A Story-Based Approach to Teach Foreign Languages Using Moodle: The Case of Arabic[*]

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ABSTRACT

E-learning is a very crucial topic that has witnessed remarkable attention worldwide during the lockdown period caused by COVID-19. Yet, some claim that it will never replace learning in the classroom. This thesis investigates the potential benefits of compromising between learning in the classroom and e-learning by designing a story-based textbook supported by an interactive Moodle platform. Before designing this story-based textbook, the researcher first studied the Moroccan AFL (Arabic as a foreign language) context so as to be more practical and the textbook will stand on solid ground and have an added value not just be repetitive. In doing so, a questionnaire was administered to 20 teachers. The data collected through the questionnaire revealed that most informants appreciate the use of stories in AFL classes. Additionally, most of them perceive the story-based approach as a useful tool to help students develop language skills. To conclude, these findings suggest that stories help in boosting students' motivation, retention and thus developing language proficiency. Findings also provided some solutions to teachers' common challenges while using stories.

Keywords: *Story-Based Language Teaching; Information and Communication Technology; e-Learning; Learning Management System; Moodle.*

Moodle Destekli Yabancı Dil Öğretimine Hikâye Tabanlı Bir Yaklaşım: Arapça Örneği

ÖZ

E-öğrenme, COVID-19 nedeniyle yaşanan karantina döneminde dünya çapında dikkate değer çok önemli bir konudur. Ancak, bazıları bunun sınıf ortamında öğrenmenin yerini asla almayacağını iddia etmektedir. Bu tez, hikâye tabanlı bir ders kitabı tasarlayarak ve interaktif bir Moodle platformu ile destekleyerek sınıf ortamında öğrenme ile e-öğrenme arasında uzlaşmanın potansiyel faydalarını araştırmaktadır. Bu hikâye tabanlı ders kitabını tasarlamadan önce, araştırmacı daha pratik olmak amacıyla Fas'taki yabancı dil olarak Arapça (AFL) bağlamını incelemiştir. Bu şekilde ders kitabı sağlam bir temele oturmuş olacak ve tekrarlayıcı olmaktan ziyade bir katma değer sağlayacaktır. Bu amaçla, 20 öğretmene bir anket uygulanmıştır. Anket yoluyla toplanan veriler, katılımcıların çoğunun AFL derslerinde hikâye kullanımını takdir ettiğini ortaya koymuştur. Ayrıca, çoğu katılımcı hikâye tabanlı yaklaşımı, öğrencilerin dil becerilerini geliştirmelerine yardımcı olacak faydalı bir araç olarak görmektedir. Sonuç olarak, bu bulgular hikâyelerin öğrencilerin motivasyonunu artırmada, bilgiyi hatırlamalarında ve böylece dil yeterliliklerini geliştirmede yardımcı olduğunu göstermektedir. Ayrıca bulgular öğretmenlerin hikâye kullanırken karşılaştıkları yaygın zorluklara bazı çözüm önerileri sunmuştur.

Anahtar kelimeler: *Hikâye Tabanlı Dil Öğretimi, Bilgi ve İletişim Teknolojileri, e-Öğrenme, Öğrenme Yönetim Sistemi, Moodle.*

1. Introduction

I would like to begin by explaining how my interest in using bedtime stories as a source of input developed. From my humble years of experience as an EFL/AFL teacher, I noticed that reading is not given much importance in our textbooks. F. Dubin claimed that language teachers have turned away from the reading skill because of its apparent association with the "old-fashioned" grammar-translation method and the talk about communicative competence which fills the air. According to Dubin, too little attention is devoted to reading in language pedagogy. For me, although the grammar-translation method was much criticized for its teacher-centeredness and focus on grammar and written language, no one can deny that it has exposed learners to extensive reading that allowed them for sure become good readers as well as good writers. My story-based approach will be a compromise of both the grammar-translation method and the communicative language teaching. In other words, this approach will focus on reading stories to teach language skills and components in a learner-centred and communicative way. To explain my vision, I may take from Martin Luther King famous speech and I say:

> "I have a dream that one day foreign language teaching will be as enjoyable and educative as reading a bedtime story. I hold this claim to be self-evident that reading is the right key to language proficiency door"

