

العربية

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Arabic Speaking Students in the  
American Classroom  
Clifton Public Schools  
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+ Today's Discussion Topics...

- Who are the Arabic-speaking students in our classrooms?
  - Diversity within the Arabic-speaking population
- What are some of the linguistic and cultural assets that Arabic-speaking students bring to the American classroom?
  - How can we tap into these assets?
- What are some of the linguistic challenges that Arabic speaking students could potentially face while learning English?
- What are some features of the Arabic language that differ from English?
  - How can these features impact Arabic-speaking students who are in the process of learning English?

+ Quiz

1. Which American cities have the highest concentration of Arabs?
  - A) Chicago & New York
  - B) Detroit & Los Angeles
  - C) Minneapolis & Houston
2. Which of the following are not Arab countries?
  - A) Turkey & Iran
  - B) Qatar & Yemen
  - C) Lebanon & Syria
3. What percentage of Arab Americans are Christian?
  - A) 8%
  - B) 24%
  - C) 63%

+ Some definitions so that we're all on the same page ☺

- **Arab/Arabic (adj. or noun)** , refers to linguistic, cultural, ethnic, geographic, or political affiliation with Semitic people from the Middle East. **\*Not all** Arabs are Muslim and **most Muslims** are not Arab!
- **Islam (noun), Islamic (adj.)**, **Islam** is the name of the religion itself; **Islamic** is an adjective that refers to the religion "Traditional **Islamic** art doesn't depict humans."
- **Muslim. (noun or adj.)** ,a person who practices the Islamic faith, e.g., "My friend Mustafa is **Muslim**." "My friend, John, is not **Arab** and he doesn't speak **Arabic**, but he just converted to **Islam**. Now he practices the **Islamic** faith and considers himself a **Muslim**."

+ Christians in the Middle East

- **Lebanon**. Total population= 4 million
  - % **Christian**. 34–41%
  - **Main churches**. Maronite, Greek Orthodox
- **West Bank and Gaza** , Total population= 3.76million
  - % **Christian**. 1.1–2.4%
  - **Main churches**. Greek Orthodox and Catholic
- **Egypt**. Total population= 68.7million
  - % **Christian**. 8–16%
  - **Main church**. Coptic Orthodox

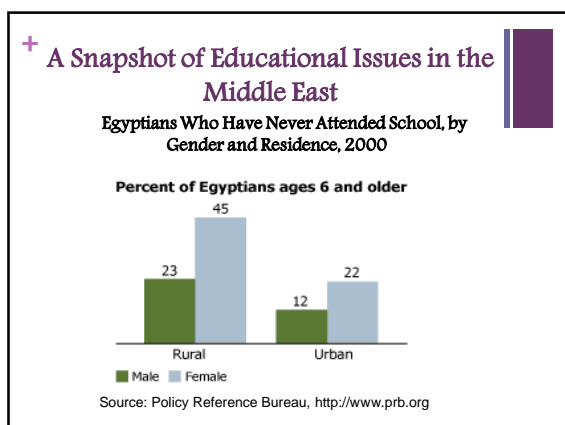
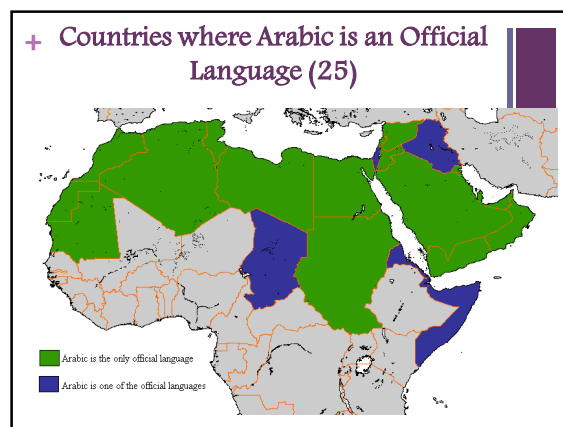
+ Arabs in NJ and in the US

- More than 850,000 Americans are of Arab ancestry (US Census, 2000)
- 63% of all Arab-Americans are Christian
- Arab Americans/people of Arabic ancestry → NJ ranks 5<sup>th</sup> in the nation (US Census, 2000)
- 240,000+ Arab-Americans/people of Arabic ancestry in NJ
- This segment of the population continues to increase and NJ has one of the fastest growing populations of Arab-Americans in the US!

