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| [Group 1](#_Group_1:) | [Group 2](#_Group_2:) | s[Group 3](#_Group_3:) |

Workshop evaluation link: <https://leidenuniv.eu.qualtrics.com/jfe/form/SV_8oc5z0jYbJywO8u>

Workshop shared document, password “AHLL” (no inverted commas).

We will use this document as our sandbox.

**Participants (write your name here):**

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# Group 1:

**Food for Thought:** Order the following factors in terms of their importance in effectively integrating HLs in your Arabic class (1 most important, 10 least important):

|  |  |  |
| --- | --- | --- |
| rank | factor |  |
| 2 | Understanding the cultural background and motivation of the AHLs. | 😊  |
| 3 | sketching the linguistic characteristics of various types of AHLs. | 😊  |
| 1 | Anticipating the challenges facing teachers and students in an AHL classroom. | 😊  |
| 5 | Differentiating the learning experience so AHLs and L2 learners’ needs are addressed. | 😊  |
| 7 | Determining if a certain approach (e.g. PBLL) is effective in my context. | 😊  |
| 6 | Evaluating, and possibly adapting, the extent to which PBLL is used in already available course plans. | 😊  |
| 4 | Planning my own HL-oriented instructional units. |  |
|  | Access to useful HL teaching resources for Arabic or other languages. |  |
|  | Ability to reach out to colleagues interested in HLL for shared wisdom. |  |
|  | Other (please specify) |  |

**Evaluate a resource**

* [**Pebbles (hawaii.edu)**](https://nflrc.hawaii.edu/pebbles)
* [**PBLWorks**](https://my.pblworks.org/)
* **Own materials**

Resource link: <https://nflrc.hawaii.edu/pebbles/prototype/doc/51/>

Does it offer potential for differentiated learning in Arabic?

* Product well-defined? Yes
* Product addresses a real-world need?
* Opportunity for collaborative learning?
* Opportunity to incorporate all skills/modes?

What we like about it:

What we do not like about it:

How we can adapt it to our context:

**Design a PBLL unit for Arabic**

**Project Title**

**Background**

What is the socially relevant question that the students will address by creating the project?

**Task**

How are the questions to be addressed in the project?

**Steps**

* Who are the team members/how many? What are their roles?
* What are the steps they need to make?
* **Assessment**

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| Product 1  | Points  | Product 2 | Points  |
| **Content:**  |   |   |   |
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| **Language:**  |   |  |  |
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| **procedure:**  |  |  |  |
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| Total:  |  |  |  |

Course planning:

1. What is the level of the class?
2. What language do the students need to be able to create the project?
	1. Vocabulary:
	2. Grammar:
	3. Language functions:
	4. Other:
3. Scaffolding: what tentative resources will you use to support learning? If you cannot find links right away, write a description of what you will look for or create.
4. Sequencing: how many classroom sessions will you use to support students creating the project? what will you do in each?

# Group 2:

**Food for Thought:** Order the following factors in terms of their importance in effectively integrating HLs in your Arabic class (1 most important, 10 least important):

|  |  |  |
| --- | --- | --- |
| rank | factor |  |
| 5 | Understanding the cultural background and motivation of the AHLs. | 😊 |
| 4 | sketching the linguistic characteristics of various types of AHLs. | 😊 |
| 3 | Anticipating the challenges facing teachers and students in an AHL classroom. | 😊 |
| 1 | Differentiating the learning experience so AHLs and L2 learners’ needs are addressed. | 😊 |
| 2 | Determining if a certain approach (e.g. PBLL) is effective in my context. | 😊 |
| 8 | Evaluating, and possibly adapting, the extent to which PBLL is used in already available course plans. |  |
| 7 | Planning my own HL-oriented instructional units. | 😊 |
| 9 | Access to useful HL teaching resources for Arabic or other languages. |  |
| 6 | Ability to reach out to colleagues interested in HLL for shared wisdom. |  |
|  | Other (please specify): Role of the dialect(s) |  |

**Evaluate a resource**

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Resource link:

Does it offer potential for differentiated learning in Arabic?

* Product well-defined?
* Product addresses a real-world need?
* Opportunity for collaborative learning?
* Opportunity to incorporate all skills/modes?

What we like about it:

* Interesting,
* can be differentiated,
* incorporates culture,
* students can show their talents and creativity

What we do not like about it:

* Time consuming (more than traditional tasks e.g. write an essay about …)
* Problems with group work in general ...

How we can adapt it to our context:

* Create a brochure for potential study-abroad students
* Students choose the country they want to work on
* Possibility: if students are in England, they can make the brochure for Arab tourists (authentic, real-world task)

**Design a PBLL unit for Arabic**

**Project Title**

**Background**

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**Task**

How are the questions to be addressed in the project?

**Steps**

* Who are the team members/how many? What are their roles?
* What are the steps they need to make?
* **Assessment**

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| Product 1  | Points  | Product 2 | Points  |
| **Content:**  |   |   |   |
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| **procedure:**  |  |  |  |
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| Total:  |  |  |  |

Course planning:

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4. Sequencing: how many classroom sessions will you use to support students creating the project? what will you do in each?

# Group 3:

**Food for Thought:** Order the following factors in terms of their importance in effectively integrating HLs in your Arabic class (1 most important, 10 least important):

|  |  |  |
| --- | --- | --- |
| rank | factor |  |
| 1 | Understanding the cultural background and motivation of the AHLs. | :) |
|  3 | sketching the linguistic characteristics of various types of AHLs. | :) |
| 4 | Anticipating the challenges facing teachers and students in an AHL classroom. | :) |
| 2 | Differentiating the learning experience so AHLs and L2 learners’ needs are addressed. | :) |
| 7 | Determining if a certain approach (e.g. PBLL) is effective in my context. | :) |
| 8 | Evaluating, and possibly adapting, the extent to which PBLL is used in already available course plans. | :) |
| 5 | Planning my own HL-oriented instructional units. | :) |
| 6 | Access to useful HL teaching resources for Arabic or other languages. | :) |
| 9 | Ability to reach out to colleagues interested in HLL for shared wisdom. |  |
| 10 | Other (please specify) |  |

**Evaluate a resource**

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* **Own materials**

Resource link:

Does it offer potential for differentiated learning in Arabic?

* Product well-defined? Yes, we will adapt it to a study-abroad in Cairo video travel guide
* Product addresses a real-world need? yes
* Opportunity for collaborative learning? yes
* Opportunity to incorporate all skills/modes? yes

What we like about it: It can be used for different levels, it is a real-world need that can be very useful for students/ share it on the website of the program.

What we do not like about it:

How we can adapt it to our context:

**Design a PBLL unit for Arabic**

**Project Title**

**Background**

What is the socially relevant question that the students will address by creating the project?

**Task**

How are the questions to be addressed in the project?

**Steps**

* Who are the team members/how many? What are their roles?
* What are the steps they need to make?
* **Assessment**

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| --- | --- | --- | --- |
| Product 1  | Points  | Product 2 | Points  |
| **Content:**  |   |   |   |
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