No one can deny that teachers face many problems with their students. For instance, some claim that their students lack confidence to speak the language comfortably in classrooms, lack motivation to learn and have inadequate speaking practice. Other teachers cannot deny the fact that they have difficulties in making lessons more fun and their teaching styles more effective. Besides, some teachers find it difficult to encourage the shy student to participate in class and to take risks; as a result, they just give up and let them on their own. In addition to this, learning a foreign language is a very demanding enterprise especially if the target language is different from the learners' first language in terms of sounds, letters,

structures and even the writing system (right to left). That's why, learners feel reluctant to venture on using the target language. Moreover, foreign language learners FLLs spend much time learning the target language. Yet, they don't reach a good language proficiency level. Because of this, teachers are nowadays trying to overcome these problems along with others so as to make of the teaching/learning process in general and the teaching of Arabic as a foreign language (TAFL) in particular an effective, enjoyable and effortless experience that leads to the lesson expected objectives and in some cases it even leads to unexpected outcomes. So, as a specialist in this field of study namely foreign language teaching FLT, I usually look for new ways to deal with this process effectively and efficiently so that FLLs achieve good language proficiency level.

2. Literature review

Learning is undoubtedly a process of meaning making. I mean, learners try to make sense of the input they are exposed to. Similarly, narrative is a fundamental structure of human meaning making, the events and actions of one's life are understood and experienced as fitting into narrative episodes or stories.[1] Rossiter states that narratives are deeply appealing and richly satisfying to the human soul, with an allure that transcends cultures, centuries, ideologies, and academic disciplines.[2] Most of what has been done in applied linguistics literature emphasizes the fact that the language teaching/learning enterprise has been a very demanding task for both teachers and learners, a fact that gives rise in some cases to frustration and tension in the classroom. Thus, teachers and other specialists have been for decades concerned mainly with how they can lessen this atmosphere of anxiety and inhibition and make learning as joyful and enthusiastic as possible. This constant effort results in the use

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[1] Jerome Bruner, *Actual Minds, Possible Worlds* (Harvard University Press, 1986); Jerome Bruner, *Making Stories: Law, Literature, Life* (Harvard University Press, 2002); Donald Polkinghorne, *Narrative Knowing and the Human Sciences* (State University of New York Press, 1988); Donald Polkinghorne, "Narrative Configuration in Qualitative Analysis," *International Journal of Qualitative Studies in Education*, 1996.

[2] Marsha Rossiter, *Narrative and Stories in Adult Teaching and Learning*, ERIC Digest, 2002, 119.

of stories in language classes as a means to entertain and educate students at the same time. Along with giving students a chance to practice language skills and structure in a less stressful atmosphere, stories can be effective activities that highly motivate students and enable them to use the language in a natural and real-life context. Pedagogically speaking, Gudmundsdottir notes that pedagogical content can be thought of as narrative text and teaching as essentially the exercise of textual interpretation.[3] In short, Ramirez-Verdugo stated that stories are widely employed as a powerful medium of teaching and learning.[4] How do stories foster learning? Neuhauser answered this question by claiming that stories are effective as educational tools because they are believable, rememberable, and entertaining.[5] There are other reasons for using stories. According to Duff and Maley, the use of literature in the classroom offers a wide range of styles, vocabulary, etc.[6] During the last decades, using stories in language classes has gained a general consensus. According to Ramirez-Verdugo, they can be a great source of contextualized input because they can offer a valuable way of contextualizing and introducing new language, making it comprehensible and memorable.[7]

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[3] Sigrun Gudmundsdottir, "The Narrative Nature of Pedagogical Content Knowledge," in *Reform in Teacher Education: A Study of School-Based Programs*, ed. Sandra Hollingsworth and Hugh Sockett (Falmer Press, 1995), 205.

[4] Maria Dolores Ramirez-Verdugo, "Using Stories in Language Learning," in *Innovative Language Teaching and Learning at University: Enhancing Participation and Collaboration*, ed. Sandra Clark and Lynn Williams (Research-publishing.net, 2011), 45.

[5] Peg Neuhauser, *Corporate Legends and Lore: The Power of Storytelling as a Management Tool* (McGraw-Hill, 1993), 10.

[6] Alan Duff and Alan Maley, *Literature* (Oxford University Press, 1990), 56.

