

# Generating Arabic buy-in; Getting students and Teachers on Board.

A workshop for the DC Arabic Teachers Council

**Sarab Al Ani**  
**Yale University**

<https://campuspress.yale.edu/sarabalani/>



# Ice Breaker!



# The National Council on the Less commonly Taught Languages



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☒ What is NCOLCTL?

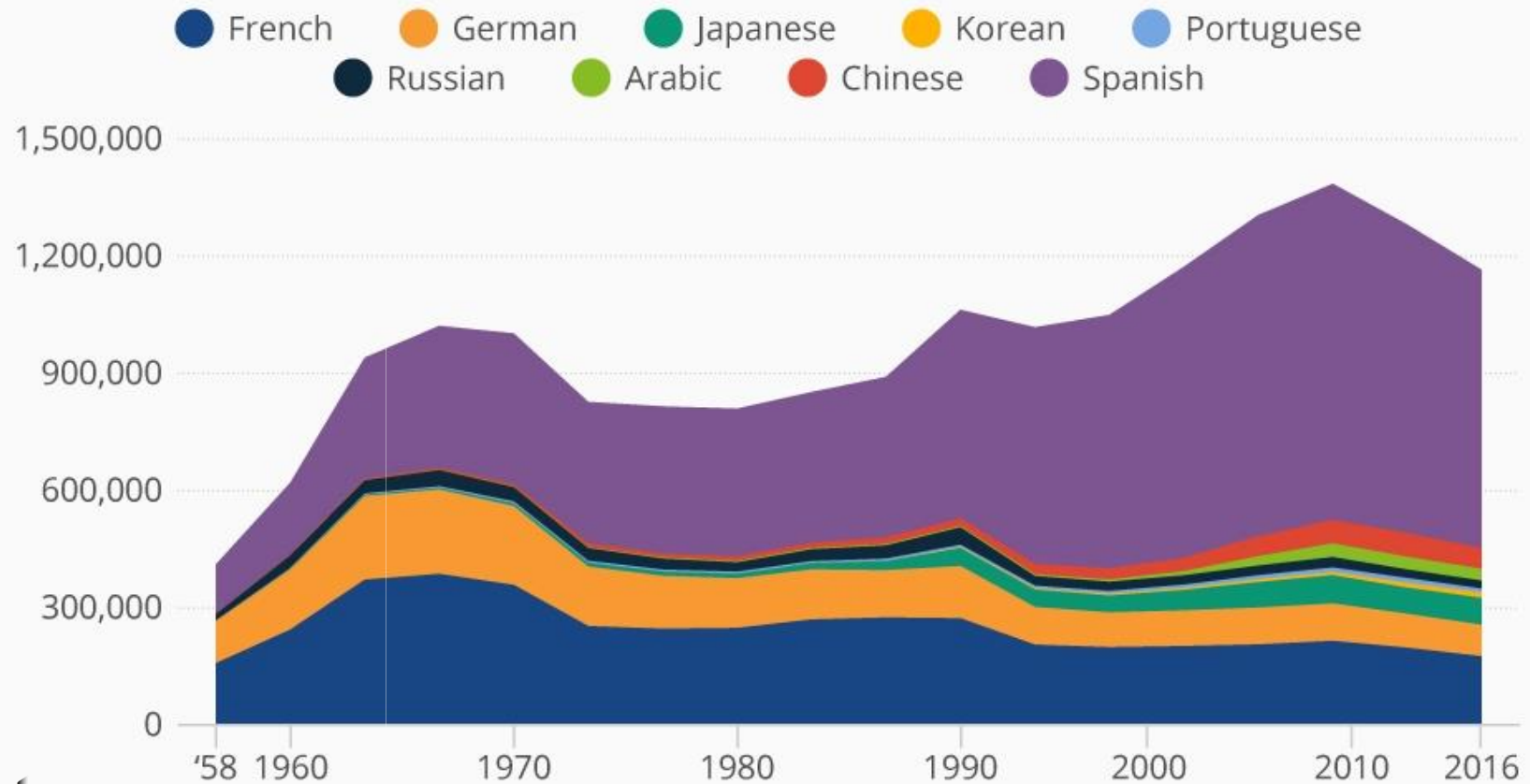
☐ What is a Less Commonly Taught Language or LCTL?

The less commonly taught languages includes all languages other than English and the commonly taught European languages of German, French and Spanish.



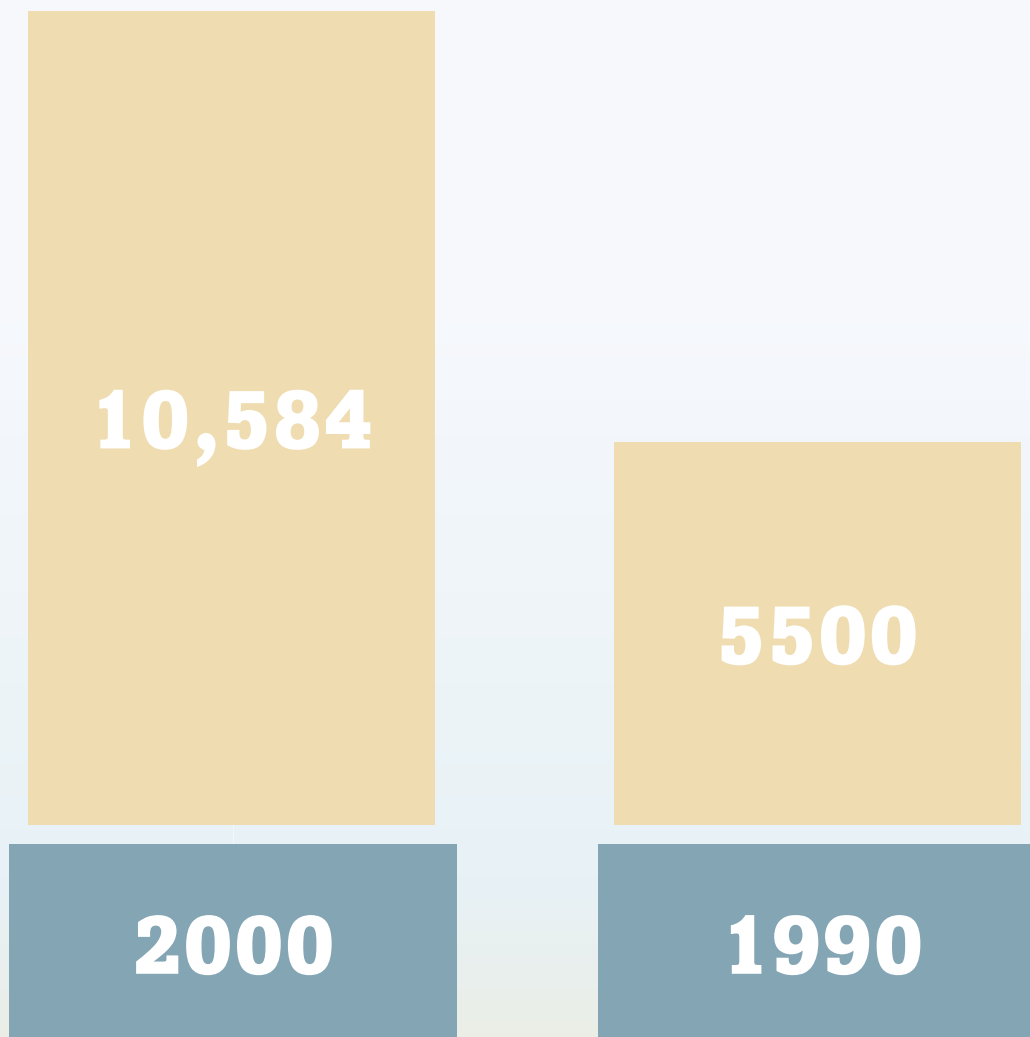
# American Language Learners Are Diversifying

Number of students enrolled in selected languages at U.S. universities 1958-2016\*





# Number of Students Studying Arabic in the US.



Welles, E. (2004). Foreign language enrollments in United States institutions of higher education, Fall 2002. ADFL Bulletin, 35(2-3), 7-26.

# Number of children Studying Arabic in the US.

50K  
2009

Greer, M., & Johnson, D. (2009).  
National survey of schools teaching  
Arabic as a core course. Paper  
presented at the ACTFL 2009,  
Washington, DC.



# Reasons!

## Arab Immigration to the US!

2010

76%

1990

Zabarah, H. (2015). College-level Arabic heritage learners: do they belong in separate classrooms. *Journal of National Council of Less Commonly Taught Languages*, 18, 93-120.



