



# A bilArabi story For the Love of Arabic

## Key Findings

Overall, the teaching staff at Dhahran Ahliyyah School had a very positive experience in implementing bilArabi. There were many aspects of the programme they appreciated and found beneficial including:

- Alignment between the **Teacher's Guide and Student's Book**.
- The **standards and indicators** were made very clear at the beginning of each unit.
- The four main skills (**reading, writing, listening, and speaking**) were well covered.
- An appropriate link between the **IB Primary Year Programme (PYP)** units and the Arabic curriculum.
- Presentation, stories, characters and recognisable Arabic figures **engaged students in language learning**.
- Students were the **centre of the learning process**.

## bilArabi: Supporting Teaching and Learning

Overall, the teaching staff had a positive experience in implementing bilArabi.

94%

agreed or strongly agreed that they enjoyed using bilArabi

Between April and May, the teachers were surveyed again and 94% agreed or strongly agreed they enjoyed using bilArabi, with a teacher stating it was a “**programme with very rich content.**” Teachers were especially pleased with how well bilArabi aligned to student needs, with 87% of teachers agreeing or strongly agreeing bilArabi was a good fit for their students.

“ programme with very rich content

After utilising bilArabi, teachers were asked which instructional and learning goals they felt the programme helped them achieve. They ranked their top 2 responses as teacher guides and support, as well as helping them adjust instruction to meet students’ needs. During a classroom observation session, the observer reported one teacher found the content match between the Teacher’s Guide and the Student’s Book especially helpful and they enjoyed using bilArabi much more than their previous resources. In addition, another teacher told the observer how they appreciated the wide variety of activities available for use in class and how they differed from lesson to lesson, with the teacher finding that “**all the lessons are fun.**”

“ all the lessons are fun

Further, one of the administrators observed that parents were involved with the programme through ‘Me and my parents!’ section in the Student’s Book and wanted to help their children succeed.

Teachers and some administrators participated in a focus group at the end of April 2019. There were 11 participants, 9 of which were teachers. During the focus group, they

reviewed many aspects of the bilArabi programme they enjoyed while also providing recommendations for future improvements. Teachers appreciated the attractive presentation of the book, how students were at the centre of the learning process, how clear the standards were, the appropriate link between the PYP units and the Arabic curriculum, how well the 4 main skills were covered, and the alignment between the Teacher’s Guide and Student’s Book.

92%

of students where engaged over the course of 3 observations

Further, teachers reported that students liked how they could read the same stories in their books as found on the teacher’s platform, and the book included Arabic authors, poets and artists that they recognised.

According to observations, the vast majority of students were engaged with bilArabi and enjoyed using it. The level of student engagement over the course of 3 observations averaged 92%. During classroom observations, the observer noted students loved the colourful pictures and exciting characters. They also found that students appeared to be particularly engaged in group and pair work when working through the activities from their book.



## 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



مدارس الظهران الأهلية  
Dhahran Ahliyya Schools

**Dhahran Ahliyyah School is located in Al-Khobar, Saudia Arabia.**

Starting in October of 2018 they piloted bilArabi with several goals in mind including motivating students to learn Arabic, ensuring students learned more Arabic

and improving the quality of Arabic language instruction at the school. Teachers were very happy with their experience utilising bilArabi, particularly finding teacher support resources like guides and kits useful. In addition, teachers appreciated how students were at the centre of every lesson and the programme allowed them to meet individual students' needs. Further, observers noted a high level of student engagement.

## Background of the School

**IB**

Curriculum

**6**

months of  
bilArabi piloted

**16**

teachers

**143**

students in 6  
KG3 classes

Initially, in the pilot, the 16 teachers responded they hoped bilArabi would provide them teacher guides and support, as well as culturally relevant content and stories.

## Programme Implementation

**bilArabi was used as an enrichment programme in conjunction with the Ministry of Education (MoE) plan already in place at the Dhahran Ahliyyah School.**

The 6 KG3 classes participated in the pilot for about 24 weeks where they implemented bilArabi 5 days a week, 60 minutes per day to learn Arabic. They used both the print materials and digital platform, mainly for in-class activities. Specifically, the components used were:



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

There were a series of 4 training sessions held in October, prior to the implementation of bilArabi. It was conducted with 9 teachers. According to feedback, teachers appeared to be very happy with the training received finding the most useful parts to be:

- Practical application and lesson planning.
- Presenting examples of activities and how to give instant feedback.
- How to develop higher-order thinking skills.



## Conclusion

Overall, the implementation of the bilArabi programme was found to be beneficial for both students and teachers.

“ a beautiful and enjoyable experience

Teachers believed it was “a beautiful and enjoyable experience.” They felt bilArabi helped them teach Arabic more effectively by providing more comprehensive teacher guides and support. They appreciated the resources as well and how it helped them to adjust instruction to meet individual students’ needs. Further, they liked how students were the centre of every lesson, how well the 4 main skills were covered and the beautiful presentation of the book.

“ bilArabi was a wonderful and useful book. Thanks to the book we were able to increase our children’s vocabulary, sentence (structure) and story(telling), allowing them to write with confidence.