[7] Maria Dolores Ramirez-Verdugo, "Using Stories in Language Learning," in *Innovative Language Teaching and Learning at University: Enhancing Participation and Collaboration*, ed. Sandra Clark and Lynn Williams (Research-publishing.net, 2011), 67; Barbara Wasik and Mary Alice Bond, "Beyond the Pages of a Book: Interactive Book Reading and Language Development in Preschool Classrooms," *Journal of Educational Psychology* 93, no. 2 (2001): 243-250; Andrew Wright, *Stories for Classroom and Assembly* (Scholastic, 2000).

2.1. The adopted approach: story-based language teaching

No one can deny the benefits of bedtime stories but before we go into more details about this, let's first define what we mean by bedtime stories. There are so many definitions of bedtime stories. According to Wikipedia a bedtime story is a traditional form of storytelling, where a story is told to a child at bedtime to prepare the child for sleep. The bedtime story has long been considered "a definite institution in many families". Reading bedtime stories yields multiple benefits for parents and children alike. According to Patti (2011), the fixed routine of a bedtime story before sleeping can improve the child's brain development, language mastery, and logical thinking skills. The storyteller-listener relationship creates an emotional bond between the parent and the child (Patti 2011). Due to "the strength of the imitative instinct" of a child, the parent and the stories that they tell act as a model for the child to follow (Dickson and Stockman, 1919). According to this definition, it seems that bedtime stories have been for ages a well-established practice, they have many benefits such as brain's development, language mastery, and logical thinking skills. They can even strengthen our relationships be they parents-children or teacher-students. According to this definition, bedtime stories help a lot in language teaching. First, they improve brain's development. Well, no one would deny how this development will help in language teaching since the brain is an essential and key element in language learning. In addition, it is stated clearly in the definition that bedtime stories help in mastering and learning the language effectively. Along with developing critical thinking skills, bedtime stories strengthen the teacher-student relationship and thus there will be a stress-free atmosphere during the sessions, this will surely be conducive to learning since the learners' affective filter will be lowered and learning will then take place. During the sessions, learners will be engaged in purposeful and fun activities that lead to successful and effective communication without fear or stress. All the mentioned benefits are related to the concern of this study, more benefits will be discussed thoroughly in the coming sections.

2.1.1. Stories: why?

Throughout history, the language teaching/learning experience has been a very demanding task for both the teacher and the learner, a fact that gives rise in some cases to frustration and tension in the classroom. Because of that, teachers and other specialists have been for decades concerned mainly with how they can lessen this atmosphere of anxiety and inhibition and make learning as joyful and enthusiastic as possible. This constant effort results in the use of stories in language classes as a means to entertain and educate at the same time. Giving students a chance to practice language skills and structure in a less stressful atmosphere, stories are also effective activities that highly motivate students and enable them to use the language in a natural and real-life context. There are other reasons behind using stories. According to Duff and Maley, the use of literature in the classroom offers the following advantages: offering a wide range of styles, vocabulary, dealing with matters that concern children and are related to their personal experiences, and being open to multiple interpretations and opinions, bringing about genuine interaction and participation in the classroom.[8] Additionally, Martínez sheds light on other reasons for using stories in language teaching. According to Martínez, stories can be one more tool to reach the curriculum goals. They can also be used to arouse interest and increase motivation among students who are learning a second language. One more reason is that stories are one of the best ways for children to not only learn the language but also learn content, cultural aspects, and how to solve everyday problems.[9]

2.2. TAFL: teaching Arabic as a foreign language

2.2.1. The Arabic Language

According to philology, Arabic is a semitic language. It is the official language in the Arab world. It is also characterized by its inflectional system unfound in some European languages. In addition to this, its way of writing is right-to-left unlike many left-to right languages.

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[8] Alan Duff and Alan Maley, *Literature* (Oxford University Press, 1990), 56.
[9] Ana Martínez, "Using Stories to Teach English," *Teaching English* 40, no. 4 (2007): 22.

That's way, students from right-to-left languages struggle with first weeks of learning. No one can deny that learning a foreign language is a demanding task. That is to say, foreign language learner usually face problems that in some in cases impede learning and push the learner feel reluctant produce the language or even give up and quit the program. Some challenges are highlighted below:

2.2.1.1. L1 interference

Since foreign language learners have already acquired a language system or more, they often find it difficult to learn another language without the interference of the first language system. This problem can be manifested in various linguistic aspects be they phonetics, morphology grammar, and semantics. Phonetically, learners of Arabic as a foreign language find it difficult to pronounce certain Arabic words because the sounds are absent from their native languages for example (ق) /q/.

