

LDT200x INPUTS

*** Please note instructions for all assignments on the source site. Reach out to the instructional team with any questions.*

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Course Name	<i>Egyptian Colloquial Arabic for Beginners</i>

ePortfolio Link

i Please provide a link to your completed ePortfolio.

Link:

<https://christinamichel46.wixsite.com/christina-michel>

Executive Summary

(Complete this step last after you have filled in all other areas)

i In 200–400 words, provide a summary of the course that you are building. Make sure you are clear with the components you are building as well as future recommendations, considerations, or conclusions, if necessary. Click [here](#) for more information on Executive Summaries. **Remember** – Complete this step last!

Enter Exec Summary here

Type of course

i What type of course is this? Examples include:

- Step-by-step process
- Informational
- How-to
- Onboarding or introductory

Think about the intent of course. What are you intending to do or what type of content do you intend to deliver?

*This course is an introductory interactive asynchronous course.
It will be teaching the Arabic alphabet, the basic conversation expressions, important terms and vocabulary for daily life.*

Target Audience & Learner Profile

i	<p>Who is the audience is for this course? As you think about and research the instructional problem, you also need to conduct a learner analysis or a narrative description of the learners who will be taking the course.</p> <ul style="list-style-type: none"> • Are they first-year university students? • High school seniors? • 6th grade math students? • Incoming employees to a corporate setting? <p>Think about “who” will take your course and why they will take it or benefit from it. This is also known as the “learner profile.” Describe the demographics, background or prior knowledge, skills, and dispositions that you anticipate learners may have when they begin the course.</p>
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1. Adult non-Arabic speakers from any background with very limited or no knowledge about the language who:

- a. reside in Egypt*
- b. plan to live in Egypt in the future for any reasons (studying, entertainment, work, etc...)*
- c. are assigned or in contract within a corporate or an organization in Egypt and wish to learn the language for personal or professional reasons*

- Students are required to understand very basic English and know the English alphabet since they still won't be able to use the Arabic alphabet at this level.*
- High school seniors can enroll in this course.*
- This course will be less or not useful for students who studied Modern Standard Arabic language before.*

Learning Gap

i	<p>What is the learning need, market opportunity or course rationale you are addressing with this course? Describe the need or rationale for your instruction—why you think the online learning experience is necessary. Essentially, the need for the online learning experience is what problem or instructional gap your learning experience will solve. Think about your stakeholders (decision-makers and users) and how their needs will impact what you are building.</p>
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Egyptian colloquial Arabic language is the spoken language (dialect) of the people of Egypt. It sounds a lot different than the standard Arabic that is only used in official manner like in books, press, news, education and so on because it contains so many terms and words from the ancient Egyptian language and other foreign languages besides Arabic that is spoken in a different way from the standard form.

As a result, non-Arabic speakers need a beginner course to push them into the main basic life activities if they already live or plan to live in Egypt and to encourage them to deal with Egyptians because this will be the main field of practice as books and traditional language studying means will not help here.

Since the learning of this language will depend mostly on listening and speaking, a beginner student will need a source that is:

- a. available whenever they need to review or revise*
- b. a handy reference to pronunciation techniques*
- c. a content with exercises that can be reviewed and practiced on demand*

An online course provides also an easier way to several and various resources like video and audio content that can be saved or downloaded for further practice.

This beginner course is useful for expatriates in the corporates or NGOs in Egypt as well since it is for daily life use and not official. It will time because it can be taken anywhere and at any time without interrupting the office hours and the daily work flow which was an issue we faced when teaching onsite during the office hours.

Terminal Learning Objective

i	The Terminal Objective is the umbrella objective for the whole course
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By the end of the course, the learner will be able to participate in basic conversations involving shopping, numbers, money, date, time, seasons, weather, introducing oneself, possession and existence by translating and relating the terms and expressions learnt through listening as well as to use those expressions and vocabulary to ask and answer basic questions with acceptable pronunciation of most of the alphabet sounds with close pronunciation to the unfamiliar ones to the learners' spoken languages

Course Learning Objectives

i	<p>The Course Learning Objectives break the Terminal Objective down to manageable parts. What do you want your learners to be able to do by the end of your course? Refer to the Learning Outcomes section in LDT200x, Week 2.</p> <p>Objectives should be measurable. The objectives need to be able to quantify what the learner is doing.</p> <p>Consult Bloom's Taxonomy at for measurable verbs.</p> <ul style="list-style-type: none"> • Writing Measurable Learning Objectives https://eclearn.emmanuel.edu/courses/1285497/pages/how-to-write-measurable-learning-objectives/ • Bloom's Taxonomy https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy • Guidelines for Writing Learning Objectives
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	<p>https://canvas.instructure.com/courses/803402/pages/guidelines-for-writing-effective-learning-objectives%C2%A0</p> <ul style="list-style-type: none"> • Writing Goals and Objectives <p>https://www.niu.edu/citl/resources/guides/instructional-guide/writing-goals-and-objectives.shtml</p> <p><i>Remember, this will be a 20-minute course. Keep your scope narrow</i></p>
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By the end of this course, learners will be able to:

- 1. Use greetings and self-introducing terms and expressions, including name and nationality, efficiently in a basic conversation*
- 2. Identify the masculine and feminine common regular nouns including vocabulary of products in shops in the imperative and interrogative forms given the expression (This is) in its gender related form*
- 3. Choose the appropriate possessive pronoun considering the possessor and gender of the noun*
- 4. Discuss simple topics or images including numbers, date, time, weather and seasons*
- 5. Apply acceptable pronunciation of terms and expressions close enough to the actual one with exception to the unfamiliar sounds to their spoken language(s)*

Instructional Strategies

i	To achieve each learning outcome listed above, what learning activities or tasks will the participant need to complete?
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Activities & Tasks

Learners who will join this course are expected to underdo different tasks and activities to ensure they gain the adequate knowledge required to start applying it in daily life. Each learning objective will be demonstrated using using text, audio-visual tools and infographics.