# Reasons!

## Arab Immigration to the US!

**Iraq**

**US  
Policies**

**Arab  
Spring**

**Afghanistan**

**9/11**

(Abourehab & Azaz, 2020, Husen, 2011, AL-Batal, 2007 , Ayouby, 2007)

# Result!

## Arabic Language Programs in the US

2000

82%

1998

Al-Batal, M., & Belnap, K. (2006). The teaching and learning of Arabic in the United States: Realities, needs, and future directions. In K. Wahba, Z. Taha, & L. England (Eds.), Handbook for Arabic language teaching professionals in the 21st century (pp. 389– 399). Mahwah, NJ: Erlbaum.

# Result!



## CENTER FOR GLOBAL EDUCATION

PROFESSIONAL DEVELOPMENT EDUCATOR RESOURCES OUR IDEAS ASIA SOCIETY AT HOME EDUCATION FOR EQUITY ABOUT

### Arabic



#### Related Content

ARTICLE

##### Islamic Calligraphy and the Illustrated Manuscript

The calligraphic tradition, which grew out of the demand for illuminated Qur'ans, became an important art form worldwide.

##### Arabic

The Arabic-speaking world spans across many countries.

**Arabic has been listed as a critical language by the American State Department since 9/11/2001 because of our strategic business and security interests in the Arab-speaking world.**

<https://asiasociety.org/>



# Arabic Language Learners !



A vertical diagram on the left side of the slide. It consists of three white circles connected by a thin blue line. Each circle is positioned to the left of a horizontal rectangular box. The top box is brown and contains the text 'Learners who are studying Arabic for the First time.' The middle box is blue and contains the text 'Learners with Arabic decent.' The bottom box is brown and contains the text 'Muslin non-Arab Learners.'

**Learners who are studying Arabic for the First time.**

**Learners with Arabic decent.**

**Muslin non-Arab Learners.**



**Lead with Languages is a national campaign, spearheaded by ACTFL, aimed at raising awareness of the importance of language proficiency in the U.S. and motivating Americans to become competent in other languages and cultures so they can be ready to compete and succeed in a global economy.**

<https://www.leadwithlanguages.org/>





## **Expanding a Language Program:**

- **Do Your Research**
- **Carefully analyze schools, the students.**





**What is the breakdown  
of your students?**

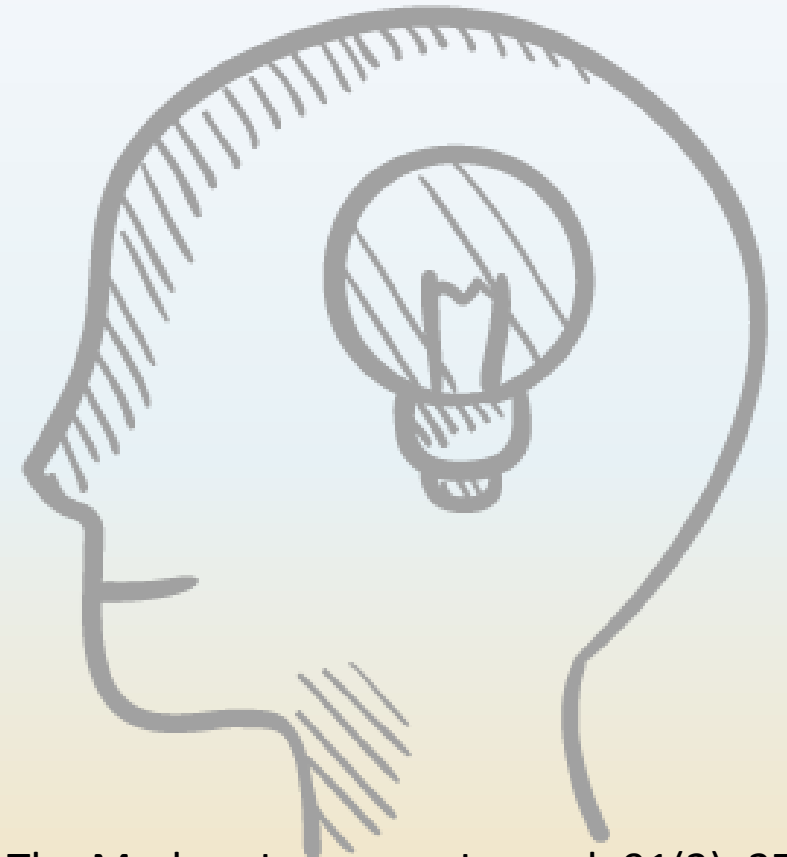
**How is it relevant to  
getting students buy-in?**



# Teaching Language in a Changing World.



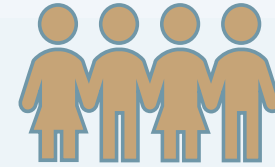
## Motivation!



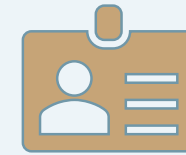
De Bot, K. (2007). Language teaching in a changing world. *The Modern Language Journal*, 91(2), 274-276.

# Motivation!

**Integrative Motivation.**



**Instrumental Motivation.**



Gardner, R. C., & Lambert, W. (1972). Attitudes and motivation in second language learning. Rowley, MA: Newbury House.

Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *The modern language journal*, 70(1), 28-35.

Husseinali, G. (2012). Arabic Heritage Language Learners: motivation, expectations, competence, and engagement in learning Arabic. *Journal of the National Council of Less Commonly Taught Languages*, 11, 97-110.



# Arabic Language Learners !



A vertical diagram on the left side of the slide. It consists of three white circles connected by a thin blue line. Each circle is positioned to the left of a horizontal rectangular box. The top box is brown and contains the text 'Learners who are studying Arabic for the First time.' The middle box is blue and contains the text 'Learners with Arabic decent.' The bottom box is brown and contains the text 'Muslin non-Arab Learners.'

**Learners who are studying Arabic for the First time.**

**Learners with Arabic decent.**

**Muslin non-Arab Learners.**

## Motivation!

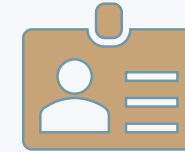
# Motivation!

**What does it mean?**

**How is it relevant to  
getting students buy-in?**



# Instrumental Motivation



## Making Languages Our Business:

Addressing Foreign Language Demand  
Among U.S. Employers

Survey findings from the American Council on the  
Teaching of Foreign Languages (ACTFL) with the support  
of Pearson LLC and Language Testing International



Conducted by  
Ipsos Public Affairs





## The Foreign Language Skills Gap\*



1 in 3

foreign language-dependent U.S. employers reports **a language skills gap**



1 in 4

U.S. employers lost business due to a **lack of foreign language skills**

*\*A foreign language skills gap occurs when an employer has foreign language needs that are not currently met by its employees.*

## What Foreign Languages Mean for U.S. Employers

**9 out of 10**   
rely on employees with  
language skills other than English

**56%**   
say their foreign language demand  
will increase in the next five years

Top  
**5**

## Departments With Greatest Foreign Language Skills Need



Customer service



Sales



Marketing



Management

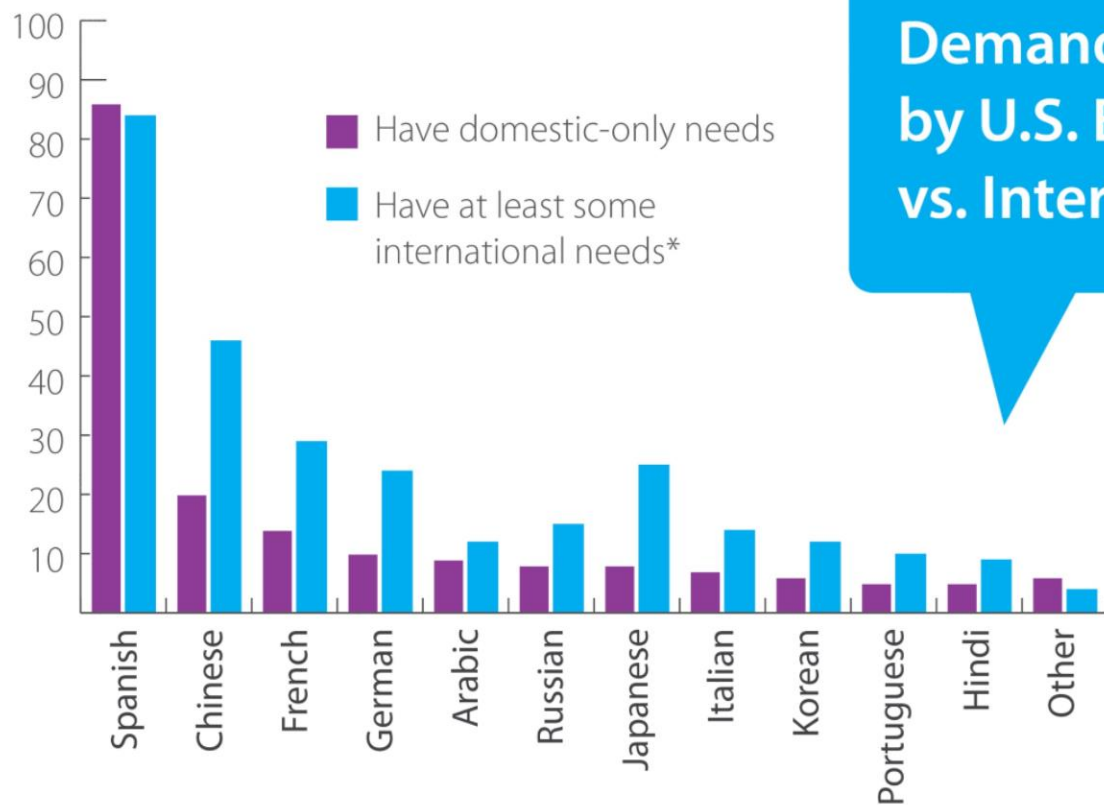


IT



## Most In-Demand Foreign Languages Reported by U.S. Employers





## Demand for Specific Foreign Languages, by U.S. Employers with Domestic-Only vs. International Foreign Language Needs

*\*Because employers with at least some international foreign language needs may also have some domestic needs, it cannot be assumed that a given language is necessarily used for the international market.*