2.2.1.2. Students' need

Many researchers found that learners pay attention to what will be asked about during tests, so once the tests are over, learners forget all what they have learned and don't use it in their real life for communication. According to Kannan, students learn basic grammar at school level for the purpose of passing only in the tests and in the examinations and not to face any real life situations. Application-oriented advanced grammar is not taught in schools. Furthermore, adequate practice is not given to students to learn a language. Accordingly, students learn only to pass Arabic tests and neglect the mastery of the language for their daily life.[10]

2.2.1.3. Overemphasizing Grammar

Another challenge students face while learning AFL is related to the grammar-oriented way of teaching. In other words, some teachers along with textbooks give much importance to grammar to the detriment of other skills and components. After analyzing some textbooks used by

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[10] R. Kannan, "Difficulties in Learning English as a Second Language," *Language in India* 9, no. 3 (2009): 2.

the centers of Rabat-Morocco, I found that some units are overloaded with grammar structures to the extents that in some units, students may study four grammatical rules. This constitutes a real challenge to students. Moreover, these rules are often taught without linking them with other skills and lessons that learners may use outside the classroom setting.

2.2.1.4. Lack of equipment

One further challenge is the absence of appropriate instructional materials that are necessary for language classes namely Audio-visual aids, ICT equipment and language labs. This latter is very essential in language learning since they enable students to be exposed to the target language more than in normal classes and thus fluency and communicative competence is improved.

2.2.1.5. Lack of trained teachers

No one can deny that TAFL is a recent field of study especially in Morocco. That's why, there is a lack of teachers of AFL who are trained specifically on how to handle this task. One cause of this is the absence of formal training in faculties and other institutes along with the lack of seminars and workshops all these are very crucial for AFL teachers, since they contribute to the teacher's professional development.

2.2.1.6. Discouraging textbooks

As said before after analyzing some textbooks and asking some students, we found that some of the textbooks used to teach AFL in Rabat are not encouraging and most students find them boring because of their only black and while colors are used, lack of pictures and inappropriate content concerning the learners' needs.

2.2.1.7. Diglossia

Diglossia can be described as "a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an

earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation."[11] This sociolinguistic phenomenon constitutes a real challenge because students who come to Morocco for the so-called language immersion face problems when they go outside classes because the chances to practice the target language, standard Arabic, are scarce. This causes some kind of frustration and embarrassment.

2.2.2. Language learning strategies

Before Before talking about language learning strategies, it is necessary to shed light on learning strategies as a general concept. Weinstein and Mayer defined learning strategies (LS) broadly as "behaviors and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process."[12] According to this definition, it is clear that learning strategies, regardless of content, are an information processing task. Another important term in this research is language learning strategy. Much has been said about this concept; for instance, Scarcella claimed that language learning strategies (LLSs) "are specific actions, behaviors, steps, or techniques used by students to enhance their own learning."[13] So, L2 learning strategies are specific behaviors or processes that students use to enhance their own L2 learning.

2.3. ICT and language teaching

In recent years, information communication technology (ICT) has undergone great progress all over the world. Unlike previous generations, today's learners are surrounded by high technologies in their daily lives, so we can imagine the difficulty of teaching these students with traditional methods and relying only on books. The impact of these advances in

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[11] Charles A. Ferguson, "Diglossia," *Word* 15, no. 2 (1959): 336.

[12] Claire Ellen Weinstein and Richard E. Mayer, "The Teaching of Learning Strategies," in *Handbook of Research on Teaching*, ed. Merlin C. Wittrock (Macmillan, 1986), 315.

[13] Robin Scarcella, "Language Learning Strategies in a Classroom Setting," in *Learning Strategies in Second Language Acquisition*, ed. J. Michael O'Malley and Anna Uhl Chamot (Cambridge University Press, 1990), 63.

technology has made learners' attention and motivation very hard to maintain in language classes, especially by teachers using traditional methods without incorporating ICT in their practices. According to Moursund, the field of Information and Communication Technology (ICT) combines science and technology. It includes the full range of computer hardware and software, telecommunication and cell phones, the Internet and Web, wired and wireless networks, digital still and video cameras, robotics, and so on. It encompasses the field of Computer and Information Science and a huge and rapidly growing knowledge base that is being developed by practitioners and researchers. ICT has proven to be a valuable aid to solving problems and accomplishing tasks in business, industry, government, education, and many other human endeavors.[14] The section below will provide definitions of some key concepts related to the use of ICT in language teaching. According to Martínez-Lage and Herren, if well-planned and used purposefully, technology offers three benefits:

