

University of Maryland Global Campus

Egyptian Colloquial Arabic for Beginners Course

Instructional Design Document

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Course Name	Egyptian Colloquial Arabic for Beginners

e-Portfolio Link

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Executive Summary**Purpose:**

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.

Why an online course?

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.

Target Audience:

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.

Instructional Strategies:

This course will cover the following:

- Basic conversation expressions and important terms and vocabulary for daily life.
- Communicative functions and grammatical rules

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.

Throughout the course, learners will be given activities for formative assessment considered as “assessment for learning” as well as graded quizzes, summative and formative assessments, and a signature assignment to assess performance.

Type of Course

This course is an introductory interactive asynchronous course. It will be teaching the Egyptian Arabic colloquial language for the very beginners through basic conversation expressions, important terms, some grammatical rules and vocabulary for daily life.

Target Audience & Learner Profile

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 enrol in this course.
 - This course will be less or not useful for students who studied Modern Standard Arabic language before.

Learning Gap

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 technique.
- 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

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 identifying 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

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 demonstrative pronouns (Da/ Di ~ This is) in its gender related form as well as existential statements in affirmative and negative forms (fih/ mafish ~ there is/ isn't).
3. Choose the appropriate possessive pronoun considering the possessor and gender of the noun.
4. Discuss simple topics or images including numbers, money, 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) with Carian Egyptian accent as a focus.

Instructional Strategies

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 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 demonstrative pronouns (Da & Di ~ this is) in affirmative and interrogative forms as well as existential statements (fih/ mafish ~ there is/ isn't) in both affirmative and negative forms,

New vocabulary about vegetables, fruits and groceries will be introduced in the same way with interactive 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, and infographics to discuss the topics. They will undergo activities to describe date, time, 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

Throughout the course, learners will be given activities for formative assessment considered as “assessment for learning”. Listening enhancement is the main aim of the course at this level so learners will not be pushed to speak efficiently.

At the end of each lesson, there will be:

- **Situation & Conversation:** a given situation with a basic conversation to wrap-up the content in a meaningful real-life context as much as possible. It should be considered that the topics are still basic for a detailed conversation, so it is kept simple, and some involve children participation to make the conversation relatable. At the end of the conversation there are some new vocabulary list that were introduced in the conversation.
- **Discussions:** a discussion, whenever necessary, to encourage learners to share their ideas on the topics they learn.
- **Assignment:** this is a detailed assignment to encourage learners to apply what they learnt and find new terms and vocabulary, whenever possible as well as speak what they prepare to practise pronunciation and speaking.
- **Knowledge check:** which is a quiz to assess the knowledge acquired through the lesson and highlight the topics that need reviewing.

- Rubrics will be provided for assessments and any writing should be in Romanised form and only for practice.

Learning Objective 1:

1. Write down a conversation between you and a person from a different country, save to a file (pdf preferred) and upload it to be graded.
2. Record an audio or a video of the conversation you wrote and upload it to be graded.
3. *Practice & Assessment Discussion:* A discussions on “What do you know about Egypt?” and another graded discussion on “Introducing yourself and greeting others”.

Learning Objective 2:

1. You are required to collect 10-15 items from your fridge and/ or cupboard and/ or shopping cart/ bag. Take a photo and label it with the names of the items using demonstrative pronouns (Da/ Di) according to gender. Items must contain at least 5 fruits and vegetables, 2 products in containers mentioning the name of the container before the product.
2. Record an audio file that contains the content you included in your voice.
3. *Practice & Assessment Discussion:* In this discussion, they will describe what we see in an attached image showing a supermarket shelf.

Learning Objective 3:

1. They are required to choose 4 nouns and list them after adding the possessive pronouns suffixes in a table (Refer to lesson 1 in module 1).
2. Record an audio file that contains the content you included in your voice.
3. No discussion

Learning Objective 4:

1. Write down a small paragraph of 3-4 sentences describing the climate in your country during different seasons.
2. Record an audio file that contains the content you included in your voice.
3. *Practice & Assessment Discussion:* In this discussion, learners are required to share the date and time of your post on the discussion board as well as the weather at your side.
4. **Learning Objective 5:**

This will be assessed throughout the practice & assessments with the Egyptian Carian accent as a focus.

Signature Assignment:

Structure and Pronunciation: The learner is asked to write a small paragraph to introduce themselves using name, birthday, age (fake numbers are acceptable) and country. They should attach a photo of favourite foods and items like books, bags, etc... They are asked to talk about the climate in their city/ country. With the document, they should send an audio/ video file recording what they wrote to assess their pronunciation.

Listening: The learners will be given a voice note to postpone tomorrow's football training due to weather conditions mentioning the new date and. The learner is asked to list the information they heard in the voice note.

