> ○ Do they think their dialect is similar or different compared to MSA? Why or why not? ○ 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?

Additional Enrichment Activities	<ul style="list-style-type: none"> ● You can have the learner explore whether there is a difference in the percentage of similar and different words between different word classes, i.e. if nouns in your dialect are more similar to those of MSA compared to verbs. ● You can add another dialect the learner is familiar with, if any, and compare which dialect is closer to MSA. ● You can add additional categories for comparison of MSA and dialect.
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ASSESSMENT CRITERIA

A majority of my learners were able to:

- Use correct pronunciation while reading stories and poems with inflections.
- Complete a minimum of 4 short stories poems, and/or movies.
- Complete 4 tables for each story/poem/movie.
- Complete 12-15 paragraphs that answer the questions from day 2 using one or more sentences.
- Present tables.

APPENDIX 1: TEMPLATE FOR COMPARISON

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

APPENDIX 2: PIE CHART EXAMPLE