- Better and more effective use of class time, i.e., some activities can be moved outside the classroom, thus extending contact time with the target language and reserving classroom time for interpersonal face-to-face interaction between teachers and learners;

- Individualized learning, i.e., technology enables learners to work at their own pace and level;

- Empowerment, i.e., teachers can provide more authentic, current, and culturally rich materials to the learners and learners can gain new control over their own learning. [15]

These three benefits are the main concern of this research. In other words, by creating a Moodle platform, the researcher will be able to extend contact with students outside the school setting. This will offer students

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[14] David G. Moursund, *Introduction to Information and Communication Technology in Education* (Eugene: University of Oregon, 2005), 4.

[15] Ana Martínez-Lage and Denise Herren, "Integrating the Internet: Conceptualizing Online Resources," *Foreign Language Annals* 31, no. 3 (1998): 305.

more time for practice and language exposure anytime and anywhere, be it in their rooms, cafés or any stress-free environments.

2.3.1. Some key concepts

2.3.1.1. E-learning

According According to the European Commission, one of the main characteristics of e-learning is "d'utiliser des technologies multimédias et l'Internet, pour améliorer la qualité de l'apprentissage en facilitant l'accès à des ressources et des services, ainsi que les échanges et la collaboration à distance."[16] This definition explains e-learning as the use of all possible high-tech tools, such as the internet, computers, and DVDs, to improve the quality of learning and ease the exchange of information and interactions between distant teachers and learners. There are numerous characteristics of e-learning, but the quote above highlights some key elements: the use of the internet and multimedia, improving the teaching/learning experience, and easing both access to different resources and distant interaction between different members of the teaching/learning process. In other words, e-learning refers to learning using electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it means a course or a program delivered completely online. It is interactive in that you can also communicate with your teachers or other students in your class. Sometimes it is delivered live, where you can "electronically" raise your hand and interact in real time, and sometimes it is a lecture that has been prerecorded. There is always a teacher interacting with you and grading your participation, your assignments, and your tests.

There are many definitions of e-learning. According to Horton in Ramadhani, e-learning is any utilization or use of the internet and web technology to create a learning experience.[17] E-learning can be seen as an

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[16] European Commission, "eLearning: Designing Tomorrow's Education", *A Communication from the Commission to the Council and the European Parliament* (2000): 3.

[17] W. Horton, *E-Learning by Design* (San Francisco: Pfeiffer, 2012), 25.

innovative approach to design a good delivery medium, user-centered, interactive, and as an open, flexible, and distributed learning environment. E-learning, according to Oetomo in Darmawan, is a concept in an effort to integrate traditional learning processes (traditional learning), distance learning (distance learning), and learning that combines various learning models (blended learning), which combines various learning models aimed at optimizing learning processes and services both remote, traditional, mediated, and even computer-based.[18] Students who study can take advantage of online teaching materials, facilities, then print and download and study classical both in class and outside of class, after which they discuss with the help of print, electronic, and online media.

When talking about e-learning two important key terms emerge namely asynchronous and synchronous learning. Below is a brief explanation of these terms.

2.3.1.2. Asynchronous vs. synchronous learning

Also called location independent learning, asynchronous learning denotes a type of learning that occurs independently from location. That is to say, learning can be asynchronous when it is not bound by location or time. So, students can learn the target structures or item at different times and locations. Thanks to this, learners can communicate and keep interaction without being obliged to meet at the same place and time. Unlike asynchronous learning, the synchronous one designates learning at the same time. I mean, when a group of learners are engaged in the learning process at the same time, this is what was referred to earlier by "electronically" raising your hand and interact in real time. There are some systems that facilitate the use of e-learning because they help teachers manage different learning operations. These systems are called open source Learning Management Systems (LMS). The coming sections provide more details about LMS.

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[18] Budi Hermana Darmawan, "Distance Learning," in *International Journal of Education and Research* 2, no. 6 (2014): 185.