There will be a short test at the end of each lesson to check knowledge and comprehension as well as a live session for listening and writing practice and assessment.

All terms and expressions will be Romanised at this level.

Learning Objective 1:

Video, audio, text and infographic will be introduced to show the main terms and expressions as well as matching and arranging activities for practice and interaction

Learning Objective 2:

Learners will be introduced to new noun vocabulary through audio-visual tools to link the words to their gender using (Da & Di ~ this is) in affirmative and interrogative forms. New vocabulary about vegetables, fruits and groceries will be introduced in the same way with listing, matching and memory activities and mini games.

Learning Objective 3:

Learners will be taught the topic by an audio-visual demonstration on possessive pronouns x and how to link them to the nouns they learnt in the previous lesson as well as the question form by “whose” followed by matching and selecting activities.

Learning Objective 4:

Learners will be shown videos, images, text, clocks, calendars and infographics to discuss the topics. They will undergo activities to describe date, time, money and weather through matching, selecting and listening to enhance their skills.

Learning Objective 5:

Learners will schedule an online live meeting after every lesson outcome to practise and assess their speech and pronunciation.

Assessment Strategies

i	How will you measure whether a learner achieves the learning outcome? Consider the assessments you will use to quantify mastery and measure performance for each Learning Objective and the associated activity.
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Assessments

1. Assessment for Course Learning Objective 1
2. Assessment for Course Learning Objective 2
3. Assessment for Course Learning Objective 3

Content Sources

<https://egyptianarabic.com/>
https://mylanguages.org/learn_egyptian.php
<http://www.egyptianarabicdictionary.com/grammar/numbers.html>
<https://universeofmemory.com/egyptian-arabic-language-resources/>
<https://www.youtube.com/>

Course Sequencing (Outline)

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| i | Course sequencing often follows the Learning Objectives and should be a logical and orderly succession. Chunking may be used to separate chunks or sections of content together. How many chunks of content are there? Does the content need to be taken in a particular order or can the participants jump around? |
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Write a brief outline for each section of content for your course. Your subsections should show how your content is chunked and sequenced.

Learning Model

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| i | State and explain the project model you are using to create this lesson. Examples include ADDIE, Dick & Carey, Understanding by Design, and Rapid/Agile eLearning Design. |
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This course will be created following the ADDIE model because:

- the topic objectives can be generalized on a wide range of audience with different backgrounds, needs and interests*
- it is a beginner level and the topics are essential for every learner so no extensive modifications will be needed upon evaluation in the future and if required, it is easy to work on any stage due to its systematic and cyclic state.*
- there are no time and cost barriers at this stage*
- it is a completely conversational language with very few written resources so it needs more effort to provide meaningful beneficial experience*
- being a systematic model, it enables modifications to tasks*

Learning Theory

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| i | What learning theory or theories are you using to create your lessons? Explain your choice and rationale for this theory or theories. Examples include Behaviorism, Constructivism, Cognitivism, Connectivism, Andragogy, etc. Remember, use the ePortfolio you created in LDT100x to respond to this section. |
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- Behaviourism: Being a new language course, stimuli and responses are involuntarily a part of the learning process, especially at the early stages of a beginner level where a learner repeats, imitates, observes and forms habits and knowledge. A teacher is*

unintentionally the focus for learners until a learner is able to build a base of knowledge.

- *Constructivism: As learners go through the learning process of the language, in order to improve, they need to start constructing their own meaning. The instructor becomes a facilitator and starts to stop using English bit by bit to enable the learner to make sense and build ideas through visuals, extensive listening of the language and information linkage. The course will enable the learner to build on what they learn gradually in order to widen their ability to apply and use in daily life. In order to be able to improve in the Egyptian colloquial language, interaction with Egyptians is a key role which is a big constructivism field for a completely conversational language.*
- *Cognitivism: Introducing activities that enhance cognitive language skills is essential since a learner will not have the urge to continue unless there is an actual need or a problem they face or something to discover that require language skills. That is why activities and assessments will cover these activities.*
- *Andragogy: must be considered since course is offered to adult learners who have different backgrounds, approaches and motives than children.*

Course Standards

<p>i</p>	<p>Simply stated, course standards are stated goals or criteria which a student must abide by. They are often found in the syllabus to let the students know what is expected of them. Some course standards are late policy, technology policy, assignment policies, etc. To see how a syllabus is created, consider these resources:</p> <ul style="list-style-type: none"> • Cult of Pedagogy: Course Syllabus How To https://www.cultofpedagogy.com/course-syllabus-how-to/ • Faculty Focus: Effective Syllabus https://www.facultyfocus.com/articles/online-education/online-course-design-and-preparation/ideas-for-creating-an-effective-syllabus-for-online-learning/
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