**+ 2008–2009 Languages with Highest LEP Enrollment Statewide**

Language	Native Speakers	Designated LEP
Spanish	174,926	43,485
Arabic	9,487	1,692
Korean	9,138	1,640

Source: NJ Department of Education, <http://www.state.nj.us>



- + Literacy Statistics in the Middle East (age 15+ who can read and write)**
- Jordan**
- Total population: 90%
  - Male: 95%
  - Female: 85% (est. 2003)
- Yemen**
- Total population: 50%
  - Male: 70%
  - Female: 30% (est. 2003)
- Source: CIA World Factbook

- + Islam's Presence in the World**
- Did you know that...?**
- No more than 20% of the world's estimated 1.6 **billion** Muslims live in the Middle East and North Africa!
  - More than 60% of the world's Muslim population live in Asia
  - Indonesia is home to the largest Muslim population in the world (> 200 million Muslims)
- Source: The Pew Forum on Religion and Public Life, <http://pewforum.org/Muslim/Mapping-the-Global-Muslim-Population.aspx>

- + Islam in the Classroom**
- Not eating pork products
  - Not eating products that contain gelatin (e.g., jelly, jelly beans, marshmallows, gummy bears, etc.)
  - Fasting during the month of Ramadan
  - Fasting during other times of the year
  - Males and females not making physical contact (e.g., not shaking hands)
  - Female students wearing the hijab, or headscarf
  - Gender separation
- Keeping in mind that it's important to treat each child/family as an individual! While one family from a certain country might be very religious, another might not practice at all!•

**Major Islamic Holidays and Celebrations**

- **Hijrah**, the Islamic New Year
- **Milad-e Nabi Mawlid an Nabi**. The birthday of the Prophet Mohamed
- **Laylat al-Mi'raj**. Celebration marking the ascent of the Prophet Mohamed to God
- **Ramadan**. Month of fasting during which practicing Muslims refrain from eating, drinking, and smoking between sunrise and sunset

**Major Islamic Holidays and Celebrations (cont'd)**

- **Layla tul Qadr**. "Night of Destiny"—this holiday takes place during Ramadan and is marked by all-night prayer
- **Eid al Fitr**. Feast that marks the end of Ramadan
- **Eid al Adha**, four day celebration that marks the Prophet Abraham nearly sacrificing his son, Ishmael, to God.

**Asking "How are you?" in the Arabic-Speaking World**

Keydayer?  
Labas?  
Ezzayak?  
Keif halek?  
Shu ukhbarak?  
Salamat?  
Shlonik?

Factors that affect second language acquisition

Internal	External
Motivation	Access to the target language
Personality and learning style	Quality of instruction
Attitude toward target language community	Attitude of target language community
Age	Peers and role models
First language development	Tolerance of errors
Tolerance of errors	Level of education in L1 (first language/heritage language)

**Linguistic Diversity Amongst Arabic Speakers**

- Arabic is a **diglossic** language—there is an everyday, familiar form of the language that people use in daily interactions and a formal version that is only used in academic, or very formal situations
- All Arabic speaking countries have 2 forms of Arabic: Modern Standard Arabic (formal) and a colloquial form that is spoken in everyday situations

**Linguistic Diversity Amongst Arabic Speakers**

- Modern Standard Arabic is the language that all *educated* Arabic speakers can read, write, speak, and understand
- **How does this impact our students?**

### + The Arabic Alphabet

- Listen as I read the sounds that each Arabic letter makes
- Make a mark by the sounds don't exist in English
- Which sounds did you mark?