2.3.1.3. Learning management systems

As the name denotes, learning management systems are used to help teachers or administrators manage their learners' learning process. According to Wikipedia a learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs. The learning management system concept emerged directly from e-Learning. These systems help the instructor deliver material to the students, administer tests and other assignments, track student progress, and manage record-keeping. Some of these systems used for creating and managing online courses are: Moodle, TelEduc, BlackBoard, WebCT, Toolbook, TopClass Server. Among these examples of LMS, Moodle will be used to carry out this project. Sections below will offer more explanations about Moodle.

2.3.1.4. Moodle

Moodle (Modular Object-Oriented Dynamic Learning Environment) is an Open-Source Learning Management System (OSLMS). It aims, as said above, at facilitating the teaching/learning experience especially delivering material to the students, administering tests and other assignments, tracking student progress, giving feedback and making courses more interactive and appealing to nowadays learners who get easily board by the traditional ways of teaching that do not integrate ICT.

2.3.1.4.1. Why Moodle?

Moodle was chosen to carry out this project simply because it is a free web application that educators can use to create effective online learning sites. One of its main advantages is its open source, or has open source allowing any user with programming knowledge to modify and adapt the environment according to their own needs. In addition to this, Moodle has gained good reputation by its simplicity and flexibility. That's why; it is widely used worldwide by universities, communities, schools, instructors, courses, teachers and even businesses. Stanford (2009)

provides other reasons for choosing Moodle. Here are some of the things that make Moodle particularly attractive to all teachers:

- Easy to use—you don't need any programming knowledge

- Access to resources via the Web

- Interaction between learners and tutors

- Collaboration between learners

- Independent learning pathways

- Learner tracking

- Feedback on tasks

- Secure environment

- Automatic backup[19]

3. The practical part: some lessons

3.1. Teaching Arabic as a foreign language

3.1.1. An overview of the platform

Since this project is an attempt to teach Arabic as a foreign language to adult students in B 2.1 level by creating a platform using Moodle, some screenshots of the two units used as samples in this project are put here in the practical part.

3.1.2. The platform

As you can see in the picture below, I opted for calling the platform كان ياما كان في تعلم العربية meaning in English "once upon time in learning Arabic" for the reason that it illustrates the approach which is based on stories. In addition to this, I used the word تَعَلُّم meaning learning to illustrate the learner-centeredness of this platform.

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[19] Patrick D. Stanford, *Moodle Teaching Techniques* (Birmingham: Packt Publishing, 2009), 29.
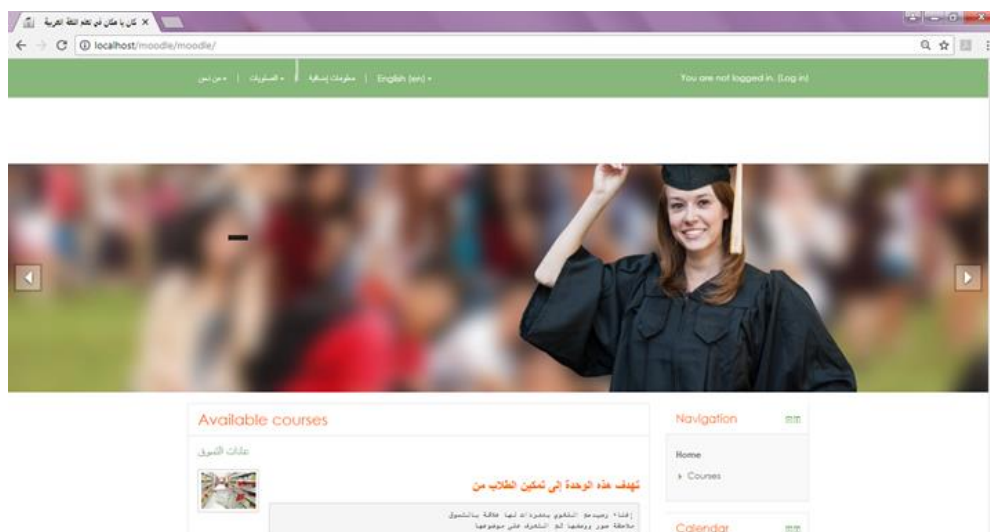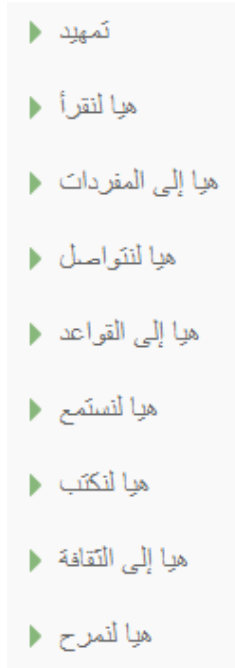
3.1.3. Introduction to the level

