

Language Awareness Unit Plan & Rationale

Title: 1001 Nights analysis

**Background:** This unit was created for learners who are in the advanced-low level of Arabic for two main reasons: First, to raise their consciousness of how the Arabic language is being used. This is done by analyzing and making appropriate choices of MSA linguistic forms accurately. Second, to develop their communicative competence and interlanguage. This is done by communicating their ideas clearly and transferring their language knowledge with fluency.

<b>Context:</b>	Canada, independent school, academic.
<b>Student Demographics:</b>	16–17-year-old Canadian learners who are in grade 11-11 and live in Canada.
<b>Proficiency Levels:</b>	Advanced low
<b>Texts/Materials/Registers/Genres:</b>	<p>This Language Awareness Unit is centered on Data Driven Language Learning. Data was collected and compiled from 1001 Nights book or Arabian Nights. These tales are commonly used in the Arabic countries, and they introduce the narratives genre. 10 stories were selected from the book that was directed to native Arabic speakers.</p> <p>For this Language Awareness Unit, students will have access to internet and will use their school tablets.</p> <p>Students will be provided with lined papers and students handouts. These handouts will also be posted in their class OneNote.</p> <p>Students will need to bring their headphones.</p>

Corpus Tools	10 stories from 1001 Nights book were collected from <a href="#">BYU Arabic Corpus</a> and analyzed with both <a href="#">Voyant</a> and <a href="#">AntConc</a> tools. Learners will use Voyant to investigate and analyze the lexicogrammatical items and observe speech acts as well. They are encouraged to use <a href="#">Reverso</a> as an online dictionary to translate some words to English and to select the appropriate context.
DDL Approach	Lessons will include a mix of both approaches to data-driven learning. Learners will analyze the concordance lines and observe the items in the 10 selected stories of 1001 Nights. Inductive approach will be used with learners to help them grasp and apply the concepts.
Time needed:	3 class periods (a period of 50 min for each class)
Previous classwork / background knowledge:	<p>Prior to engaging in this Language Awareness Unit, learners will work on the unit of tales and short stories. After they get introduced to the topic and the structure of a tale, they will work on retelling some stories that they already know from their L1 culture. They will focus on two things through the Arabic corpus that I chose for them from 1001 Nights book:</p> <ol style="list-style-type: none"> <li>1. Useful high frequent content words (nouns and adjectives) that are commonly used in this register.</li> <li>2. The function words that are commonly used with a focus on the preposition/question word <b>من</b> and how to use it in different contexts for both writing and speaking.</li> </ol>
<b>Objectives:</b>	
<b>Language Awareness Objectives:</b>	<p>Learners are able to demonstrate their knowledge of vocabulary used in short tales. They can do this by investigating and analyzing content words that they find in the corpus shared with them.</p> <p>Learners are able to discover the differences between a few function words such as <b>من، مَن، مِنْ</b> by working on pattern hunting in the corpus I am sharing and by drawing their own conclusions through a reflection they submit in the end.</p> <p>Learners are able to apply their knowledge by writing a short tale.</p>

Adapted from **Purgason**, K. (2014). Ch 23: Lesson planning in SL/FL teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

<b>Communicative Objectives:</b>	<p><b><u>Presentational mode:</u></b></p> <p>Learners are able to present useful vocabulary words that they can use for writing.</p> <p><b><u>Interpretive mode:</u></b></p> <p>Learners are able to identify and interpret messages that contain content and function words and learn how to use them by writing their own tales.</p> <p>Learners are able to search for words found in 1001 Nights book and select what they need for their writing.</p> <p><b><u>Interpersonal mode:</u></b></p> <p>Learners are able to communicate and express their ideas spontaneously by retelling tales they have read in the corpus (in both writing and speaking) .</p> <p>Learners are able to interact with the corpus they are working on and voice their choices through narrating their own tales .</p>
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**Rationale:**

Friginal (2018) explains that “A Corpus-Based approach to language uses corpus data to show how grammatical structures could be easily developed and taught” (p244). For this reason, I would like to verify and analyze written registers and focus on sentence structures and lexicogrammatical items. Through this language awareness unit, I will focus on vocabulary and grammar patterns that are found in 1001 Nights book.

This unit was created for learners who are in the advanced-low level of Arabic for two main reasons:

First, to raise their consciousness of how the Arabic language is used in narratives. This is done by analyzing and making appropriate choices of MSA linguistics forms accurately.