## Why offering multilingual services makes sense

# 75%

of people say...

I'd be more likely to buy a product if customer support were in my own language.

DePalma DA. "Press 1 for English, Press 2 for Your Language." Common Sense Advisory, Inc. [www.common-senseadvisory.com](http://www.common-senseadvisory.com), March 18, 2014.



MORE THAN

# 32 million

consumers in America speak a language other than English at home.

Agricultural Marketing Resource Center. "Ethnic Marketing—Turning Obstacles Into Opportunities." [www.agmrc.org](http://www.agmrc.org).

# 90%

of Internet users

said when given a choice, they always visit a website in their own language.

Kelly N. "Speak to Global Customers in Their Own Language." Harvard Business Review. <http://blogs.hbr.org>, August 3, 2012.

**LTI** Language Testing International

[profluentplus.com/b2b-language-testing.com](http://profluentplus.com/b2b-language-testing.com)



The Hispanic segment in the United States is growing 5 times faster than the general population.

Agricultural Marketing Resource Center. "Ethnic Marketing—Turning Obstacles Into Opportunities." [www.agmrc.org](http://www.agmrc.org).



Over half of consumers polled said access to product information in their own language is more important than price.

Kelly N. "Speak to Global Customers in Their Own Language." Harvard Business Review. <http://blogs.hbr.org>, August 3, 2012.

OVER

# 83%

of small to midsize businesses in the United States list overseas expansion as their top priority.

Eyring P. "Modern Etiquette: A Case for Cross-Cultural Awareness." Reuters América Latina. <http://la.reuters.com>, March 21, 2014.



Eyring P. "Modern Etiquette: A Case for Cross-Cultural Awareness." Reuters América Latina. <http://la.reuters.com>, March 21, 2014.



95% of midsize companies plan to have international clients in the next 3 years.

# 42%

of Internet users polled only purchase products and services in their native language.



Kelly N. "Speak to Global Customers in Their Own Language." Harvard Business Review. <http://blogs.hbr.org>, August 3, 2012.



# العمل الحر في مجال الترجمة بالوطن العربي



بدأت ثقافة العمل الحر عبر الإنترنت في الانتشار سريعاً في الوطن العربي فبعد أن وصلت معدلات البطالة في الوطن العربي إلى 19% وهي النسبة الأعلى في العالم فتوجه قطاع من المستخدمين العرب للإنترنت إلى الحصول على مصدر دخل إضافي أو أساسي في بعض الأحيان و من أنشط قطاعات العمل الحر عند العرب الترجمة

يقدم فريق Trgamah دراسة بها أحدث البيانات و الإحصائيات عن العمل الحر في الترجمة

## الاحصائيات والبيانات



يوجد في الوطن العربي حوالي 15000 - 25000 مترجم مستقل أو حر مسجل عبر الإنترنت وينقسم عملهم الي قطاعان

## مواقع شركات الترجمة عبر الانترنت



## مواقع العمل الحر



## احصائيات مشاريع الترجمة المتعلقة باللغة العربية

مشاريع الترجمة المتعلقة باللغة العربية المطروحة بمواقع العمل الحر في 7 أيام





<http://nerallt.org/>

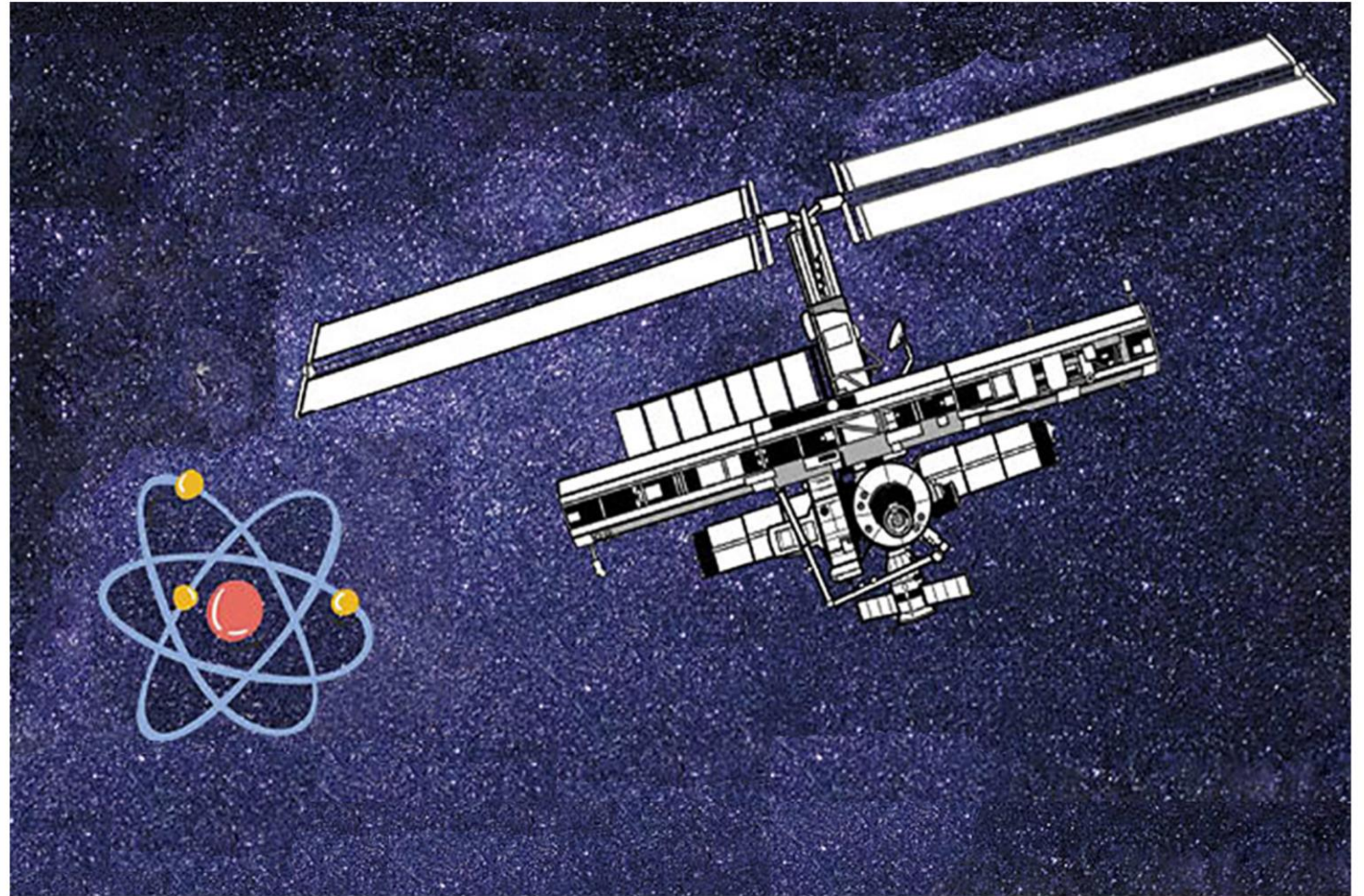
May 11, 2021 3:44 pm

ANNOUNCEMENTS

## New class debuts fall 2021: Russian for STEM

*Important addition to  
roster of Russian language  
subjects*

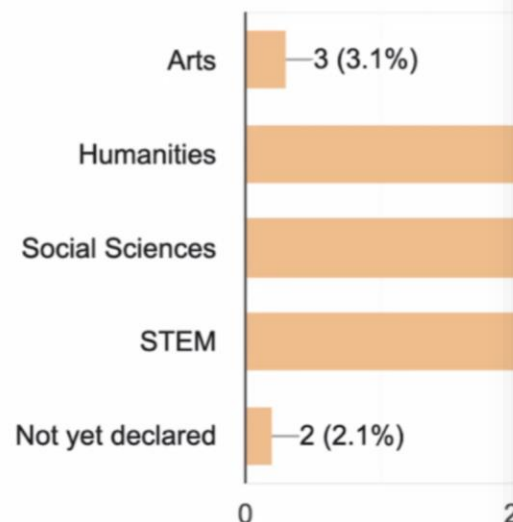
f t in ✉ +



<https://languages.mit.edu/important-addition-to-roster-of-russian-language-subjects/>



# WHAT IS YOUR CURRENT OR PROJECTED MAJOR IN COLLEGE



STARTALK is a federal grant program funded by the National Security Agency. Their goals:


- increasing the number of students enrolled in critical language studies,
- increasing the number of highly effective critical language teachers in the U.S.,
- and increasing the availability of quality teaching and learning materials.