### + English Orthography vs. Arabic Orthography

English Orthography	Arabic Orthography
Letters are always written the same way, no matter where they are located in a word (except for capitals)	Letters can have up to 4 different forms, depending on their location in a word (isolated, initial, in the middle, final)
Final	Middle
ث	ث
Initial	Isolated
ث	ث

### + English Orthography vs. Arabic Orthography (cont'd)

English Orthography	Arabic Orthography
<ul style="list-style-type: none"> <li>■ Many sounds are represented by many different possible letter combinations.</li> <li>■ Unpredictable and arbitrary letter/sound correlations.                             <ul style="list-style-type: none"> <li>▪ tomb/bomb/comb</li> <li>▪ they/say/weigh</li> <li>▪ enough/through/though</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ One letter = one sound ☺</li> <li>■ Predictable sound/letter correspondence</li> </ul>

### + English Orthography vs. Arabic Orthography (cont'd)

English Orthography	Arabic Orthography
<ul style="list-style-type: none"> <li>■ Vowels are always written—they are part of the word</li> </ul>	<ul style="list-style-type: none"> <li>■ Vowels are only written for children who are learning how to read (through primary grades) and in the Qu'ran</li> </ul> <p style="text-align: center; font-size: x-large;">شعر</p> <p style="text-align: center;">شعر = hair</p> <p style="text-align: center;">شعر = poetry</p>

### Children's Text with Vowels Written

كُزُوفْ khawwaf	حِصَانْ hisan	جَمَلْ jumal	ثُغْلَبْ tha'lab	تُفَّاحْ tuffah	بُطَّةْ buttah	أَرْنبْ arnab
صُورَةْ sawra	شَمْسْ shams	سَمَكْ samak	زُرَّافَةْ zaraafa	رَيْشَةْ reeshah	ذَهَبْ thahab	دِيكْ deek
قَارِبْ qarib	فَرَّاشَةْ farashah	غُرَّالْ ghuraal	عَنْبْ aynab	ظَرْفْ tharf	طَائِرَةْ taairah	ضَفْدَعْ dhifa'ah
يَدْ yad	وَرْدْ ward	هَرَمْ haram	نَّارْ naar	مُفْتَّاحْ mufthah	لَيْمُونْ laymun	كِتَابْ kitab

### + English and Arabic Literacy

Reading in English	Reading in Arabic
<ul style="list-style-type: none"> <li>■ English is read from left to right</li> <li>■ Although some words are root based, many English words are borrowed from other languages and roots are not identifiable</li> </ul>	<ul style="list-style-type: none"> <li>■ Arabic is read from right to left</li> <li>■ Many words are based upon a root.                             <ul style="list-style-type: none"> <li>■ Ex: <b>kataba</b>- to write, <b>katib</b>- the writer, <b>maktub</b>-written, <b>kitab</b>- book, <b>maktaba</b>- bookstore, <b>ouktoub</b>-write</li> </ul> </li> </ul>

+ Math: A Universal Language?

Add or subtract and write the answer:

$$٢ + ٨ = .١$$

$$٥ + ١ = .٢$$

$$٤ - ٠ = .٣$$

$$٩ - ٦ = .٤$$

+ Numbers Used in Middle Eastern Countries

٠ ١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩  
0 1 2 3 4 5 6 7 8 9

+ Putting it all together...

1. What difficulties might a literate Arabic speaking student have when learning how to **read** in English?
2. What **linguistic assets** might a literate Arabic speaking student bring to your classroom?
  - How might her/his knowledge of Arabic be useful to you, and your students?

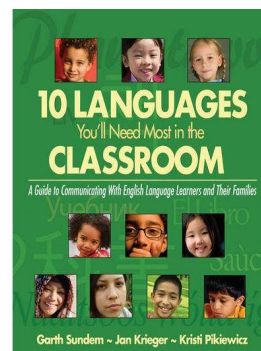
+ Let's look at some words

سُكْر  
بِثْرُونُ

+ Some more words

بِرْلَمَان  
تِلْفُون

+ Importance of L1 Assessment



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Questions? Comments?

Thank you for coming!

Ma'a salamah!