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Second, to develop their communicative competence and interlanguage. This is done by scaffolding them to communicate their ideas clearly and to transfer their language knowledge from oral to writing in a fluent manner.

Using the 1001 Nights corpus to teach vocabulary.

I usually teach the vocabulary explicitly and inductively. For example, I ask my learners to fill in the blanks and to answer some comprehension questions. Some of other strategies that I use in teaching vocabulary and grammar are input flooding and input enhancement. Both techniques make the vocabulary salient to my learners. They may discover the patterns from the input rather than sharing the rule first and asking them to apply it. Also, teaching the vocabulary in a context help with their production. If we expose our learners to lots of input to practice certain vocabulary and if we create opportunities to make them engage in this vocabulary, they will then retain it. They would be able to present words in a context, learn from reading, and focus on inferring meaning. More examples are shared in the students' materials for activities I and II.

Second, using the 1001 Nights corpus to teach grammar.

Johnson and Shin (2020) confirm that, “there is a disconnect between the oral language and written language, and students may show higher proficiency with one but not the other” (p185). For this reason, a communicative task was presented in the student materials to have learners retell stories by using the content words in oral activities before assigning to them the writing task.

In activity III, I worked on evaluating and collecting data on one single function word that holds 3 different meanings. This is something very common in Arabic. Learners need time to process the grammar concepts and move slowly into applying and communicating the language.

They need lots of input to be able to apply those features in a meaningful way. I chose writing to have my students learn about the rhetoric of tales and observe the type of vocabulary that are used so they can transfer this to their own tales.

Finally, Students will be able to reflect on their learning by concluding their Language Awareness Unit with a Reflection in activity IV.

In sum, having my learners use Voyant tools will help them develop their comprehension and writing skills. Additionally, they can also observe the meaning of specific vocabulary words in different contexts and decide what to choose for their written production. Sometimes learners might become proficient in a certain language skill before the other. Thus, the ultimate goal is to help them improve in both reading comprehension and writing skills.

## References

Friginal, E. (2018). *Corpus linguistics for English teachers: new tools, online resources, and classroom activities*. Routledge.

Park-Johnson, S. K., & Shin, S. J. (2020). *Linguistics for language teachers: Lessons for classroom practice*. Routledge, Taylor & Francis Group.

### **Activities with notes to the teacher:**

*Copy the activities in the student-handout format below and add notes with instructions to the teachers by creating clear and organized subheadings below each prompt or each activity as you see fit.*

### **Activity I- Vocabulary for my tale**

#### **For the teacher:**

Adapted from **Purgason**, K. (2014). Ch 23: Lesson planning in SL/FL teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

You will need to share the objectives with your students and post them on the board. Students need to understand the objective and the success criteria of this activity before they start.

- 1- Review the concept of the KWL chart and why its important for vocabulary [Teaching Strategy](#)
- 2- Introduce [Voyant](#) briefly and explain that you will be using this tool today to identify the most frequent content words in 1001 Nights that they worked on in the unit they are studying.
- 3- Project the Word cloud below with them and ask them if they can identify some new nouns that they see and have them read a few out loud.
- 4- Ask them to fill in the table below and to use [Reverso](#) to identify the definitions of the unknown words in English.
- 5- They can work in pairs or independently. After filling in the table, go over it and make sure all the words have been explained.
- 6- Observe the final column in the table and ask students about their choice and why they find these words important to use in their writing production.
- 7- Ask each student to give orally an example of how they can use each noun in a meaningful sentence.
- 8- It might be helpful to model one for them by connecting a content word to a story they read previously in 1001 nights.



1- Categorize the nouns that are found in the word cloud above and follow the instructions in the table below.

Nouns I already know	Nouns I need to know	Meaning/Definition in English Check <a href="#">Reverso</a>	Words I learned today, and I am planning to use in my tale

2 – Use 5 of the new nouns that I learned today in meaningful sentences by using the following connectors لكن، لأن، بسبب ذلك with these nouns.