2-year grant to provide students with a vision of job and career development opportunities that might result from the study of, and proficiency in, the critical foreign languages of the STARTALK program.

Collaboration between Maria Khotimsky (MIT), Svetlana Abramova (University of Washington), and Veronika Egorova (Harvard)

# Talk the Talk and Walk the walk

Home About ▾ A Jiran Summer ▾ Apply Blog Support Our Work ▾ Contact Us Resources

 **JIRAN** جيران  
The Arabic Community Action Summer

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## Our Solution

Update: Jiran is returning in-person for participants and families! In 2023, Jiran will run from Friday, June 23rd through Sunday, June 25th.

Want an immersive Arabic linguistic and cultural experience without leaving the US?

Want to learn about some of the most pressing political, migration, and social service issues?

**Join Jiran!**

**STUDY ARABIC?**

**CONSIDER JIRAN,**

**AN UNCOMMON PROGRAM FOR UNCOMMON STUDENTS**



**ZOOM INFO SESSION**

NOVEMBER 14, 2022  
4PM EST  
USE QR CODE TO ENTER

**TINYURL.COM/JIRAN23**

**APPLICATIONS DUE MARCH 11TH!**

 Middlebury College  
Center for Community Engagement

 **JIRAN** جيران  
The Arabic Community Action Summer

<https://schoolinjordan.middcreate.net/acas/>

WHO WE ARE

OUR WORK

OUR HISTORY

OUR LEADERSHIP

WORK WITH US

COMPLIANCE AND  
ETHICS

ALUMNI

We use **language and training** to create hope,  
unity, and understanding.



LEARN ENGLISH



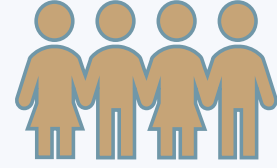
DEVELOP A SKILL



TAKE A TEST



# Integrative Motivation







**What is the breakdown  
of your students?**

**How is it relevant to  
getting students buy-in?**



















# الشاي حول العالم.. كم يستهلك العرب منه؟



الاستهلاك: (2020) كغ/الفرد



عمان  
0.8



مصر  
0.9



المغرب  
1



الكويت  
1.2



السعودية  
1.2



لبنان  
0.5



العراق  
0.5



السودان  
0.6



قطر  
0.6



تونس  
0.7



الإمارات  
0.4



البحرين  
0.5



الجزائر  
0.5



الأردن  
0.5

الإنتاج (2018) / بالطن

كينيا  
493 مليون

الهند  
1.3 مليار

الصين  
2.6 مليار

المصدر STATISTA.COM

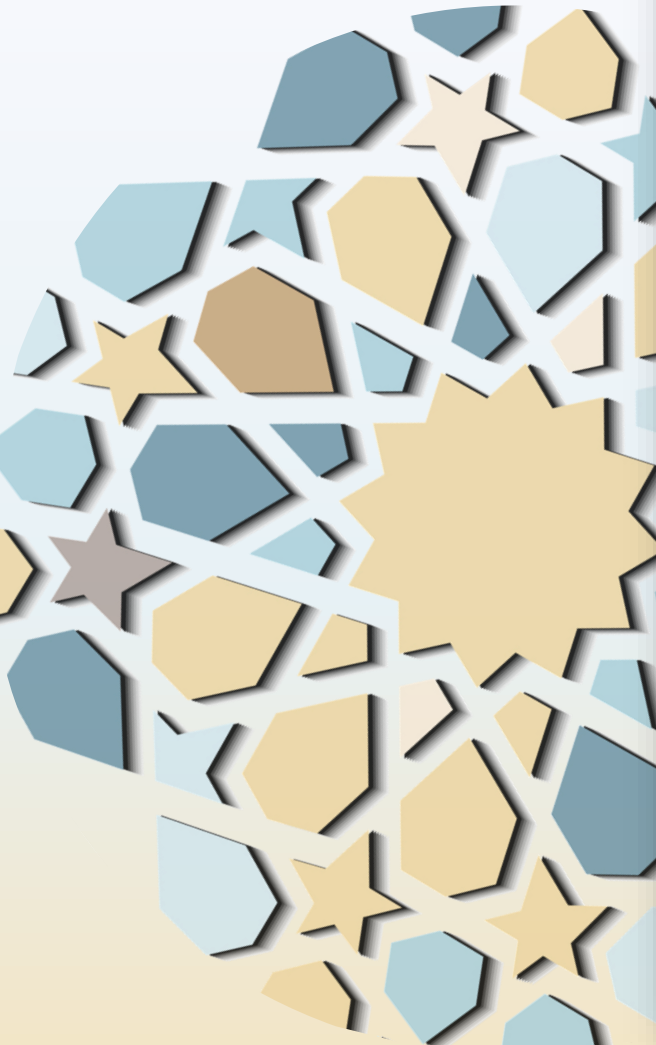
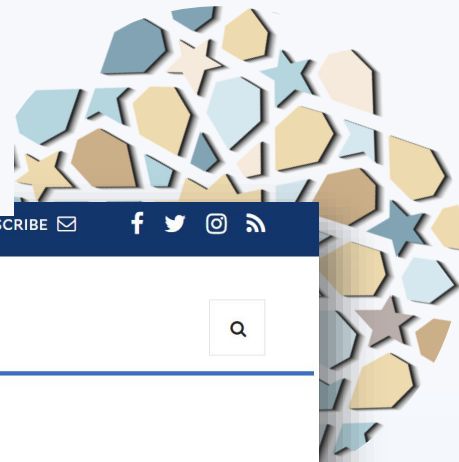
AlkhaleejOnline







# An everchanging world

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## Celebrating a historic milestone: Newest residential colleges dedicated

OCTOBER 9, 2017



From left: Tina Lu, Marvin Chun, President Peter Salovey '86 Ph.D., Marta Moret '84 M.P.H., Josh Bekenstein '80, G. Leonard Baker Jr. '64, Anita Bekenstein, Charles Johnson '54, Edward P. Bass '67, Jane Levin '75 Ph.D., President Emeritus Richard C. Levin '74 Ph.D., Robert A.M. Stern '65 M.Arch., and New Haven Mayor Toni Harp '78 M.E.D. Behind Salovey is Charles Bailyn '81. (Photo by Tony Fiornini)





# Expanding a Language Program:

- **Be a Resource**

- Cultural or heritage language groups within the wider school community?
- An Advanced Placement or International Baccalaureate diploma, certification, or program?
- Existing college and career readiness initiatives or internships?
- An existing service learning project?
- An existing Sister Cities program in your community?

# Yale MACMILLAN CENTER

*Council on Middle East Studies*

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K-12 Outreach

Yale MACMILLAN CENTER  
*Council on Middle East Studies*

Past Events

Summer Institute 2022

Summer Institute 2021

Resources



## *DECOLONIAL SCIENCE:* Muslims in Interwar Germany the Making of Modern Afghanistan

Marjan Wardaki, Rutgers University

Hosted by Claire Roosien



CT COLT  
Connecticut Council of Language Teachers



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## AWARDS and CONTESTS

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### Student Awards



#### The CT COLT Student Awards for Excellence

The CT COLT Student Awards for Excellence for elementary school, middle school and high school students studying world languages in Connecticut schools.

[Read more](#)



#### The Irene Stanislawczyk Scholarship

The Irene Stanislawczyk Scholarship for an undergraduate student majoring in a world language and teacher education.

[Read more](#)



#### The Kenneth A. Lester Summer Immersion Scholarship

The Kenneth A. Lester Summer Immersion Scholarship for students in grades pre-K through 12th grade.

[Read more](#)



#### The CT COLT Future Teachers Honor Society

The CT COLT Future Teachers Honor Society for students at the college level.

