V A C
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Teacher-developed IPA from the Virtual Assessment Center (VAC) at CARLA

Title: Do Greetings Reflect Culture?

Language: Arabic   Level: Beginning/Novice low

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Theme: How do we greet and introduce each other in different cultures: Similarities and Differences

Important Question: Who are we? Are we culturally shaped?

GOALS/OBJECTIVES

Communication Standard:

Interpretive:

1. Understand a video and PowerPoint in Arabic.
2. Understand the cultural perspectives that the video and the PowerPoint pose.
3. Understand and use questions that ask for simple information yes/no.
4. Understand simple commands by performing the actions

Interpersonal:

Students greet each other in Arabic using the appropriate language for each given situation: {differentiate when you are greeting a new person or a friend and a member of the family or an older respected person}

Presentational:

Students will work in groups to develop a greeting and introduction situation using the learned vocabulary. They will then perform it in front of the whole class.

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Summary/Overview of Assessment Tasks

What kind of task will demonstrate that students have learned and can do the objective?

Communication	Interpretive task	Presentational task	Interpersonal task
Performance Assessment (Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	*Students will watch a video about how people are greeting and introducing themselves in some Arab speaking countries: examples from Egypt and Morocco. *The teacher will present a PowerPoint on different greetings in both the US and the Arab speaking countries. *First task is to come out from the video with at least one similar and one different forms of greeting in both the US and the Arab speaking country. Then write a possible explanation for both forms. (In class discussion, we will discuss different forms and practices of greetings in the Arab speaking countries. We will also come up with different perspectives to each form and practice.) *The second task is to read the greeting phrases in Arabic and practice it (the worksheet is written in the English script	*In pairs, students should ask and answer questions from the greeting worksheet that the teacher will provide. *This task will take a whole class session because the students should be ready to present their dialogues the following day in front of the whole class. * Along with this task, each pair should choose which form of greeting they want to perform so that they can use the appropriate gestures for it. (The worksheet will be attached at the end of the unit)	*Each group (I prefer the pairs from the previous task) to greet and introduce each other in Arabic in front of the whole class. *Each group should be able to explain the form, the practice and perspective of the greeting they chose for their presentation.

	because the student are novice and do not know how to read the Arabic script yet) (The worksheet will be attached at the end of the unit.)		
What are the _Cultural Aspects?_	The students will be able to explore different perspectives and practices of different forms of greetings depending on the culture of each greeting form.		
What are the _Connections_ to other subjects?	The students will connect what they are learning about greetings to different regions in the middle east. They will develop knowledge of the cultural practices in such parts of the world (social studies)		
What are the language and cultural _Comparisons_	Students will be able to compare and contrast the different forms and practices of greeting in the US and the Arab speaking countries.		
What are the connections to _Communities_ in and outside of the classroom?	Students will be able to use what they learnt about greetings outside the classroom (visiting an Arab speaking center in the twin cities: for example: Holly land, …)		

Assessment Tasks

Interpretive task	Functions
(Note: The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given as a whole at the end of the unit.)	(Asking questions, telling time, describing, telling likes and dislikes, narrate; greetings, etc.) -Greetings -Comparison -Give one's own opinion (simple language: Azunnou anna, fi ra3yi..)
- Students watch the video that demonstrates greetings. - Watch and Listen to the greeting PowerPoint the teacher will present.	Structures Verbs, adjectives, adverbs Feminine vs masculine (in greeting in Arabic) Plural vs singular Formal and informal greetings. Titles (Mr., Mrs. etc)
Students - Participate in the classroom discussion about different forms of greetings and their perspectives. - Practice using the greeting worksheet that the teacher will provide.	Vocabulary What are the essential words needed? What are additional words that are nice to know? Different ways of answering the greetings depending on how close or not you are to the interlocutor: example: Marhaba or kifack as opposed to assalamou 3alaika ya sayyed nassim.
	Material (Pictures, stories, online resources, videos, games) : • PowerPoint presentation • Video on greetings in Egypt and Morocco. • Two worksheets on greetings.
Where in the unit does this fit best?	The beginning of the unit

Rating Criteria for Interpretive Task

TASK: Interpretive

How will this be rated?

The three tasks in the unit are interchangeable, that is to say that the work of the interpretive will help the students to practice for the interpersonal task and at the end in the presentational phase. I will be checking on the student's progress by giving them my feedback while circulating around to see how they are doing. The final grade will be on the presentation because it will show their efforts in the three tasks. However, I will use checklists to monitor the participation as well as the involvement of each of the students while working on their tasks.

Worksheet

- Matching of pictures

- Numbering the pictures of greetings as a response to a greeting read by the teacher

- Sequencing pictures of greetings and questions or introductions

- True/False

- Other

Presentational Task	Functions
Students will: - Demonstrate understanding of the cultural dimension of greetings in different cultures using a role-play. - Ask questions about why such practice is used in both cultures but with different forms or vise versa. - Use Arabic to ask simple questions and perform simple introductions - Ask questions about what perspective can it be to greet in such a way in Egypt and not in the US. Practice: - In groups, the students will practice the dialogues they will perform on the presentational phase.	(Asking questions, telling time, describing, telling likes and dislikes, narrate; greetings, etc.) -Greetings -Comparison -Give one's own opinion (simple language: Azunnou anna, fi ra3yi..)
	Structures Verbs, adjectives, adverbs Feminine vs masculine (in greeting in Arabic) Plural vs singular Formal and informal greetings. Titles (Mr., Mrs. etc)
	Vocabulary What are the essential words needed? What are additional words that are nice to know? Different ways of answering the greetings depending on how close or not you are to the interlocutor: example: Marhaba or kifack as opposed to assalamou 3alaika ya sayyed nassim.
	Material (Pictures, stories, online resources, videos, games) : • PowerPoint presentation • Video on greetings in Egypt and Morocco. • Two worksheets on greetings to refer to

