



A bilArabi story For the Love of Arabic

Key Findings

Overall, the coordinator and teaching staff at Gems Al Barsha National School for Boys had a very positive experience with implementing bilArabi. There were many aspects of the programme they appreciated and found beneficial including:

- The staff found the **Teacher's Guide** to be user-friendly, useful in providing differentiation by supporting them to adjust instruction to meet students' needs and helped with the allocation of time.
- The staff noted that that students were highly engaged with the content and believe bilArabi's approach to teaching vocabulary was **motivating for learners at the school**.
- Appropriate alignment with the **Ministry of Education curriculum** and the Teacher's Guide was particularly helpful.
- The coordinator felt that bilArabi helped improve the **quality of Arabic language instruction** at the school, provided **professional development for staff** and ensured **students learned more Arabic**.
- Teachers appreciated the concise lessons, attractive drawings, appropriate sequencing and focus on higher-order thinking skills as part of developing **21st-century skills**.

Programme Implementation

bilArabi was used as an enrichment programme in conjunction with the Ministry of Education (MoE) curriculum already in place at the Gems Al Barsha National School for Boys.

They utilised bilArabi for 2 periods, 80 minutes a week for about 6 months. They used both the print materials and digital platform, mainly for in-class activities. Specifically, the components used were:

80 mins

of bilArabi for 2 periods
a week for about 6 months



Write-in Student's Book (two volumes)



Student's e-Book



Teacher's Guide



Teacher's Guide e-book



bilArabi Digital Platform



Product Activation Training

A training session was conducted prior to the implementation of bilArabi to familiarise teachers with the programme. The 2 teachers that participated in the training found learning the practical application of the curriculum and different presentation and display methods of bilArabi the most useful components of the session.



bilArabi: Supporting Teaching and Learning

Overall, the coordinator and teaching staff found the bilArabi pilot to be beneficial for both teaching and learning.

In May, teachers were surveyed again and they strongly agreed that they enjoyed bilArabi and it was a good fit for their students and also agreed that the training helped them to start using the print materials efficiently.

After implementing bilArabi at the school, the coordinator felt that the top 3 goals bilArabi helped them to address were:

- Improving the quality of Arabic language instruction at the school.
- Providing professional development for staff.
- Ensuring students learned more Arabic.

“ was quite user-friendly

The coordinator found the top 3 most helpful components of the course were the Student's Book, extra digital resources and the Teacher's Book, which they found **“were quite user-friendly and the differentiation was very clear, which saves teachers' time.”**

Further, the coordinator believed students were highly engaged with the material due to bright colours, interesting stories and the attention-grabbing characters bilArabi offered.

3 members of the teaching staff participated in a focus group at the end of May, 2019. During the focus group, teachers discussed the various aspects of bilArabi they enjoyed and found beneficial.

Teachers appreciated a lot of elements including the concise lessons, attractive drawings, focus on higher order thinking skills and how well the sequencing supports student learning in conjunction with the MoE curriculum. In particular, the Teacher's Guide was well received by teachers as they thought it was useful in presenting differentiated instruction, helping with allocation of time, had appropriate overall sequence and good direction.

In addition, they felt students liked the design of both the digital and print resources. They also noticed students found bilArabi's approach to learning vocabulary motivating.



About bilArabi

bilArabi is a new and innovative Arabic language programme for schools from Pearson, the world's learning company.

It aims to transform the way students learn Arabic with fun and engaging course content, and an inquiry-based approach that makes learning student-centred.

bilArabi is a programme that offers much more than just language learning, with content that aims to develop a passion for Arabic history and culture and inspire trust in a bright future for the language. The course also includes higher-order thinking skills, as part of developing 21st-century skills to prepare students for high-stakes exams and the workplace.

Overview



The Gems Al Barsha National School for Boys, located in Dubai, United Arab Emirates,

piloted Pearson's bilArabi from October, 2018 to April, 2019. The coordinator's goals were to improve the quality of language instruction at the school, provide professional development for staff and ensure that students learned more Arabic. According to the coordinator, all of these goals were met through the utilisation of bilArabi. Teachers found the concise lessons, attractive drawings,

“ this curriculum helped our teachers simplify their work

focus on higher-order thinking skills, appropriate alignment with the Ministry of Education curriculum and the Teacher's Guide particularly helpful. Overall, the coordinator found bilArabi to be beneficial for both students and teachers saying, **“Our students found bilArabi very easy (to follow) and fun; however, this curriculum helped our teachers simplify their work and make up for the gap some students had according to their age and previous schooling.”**

Background of the School

UK

Curriculum

23

weeks of
bilArabi piloted

3

teachers, Year
1 and Year 2

72

students

“ Adjusting
instruction to meet
students' needs

The top 3 reasons the Coordinator wanted to take part in the bilArabi pilot included:

- Improving the quality of Arabic instruction at the school.
- Providing professional development for their staff.
- Ensuring students learned more Arabic.

Initially, in the pilot, all 3 teachers were asked what they hoped bilArabi would help with and below are their top answers:

- Adjusting instruction to meet students' needs.
- Managing students of mixed ability.
- Engaging students in pair or group learning.



Conclusion

Overall, the coordinator and teaching staff found the implementation of bilArabi to be a positive experience,

with one teacher stating, “It was fun and rich, enjoyed by my students as much as I enjoyed it as a teacher.” The teaching staff felt there were several benefits when using bilArabi including, the focus on higher-order thinking skills, comprehensive lessons, alignment with the MoE curriculum and motivating students to learn vocabulary.

The coordinator believed bilArabi improved the quality of Arabic teaching, ensured students learned more Arabic and provided professional development for staff. In coordinator’s view, bilArabi was a positive fit for their school and was pleased with how the pilot went,

“

I believe this programme could fix the scope and sequence between the different grade levels. I enjoyed implementing it.