[Read more](#)



## **Expanding a Language Program:**

- **Be a Resource**

**What resources are in your community?**





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# Morocco Study Abroad



<https://oneworldnow.org/>



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Scholarships to Study  
Language Abroad

The Virtual NSLI-Y Winter 2023 application will be available on September 15, 2022. The application deadline will be October 20, 2022.

<https://www.nsliforyouth.org/>



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LANGUAGE  
SCHOLARSHIP**

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Applicants



A Program of the U.S. Department of State



## The Arabic Language

<https://clscholarship.org/languages/arabic>



Qalam wa Lawh > Admissions > Financial Aid

# IBN BATTUTA SCHOLARSHIPS



Ibn Battuta Arabic Scholarships aim to reward students for excellence and dedication to the study of the Arabic language as well as promote the study of Arabic as a foreign language. Prospective students may apply to either one of the semester programs (fall, spring) or else to one of the winter and summer programs offered at the Qalam wa Lawh center in Rabat Morocco.

<https://www.qalamcenter.com/ibn-battuta-scholarship>



Sultan Qaboos  
Cultural Center

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# SCHOLARSHIPS AND FELLOWSHIPS



<https://www.sqcc.org/scholarships/>

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October 18, 2022

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# رابطة المعلمين روضة – ١٢

## Arabic K-12 Teachers Network

أهلاً و سهلاً

Welcome to the *Arabic K-12 Bulletin*, a biweekly resource for elementary, middle, and high school Arabic teachers, administrators, and researchers.

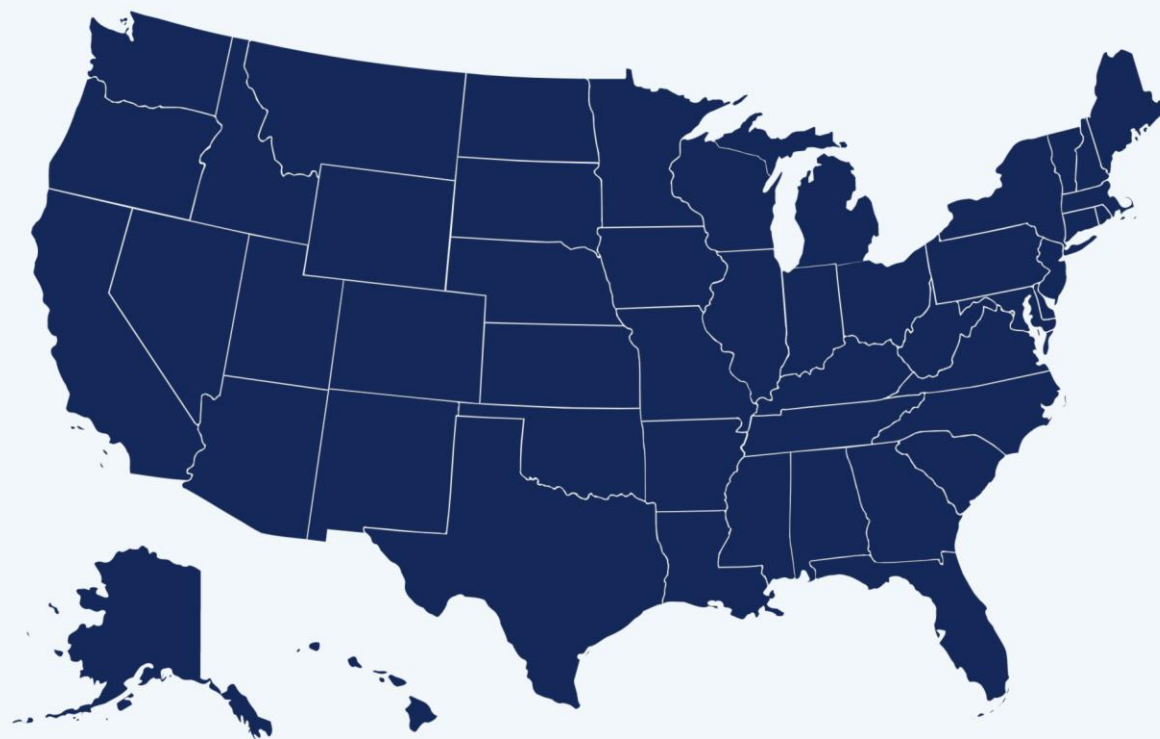
<https://www.qfi.org/arabic-k-12-bulletin/>



ARAB AMERICANS

# In Your State

While the Census Bureau estimates statewide Arab American populations, our research suggests that their numbers reflect a significant undercount. Select a state to learn more about the disparities in population count between the Census and our research.





SEARCH SITE



HOME



ABOUT



ARAB AMERICANS



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FOUNDATION



## Beginner Arabic "Speech, Read, Write" (Games, Multimedia) | Ages 7-12

FEB 15, 2022 - FEB 15, 2023

Arabic "Speech, Read, Write" (Games, Multimedia) |

Ages 7-12 | Beginner 1 of 9 by Falooka.com About this event Three Ivy League schools and the(...)



## Speak Like an Egyptian!

FEB 15, 2022 - FEB 14, 2023

Speak Like an Egyptian! About this event Come join me as I give you a lesson in the basics of speaking

Egyptian Arabic! I'll teach(...)

POLL



Will you take the vaccine?

Yes (70%)

No (30%)

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# Arabic Story Time

Hosted By  
Dr. Layla Bahar Al-Aloom

Writer & Storyteller  
Ghada Nasser Aldin



Free Session Via Zoom

SATURDAY,  
OCTOBER 1, 2022  
@ 10:30 AM PST

For registration contact:  
 ☎ (562) 896 - 0229  
 ✉ layla0720@gmail.com



## BUILDING LITERACY IN THE ARABIC CLASSROOM FOR NOVICE LEVEL

# Virtual COFFEE CHAT

دردشة مع فنجان قهوة  
VIA ZOOM

SATURDAY,  
OCTOBER 29, 2022

@ 1:00 PM PST @ 4:00 PM PST  
توقيت ميشيغن توقيت كاليفورنيا

GUEST SPEAKER: MARWA THABET

HOSTED BY: DR. LAYLA BAHAR AL-ALOOM

FOR REGISTRATION: ✉ layla0720@gmail.com ☎ (562) 896-0229



<https://www.facebook.com/educationconsultantacademy/>



**Sharing with the students.**

**Sharing with the families.**

**Sharing with the community.**

**What to share?**

المجموعة التي تتكون من الطلاب من بلدان مختلفة تدرس في المغرب. أملي من ولاية كاليفورنيا في أمريكا. أملي تسكن في توهين وتدرس في بل. هي تحب الجري و الرقص و دراسة اللغة العربية والأدب العربي. أملي دهمها حفيف.

Study Abroad



راشد من الإمارات العربية المتحدة و يسكن في مدينة دبي. يدرس في الجامعة في دبي. يحب الرياضة وخصوصاً كرة القدم. راشد يشعر بالقلق بسبب الدراسة بالخارج لأنه لا يريد أن يكون بعيداً عن أسرته في دبي.



جون و مها من مصر. هم طلاب في جامعة القاهرة ولكن جون دمه ثقيل. الطلاب لا يحبون قضاء الوقت معه.



بعد أسبوع واحد في الصف في المغرب الطلاب يشعرون بالوحدة و الحزن خصوصاً راشد. راشد يتكلم مع أسرته بالتلفون و يقول أنه يريد أن يرجع إلى دبي. أملي تستمتع إليه و تريد مساعدته. أملي تتكلم مع طلاب آخرين عن نيتها لمساعدة راشد. أملي عندها أحسن فكرة في كل المجموعة. "من اللازم أن نذهب إلى جولة في البلدا"



كل الطلاب يعتبرون أن الفكرة ممتازة! أملي تنسرف على إعداد الجولة. أملي تبحث عن شركة سياحة في الإنترنت و تجد الشركة التي يستطيعون التكلم معها بالتلفون. أملي تقول لراشد "تكلم مع الشركة السياحة". مها و جون يذهبان إلى السوق لشراء الوجبات الخفيفة والمشروبات - بعض الفواكه والحور.



اليوم التالي فوزية (موظفة في الشركة السياحة) تصل إلى بيت الطلاب وتقول "يا شباب". الطلاب يدخلون إلى السيارة. أولاً سيأفرون إلى الجنوب إلى البحر في أغادير. ثم سيذهبون إلى مراكش و يورون سوق المدينة القديم و الحدائق. ثم سيأفرون إلى الشرق إلى الجبال وأخيراً إلى الصحراء! المناطق في المغرب مختلفة جداً!



الطلاب يحبون البحر و يحبون أغادير. أملي تظن أن راشد يشعر بسعادة أكثر من أمس ولكنه يشعر بالغربة قليلاً. الطلاب ينامون في فندق قريب من البحر و يأكلون الطعام التقليدي - طاجين و كسكس. بعد العشاء يشاهدون فيلم عن المغرب مع فوزية.