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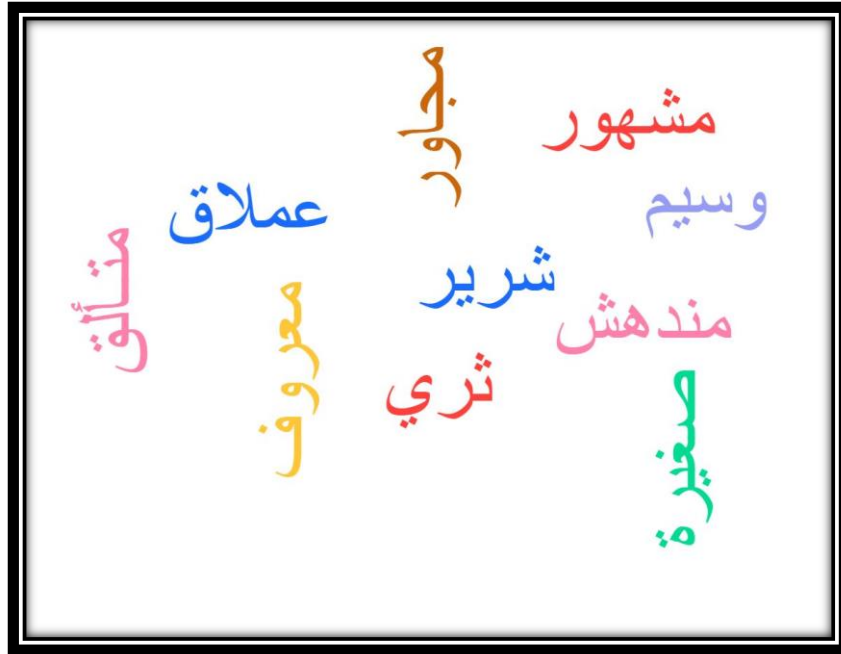


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## Activity II – Useful adjectives for my tale

### For the teacher:

- 1- You might need to review the adjectives they learned thus far in their past unit and remind them of the masculine vs feminine of adjectives.
- 2- Feel free to share some examples on the board with them and to put some of the adjectives they know in sentences.
- 3- Introduce the activity and guide them through Reverso for finding synonyms. It will be helpful to show them how they can find synonyms and antonyms there.
  
- 4- Here are adjectives selected from the 1001 Nights corpus. Find their meanings in English then write their synonyms and antonyms in Arabic. (In addition to the Word cloud below, you can also refer to the collocates provided in the Excel sheet to see how these adjectives were used ).



من الرزق، وكان له أخ **ثريّ** يدعى قاسم يعمل بالتجارة وخرج من كلّ بيضة فرخٌ أبيض **وسيم** ، من على غصن الشجرة في النهر، كانت على الغصن **المجاور** الغابة، ويبحث عن صيد ما، خافت النملة **الصغيرة** على نفسها من هول ما رأى حيث إنه كان يسمع **مندھشاً** بعصاة من هذا الطائر ذي الشكل **المتألّق**، ولكنها لم تكثرث لذلك، بملابسها. في المساء جاء أهل الغول **الشرير** والغولة لالتهام من عامّة الناس، ولم يكن أميرًا **مشهورًا** مثل باقي بأحد الشبّان وكان اسمه مقيدس، وكان هذا الشاب **المعروف** فما كان من العفريت **العملاق** إلا أن تعجب

Adjectives	Meaning in English <a href="https://dictionary.reverso.net/arabic-english/">https://dictionary.reverso.net/arabic-english/</a>	Synonym in Arabic	Antonym in Arabic
مُنْدَهَش			

Adapted from **Purgason, K.** (2014). Ch 23: Lesson planning in SL/FL teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

ثري			
الصغيرة			
شرير			
مشهور			
وسيم			
المجاور			
المُتألق			

Adapted from **Purgason, K.** (2014). Ch 23: Lesson planning in SL/FL teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

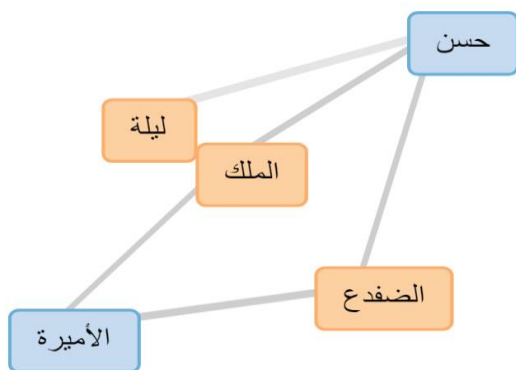
المعروف			
عماق			

**For the teacher:**

- 1- Now that they collected a few nouns and describing words. Introduce the characters that are linked in the image below and was taken from Voyant. Ask them first if they are able to decode the meaning of these words (characters and setting). Then ask them if they can collaborate in pairs in narrating orally a short tale by including these characters and referring to the two tables from both activities 1 and 2 .
- 2- It might be helpful if you can review some common verbs that they have seen in their previous unit and write them on the board of sharing a list with them as well.