Once students on the intermediate level, they are taken to a page containing a picture functioning as the cover of the level along with its four sublevels. This picture illustrates again the approach, story-based approach, along with the target learners, adults (see the picture below).
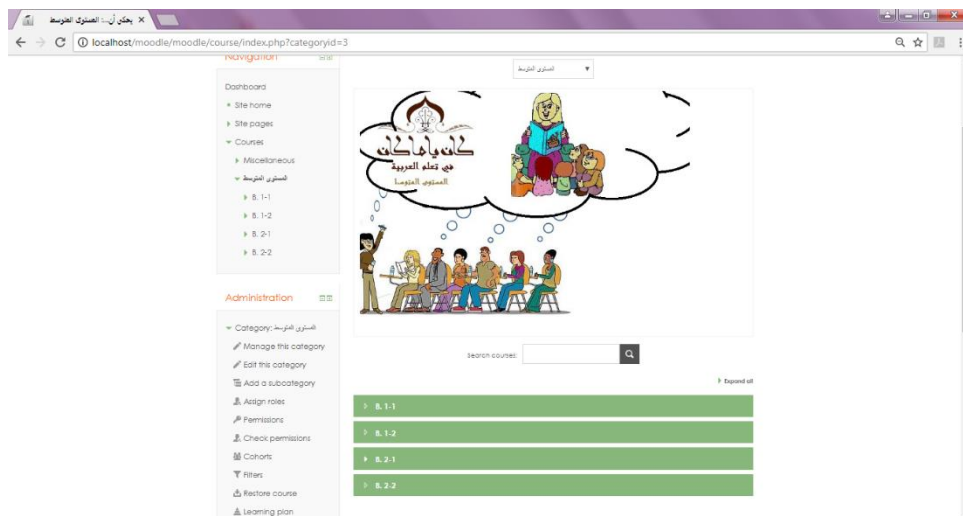
3.1.4. The unit sections

As far as instructions and labeling of the unit sections are given, I opted for the expression هيا..... meaning "let's….." my rationale behind this naming is to make students engaged and achieve, as said before, learner-centeredness. I mean, instead of giving instruction using the imperatives, I opted for "let's……" phrases in order to lessen the effect of giving orders through instructions as it is the case in some textbooks (see picture below)

▸ تمهيد

▸ هيا لنقرأ

▸ هيا إلى المفردات

▸ هيا لنتواصل

▸ هيا إلى القواعد

▸ هيا لنستمع

▸ هيا لنكتب

▸ هيا إلى الثقافة

▸ هيا لنمرح

3.1.5. The layout of the units

Picture 3 below illustrates the layout of the units and how their sections are organized. As it is clear from the picture, each unit is organized as follows:

Start-up (تمهيد): here learners are introduced to the theme of the unit with pre-teaching of voc items using interactive videos

Reading (هيا لنقرأ): here learners start with knowing some voc items from the story using pictures and sometimes videos. After that, learners

get engaged in reading comprehension tasks followed by discussion in the post reading activity. In this latter, I chose to use some tools in Moodle that enable the use of virtual classroom. My rationale behind using this is to compromise between synchronous and asynchronous learning discussed in the theoretical part. I ended the reading skill by a task that asks learners to read aloud the story using a recording tool in Moodle. Students are encouraged to participate in this task by using some kind of competition. I mean, learners will record their best performance, then the teacher will choose the best of the reading to be used as a model (see picture below)

Vocabulary (هيا إلى المفردات): here learners begin with a review of voc items in the story. Next, they get engaged in vocabulary activities presenting other voc items related to the theme of the unit. To do so, Moodle provide some useful tools such as flash cards, matching cards, guessing and dialog cards…etc.