في الصباح يذهبون إلى مراكش. سوق مراكش كبير ومزدهم. راشد و جون يريدان أن يشريا الشاي. ولكن مها و أملي يريدان شراء فساتين فوزية تريد منهم العودة إلى السوق في الساعة الخامسة بعد الظهر. مها و جون يصلون في الساعة الخامسة. ولكن راشد لا يصل.



يصل بعد أربعة أيام الطلاب وفوزية إلى بونهم في الرباط. تعلم الطلاب عن البلد والثقافة. تعلم الطلاب كثيراً من بعضهم البعض وتعلموا عن الثقافة العربية. أحب الطلاب الجولة وهم الآن مستعدون لإكمال دراستهم.



الطلاب يحبون البحر و يحبون أغادير. أملي تظن أن راشد يشعر بسعادة أكثر من أمس ولكنه يشعر بالغربة قليلاً. الطلاب ينامون في فندق قريب من البحر و يأكلون الطعام التقليدي - طاجين و كسكس. بعد العشاء يشاهدون فيلم عن المغرب مع فوزية.



AP

Allegre Pankratz





## Share success stories







**Share success stories**





## The Department of Near Eastern Languages & Civilizations, Yale University

September 27 at 1:15 PM · 🌐

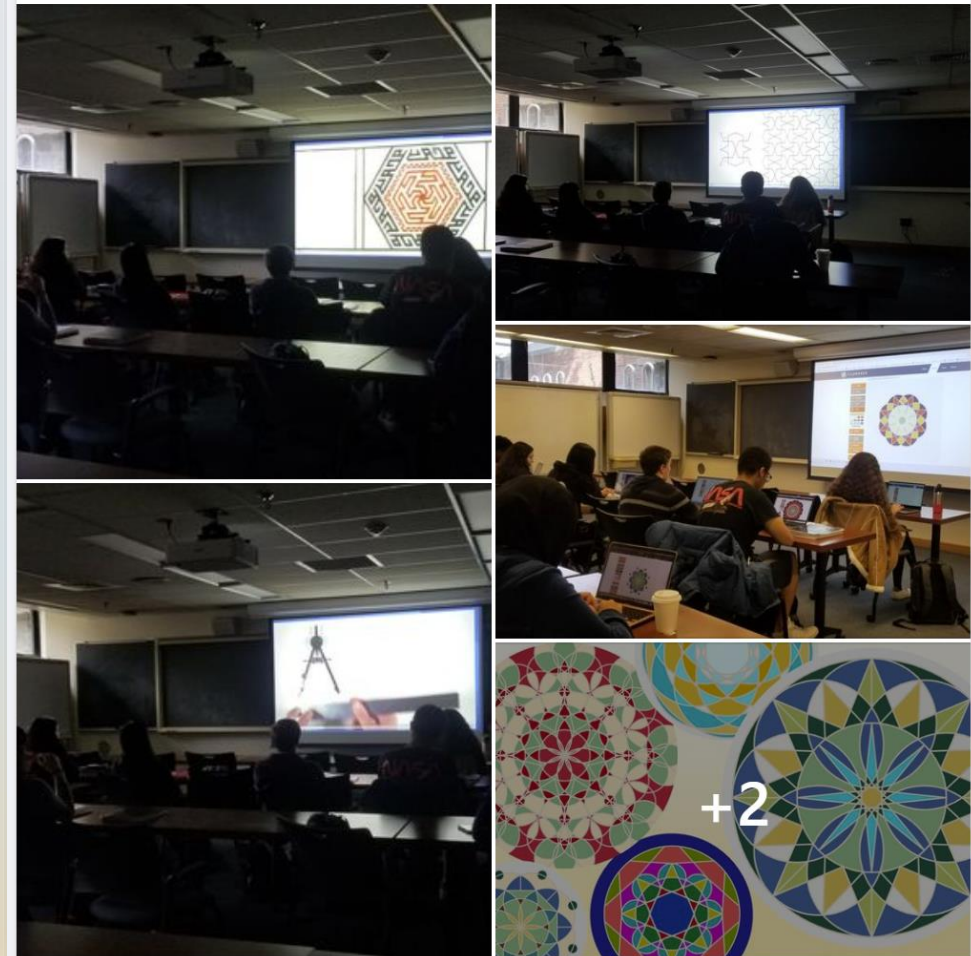
This week's event: Arabic Calligraphy for Elementary Arabic Students at the Beinecke Library with much gratitude to Librarian Robin Dougherty for all her efforts.



## The Department of Near Eastern Languages & Civilizations, Yale University

1d · 🌐

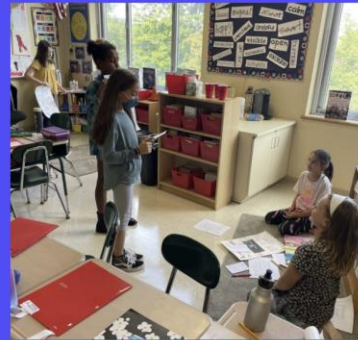
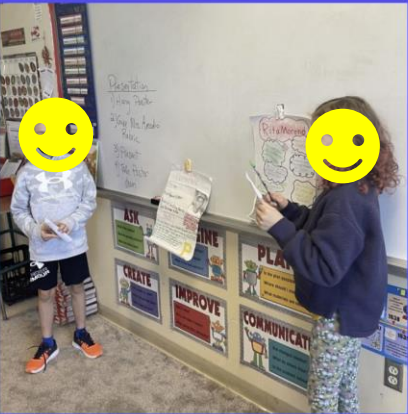
Students in Elementary Arabic get to know a little about the complex geometry of Islamic designs and then get to create their own geometric designs.





For Hispanic Heritage month, Grade 4 students read "Islandborn", which is a book about what it's like to immigrate. They also explored some of the history of the Dominican Republic!

The fifth graders read short blurbs about 15 influential Hispanic Figures. From that, each student picked a person who was interesting to them. Students learned about credible sources and took part in their first mini-research project of the year. After students learned about their Hispanic figure, they made posters displaying why their person was influential to other Hispanic people. Lastly, students made notecards, and shared their posters with classmates.





Thank You to Sucari  
for our amazing  
assembly on Hispanic  
Heritage!