RUBRIC or Criteria for Interpersonal/Presentational Task

TASK: Presentational

Non-negotiables:
- At least six sentences per person
- Choose one form of greeting in the Arab speaking countries
- Use the appropriate gesture for each form.
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Criteria*	Exceeds expectations (5 points)	Meets expectations (3 points)	Needs Improvements (2 points)
Vocabulary (Are you using the learned vocabulary?)	Very good use of the learned vocabulary. Good and flowing dialogue.	Uses the learned vocabulary. Good dialogue but with few mistakes.	Limited use of the learned vocabulary. The same vocabulary is repeated throughout the dialogue.
Comprehensibility (How well do I understand you?)	The dialogue is easy to understand.	The dialogue can be understood by most students. (Probably because of grammatical errors or lack of some essential words, etc)	The dialogue confuses the students.
Grammar	Very good management of learned grammatical rules: (Feminine vs. masculine, plural vs. singular, etc)	Good management of learned grammatical rules but with few errors.	Many errors.

*Number of criteria depends on level, task and **purpose of the assessment task.**
Notes:

Interpersonal Task	Functions
The Interpersonal task rating is similar to the presentational task as this is a very beginning class.	(Asking questions, telling time, describing, telling likes and dislikes, narrate; greetings, etc.) -Greetings -Comparison -Give one's own opinion (simple language: Azunnou anna, fi ra3yi..)
Each student will draw a paper with a role such as student, teacher, neighbor, good friend, from a box. This is the role the student will represent as s/he introduces her/himself to the other students in the class. Each student introduces her/himself to two students. The teacher will observe and listen and provide feedback via a checklist. Students write their name no the slip they drew and return to the teacher. Practice: - In groups, the students will practice the dialogues they will perform on the presentational phase.	Structures (Verbs, adjectives, adverbs) Feminine vs masculine (in greeting in Arabic) Plural vs singular Formal and informal greetings. Titles (Mr., Mrs. etc)
	Vocabulary What are the essential words needed? What are additional words that are nice to know? Different ways of answering the greetings depending on how close or not you are to the interlocutor: example: Marhaba or kifack as opposed to assalamou 3alaika ya sayyed nassim.
	Material Pictures, stories, online resources, videos, games : • PowerPoint presentation • Video on greetings in Egypt and Morocco.

RUBRIC or Criteria for Interpersonal Task

Non-negotiables:
- Introduce yourself to two classmates
- Choose one form of greeting in the Arab speaking countries
- Use the appropriate gesture for each form.

Criteria*	Exceeds expectations (5 points)	Meets expectations (3 points)	Needs Improvements (2 points)
Vocabulary (Are you using the learned vocabulary?)	A very good use of the learned vocabulary. Good and flowing dialogue.	Adequate use of the learned vocabulary. Good dialogue but with few mistakes.	A very limited use of the learned vocabulary. The same vocabulary is repeated throughout the dialogue.
Comprehensibility (How well do I understand you?)	All of the students should understand the dialogue/ introduction.	Most of the students should understand the dialogue/ introduction.	The dialogue/ introduction is hard to understand.
Grammar	Very good management of the learned grammatical rules: (Feminine vs. masculine, plural vs. singular, etc)	Adequate management of the learned grammatical rules but with few errors.	Many errors.

*Number of criteria depends on level, task and **purpose of the assessment task.**
Notes:

Preparing for (Interpersonal/Presentational/Interpretive) Assessment
(Beginning–middle–end) How do I introduce topic, build middle, and wrap up the unit?

Learning Activities /Opportunities for students to practice

	Learning Activities: Description
Beginning	The students will practice the greeting worksheet in Arabic. First step: I will put the students in a circle. I will explain to them that I will greet and introduce myself in Arabic and then throw the ball to a random student and in their turn, they should greet and introduce themselves before throwing the ball to other students. The objective of this game is to get all students to greet and introduce themselves while they are practicing the greening and introduction in Arabic. This game is limited to simple greeting and introduction. **Ahlan wa sahlan (Hello)** **Ana esmi (My name is ..)** **Wa Anta/Ante?(What's your name?)** **Ana ….. (My name is…)** **Tacharrafna (Nice to meet you)**
Middle	Second step: I will ask the students to form two circles: one inside the other: the inside circle students will be looking at the outside circle students. The student should greet and introduce each other, ask the other students how are they doing? Where are they from? And close the conversation. In order to allow students to interact with more than one student, I will ask constantly ask the inside as well as the outside circle to move either one-step/ two steps/ three steps or more on the right or on the left. This way, students get to converse with at least four or five other students.

	The practice this time will include at least five or six sentences for each student: (The worksheet will be included at the end of the unit)
End	3rd step: Students will interact in Arabic using what we learned. Each group should be able to greet and introduce themselves using no less than six sentences each. They should be able to use the appropriate language, pronunciation, gesture, etc. Maybe they can pretend to do a survey. If they have learned where are you from they could fill in a form with names and locations- not Arabic writing required but you still get evidence that they asked and gives the student something to focus on.