Communication (هيا لنتواصل): here learners read a short conversation that introduce the target function then they answer some comprehension questions and then practice of the target function after eliciting some expressions (see picture below). Tasks in the whole project are organized according to the principles of

Controlled to guided then free

Easy to more difficult

Grammar (هيا إلى القواعد): in terms of grammar, this project tries to compromise between the two main methods in teaching grammar namely the explicit and implicit methods. In doing so, I will cater for different learning styles. So, the lessen starts by following the implicit methods, that is to say, examples are taken from the story and students have to tread them again and answer the different questions. When students answer correctly they can move to the next stage of the lessen, if not, I mean when they answer incorrectly, they are taken to another stage where the explicit method is followed to help the learners grasp the rule better (see pictures below).

هيا إلى القواعد

الوصف

سيمكننا هذا الدرس من وصف ما نراه في حياتنا اليومية

ملاحظة:

هناك تمارين بعد كل مرحلة من الدرس. يمكنك التقدم إلى المرحلة التالية فقط عند الإجابة بشكل
صحيح

هيا لنصف الصور

ملاحظة القاعدة

وردت في قصة *الملك والوزير* الجمل التالية، لنلاحظ ثم نحدد الوصف في كل جملة

كَانَ عِنْدَهُ وَزِيرٌ حَكِيمٌ
وَقَعَ الْمَلِكُ فِي إِحْدَى الْحُفَرِ الْعَمِيقَةِ
نَزَفَ مِنْ يَدِ الْمَلِكِ دَمٌ كَثِيرٌ
غَضِبَ الْمَلِكُ غَضَبًا شَدِيدًا
قَضَى الْوَزِيرُ فَتْرَةً طَوِيلَةً
فَأَخْبَرَهُ الْوَزِيرُ الْحَكِيمُ

التدريب 1

Listening (هيا لنستمع): here, learners guess the topic of the listening by doing a pre-listening task, after that, learners watch a video and do some tasks using the "interactive video" option from Moodle. Then, learners do the comprehension tasks followed by a discussion activity where students are asked to discuss synchronously using the Skype option (see picture below).

هيا لنستمع

نشاط قبل مشاهدة الفيديو

تداريب مشاهدة الفيديو

تداريب الاستماع

هيا لنتحدث

Writing (هيا لنكتب): learners in this section are introduced to the target form by reading an example of it and answering some comprehension questions, then they check their understanding by labeling the different part of the form (letters, emails…etc.) after that, by using the option "assignment" students practice the target form by doing the homework (see picture below)

رسالة إلى صديق
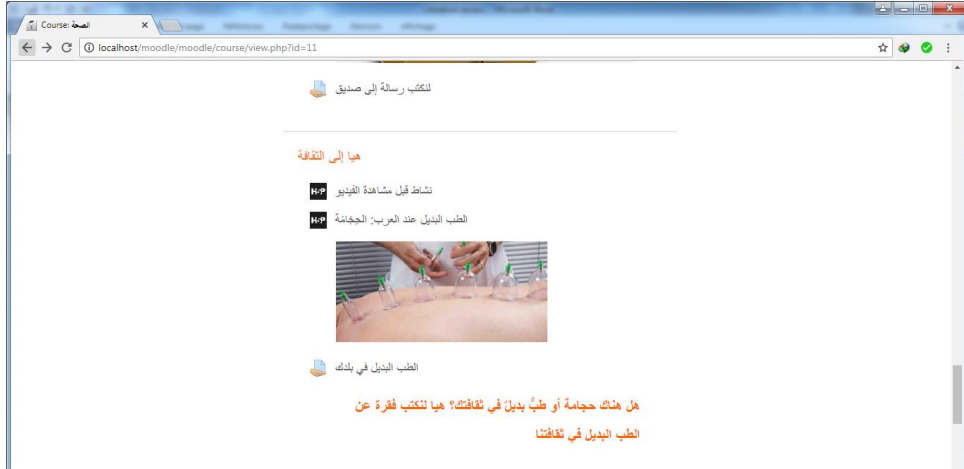
Culture (هيا إلى الثقافة): in this section, there is a prediction task where learners are asked to guess the topic of the video from a picture. Then, they do different tasks while watching the video through the "interactive video" option in Moodle (see picture below)

Fun (هيا نمرح): believing in the importance of fun in the learning process especially in learning foreign languages, this project ends every unit with section of fun which includes jokes language games, riddles and other entertaining activities. The reasons behind using fun are many and available in the literature, some of these reasons include a) making learners learn without being aware of doing so, b) awakening the child in every adult and c) motivating the learners by lowering the affective filter. The picture below illustrates the fun section from unit 2.

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