## Post: Books, blankets and buddies

Inbox x



a

**[Redacted]** - Teacher of 2021-2022 via Bloomz <autoreply@bloomz.net>  
to me ▼

Jun 8, 2022, 7:53 PM



## Post: Books, blankets and buddies



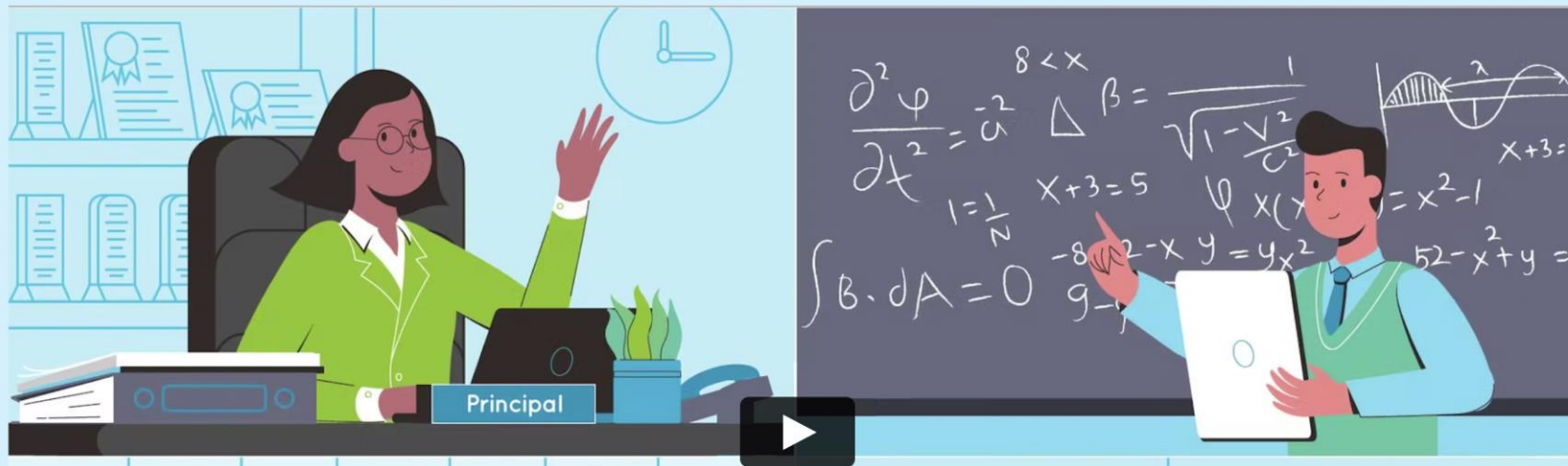
Teacher of 2021-2022



View 5 Photos >

View this Post >





**All School-Home  
Communication  
in One Place.  
It's That Easy.**

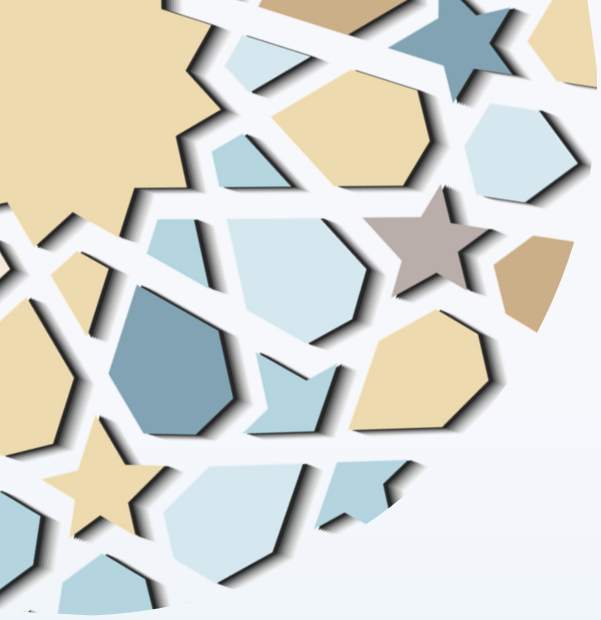


Have any questions? I'm happy  
to help!

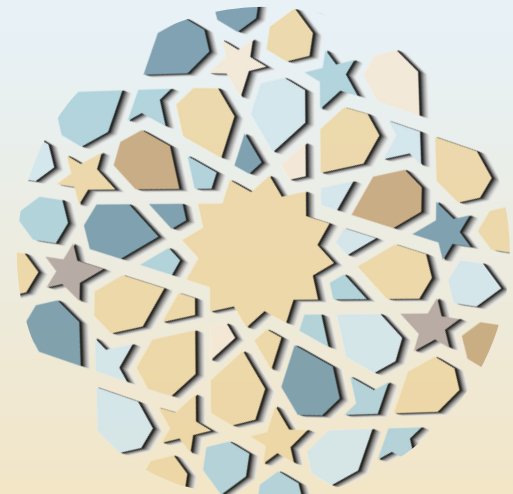
<https://www.bloomz.com/>







**Take Advantage of school events.**



# Oakman School News

## Culture Day 2015

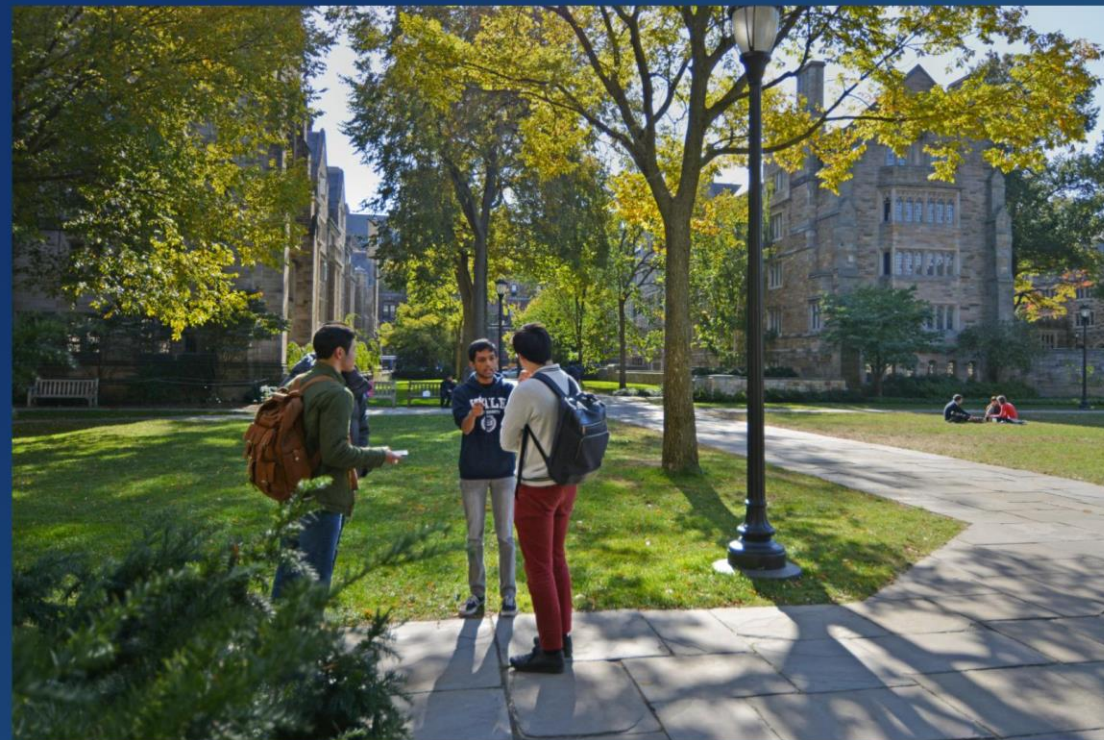
[Dearborn Public Schools](#) > [Oakman School News](#) > [Class News](#) > [Culture Day 2015](#)





# Family Weekend

On Family Weekend, Yale College welcomes families, friends, and members of the community to participate in dozens of cultural, academic, and social events. We look forward welcoming many of you in-person for Yale College Family Weekend 2022.





# Share your system!

**WOW!**

To:

Janty

For:

being an outstanding  
active listener

Signed:

Miss Dorset

Date:

9/9/22

## CLASSROOM REWARDS



Reward Ideas for Whole Class  
& Individual Students

# Share complete a task!

**الْبَحْثُ عَنْ كُنُوزِ الْخَرِيفِ**  
Searching for Fall's treasures

**إِبْحَثْ/إِبْحَثِي** عَنْ أَشْيَاءِ الْخَرِيفِ الْتَالِيَةِ  
Search (masc./fem.) for the following Fall's items:

<input type="checkbox"/> مَخْرُوطُ الصَّنُوبَرِ a pine cone	<input type="checkbox"/> وَرَقَةٌ حُمْرَاءُ a red leaf
<input type="checkbox"/> وَرَقَةٌ بُنْيَاءُ a brown leaf	<input type="checkbox"/> قَسْطَلُ a chestnut
<input type="checkbox"/> جُوزُ a walnut	<input type="checkbox"/> فُظْرُ a mushroom
<input type="checkbox"/> وَرَقَةٌ بُرْتُقَالِيَّةُ an orange leaf	<input type="checkbox"/> بَلُوطَةٌ an acorn
<input type="checkbox"/> بُنْدُقُ a hazelnut	<input type="checkbox"/> وَرَقَةٌ صَفْرَاءُ a yellow leaf

كَمْ كُنْزاً وَجَدْتَ/وَجَدْتِ؟  
How many treasures did you find?

هَلْ رَأَيْتَ/رَأَيْتِ سِنْجَاباً؟  
Did you see a squirrel?

**الْبَحْثُ عَنْ كُنُوزِ الْخَرِيفِ**  
Searching for Fall's treasures

**إِبْحَثْ/إِبْحَثِي** عَنْ أَشْيَاءِ الْخَرِيفِ الْتَالِيَةِ  
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كَمْ كُنْزاً وَجَدْتَ/وَجَدْتِ؟  
How many treasures did you find?

هَلْ رَأَيْتَ/رَأَيْتِ سِنْجَاباً؟  
Did you see a squirrel?



<https://openbooks.lib.msu.edu/elementarabicII/>



Home Read Sign in

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## Elementary Arabic II

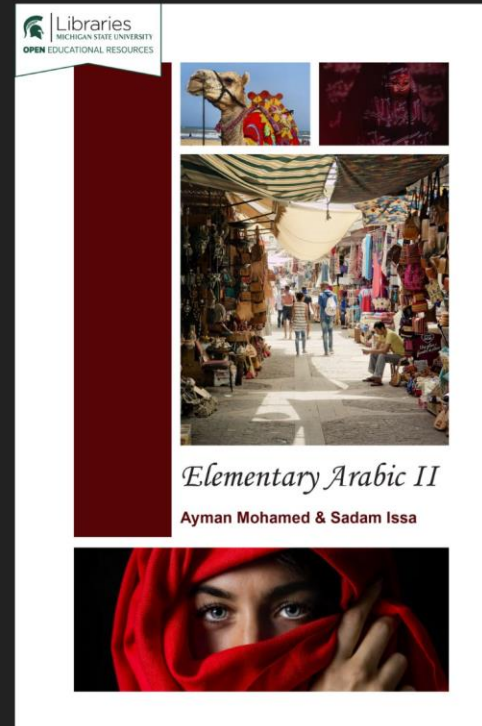
Ayman Mohamed and Sadam Issa

This is an open textbook on Elementary Arabic for undergraduate students who are taking Arabic in their second semester. It addresses language structures in theme-based modules that cover the four language skills. The book can be used as a self-study resource or as the main textbook in beginning Arabic classes.