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2- Can you write a short paragraph (5 sentences) to describe the characters that are linked in Voyant below by using the adjectives from the table above? Feel free to choose what you like (synonyms/antonyms)



My short paragraph by choosing the characters above and following the pattern of the tale that we have read previously in class.


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### Activity III-Prepositions

#### For the teacher:

- 1- You will need to complete [Kibbitzer](#) (see task III on Google Drive) with them before introducing this activity.
- 2- Introduce the excel sheet with the data that was analyzed with [AntConc](#) .
- 3- Read each sentence out loud and ask them if they can understand the context or understand some of the vocab used in that sentence.
- 4- Ask them to look at collocates (the words before and after the preposition in bold). Do they see a question mark? Do they see a verb or a noun before and after etc..
- 5- Remind them of the lesson that was introduce previously (Kibbitzer) and have them infer the rule first before you correct the activity below.

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- 1- With a partner, review the 1001 Night corpus that was collected from [AntConc](#) and organized for you in an excel sheet. Then determine which of these statements means “from” , which statements means “than”, and which statements mean who .

أبنائها، واعتنتُ به جيدًا سينتهي هذا الإعلان خلا	من	غريب، ولكنها لم تكثر لذلك، واعتبرت الطائر واحدًا
أكلها ويشرب من شربها لمدة ثلاثة أيام، كان الأميرة	من	منها أن تُدخِل الضفدع وأن تجعله يأكل
أكلها ويشرب من شربها وينام إلى جانبها لمدة ثلاثة	من	اية رضخت إلى مطالب والدها، وكانت تجعل الضفدع يأكل
أنتِ؟ وما قصتكِ؟ أشعر أنكِ تشبهين صغاري، فقصّيتِ	من	تشبههم كثيرًا، وعندما جاءت أم الفراخ، سألت البطة:
من تقدّم لخطبتها، وكان ذكيًا جدًّا، حتى	من	عامّة الناس، ولم يكن أميرًا مثل باقي
من جديد، فهنّا الشيوخ التاجر بالسلامة وشكرهم شكرًا	من	حكايات الشيوخ الثلاثة وعفا عن التاجر وأطلق سراحه
من جديد، وبينما هي كذلك لم تنتبه الأميرة إلى وجود	من	كرة صغيرة من الذهب وتلقي بها في الهواء لتلتقطها
من حسن أن يحضر له جوهرة ثمينة حتى يوافق على	من	من الأميرة ذات المال والجاه والسلطان، فطلب الملك
من حكايات ألف ليلة وليلة للأطفال حكايات ألف ليلة ولي	من	حكاية
من حكايات ألف ليلة وليلة. كان ياما كان في قديم	من	وفي هذه اليوم سيتمّ سرد حكاية التاجر مع العفريت ،
من حكايات الشيوخ الثلاثة وعفا عن التاجر وأطلق سراحه	من	بغلة، فما كان من العفريت إلا أن تعجب

**For the teacher:**

- 1- The goal of this reflection is to have learners reflect on their learning and share their voices. It’s a reflection on the lexicogrammatical items that they learned in their Language Awareness Unit. It is also helpful for teachers to see the patterns in their learners’ answers and if they can identify any issues that they need to work on before they assign them their final product which is writing their own short tales.

**Activity IV-Reflection**

Answer the following questions in English:

- 1- Function words

Adapted from **Purgason, K.** (2014). Ch 23: Lesson planning in SL/FL teaching. In Celce-Murcia, M., Brinton, D., & Snow, M.A. (Eds.), *Teaching English as a second or foreign language* (4th ed.) (pp. 362-379). Boston, MA: Heinle.

- a- How were you able to distinguish among the three functions of [من min]? Does the construction pattern change based on the function? How? Can you explain each of them?
- b- Are you planning to incorporate some of the [من min] sentences in your tale? If yes, which one and why? If no, please explain your reason.

2- Content words

- a- If you are to recall 5 favorite new content words you learned in this unit, what would they be?
- b- Do you think you are ready to write your short tale? whether yes or no, explain why?

Write your reflection here

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