Course Resources

<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/>

<https://arabic.desert-sky.net/vocab.html>

https://www.youtube.com/watch?v=ChFPZtw3KiU&ab_channel=AhlanWorldArabicCenter

https://www.youtube.com/watch?v=CNcRTVHig6c&ab_channel=EgyptianArabicwithOmar

Image Resources

<https://pixabay.com/>

<https://stock.adobe.com/eg>

<https://www.vecteezy.com/>

Course Sequencing (outline > click the lesson to access the links directly)

Welcome Module

Course Introduction

Course Terminal Objective

Module Objectives

Course Content

Course Assessments

Module 1: Greetings, Self-Introducing and Personal Pronouns

Lesson 1: Learning Objectives and Overview

Lesson 2: Personal Pronouns

Lesson 3: Get to know others!

Lesson 4: Countries and Nationalities

Situation and Conversation

Graded Discussion1

Graded Assignment

Graded Discussion 2

Graded Quiz

Module 2: Noun Gender, Demonstrative Pronouns and Existential sentences

Learning Objectives and Overview

Lesson 1: Noun Gender

Activity 2.1: Noun Gender

Lesson 2: Demonstrative Pronouns (Da/ Di)

Activity 2.2

Lesson 3: Place Prepositions

Activity 2.3

Lesson 4: Existential Sentences (Fih/ Mafish)

Activity 2.4

Lesson 5: Shopping Vocabulary

Activity 2.5

Situation and Conversation

Discussion 2: Fi Es-Supermarket!

Assignment 2

Knowledge Check 2

Module 3: Possessive Pronouns

Learning Objectives and Overview

Lesson 1: Possessive Pronouns vs Personal Pronouns

Activity 3.1

Lesson 2: Possessive pronouns and Noun Gender

Lesson 3: Whose? (... Meen?)

Activity 3.2

Lesson 4: Numbers

Situation and Conversation

Assignment 3

Knowledge Check 3

Module 4: Everyday Topics

Learning Objectives and Overview

Lesson 1: Days and Months

Lesson 2: Months and Seasons

Lesson 3: Seasons and Climate

Lesson 4: Telling Time

Situation and Conversation

Discussion 4

Assignment 4

Knowledge Check 4

Signature Assignment

Learning Model

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 Theories

- **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

Course Guidelines and Syllabus:

This syllabus provides information about course participation requirements and guidelines.

A. Learner Requirements and Prerequisites:

This course is designed for 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

Learners are preferred 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 useful for students who studied Modern Standard Arabic language before.

B. Required Materials:

All materials will be provided by the instructor in a digital form.

C. Technology Requirements

Computer/ Laptop

Good internet connection that provides stable connection

Speakers and microphone

Access to the search engines, audio and video players.

D. Instructional Technology Tools:

Microsoft Word, PowerPoint, and PDF

Any media player

E. Virtual Meeting Platform (TBA upon needs)**F. Office Hours and E-mail Protocols:**

Practice and assessment live video sessions will be scheduled during the course upon learners' request with preference to group meeting. The instructor is available 5 days per week from Sunday until Thursday via e-mail.

G. Grading:

The aim of this course is educational and informational to enhance language skills to live or

work in a foreign country.

Academic certificates are issued upon request but don't necessarily mean mastery outside classroom because the language is completely conversational.

Grades are given on assessments, some discussions and quizzes which assess knowledge and comprehension.

Graded formative assessments evaluate knowledge, comprehension and very basic application which are the required skills at this level.

H. Late Submission Policy:

Late submission is accepted for emergencies; however, no submissions will be accepted after the end date of the course.

I. Academic Honesty Policy:

By enrolling in this course, you affirm that all the submitted tasks and accomplished work are your responsibility and effort. No materials from the course are edited, shared unfairly, or used for commercial purposes.

J. Instructor Details:

Christina Michel

christina.michel.46@gmail.com

<https://www.linkedin.com/in/christina-mishreky-14376030/>

Digital Content

- Infographics on “Noun Genders”, “Personal Pronouns”, “Place prepositions”, “Vegetables, Fruits, Groceries”, “Days of the Week” and “Months of the Year”. *(Tool: Canva)*
- Edited images for activities and quizzes. *(Tool: Canva)*
- Educational Videos on “Greetings”, “Possessive Pronouns” and “Telling Time”. *(Tool: Microsoft PowerPoint)*
- Animated video on “Seasons of the Year” *(Tool: Vyond)*
- Interactive lesson on “Months and Seasons” *(Tool: iSpring Suite)*
- Interactive activities on lessons (Tool: [H5P](#))

Digital Media Checklist

<https://christinamichel46.wixsite.com/christina-michel/week-1-digital-tools>

Open Educational Resources:

<https://arabic.desert-sky.net/vocab.html>

LMS: Canvas**Course Link and Access Instructions:**

Self-enroll quiz: Click the link below > Enter your e-mail > check "new user",> enroll to course.

No username or password are required.

<https://canvas.instructure.com/enroll/RX8G34>

Thank you,

Christina Michel