Creative Commons Attribution

[READ BOOK](#)



# Use online resources!



The background of the slide features a large, faint, light blue circular graphic. Inside this circle, there is a complex pattern of overlapping, irregular polygons in shades of light blue and pale yellow. Some of these polygons contain small, five-pointed stars. The overall effect is a textured, mosaic-like background.

**What online  
resources do  
you use?**

**Use online resources!**



## ماذا يأكل العرب في الفطور؟



## ماذا يأكل العرب في الفطور؟

جذور | Jzoor

العربية

65 views

☆☆☆☆☆

Read

Date 2022-03-06

Publisher جذور | Jzoor

Rights جذور | Jzoor

ما هو الأكل المفضل عند العرب في الصباح؟ هل يأكلون نفس الأكل مثل الأوروبيين أو الأمريكيين؟

Sort by Date - Newest first

زرقاء

جذور | Jzoor



أكبر وأطول وأجمل  
جذور | Jzoor

*Khallina* is an open source tool that helps teachers and independent learners of Arabic explore Arab culture. This website contains Cultural Modules suitable for beginner, intermediate, and advanced learners, on a variety of subject matters including: music, food, politics, humor, gender issues, and much more.

Each module is divided into steps to help navigate the cultural content, and uses open source audiovisuals, pictures, and reading materials. Cultural Modules are also supplemented with a variety of activities for the learner to do inside and outside the classroom, or independently.





# We Can Learn Arabic

[Home](#)

[We Can Learn the Arabic Alphabet](#)

[How to use this site](#)

[About](#)

[Contributors](#)

## Home

يمكننا أن نتعلم العربية

## We Can Learn Arabic





# Achievements & Certificates

# Near Eastern Languages & Civilizations

[About Us](#)[People](#)[Undergraduate](#)[Certificates](#)[Graduate](#)[Research](#)[Languages](#)[PROGRAM SITE](#)

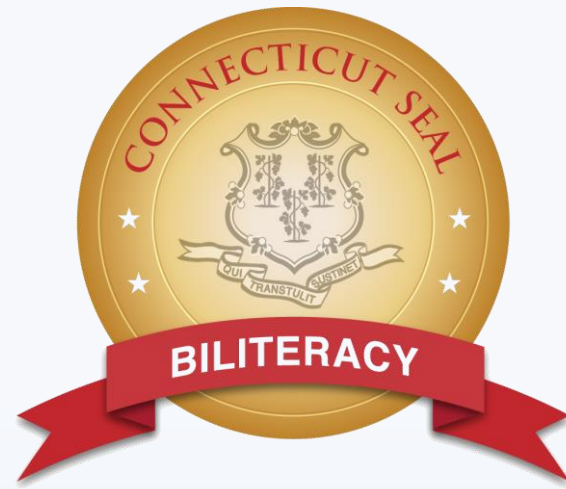
## Advanced Language Certificate

Students seeking to earn the certificate are required to take four courses beyond the L4 level, at least two of which must be Yale courses designated as L5. All courses must be taken for a letter grade, and students must achieve a grade of B or above. No courses taken Credit/D/Fail may be counted toward the requirements of the certificate. With the approval of the certificate adviser, one advanced non-L5 Yale course, conducted in the target language, such as an independent study course, a graduate seminar, or an advanced seminar may count toward certification requirements.

<https://nelc.yale.edu/certificates>

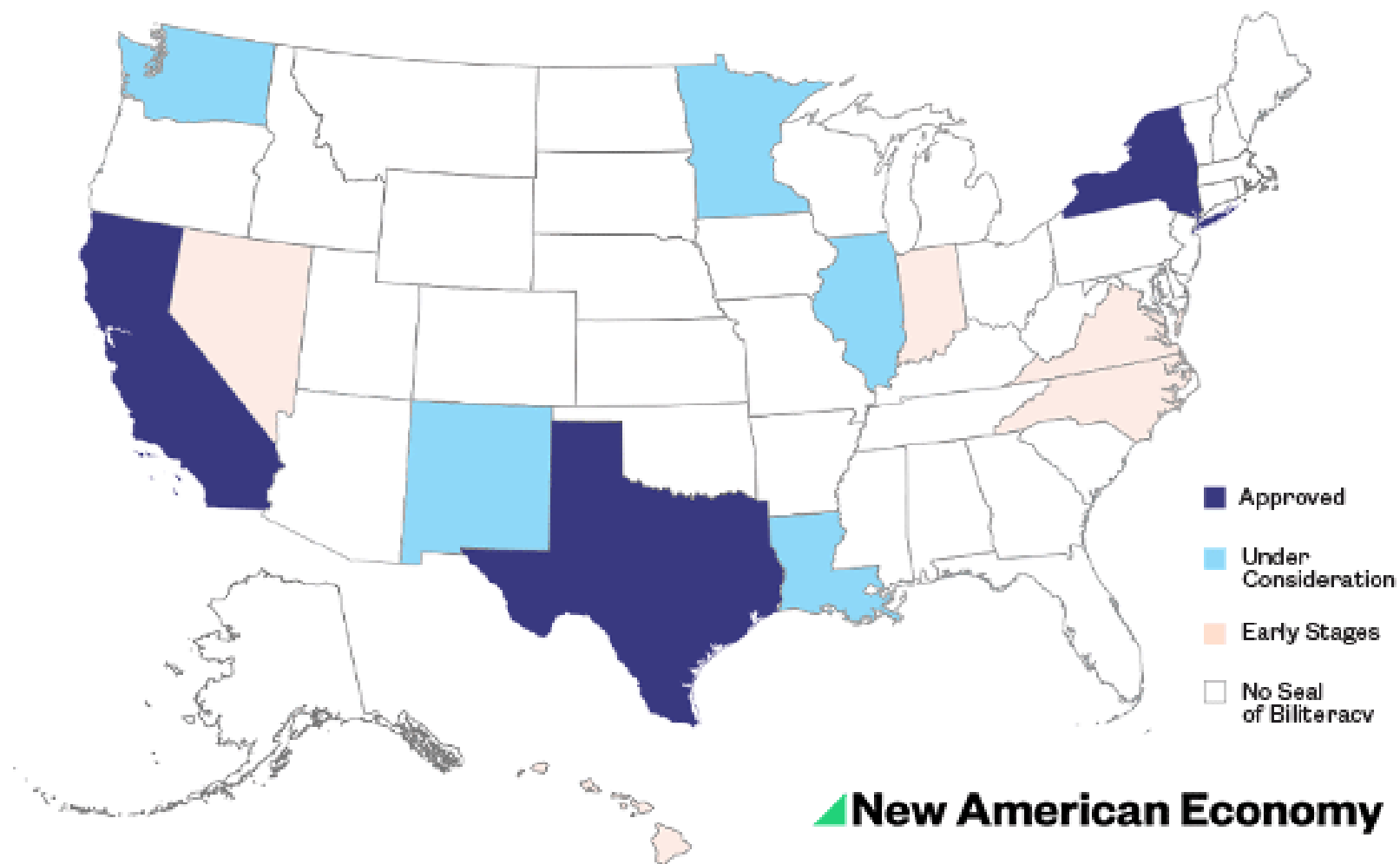


**The Seal of Biliteracy is an award given by a school, school district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. Our vision is to help students recognize the value of their academic success and see the tangible benefits of being bilingual.**





States that have Adopted the  
**Seal of Biliteracy – August 2013**





# Connecticut State Department of Education

[CT.gov Home](#) / [Department of Education](#) / [Seal of Biliteracy](#)

Seal of Biliteracy >

Communications Resources >

Frequently Asked Questions >

preguntas frecuentes >

Participating Districts >

Contact >

## Search Department of Education

by Keyword



The Connecticut State Seal of Biliteracy was established to recognize public high school graduates who have attained a level of proficiency in English and one or more other languages. On June 6, 2017, the Governor signed the bill into law as Public Act 17-29. Section 1(f) of Public Act 17-29 states, "Not later than September 1, 2017, the State Board of Education shall establish criteria by which a local or regional board of education may affix the Connecticut State Seal of Biliteracy on a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. For purposes of this subsection, 'foreign language' means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe." The Connecticut State Department of Education (CSDE) encourages district participation in this initiative.



شكرا لحسن مشاركتكم!

Sarab Al Ani

**Yale University**

<https://campuspress.yale.edu/sarabalani/>